Syllabus
Course Program

Leadership in teaching activities

Specialty
011 Educational, pedagogical sciences

Institute
Educational and Scientific Institute of Social and Humanitarian Technologies

Educational program
Pedagogy of high school

Department
Pedagogy and Psychology and Social System Control named after I. A. Ziaziun (301)

Level of education
Master's level

Course type
Special (professional), Mandatory

Semester
2

Language of instruction
English

Lecturers and course developers

First name and surname

olena.lapuzina @khpi.edu.ua
Candidate of Pedagogical Sciences, Associate Professor, Professor NTU "KhPI"

Work experience - 35 years. The author of more than 140 scientific, educational and educational-methodological works. Leading lecturer in the disciplines: "Monitoring the quality of education in higher education", "Psychological and pedagogical principles of safety in education", "Didactic systems and educational technologies in higher education", "Leadership in teaching activities", "Project management in education", "Fundamentals of higher school pedagogy".
More about the lecturer on the department's website
https://web.kpi.kharkov.ua/ppuss/uk/portfolio-lapuzinoyi-oleny-mykolayivny/

General information

Summary

The purpose of teaching the educational discipline “Leadership in teaching activities” is to provide applicants with systematized knowledge on the theoretical principles of leadership in education and the application of approaches to the formation of the personality of a professional leader, to the preparation and conduct of educational and scientific events. in meetings, professional associations.

Course objectives and goals

Formation of knowledge and a system for ensuring the training of leaders in teaching. Mastering the theoretical foundations of leadership in education. Formation of knowledge and approaches to the formation of the leader's personality. Development of skills in applying the leadership qualities of a teacher, his ability to prepare and conduct educational and scientific events.

Format of classes

Lectures, practical classes, consultations, self-study. Final control in the form of an exam.

Competencies

General competences:
GC 2. Ability to search, process and analyze information from various sources.
GC 3. Ability to apply knowledge in practical situations.
GC 4. Ability to learn and master modern knowledge.
GC 5. Ability to adapt and act in a new situation.
GC 8. Ability to act socially responsibly and consciously.
GC 10. Ability to conduct research at the appropriate level.

Competencies of specialization:
CS 4. Ability to carry out an examination and provide consultations on issues of educational policy and innovations in education.
CS 5. Ability to develop and implement new educational tools, projects and integrate them into the educational environment of the educational institution.
CS 7. Critical understanding of problems in the field of education, pedagogy and on the border of the fields of knowledge.
CS 9. Ability to use modern information and communication and digital technologies in educational and research activities.

Learning outcomes

LO1. To know the concept of the development of education and pedagogy and the methodology of relevant research at the level of the latest achievements.
LO 2. To use modern digital technologies and resources in professional, innovative and research activities.
LO 3. To form pedagogically expedient partnership interpersonal interaction; to carry out business communication, to clearly and unambiguously convey one's own reasoning, conclusions and arguments on issues of education and pedagogy to specialists and the general public; to conduct a problem-thematic discussion.
LO 4. To communicate in national and foreign languages fluently both orally and in writing for discussing the results of educational and professional activities, for scientific research and innovative projects presenting.
LO 5. To organize the educational process on the basis of student-centered, competence-based, contextual approaches and modern achievements of educational and pedagogical sciences; to manage educational and cognitive activities; to objectively evaluate the learning outcomes of education seekers.
LO 6. To develop and implement innovative and research projects in the field of education/pedagogy and interdisciplinary level in compliance with legal, social, economic, ethical norms.
LO 7. To create an open educational and scientific environment, favorable for education seekers and aimed at ensuring learning outcomes.
LO 9. To search for the necessary information on educational/pedagogical sciences in printed, electronic and other sources, analyze, systematize it, assessing its reliability and relevance.
LO 10. To make effective, responsible decisions on issues of management in the field of education/pedagogy, particularly in new or unfamiliar environments based on many criteria or with incomplete/limited information.
LO 11. To carry out advisory activities in the field of educational and pedagogical sciences..

Student workload

The total volume of the course is 120 hours (4 ECTS credits): lectures - 32 hours, workshops - 16 hours, self-study - 72 hours.

Course prerequisites

To successfully pass the course, you need to have knowledge and practical skills in the discipline: "Fundamentals of higher education pedagogy" and "Monitoring the quality of education in higher education".

Features of the course, teaching and learning methods, and technologies

Lectures are conducted interactively using multimedia technologies. Practical classes (workshops) use a project approach to learning, game methods, and focus on the application of innovative pedagogical information technologies in educational monitoring. Active learning methods that are used: discussion,

brainstorming, problem-based methods, the method of specific practical situations, business and role-playing games. Study materials are available to students through OneDrive of NTU KhPI.

Program of the course

Topics of the lectures

Topic 1. Introduction to the discipline.
The essence of leadership in education. The main areas of leadership study.
Topic 2. Self-management in the scientific and professional activity of a professional leader.
Components of the leadership potential of a future professional leader.
Topic 3. Models of effective leadership. Effective leadership skills.
Structural and dynamic characteristics of the leader's potential.
Topic 4. The role of a teacher-leader in successful learning and active dissemination of one's own scientific and pedagogical experience.
Work experience of higher institutions for activating the leadership potential.
Topic 5. Leadership potential of students and its activation in the process of studying at higher education institutions.
Innovative processes in the modern educational system.
Topic 6. Conceptual approaches to the professional training of leaders when studying at higher education institutions. Portfolio technology.
Technologies for the formation of a focus on successful professional activity.
Topic 7. Formation of the organizational activity of education-seeking leaders.
Achieving scientific and professional goals of a professional leader through self-improvement.
Topic 8. Formation of the communicative component of the leadership potential of future professional leaders.
Strategy and tactics of personal influence.

Topics of the workshops

Topic 1. Evaluation criteria for effective leadership.
Topic 2. Approaches to the formation of a leader's personality.
Topic 3. Models of effective leadership. Leadership skills. Charismatic leadership.
Topic 4. Forms, methods, technologies of training and personality education. Leader taking into account modern challenges.
Topic 5. Diagnosis of leadership potential of students. The role of self-awareness in the formation of the leadership component potential.
Topic 6. Technologies for the formation of leadership qualities of future professional leaders in education.
Topic 7. Methods of formation of communicative competence the future leader of a professional in the organization of educational and scientific events, meetings, professional associations.
Topic 8. Case-studies about of famous leaders' success all around the world.

Topics of the laboratory classes

Laboratory work within the discipline is not provided.

Self-study

The course involves the completion of a term paper in the form of an essay and a computer presentation in the Power Point program. The result of such work is the student's report in class and readiness to answer questions according to the chosen topic. calculations and modeling is drawn up in a written report. Students are recommended a list of topics and additional materials (videos, articles) for independent study and analysis.

Course materials and recommended reading

Basic literature

1. B. Collis. Information technologies for education and training. – Handbook on information technologies for education and training, Springer, Berlin, Heidelberg (2002), pp. 1-20
2. V. Varea, G. González-Calvo, A. García-Monge. Exploring the changes of physical education in the age of Covid-19. – Physical Education and Sport Pedagogy, 27 (1) (2022), pp. 32-42

3. L. Lockyer, J. Patterson. Integrating social networking technologies in education: a case study of a formal learning environment. – 2008 eighth IEEE international conference on advanced learning technologies, IEEE (2008, July), pp. 529-533
4. R.N. Carvalho, C.E.F. Monteiro, M.N.P. Martins. Challenges for university teacher education in Brazil posed by the Alpha Generation. – Research in Education and Learning Innovation Archives (2022), pp. 61-76
5. J. Hsu. Innovative technologies for education and learning: Education and knowledge-oriented applications of blogs, wikis, podcasts, and more. – International Journal of Information and Communication Technology Education (IJICTE), 3 (3) (2007), pp. 70-89
6. R. Grainger, Q. Liu, S. Geertshuis. Learning technologies: A medium for the transformation of medical education? – Med. Educ., 55 (1) (2021), pp. 23-29
7. E. Lacka, T.C. Wong. Examining the impact of digital technologies on students' higher education outcomes: the case of the virtual learning environment and social media. – Studies in Higher Education, 46 (8) (2021), pp. 1621-1634

Supplementary literature

1. A. Stone, J. Briggs, C. Smith. SMS and interactivity-some results from the field, and its implications on effective uses of mobile technologies in education. – Proceedings. IEEE International Workshop on Wireless and Mobile Technologies in Education, IEEE (2002, August), pp. 147-151
2. C. Schelly, G. Anzalone, B. Wijnen, J.M. Pearce. Open-source 3-D printing technologies for education: Bringing additive manufacturing to the classroom. – Journal of Visual Languages & Computing, 28 (2015), pp. 226-237
3. T. Jevsikova, G. Stupurienė, D. Stumbrienė, A. Juškevičienė, V. Dagienė. Acceptance of distance learning technologies by teachers: determining factors and emergency state influence. – Informatica, 32 (3) (2021), pp. 517-542
4. P. Carmichael, K. Jordan. Semantic web technologies for education–time for a 'turn to practice'? – Technology, Pedagogy and Education, 21 (2) (2012), pp. 153-169
A.A. Abdullayev. System of information and communication technologies in the education. – Science and world International scientific journal, 2 (2020), pp. 19-21
5. B. Marks, J. Thomas. Adoption of virtual reality technology in higher education: An evaluation of five teaching semesters in a purpose-designed laboratory. – Education and information technologies (2021), pp. 1-19.

Assessment and grading

Criteria for assessment of student performance, and the final score structure

100% of the final grade consists of assessment results in the form of an exam (40%) and ongoing assessment (60%).
Exam: written assignment (3 questions on theory) and oral presentation.
Current assessment: 1 online module test and individual assignment (20% each).
A rating system is also provided.

Grading scale

Total points	National	ECTS
90–100	Excellent	A
82–89	Good	B
75–81	Good	C
64–74	Satisfactory	D
60–63	Satisfactory	E
35–59	Unsatisfactory (requires additional learning)	FX
1–34	Unsatisfactory (requires repetition of the course)	F

Norms of academic integrity and course policy

The student must adhere to the Code of Ethics of Academic Relations and Integrity of NTU "KhPI": to demonstrate discipline, good manners, kindness, honesty, and responsibility. Conflict situations should be openly discussed in academic groups with a lecturer, and if it is impossible to resolve the conflict, they should be brought to the attention of the Institute's management.

Regulatory and legal documents related to the implementation of the principles of academic integrity at NTU "KhPI" are available on the website: http://blogs.kpi.kharkov.ua/v2/nv/akademichna-dobrochesnist/

Approval

Approved by	Date, signature	Head of the department Oleksandr ROMANOVSKY
	Date, signature	Guarantor of the educational program Tetyana SOLODOVNIK