



Syllabus Course Program



Psychological and pedagogical principles of safety in education

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

1

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 study of the discipline "Psychological and pedagogical principles of safety in education" means the formation of a national elite that is able to master the educational worldview paradigm of humanization and democratization of higher education, provides versatile development of the future specialist's personality, and contributes to increasing their level of readiness for professional activity.

Course objectives and goals

Involving students' assimilation of the system of psychological and pedagogical knowledge on the basics of the organization of the educational process in higher education. using psychological and pedagogical knowledge to organize professional activities (planning, control, group management, etc.).

Developing the content, structure the educational material and conduct classes of various types.

Organizing and managing students' cognitive activities, to form students' critical thinking and the ability to carry out activities according to all its components. Analyzing educational and educational-methodical literature and using it in pedagogical practice. Integrating knowledge that contributes to the growth of

the individual, the manifestation of his creative potential. Determining methods and means of training and control. Controlling and evaluating the results and correcting the learning process.

Format of classes

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

Competencies

General competences:

Ability to perform the official duties of an university teacher.

Pedagogical competences

Ability:

- to create an optimal working and learning environment;
- to form relationships based on mutual respect and communicate with the student as a partner;
- to deepen students' knowledge and develop their critical thinking;
- to stimulate students' interest and creativity.

Professional and didactic competences

Ability:

- to ensure the quality of education in accordance with the requirements of the National Framework of Qualifications and Higher Education Standards;
- to formulate educational goals and choose appropriate educational material and its structure;
- to develop and conduct all types of classes in a higher educational institution;
- to choose the optimal teaching methods and analyze the results of their use;
- to provide conditions for an effective educational process during classes;
- to evaluate your studies critically;
- to learn pedagogical literature independently.

Competencies of control

Ability:

- to develop tools for diagnosing learning outcomes;
- to evaluate the educational achievements of students and use the results to manage the educational process.

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 104 hours (5 ECTS credits): lectures - 16 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 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.

Psychological features of educational and cognitive activity.

Topic 2. Psychological features of the student's development as a subject of social life.

Studentship as a social group. Biogenetic, sociogenetic and psychological approaches to explaining the peculiarities of youth.

Topic 3. Psychology of pedagogical communicative interaction of the teacher with students.

The importance of pedagogical communication as a form of contact pedagogical interaction.

Topic 4. The education system in the world and in Ukraine: trends and prospects for development.

Trends and prospects for the development of higher education in the developed countries of the world in the 21st century.

Topic 5. Psychological and didactic foundations of the learning process.

The subject and tasks of higher school didactics. The essence and relationship of the main concepts of the theory of learning: knowledge, skills, abilities, experience, competences, pedagogical process, didactic system, content of education and learning, methods and means of learning.

Topic 6. Characteristics of the main types of educational classes in higher education.

Peculiarities of providing a lecture as a form of educational process from the point of view of the philosophy of modern education.

Topic 7. Diagnostics of students' knowledge.

Components, functions and types of control of students' knowledge. Methods and forms of organization of knowledge control, ways of their improvement.

Topic 8. Modern learning technologies in universities. The essence of pedagogical innovation. Interactive learning.

The structure and process of the business game. Game technologies in higher education.

Topics of the workshops

Topic 1. A general concept of learning. Sensorimotor and cognitive levels of learning. Spontaneous and organized learning.

Topic 2. Peculiarities of mental development in youth. The main contradictions that take place in the development of student youth in different countries.

Topic 3. The importance of pedagogical communication as a form of contact pedagogical interaction.

Communicative, interactive and perceptive aspects of communication. The relationship between verbal and non-verbal means in the process of communication.

Topic 4. Higher education in Ukraine, its main principles and tasks in the 21st century.

Topic 5. Psychological model of the cognitive process. The essence of psychological processes of cognitive activity and their management in the learning process. The structure and content of the didactic process. Levels of learning, teaching and assimilation of educational information.

Topic 6. Types of lectures, their purpose and features. Basic didactic requirements for the lecture.

Purpose, content and methodology of conducting practical classes. Purpose and tasks of laboratory classes.

Topic 7. Rating control of knowledge. Complex examination papers and the methodology of their development.

Topic 8. The method of using innovative interactive learning technologies: distance learning, computer tools of professional and pedagogical communication, business games, brainstorming, learning with colleagues or learning through interaction with each other (peer-to-peer learning), etc.

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. C. Dufour, C. Andrade, J. Bélanger. Real-time simulation technologies in education: a link to modern engineering methods and practices. – Proc. 11th Int. Conf. on Engineering and Technology Edu (2010, March), pp. 7-10
2. V.L. Dudar, V.V. Riznyk, V.V. Kotsur, S.S. Pechenizka, O.A. Kovtun. Use of modern technologies and digital tools in the context of distance and mixed learning. – Linguistics and Culture Review, 5 (S2) (2021), pp. 733-750
3. J.B. Lagrange, M. Artigue, C. Laborde, L. Trouche. A meta-study on IC technologies in education. Towards a multidimensional framework to tackle their integration. – PME CONFERENCE, 1 (2001, July), pp. 1-111
4. B. Somekh. Taking the sociological imagination to school: An analysis of the (lack of) impact of information and communication technologies on education systems. – Technology, pedagogy and Education, 13 (2) (2004), pp. 163-179
5. B.E. Penprase. The fourth industrial revolution and higher education. – Higher education in the era of the fourth industrial revolution, 10 (2018), pp. 978-981
- Kryukov, V., & Gorin, A. (2017). Digital technologies as education innovation at universities. Australian Educational Computing, 32(1), 1-16.

Supplementary literature

1. E. Pacheco, M. Lips, P. Yoong. Transition 2.0: Digital technologies, higher education, and vision impairment. – The Internet and Higher Education, 37 (2018), pp. 1-10
2. J. Roschelle, M. Sharples, T.W. Chan. Introduction to the special issue on wireless and mobile technologies in education. – Journal of computer-assisted learning, 21 (3) (2005), pp. 159-161
3. S. Grek. From symbols to numbers: the shifting technologies of education governance in Europe. – European educational research journal, 7 (2) (2008), pp. 208-218
4. S. Villagrasa, D. Fonseca, E. Redondo, J. Duran. Teaching case of gamification and visual technologies for education. – Journal of Cases on Information Technology (JCIT), 16 (4) (2014), pp. 38-57
5. D.N. Nguyen, B. Zierler, H.Q. Nguyen. A survey of nursing faculty needs for training in the use of new technologies for education and practice. – J. Nurs. Educ., 50 (4) (2011), pp. 181-189
6. G. Vavoula, M. Sharples, P. Lonsdale, P. Rudman, J. Meek. Learning Bridges: a role for mobile technologies in education. – Educational Technology (2007), pp. 33-37
7. E. Lacka, T.C. Wong, M.Y. Haddoud. Exploring the role of Virtual Learning Environment and Social Media use in Higher Education. – Computers & Education, 163 (2021), Article 104099.

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 a Graduating Test (40%) and ongoing assessment (60%).
Graduating Test: 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

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Guarantor of the educational program
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