



Syllabus Course Program



Facilitative pedagogy

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

Selective

Semester

2

Language of instruction

English

Lecturers and course developers



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Candidate of Pedagogical Sciences, Associate Professor, Associate Professor of the Department of Pedagogy and Psychology of Social Systems Management named after Academician I.A. Ziaziun, NTU "KhPI".

She has 18 years of experience. Author of more than 60 scientific and educational works. Leading lecturer in the disciplines: "Psychology of Management, Marketing and Advertising", "Economic Psychology", "Educational Management", "Facilitation Psychology".

More about the teacher on the department's website <https://web.kpi.kharkov.ua/ppuss/uk/portfolio-vorobjovoj-yevgeniyi-vyacheslavivni/>

General information

Summary

The discipline "Facilitative Pedagogy" allows students to master modern approaches to the formation of students' general competence in theoretical foundations of pedagogy and practical experience of the facilitative approach to teaching, in particular in higher education institutions, as well as the ability to adapt and act in a new situation, the ability to identify, pose and solve problems, the ability to interact interpersonally, the ability to take into account diversity, individual characteristics of students in planning and implementing the educational process in an educational institution.

Course objectives and goals

The aims of the discipline are: formation of modern pedagogical thinking in students on the basis of a facilitative approach, the basics of teaching in higher education using facilitation technologies, mastering training technologies with elements of facilitation for conducting relevant psychological and pedagogical classes, formation of professional and psychological competence for conducting trainings using modern approaches on the basis of cooperation and support.

Format of classes

Lectures, practical classes, consultations, self-study. Final control in the form of a Graduating Test.

Competencies of specialization

GC 5. Ability to adapt and act in a new situation.

GC 7. Ability to interpersonal interaction.

CS 6. Ability to manage the strategic development of the team in pedagogical, scientific and pedagogical and scientific activities.

Learning outcomes

LO 3. To form a pedagogically expedient partner 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 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

Student workload

The total volume of the course is 180 hours (6 ECTS credits): lectures – 32 hours, workshops – 32 hours, self-study – 116 hours.

Course prerequisites

To successfully pass the course, you need to have knowledge and practical skills in the disciplines: «Pedagogy and psychology of higher education» and «Pedagogical communication and rhetoric».

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

Lectures are conducted interactively using multimedia technologies. Lectures include: story, explanation, demonstration, discussion. . In practical classes, students perform group and individual tasks.

According to the sources of knowledge, the following teaching methods are used: verbal - conversation, discussion, lecture, work with the book; visual - illustration with practical examples, presentation; gaming - role-playing, business games; documentary - work with documents, analysis, preparation of documents; interactive - selection and discussion of video materials, cases, speech with presentation; self-study - processing of lecture material and professional literature; research - theoretical analysis of scientific sources, empirical research.

By the nature of the logic of knowledge, the following methods are used: analytical, synthetic, analytical-synthetic, inductive, deductive.

By the level of independent mental activity, methods are used: problematic, partially exploratory, research.

Learning materials available to students in Google Disk and One Drive cloud environments.

Program of the course

Topics of the lectures

Topic 1: Professional activity of a higher education teacher

Content and essence of pedagogical activity of a higher education teacher. Organizational activities of a university teacher.

Theme 2. Pedagogical communication in higher education.

Pedagogical communication and rhetoric. Styles of pedagogical communication.

Topic 3. Features of student personality development.

General characteristics of student age. The relationship between the concepts of individual, individuality, personality in the process of student socialization. Influence of the teacher on the development of the student's personality in the process of pedagogical interaction.

Topic 4. Pedagogical support in the professional development of university students.

Professionalization of the student's personality as a new age formation. Professional competence as an indicator of a student's psychological readiness for professional activity. Pedagogical management and its role in the formation of student's readiness for professional activity.

Topic 5. Facilitation in pedagogical science.

Facilitation as a type of pedagogical interaction. Structure of pedagogical facilitation Facilitative approach in higher education

Topic 6. Facilitation in higher education: practical experience for a university teacher.

Facilitator as a manager, leader and participant in the educational process in higher education. Implementation of the principles of facilitation in the process of professional training of future specialists. Facilitation as a tool for a modern higher education teacher.

Topic 7. Teacher-mentor and his/her role in the introduction of facilitation in the educational process of higher education.

Updated roles of a modern university teacher. Mentoring as a tool for a higher education teacher. Implementation of a facilitative approach in the practice of the educational process of higher education.

Topic 8: Experience of facilitation activities in out-of-school and school institutions.

Facilitation activities of a teacher in the work of preschool educational institutions. Teacher-facilitator in general secondary education institutions.

Topics of the workshops

Topic 1. Pedagogical activity of a university teacher.

Pedagogical culture of a higher education teacher. Image of a modern teacher in the context of modern transformations of higher education.

Topic 2. Psychological and pedagogical features of communication in higher education.

Features of communication of participants in the educational process. Development of the student's personality as a subject of communication Psychological specifics of interaction between teachers and students at the interpersonal level. Features of teaching for the effectiveness of the educational process of the university and for student self-realization.

Topic 3. Development of student's personality in higher education.

Features of student adaptation and socialization in a higher education institution. Psychological and pedagogical conditions of interaction within the system "teacher-student" on the basis of student-centered learning.

Topic 4. Readiness for professional activity of a future specialist.

The essence and structure of readiness for professional activity of a future specialist. The role of pedagogical management in the formation of readiness for professional activity of a future specialist.

Topic 5. Facilitative approach in the educational process of higher education.

Facilitation and facilitative approach in ensuring an effective educational process. Features of the introduction of a facilitative approach for the training of specialists in various fields.

Topic 6. The practice of introducing a facilitative approach to the educational process of higher education.

Facilitation techniques. Experience of applying the facilitative approach in domestic and foreign universities.

Topic 7. The role of the teacher-facilitator as a leading role in the practice of pedagogical activity of the HEI.

Experience in implementing various facilitation techniques. Conducting classes on the use of certain facilitation techniques in accordance with the content and profile of the educational component.

Topic 8: Practical experience of introducing facilitation in preschool and school educational institutions.

Analysis and detailed study of the features and differences in the introduction of facilitation in preschool and school educational institutions.

Self-study

Independent work of the student includes the processing of lecture material, preparation for practical classes, the implementation of individual tasks using methodological recommendations. Students are recommended additional materials (videos, articles, textbooks) for independent study and analysis, preparation for lectures and practical classes.

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Course materials and recommended reading

Basic literature

1. Galitsan O. A. Formation of pedagogical facilitation of future teachers in the process of studying at a higher educational institution: Candidate of Pedagogical Sciences: 13.00.04. Odesa, 2010. 278 c.
2. Koicheva T. I. Training of future teachers of humanitarian specialties as tutors for the system of distance education: Candidate of Pedagogical Sciences: 13.00.04. Odesa, 2004. 198 c.
3. Osypova T. Y. Theoretical and methodological bases of training future teachers for pedagogical mentoring: monograph. Odesa: Publisher Vadym Bukaev, 2015. 412 c
4. Pedagogical professionalism: historical, methodological and theoretical aspects: monograph. Kyiv: Drahomanov National Pedagogical University, 2004. 243 c.
5. Ivashchenko M.V. Formation of future teachers' readiness for tutoring. Bulletin of Hlukhiv National Pedagogical University named after Oleksandr Dovzhenko. Series: Pedagogical sciences. Hlukhiv: HLUKHIV NATIONAL PEDAGOGICAL UNIVERSITY, 2009. C. 177-180.
6. Kazanzhi M. Y. Psychological features of facilitation as a personality property : PhD thesis. Sci: 19.00.01. Odesa, 2007. 190 c.
7. Kondrashykhina O. O. Formation of the ability to facilitate influences in future practical psychologists: PhD in Psychology: 19.00.07. Kyiv. 2014. 182 c.

Supplementary literature

1. Prokopenko I. A. Technological arsenal of the system of training future teachers for facilitative interaction with students. Pedagogy and psychology. Kharkiv: H.S. Skovoroda Kharkiv National Pedagogical University, 2020. Issue 63. C. 133-142.
2. Prokopenko I. A. Fundamentals of pedagogical facilitation: methodological recommendations for conducting pedagogical studio classes. Kharkiv: Mitra, 2019. 26 c
3. Sam Kaner. Facilitator's Guide to Participatory Decision-Making. San Francisco: John Wiley & Sons, 2007. 341 p.

Assessment and grading

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

100% of the final grade consists of the results of the assessment in the form of a test (20%) and current assessment (80%).

Credit: written assignment (2 questions on theory + practical assignment with analytical conclusion) and an oral report.

Current assessment: 4 online tests (60%), and a practice task (20%)

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
Nina PIDBUTSKA

Date, signature

Guarantor of the educational
program
Natalia SEREDA