



Syllabus Course Program



Pedagogy and Psychology of Higher Education

Code and name of the specialty

011 - Educational, pedagogical sciences

Institute

ESI of Social and Humanitarian Technologies

Educational program

Pedagogy of higher education

Department

Pedagogy and Psychology of Social Systems
Management named after Academician I.A. Zyazyun
(301)

Level of education

Master's degree

Type of discipline

Elective

Semester

1

Language of instruction

English

Teachers, developers



Alina Khrypunova

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She has 25 years of experience. Author of more than 100 scientific and educational works. Leading lecturer in the disciplines: "Pedagogy and Psychology of Higher Education", "Educational Management", "Fundamentals of Scientific Research", "World Experience of Higher Education".

More information about the teacher on the department's website

<https://web.kpi.kharkov.ua/ppuss/uk/portfolio-vorobjovoj-yevgeniyi-vyacheslavivni/>.

General information

Summary

The discipline "Pedagogy and Psychology of Higher Education" allows students to master modern approaches to the knowledge in the features of the pedagogical system, study modern pedagogical technologies to improve the quality of higher professional education, pedagogical interaction of subjects of the educational process, as well as psychological aspects of the activities of higher education.

Course objectives and goals

The aim of the discipline "Pedagogy and Psychology of Higher School" is to develop master's students' psychological and pedagogical competencies that provide effective solutions to professional and social-personal problems of pedagogical activity in universities; the construction of an educational process in a higher school; providing systematized knowledge of psychology and higher school pedagogy; familiarizing students with individual and age characteristics, also with psychological aspects of the professional activity of a higher school teacher.

Format of classes

Lectures, practical classes, independent work. Final control - exam

Competencies

GC3. Ability to apply knowledge in practical situations.

GC8. Ability to act socially responsibly and conscientiously.

SC 3. The ability to take into account the diversity and individual characteristics of students in planning and implementing the educational process in an educational institution.

SC 6. The ability to manage the strategic development of the team in pedagogical, scientific-pedagogical and scientific activities.

SC 11. The ability to take into account the age and individual characteristics of students in scientific and pedagogical activities, to provide them with pedagogical support.

Learning outcomes

PLO5. 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 students

PLO 7. To create an open educational and scientific environment, favorable for education seekers and aimed at ensuring learning outcomes.

PLO10. To make effective, responsible decisions on management issues in the field of education/pedagogy, in particular in new or unfamiliar environments, in the presence of many criteria and incomplete or limited information.

PLO 15. To be able to take into account the age and individual characteristics of students in the educational process, to provide pedagogical and psychological support for their educational and professional activities.

Student workload

The total volume of the discipline is 120 hours (4 ECTS credits): lectures – 32 hours, practical classes – 16 hours, independent work - 72 hours.

Course prerequisites

To successfully complete the course, you need to know: psychology of decision-making in education/pedagogy, monitoring the quality of education in higher education, pedagogy and psychology of higher education, etc.

Features of the discipline, teaching 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; analysis, speech with presentation; self-study - processing of lecture material and professional literature; 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: Higher education pedagogy. Pedagogy in the system of human sciences.

Subject, object, tasks of pedagogy. Main categories of pedagogy.

Topic 2: Content and purposes of higher professional education.

Problem of defining educational goals

Competence-based approach in education. Relevance of the competence-based approach in education.

Topic 3: Functions and methods of the learning process.

Essence and characteristics of the learning process

Functions and stages of the learning process. Classification of learning methods. Methods of problem-based learning.

Topic 4: Fundamentals of higher education didactics.

Modern learning technologies. Essence and features of pedagogical technology. Main elements of the modular learning structure. Electronic means of learning. Distance learning.

Topic 5: Organizational forms of learning.

System of organizational forms of learning at the university. Lecture as the leading organizational form of training. Seminar classes. Practical classes

Laboratory workshop. Analysis of the lesson.

Topic 6: Organization of educational work in a higher educational institution.

Main directions of educational work in a higher educational institution in the process of training and extracurricular activities of a student. Goals and objectives of education. Content of education.

PART II. PSYCHOLOGY OF HIGHER EDUCATION.

Topic 7: Psychological analysis of student activity.

General characteristics of activity. Activity and cognitive processes. Structure and types of educational and cognitive activity of a student.

Topic 8: Psychological characteristics of a student.

Features of the development of a student's personality. Factors influencing the success of student learning. The problem of first-year students' adaptation to the conditions of a university

A student as a subject of his own educational and professional activity.

Topic 9: Professional activity of a teacher of a higher educational institution

A teacher of a higher educational institution as an organizer of the educational process

General characteristics of the teacher's activity

Main functions of scientific and pedagogical activity

Motivation of pedagogical activity. Pedagogical skills of a teacher

Topic 10: A teacher as a subject of scientific and pedagogical activity.

Psychological and pedagogical competence of a teacher of a higher educational institution.

Communicative competence of a teacher. Organizational competence of a teacher. Creative competence.

Personal qualities of a teacher. Pedagogical culture of a teacher of a higher educational institution.

Topics of practical classes

Topic 1: The place of higher education pedagogy in the system of sciences.

Topic 2: The essence and structure of the content of education.

Principles and criteria for selecting the content of professional education. Competency-based approach in the modern education system

Topic 3: A higher educational institution is one of the leading factors in the socialization of a student's personality as a specialist. Concepts of learning. Group methods of problem solving.

Topic 4: Independent work of students.

The meaning and essence of independent work.

The place of the educational task in the structure of independent work

Organization and types of independent work. Methodological support and control of independent

Topic 5: The system of control of educational activity of students.

Types and meaning of control of educational activity

Methods of control of knowledge and skills of students. Evaluation of results of educational activity.

Control of the quality of teaching. Organization of independent educational and cognitive activity of students. Development of creative potential of future specialists.

Topic 6: Education of the student's personality as a future specialist with higher education.

Methods and organizational forms of education. Laws and principles of education.

Organization of educational and educational work in the university.

PART II. PSYCHOLOGY OF HIGHER EDUCATION.

Topic 7: Motivation of educational and cognitive activity.

Adaptation of students to higher education, its types and conditions of effectiveness. Typological features of modern students

Topic 8: The role of motivation in educational and professional activity.

Contradictions and crises of student age.

Topic 9: Pedagogical image of a teacher of a higher educational institution.

The concept of pedagogical image. The image of an educational institution: structure and ways of formation.

Topic 10: Educational and educational cooperation and communication in the educational process.

General characteristics of educational cooperation. Style of pedagogical communication. Techniques and forms of pedagogical communication. Barriers to communication and ways to eliminate them.

Independent work.

The student's independent work is limited to studying the lecture material. Preparation for practical (laboratory, seminar) classes

Independent study of topics and questions that are not taught in lectures. Performance of an individual tasks.

Students are also recommended additional materials (videos, articles, textbooks) for independent study and analysis, preparation for lectures and practical classes.

Literature and educational materials

Main literature

1. Azytova H. S. Modern technologies of training students in a university // Young student. N. 12. - 2015.- P. 5 - 7.
2. Boyko A., Ilchenko O. The concept of master's training in higher education pedagogy // Pedagogical sciences. Poltava, N. 63. 2015. - P. 147-148.
3. Vagina M. V. Using the case study method as an educational technology. 2015.- P.166-183.
4. Vitvytska S. S. Comparative analysis of the model of undergraduate pedagogical education of Great Britain and Ukraine // Problems of education: Collection of scientific papers. Vinnitsa -Kyiv, 2015. – P. 17-22.
5. Vitvytska S. S. Theoretical and methodological principles of pedagogical training of masters in the conditions of graduate education // Accomplishments of scientists of the Zhytomyr scientific and pedagogical school: monograph / edited by. O. A. Dubasenyuk. Zhytomyr: Department of the State University named after I. Franka, 2016. - P. 302-347.
6. Gladush V. A., Lysenko G. I. Higher school pedagogy: theory, practice, history. education manual Dnipropetrovsk, 2014. – 416 p.
7. Innovations in higher education: domestic and foreign experience: teaching. guide. / I.V. Artyomov, I.P. Studenyak, Y.Y. Holovach, A.V. Gus. Uzhgorod: PE "AUTDOR-SHARK", Vol. 23. 2015. - 360 p.
8. Koval O. Basics of psychology and pedagogy of higher education (a note for graduate students): educational and methodological manual / edited by O. E. Koval. Ternopil: VOC "Economic Opinion of TNEU", 2013.- 90 p.
9. Kostyukevich E. F. Using the method of mind maps in the educational process [Electronic resource] // Festival of pedagogical ideas "Open lesson". 2015. <http://festival.1september.ru/articles/602963/>
10. Course of lectures on the discipline "Pedagogy and psychology of the higher school" / compiled by Koval O.E. Ternopil: TNEU, 2016. – 85 p.
11. Synopsis of lectures on the discipline "Pedagogy and psychology of higher education" / Compiled by Markin L. L. Dnipro; DDUVS, 2016. – 70 p.
12. Kurvits M. Assessment and ICT: Formative assessment tools that give instant feedback. [Electronic resource] - Access mode: kurvitstudio.com/presentation.pdf 18. Methodological recommendations for trainers

regarding the development and conduct of trainings / Author team: T. Fuley (head of the working group), N. Burukovska, T. Budnychenko, G. Savchenko. K., 2016. – 90 p.

Auxiliary

13. National strategy for the development of education in Ukraine. Access mode: 2021. <http://www.mon.gov.ua/images/files/news/12/05/4455.pdf>
14. Pedagogy and psychology of the higher school: study guide / L. G. Kaidalova, I.S. Sabatovska-Frolkina, N. V. Alyokhina, N. V. Shvarp. Kh.: National Academy of Sciences, 2019. – 248 p.
15. Systemic and synergistic approach to pedagogical training of future masters of education / Professional pedagogical education: systematic studies: Monograph / O.A. Dubsenyuk Zhytomyr: Publication. 2015. - P. 92 – 109.
16. Strazhnikova I. Pedagogy of the higher school: educational and methodological manual. Ivano-Frankivsk: NAIR, 2018. – 120 p.
17. Theory and practice of blended learning: monograph / V.M. Kuharenko, S.M. Berezenska, K.L. Bugaichuk, N.Yu. Oliynyk, T.O. Oliynyk, O.V. Rybalko, N.G. Syrotenko; under the editorship V.M. Kuharenka - Kharkiv: "Miskdruk", NTU "KhPI", 2016. – 284 p.
18. Shapran O. I., Novak O. M. Pedagogy of the higher school: teaching method. manual Pereyaslav-Khmelnyskyi . Kyiv, 2018. -280 p.
19. Albero, B. La pédagogie à l'université entre digitization et massification. Apports et risques d'une mutation. In G. Lameul & C. Loisy (Eds.), La pédagogie universitaire à l'heure du numérique. Questionnement et éclairage de la recherche Brussels, Belgium: De Boeck. 2014.- pp. 27–53.
20. Diallo, I., & Maizonniaux, C..Policies and pedagogies for students of diverse backgrounds. International Journal of Pedagogies and Learning, №11. - 2016 p. 201-210. <https://doi.org/10.1080/22040552.2016.1279526p>.
21. Jelena Cingel Bodinet. Pedagogies of the futures: Shifting the educational paradigms // European Journal of Futures Research volume 4,- №21.- 2016.
22. Johnson, L., Adams Becker, S., Cummins, M., Estrada, V., Freeman, A., & Hall, C. NMC Horizon Report (Higher education edition). Retrieved from New Media Consortium. 2016.
23. Lebrun, M. eLearning pour enseigner et apprendre, allier pédagogie et technologie. Louvain-la-Neuve, Belgium: Academia Bruylant. 2015.
24. Pedagogical Interaction in Hugh School, the Structural and Functional Model of Pedagogical Interaction // INTERNATIONAL JOURNAL OF ENVIRONMENTAL & SCIENCE EDUCATION 2016, VOL. 11, N. 9,
25. Scott C.L The futures of learning 3: what kind of pedagogies for the 21st century? UNESCO education research and foresight, Paris. [ERF Working Papers Series, N 15-Accessed 28 Sept 2016. <http://unesdoc.unesco.org/images/0024/002431/243126e>.

Criteria for evaluating student performance and distribution of points

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 calculation task (20%)

Rating scale

Sum of points	National assessment	ECTS
90–100	Excellent	A
82–89	Good	B
75–81	Good	C
64–74	Satisfactory	D
60–63	Satisfactory	E
35–59	Unsatisfactory (additional study is required)	FX
1–34	Unsatisfactory (re-study is required)	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