



Pedagogy of Higher School

Curriculum (Syllabus)

Course details	
Level of higher education	<i>Second (Master's)</i>
Field of knowledge	<i>C - social sciences, journalism, information and international relations C5 Sociology</i>
Specialisation	
Educational programme	<i>Social data analytics</i>
Status of discipline	<i>Mandatory</i>
Form of study	<i>Full-time (day)</i>
Year of study, semester	<i>1st year, autumn semester</i>
Scope of the discipline	<i>3 ECTS credits/90 hours lectures – 16 hours, seminars – 14 hours, independent work – 60 hours</i>
Semester assessment/assessment measures	<i>Test, modular control work</i>
Class schedule	<i>https://schedule.kpi.ua/</i>
Language of instruction	<i>Ukrainian</i>
Information about the course leader / teachers	<i>https://psy.kpi.ua/vikladachi/</i>

Course programme

1. Description of the academic discipline, its purpose, subject matter and learning outcomes

The subject of the academic discipline "Higher Education Pedagogy" is the process of teaching and training specialists with higher education. The academic discipline involves preparing higher education students for future teaching activities in higher education institutions in the positions of assistants, which involves independent study of pedagogical literature, development and conduct of all types of classes and control measures in higher education institutions, analysis and selection of effective teaching methods, and critical evaluation of their classes. An integral competence of studying this discipline is the ability to perform the duties of a teacher at a higher education institution.

The aim of the discipline is to develop the following abilities in higher education students:

- implement educational programmes in accordance with higher education standards;
- analyse and select effective teaching methods;
- develop and conduct all types of classes and control measures in a higher education institution;
- educate and intellectually develop students;
- independently mastering pedagogical literature;
- critical evaluation of their classes.

After mastering the academic discipline, higher education students must demonstrate the following learning outcomes:

knowledge of:

- the system and structure of education in Ukraine;
- the structure of higher education standards;
- the didactic essence of cognitive activity;
- recommendations regarding the structure and methods of conducting various types of educational activities;
- requirements for the composition and content of teaching and methodological documentation for the speciality and academic discipline;
- quality assurance systems and recommendations for conducting control measures;
- the essence of new and information technologies in higher education;
- principles and methods of education.

skills:

- organise and analyse their teaching activities;
- determine appropriate methods and means of teaching and control;
- organise and manage students' cognitive activities;
- analyse educational and teaching literature and use it in pedagogical practice;
- monitor and evaluate learning outcomes.

As a result of mastering the discipline, students will be able to:

- ensure conditions for an effective learning process when conducting classes;
- implement creative teaching techniques;
- apply pedagogical techniques and professional artistry;
- develop means of diagnosing learning outcomes;
- assess students' academic and creative achievements, use the results to correct and optimise the learning process;
- master techniques and methods for resolving conflict situations in pedagogical interaction.

In accordance with the requirements of the ONP, the aim of the discipline is to develop students' abilities to:

- the ability to communicate with representatives of other professional groups at various levels (with experts from other fields of knowledge/types of economic activity) (ZK 03);
- the ability to carry out pedagogical and/or scientific and pedagogical activities in educational institutions (FK 09).

In accordance with the requirements of the ONP, as a result of mastering the discipline, students will be able to:

- search for, analyse and evaluate the necessary information in scientific literature, databases and other sources (PRN 05);
- clearly and unambiguously convey knowledge, their own conclusions and arguments on issues of sociology and related fields of knowledge to specialists and non-specialists, in particular to students (PRN 08);
- teach sociology and related disciplines in educational institutions (PRN 10).

Communication with the lecturer is possible and encouraged during classes, as well as during consultations with the lecturer, which are held according to a schedule available on the website of the Department of Psychology and Pedagogy. In addition, for more effective communication in order to understand the structure of the academic discipline and master the material, e-mail and Telegram messenger are used.

2. Prerequisites and post-requisites of the discipline (place in the structural-logical scheme of training under the relevant educational programme)

To study this discipline, higher education applicants should preferably have skills in using a text editor on a computer and working with electronic databases of scientific institutes and libraries.

The discipline "Pedagogy of Higher Education" is studied after mastering psychology-oriented disciplines in the bachelor's programme. Studying this discipline will allow students to more effectively master the disciplines of general and professional training cycles.

3. Contents of the academic discipline

Names of sections and topics	Number of hours			
	Total	including		
		Lectures	Practical (seminar)	Wed
1	2	3	4	5
Topic 1. Subject and objectives of higher education pedagogy	8	1	1	6
Topic 2. The essence of the learning process in higher education	8	1	1	6
Topic 3. Didactic foundations of the learning process	9	2	1	6
Topic 4. Main types of educational activities and teaching methods	9	2	1	6
Topic 5. Education quality assurance system. Monitoring of learning outcomes	10	2	2	6
Topic 6. The essence of the educational process in higher education	8	2	2	4
Topic 7. The culture of pedagogical communication in higher education institutions	7	2	1	4
Topic 8. Students as subjects of educational activity	9	2	1	6
Topic 9. Teaching skills of a teacher and ways to develop them	10	2	2	6
Modular control work	6		2	4
Credit	6			6
Total hours	90	16	14	60

4. Teaching materials and resources

To successfully study the discipline, it is sufficient to work through the educational material presented in lectures and familiarise yourself with:

4.1 Basic literature

1. Kulishov V.S. Didactics of Higher Education: Teaching and Methodological Guide. Bila Tserkva: BINPO DZVO "UMO" NAPN of Ukraine, 2022. 142 p. Access mode: https://lib.iitta.gov.ua/731992/1/%D0%94%D0%B8%D0%B4%D0%B0%D0%BA%D1%82%D0%B8%D0%BA%D0%B0%20%D0%92%D0%A8_%D0%BF%D0%BE%D1%81%D1%96%D0%B1%D0%BD%D0%B8%D0%BA.pdf
2. Nagayev V.M. Pedagogy of Higher Education: Textbook. Kharkiv: StylNa Typography, 2019. 267 p.
3. Nagayev V.M., Portyan M.O. Methods of teaching in higher education: a textbook. Kharkiv: StylNa Typography, 2018. 283 p.
4. Fundamentals of Pedagogical Mastery: Workshop / I.L. Kholkovska, O.V. Voloshyna, S.I. Gubina. Vinnytsia: Tvoriv, 2019. 240 p.
5. Pedagogy of Higher Education: Textbook for Second-Level Higher Education Students of Pedagogical Universities / S.G. Nemchenko, V.V. Kryzhko, I.F. Shumilova, O.M. Starokozhko, O.B. Golik. Berdiansk: BDPU, 2020. 517 p.

4.2 Supplementary literature:

1. Reform and modernisation of educational systems in the countries of the 21st century: monograph / edited by O. I. Shapran. Pereyaslav-Khmelnytskyi, (Kyiv region): Dombrovska Ya. M., 2018. 384 p.
2. Strazhnikova I. Pedagogy of Higher Education: Teaching Manual. Ivano-Frankivsk: NAIR, 2018. 120 p.
3. Kushniruk S.A. Development of the categorical and conceptual apparatus of didactics in pedagogical science in Ukraine (20–90s of the 20th century). Qualification scientific work on the rights of the manuscript. Thesis for the degree of Doctor of Pedagogical Sciences in the specialty 13.00.01 – General Pedagogy and History of Pedagogy. M.P. Dragomanov National Pedagogical University, Kyiv, 2019. Access mode: https://npu.edu.ua/images/file/vidil_aspirant/dicer/D_26.053.01/dis_Kushniruk.pdf
4. Methodological recommendations for the development of academic discipline programmes and credit module work programmes [Text] / Compiled by V. P. Golovenkin. – 4th edition, revised and supplemented. – Kyiv: NTUU "KPI", 2014. – 28 p. – Access mode: <https://kpi.ua/files/bologna/recommendations-programming-disciplines.pdf>
5. National Qualifications Framework. Access mode: <https://mon.gov.ua/ua/tag/natsionalna-ramka-kvalifikatsiy>
6. Ortynsky V. L. Pedagogy of Higher Education: Textbook. National University "Lviv Polytechnic". Lviv: Lviv Polytechnic Publishing House, 2017. 498 p.
7. Educational programmes of NTUU "KPI": Recommendations for development / Compiled by V. P. Golovenkin. – Kyiv: NTUU KPI, 2016. – 40 p. – Access mode: https://kpi.ua/files/Osvitni_programu_2018.pdf
8. Fundamentals of psychological and pedagogical training in higher education: teaching and methodological manual for practical classes and independent work of students / Authors-compilers L.V. Malyar, V.I. Starosta, M.I. Kukhta. Uzhhorod: State Higher Educational Institution "UzhNU", 2019. 84 p. Access <https://www.uzhnu.edu.ua/uk/infocentre/get/43642>
9. Pedagogy of Higher Education: Textbook / V.P. Golovenkin; Ministry of Education and Science of Ukraine, National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". – 2nd ed., revised and supplemented. – Kyiv: Igor Sikorsky Kyiv Polytechnic Institute, 2019. – Access mode: https://opac.kpi.ua/F/N5C8NSEHNAPG4AC7IUY5U2NEI5TAH3GV7CK72F4TT6YA2T8PH2-08156?func=find-acc&acc_sequence=005454291
10. Stolyarenko O.V. Modelling pedagogical activity in the training of specialists: teaching and methodological manual. Vinnytsia: Nilan LTD, 2015. 148 p.
11. Blokhina Iryna Application of International Scientometric Databases in the Professional Training of Future Teachers of Psychological and Pedagogical Disciplines: Capabilities of Web of Science (WOS), Scopus, Google Scholar / Olga Moskalenko, Lesia Muzychko, Liliia Hachak-Velychko, Victoria Dovzhuk, Iryna Blokhina // IJCSNS International Journal of Computer Science and Network Security, VOL.22 No. 5, May 2022 583 Manuscript received May 5, 2022 Manuscript revised May 20, 2022 . – P. 583 – 587. <https://doi.org/10.22937/IJCSNS.2022.22.5.80>

Educational content

5. Methodology for mastering the academic discipline (educational component)

Lectures

Lecture topic and list of key questions
(assignments for independent work)

Lecture 1

Topic 1. Subject and objectives of higher education pedagogy

The purpose and objectives of the academic discipline "Higher Education Pedagogy" and its place in the professional training of master's students. Object and subject of higher education pedagogy. Categorical apparatus of higher education pedagogy. The connection between higher education pedagogy and other sciences. Concepts, functions and categories of higher education didactics. Main goals of education. Principles of education in Ukraine. Levels and degrees of higher education in Ukraine. Types of higher education institutions in Ukraine.

Assignment for independent study:

1. Explain the meaning of the concept of "education".

2. Formulate the main goals of education.
3. Formulate the subject of higher education pedagogy.
4. Explain the meaning of higher education didactics.

Topic 2. The essence of the learning process in higher education

The main patterns of the learning process. Modern educational paradigms: technocratic, humanistic and their comparative analysis. The main directions for improving the effectiveness of learning. Concepts of learning: associative-reflexive, step-by-step formation of mental actions, transformational theory of learning. The structure of the learning process.

Assignment for independent study:

1. Explain the patterns of learning.
2. What is the technocratic paradigm of learning?
3. Explain the essence of the humanistic learning paradigm.
4. Describe the content of the transformational theory of learning.

Lecture 2.

Topic 3. Didactic foundations of the learning process

The essence and interconnection of the basic concepts of learning theory: knowledge, skills, abilities, competence and competencies, the pedagogical process, the didactic system, the content of education and learning. Principles of learning and their content characteristics: scientificity, clarity, connection between theory and practice, systematicity and consistency, durability of knowledge acquisition, consciousness and activity, accessibility.

Homework assignment:

1. Define the concepts of "information" and "scientific information".
2. What requirements must scientific information meet?
3. Give examples of skills you possess.
4. How can you check the degree of skill development?
5. Explain the structure of a skill.
6. Explain the essence of the concept of "competence".
7. Explain the meaning of the principles of learning.

Lecture 3.

Topic 4. Main types of educational activities and teaching methods

Classification of organisational forms of learning and types of educational activities. The role and place of lectures in higher education institutions. Advantages and disadvantages of the lecture method of teaching. Main didactic tasks of lectures. Types of lectures, their purpose and characteristics. Basic didactic requirements for lectures. Content and structure of lectures. Management of students' cognitive activity. Methods of stimulating cognitive activity. Incentives for stimulating students' cognitive activity. Methods of lecturing. Lecturer's data. Purpose, content and methods of practical classes. Assessment of practical classes. Types of seminars, their goals and objectives, methodology. Assessment of seminars. Laboratory classes. Colloquiums. Independent work of students.

Assignment for independent work:

1. Describe the main didactic tasks of the lecture. Justify the advantages and disadvantages of the lecture method and ways to eliminate them.
2. Justify the main didactic requirements for the content and structure of a lecture. Describe the teacher's tasks in ensuring these requirements are met.
3. Explain the purpose and characteristics of different types of lectures. What are the characteristics of a problem-based lecture?
4. Explain the essence of the main methods of activating students' cognitive activity during a lecture.
5. Explain the purpose and essence of the main incentives for stimulating students' cognitive activity during lectures.
6. Define a practical class. Formulate its didactic tasks. Justify the teacher's tasks in these classes.
7. Provide recommendations on the use of certain principles of didactics when conducting practical classes.
8. Define a seminar class. Didactic tasks of different types of seminar classes and the specifics of their conduct. Explain the role of teachers in these classes.

9. Provide recommendations on the use of certain principles of didactics when conducting seminar classes.

Lecture 4.

Topic 5. Education quality assurance system. Monitoring learning outcomes

Goals and objectives of learning quality control. Key factors affecting learning quality. Object and subject of control. Requirements for the control system. Validity, reliability, accuracy and effectiveness of control. Types and levels of control, their tasks, goals and functions. Forms of control.

Assignment for independent study:

1. Formulate the main goals, objectives and functions of quality control in education.
2. Analyse the main factors affecting the quality of education and their characteristics.
3. Describe the main requirements for a learning quality control system.
4. Justify the tasks, objectives and functions of the main types of control.
5. Analyse the advantages and disadvantages of different forms of control.

Lecture 5.

Topic 6. The essence of the education process in higher education.

General characteristics of the education process. The educational space of a higher education institution. The content of education. Features of education in higher education institutions. Principles of education – basic provisions on ways to achieve educational goals in the educational process of higher education institutions. Characteristics and requirements of the principles of education: social orientation, subjectivity, integrity, continuity, differentiated and individual approach, demandingness and respect for the student, activation of interaction between the teacher and the student. Methods of education in higher education institutions: persuasion, practice, encouragement, demands, criticism, example, punishment, suggestion.

Assignment for independent study:

1. Define the process of education.
2. Why are teaching and education inseparable components of the organisation of the educational process?
3. What is the specificity of education methods in higher education institutions?
4. Explain the essence of the principles of education.

Lecture 6.

Topic 7. The culture of pedagogical communication in higher education institutions.

The essence and structure of pedagogical communication. Styles of pedagogical communication. The content of pedagogical communication in higher education institutions. Communication and interaction in the following systems:

"teacher-student" and "teacher-teacher".

Homework assignment:

1. Name the styles of pedagogical communication.
2. Describe the structure of pedagogical communication.
3. Describe the stages of pedagogical communication.
4. What place does interaction occupy in the structure of pedagogical communication?

Lecture 7.

Topic 8. The student as a subject of educational activity.

The concept of a subject of educational activity. Age periods of personality development. Typical features of the mental makeup of a personality in adolescence. Interpersonal and intrapersonal conflicts in student age. Behaviour regulation in the student environment.

Assignment for independent study:

1. What is the peculiarity of the subject of educational activity?
2. Describe the main age-related changes characteristic of the personality in adolescence.
3. What is the nature of intrapersonal conflicts in adolescence?
4. Factors regulating personality behaviour in adolescence.

Lecture 8.

Topic 9. Pedagogical skills of a teacher and ways of their formation.

The essence of pedagogical skills of a teacher of higher education institutions and the characteristics of specific personal qualities. Pedagogical tact. Pedagogical authority of a teacher. Pedagogical technique. Pedagogical abilities. Ways of developing pedagogical skills.

Homework assignment:

1. Describe the components of pedagogical skills.
2. Determine the relationship between pedagogical tact and exactingness in the activities of a teacher.
3. Describe ways to develop pedagogical abilities.

Seminar (practical) classes

The main tasks of the cycle of seminar (practical) classes: to develop the following skills in higher education students: justify the rules for applying the principles of didactics when conducting various types of educational activities, choose a communication strategy, work with pedagogical literature, prepare presentations, formulate and defend their position, and actively participate in discussions.

Seminar 1

Topic 1. Subject and tasks of higher education pedagogy

1. The purpose and tasks of higher education pedagogy.
2. The role and place of higher education pedagogy in the professional training of master's students.
3. The object and subject of higher education pedagogy.
4. The categorical apparatus of higher education pedagogy.
5. The connection between higher education pedagogy and other sciences.
6. The concept of education and its goals.
7. The concept of didactics.
8. Regulatory documents.

Homework assignment:

1. Name the key concepts of PVS
2. Formulate the concept of didactics.
3. Explain the meaning of the concept of "education".
4. Formulate the main goals of education.
5. Define the subject of higher education.
6. Explain the meaning of didactics in higher education.

Topic 2. The essence of the learning process in higher education

The main patterns of the learning process.

1. Contemporary educational paradigms: technocratic, humanistic, and their comparative analysis.
2. Associative-reflexive concept of learning.
3. Step-by-step formation of mental actions.
4. Transformational theory of learning.
5. The learning process as an interrelated activity of the teacher and student.
6. Feedback in learning.
7. The structure of the learning process.

Homework assignment:

1. Explain the patterns of learning.
2. Explain the structure of the learning process.
3. What is the technocratic paradigm of learning?
4. Explain the essence of the humanistic paradigm of learning.
5. Describe the content of the transformational theory of learning.

Seminar 2

Topic 3. Didactic foundations of the learning process

The essence and interconnection of the basic concepts of learning theory: knowledge, skills, abilities, competence and competencies, the pedagogical process, the didactic system, the content of education and

learning.

1. Principles of teaching and their content characteristics: scientificity, clarity, connection between theory and practice, systematicity and consistency, solidity of knowledge acquisition, consciousness and activity, accessibility.

Homework assignment:

1. Define the concepts of "information" and "scientific information".
2. What requirements must scientific information meet?
3. Give examples of skills you possess.
4. How can you check the degree of skill development?
5. Explain the structure of a skill.
6. Explain the essence of the concept of "competence".
7. Explain the meaning of the principles of learning.
8. Explain the principle of accessibility in learning.
9. Give examples of the principle of knowledge retention.
10. What is the essence of the principle of activity in learning?

Topic 4. Main types of educational activities and teaching methods

Teaching technologies and methods.

1. Organisational forms of the educational process.
2. Pedagogical requirements for lectures.
3. Pedagogical requirements for seminars.
4. Pedagogical requirements for laboratory classes.
5. Pedagogical requirements for the organisation of independent work.
6. Ways to stimulate students' learning activities.
7. The role of practice in the educational process.

Independent work assignment:

1. Describe the main didactic tasks of the lecture. Justify the advantages and disadvantages of the lecture method and ways to eliminate them.
2. Justify the main didactic requirements for the content and structure of the lecture. Describe the teacher's tasks in ensuring these requirements are met.
3. Formulate the requirements for a problem-based lecture.
4. Define a practical class. Formulate its didactic tasks. Justify the teacher's tasks in these classes.
5. Provide recommendations on the use of certain principles of didactics when conducting practical classes.
6. Define a seminar class. Didactic tasks of different types of seminar classes and the specifics of their conduct. Explain the role of teachers in these classes.
7. Provide recommendations on the use of certain principles of didactics when conducting seminars.

Seminar 3

Topic 5. Education quality assurance system. Monitoring learning outcomes

Goals and objectives of learning quality control.

1. Key factors affecting the quality of learning.
2. Object and subject of control.
3. Requirements for the monitoring system.
4. Types and levels of control, their tasks, objectives and functions.
5. Forms of control.

Assignment for independent study:

1. Formulate the main goals, tasks and functions of learning quality control.
2. Analyse the main factors that influence the quality of education and their characteristics.
3. Describe the main requirements for a learning quality control system.
4. Justify the tasks, objectives and functions of the main types of control.
5. Analyse the advantages and disadvantages of different forms of control.

Seminar 4

Topic 6. The essence of the educational process in higher education

General characteristics of the education process.

1. Principles of education – basic provisions regarding the methods of achieving educational goals in the educational process of higher education institutions.
2. Characteristics and requirements of the principles of education: social orientation, subjectivity, integrity, continuity, differentiated and individual approach, demandingness and respect for the student, activation of interaction between the teacher and the student.
3. The role of self-education.
4. Methods of education in higher education institutions: persuasion, practice, encouragement, demands, criticism, example, punishment, suggestion.

Homework assignment:

1. Define the process of education.
2. Describe the main methods of education and give examples.
3. Why are teaching and education inseparable components of the organisation of the educational process?
4. Explain the essence of the principles of education.

Seminar 5

Topic 7. The culture of pedagogical communication in higher education institutions

The essence and structure of pedagogical communication.

1. The structure of pedagogical communication.
2. Communication in the following systems: "teacher-student" and "teacher-teacher".
3. Styles of pedagogical communication.
4. The communicative side of communication.
5. The interactive side of communication.
6. The perceptive side of communication.
7. Interpersonal communication in a study group.

Homework assignment:

1. Describe the aspects of communication in the "teacher-student" system.
2. Describe the styles of pedagogical communication.
3. Describe the structure of pedagogical communication.
4. Describe the stages of pedagogical communication.
5. What place does interaction occupy in the structure of pedagogical communication?
6. Describe the barriers to communication and their causes.

Topic 8. The student as a subject of educational activity

The concept of the subject of educational activity.

1. Age periods of personality development.
2. Typical features of the mental makeup of a personality in adolescence.
3. Personal difficulties.
4. Interpersonal conflicts in student age.
5. Intrapersonal conflicts.
6. Uneven development of personality.
7. The dynamics of motivation to learn.
8. Regulation of behaviour in the student environment.

Assignment for independent study:

1. What is the distinctive feature of the subject of educational activity?
2. Describe the main age-related changes characteristic of adolescents.
2. Developmental crises in student age.
3. What is the nature of intrapersonal conflicts in adolescence?
4. Factors regulating personality behaviour in adolescence.

Seminar 6

Topic 9. Pedagogical skills of a teacher and ways of their formation

The essence of pedagogical skills of a higher education institution teacher and characteristics of specific personal qualities.

1. Pedagogical tact.
2. The pedagogical authority of the teacher.

3. Teaching techniques.
4. Pedagogical abilities.
5. Ways to develop pedagogical skills.

Homework assignment:

1. Describe the components of pedagogical skills.
2. What is the role of language culture and how is it related to the teacher's thinking?
3. What is the essence of pedagogical imagination?
4. Define the relationship between pedagogical tact and exactingness in a teacher's work.
5. Describe ways to develop pedagogical abilities.

Seminar 7

Modular control work

Policy and control

6. Policy of the academic discipline (educational component)

Attendance and completion of assignments

Attendance at lectures is not assessed, but is desirable, as the course material is presented in an accessible form and there is an opportunity to discuss controversial issues and clarify any points that are unclear. It will be difficult for a higher education student to properly prepare for a practical class and complete a practical assignment if they miss lectures. However, it is not necessary to make up for missed lectures.

Active participation of higher education students in seminars (practical classes) is mandatory. The rating of higher education students will largely be based on the results of their work in seminars. Each missed seminar (regardless of the reason for the absence) lowers the final rating for the discipline. If a seminar is missed, the higher education student must study the topics and complete all assignments. The student's knowledge (understanding) of the missed topics (completion of assignments) will be assessed during consultations with the lecturer according to the consultation schedule, which can be found on the website of the Department of Psychology and Pedagogy.

No points are awarded for attendance at seminars. During the seminar, students may use their own written notes on the topic of the class (or the assignment), but they should not express their opinion by reading from a piece of paper or a gadget. It is also not advisable to answer the teacher's questions by reading from a smartphone screen, laptop or textbook. This does not reflect well on the level of preparation of the higher education student.

Forms of work

Lectures, seminars. The topics of the lectures are outlined in the course syllabus. Questions from higher education students to the teacher during the lecture are welcome. Dialogue between the higher education student and the teacher during the lecture is allowed and encouraged. In seminars, students focus their attention on the analysis of pedagogical and psychological-pedagogical phenomena and master active discussion management techniques.

University policy

Academic integrity

The main types of academic responsibility are established by the Law of Ukraine "On Education". According to part 6 of Article 42, the main types of academic responsibility for students include: retaking an assessment (test, exam, credit, etc.); retaking the relevant educational component of the educational programme; expulsion from the educational institution; deprivation of academic scholarship; deprivation of tuition fee benefits provided by the educational institution.

The policies, standards and procedures for maintaining academic integrity are contained in the following regulatory documents of Igor Sikorsky KPI, published on the University's website: Code of Honour of Igor Sikorsky KPI <https://kpi.ua/files/honorcode.pdf>, Regulations on the system for preventing academic plagiarism <https://rb.gy/agihij>, as well as regulatory and legal documents, official recommendations, orders and directives, sociological studies of Igor Sikorsky KPI, methodological materials, educational courses <https://kpi.ua/academic-integrity>.

Standards of ethical behaviour

The standards of ethical conduct for students and employees are defined in Section 2 of the Code of Honour of the National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute". For more details, see: <https://kpi.ua/code>, as well as the Regulations on the Commission on Ethics and Academic Integrity of NTUU "KPI" https://data.kpi.ua/sites/default/files/files/2015_1-140a1.pdf

7. Types of control and rating system for assessing learning outcomes (RSO)

Ongoing assessment: [quizzes on the topic of the lesson](#), [Modular control work](#).

Calendar control: [conducted twice per semester as monitoring of the current status of syllabus requirements](#).

Semester assessment: [test](#).

Assessment and control measures

The rating of a higher education applicant in a discipline consists of points awarded for:

- 1) work in seminars (practical classes) (answers, solving problems and supplementing the answers of others in the course of discussion);
- 2) completion of modular control work.

A higher education applicant will receive the highest rating if they actively participate in seminars (practical classes), mainly provide complete and reasoned answers, present them logically, and express their own position on controversial issues. Missed classes, inaccuracies, incompleteness, and errors in answers will result in a lower rating for the higher education applicant.

The lecturer assesses the work of the higher education applicant at each seminar class, but the specific final number of points for work at seminar classes is awarded by the lecturer during the first and second stages of interim assessment – in the seventh and fifteenth weeks of study, respectively.

The modular control work (MCW) consists of 46 test tasks that reflect the content of the entire discipline. The MCW is conducted using Google tests during the last (penultimate) lecture. Access to the MCW is provided to higher education applicants only during the lecture. It is not possible to retake the MCW.

Detailed criteria for assessing the learning outcomes of higher education students are defined in the regulations on the RSO for the discipline and are presented in Appendix 1.

A higher education student may appeal against a teacher's assessment by submitting a complaint to the teacher no later than the day after the student has been informed of the assessment given by the teacher. The complaint will be considered in accordance with the procedures established by the university.

Conditions for admission to semester assessment: [completion of all tasks specified in the study programme](#).

Table of correspondence between rating points and university scale grades:

<i>Number of points</i>	<i>Grade</i>
100-95	Excellent
94	Very good
84	Good
74-65	Satisfactory
64-60	Sufficient
Less than 60	Unsatisfactory
Admission requirements not met	Not admitted

8. Additional information on the discipline (educational component) Recommendations for higher education applicants

The study of the discipline "Pedagogy of Higher Education" is carried out in accordance with the existing methodology for organising the educational process in higher education institutions, which provides for a certain proportion of independent work by higher education applicants. Each topic is accompanied by references to a list of primary and secondary literature, which does not preclude the

possibility for higher education applicants to expand this list independently, in agreement with the teacher.

Lectures are conducted using multimedia presentations (if the conditions in the classroom allow). During the lecture, students should take notes on the main concepts, characteristics, classifications, definitions, and algorithms discussed by the teacher. If students listen carefully, record the relevant material, and then read this text, they will be able to apply it when solving problems or preparing for practical classes. If, after that, the student presents their reasoned position (opinion), critically evaluates the positions (opinions) of other students, asks questions to the lecturer and other students, the amount of material they have learned and the depth of their understanding will increase significantly. When preparing for a seminar, a higher education student must study the lecture material on a specific topic and, preferably, familiarise themselves with additional resources on the Internet. If questions arise or unclear points are identified, it is essential to discuss them with the teacher. Even well-prepared students should not remain passive observers during seminars, but should actively participate in discussions. If a student has not familiarised themselves with the material, they should listen more carefully to the speakers and try to compensate for their lack of preparation for the class with the information they receive. Students should not refuse to answer the teacher's questions. Even if a higher education applicant does not know the answer, it is advisable to try to answer, express their opinion based on their own knowledge, experience, the logic of the question, etc. At the same time, one should not be afraid of making mistakes – one of the important tasks of studying the humanities is to develop the ability to think logically and express one's thoughts accordingly. However, it is worth remembering that ignorance of the subject matter is a significant shortcoming in the work of a higher education student and will negatively affect their overall rating. A responsible attitude to preparation for each seminar allows you not only to correctly master the material, but also to save effort when passing the semester exam.

Distance learning

Synchronous distance learning is possible using video conferencing platforms and the university's educational platform for distance learning.

Informal distance and online courses

At the request of the applicant, in conditions that do not facilitate regular attendance, it is permissible to study individual parts of the discipline in asynchronous mode, in particular through distance learning courses on the Phrometeus, Coursera, Data Camp platforms and other forms of informal learning. To confirm completion of informal learning, the student must provide a relevant document (certificate) indicating the name of the courses and their duration in hours. Recognition of informal education results is carried out in accordance with the procedure set out in the relevant Regulations of Igor Sikorsky KPI: <https://osvita.kpi.ua/node/179>.

Inclusive education

Permitted

The working programme of the academic discipline (syllabus):

Prepared by Professor of the Department of Psychology and Pedagogy Georgiy Volodymyrovych Lozhkin, Head of the Department, Doctor of Psychology, Professor of the Department of Psychology and Pedagogy N.Y. Volyanyuk, Associate Professor of the Department of Psychology and Pedagogy, Candidate of Psychology Iryna Oleksandrivna Blokhina.

Approved by the Department of Psychology and Pedagogy (Minutes No. 14 of 14 May 2025)

Approved by the Methodological Council of the University (Minutes No. 4 of 24 June 2025)

Rating system for assessing learning outcomes

- 1) work in seminars (practical classes) (answers, problem solving and additions to the answers of other higher education seekers in the course of discussion);
- 2) completion of a Modular control work.

Rating (weighted) point system and assessment criteria:

1. Work in seminars (practical classes) the maximum number of points is 54 (the number of points per class is 9):

active participation in the class; providing a complete and reasoned, logically presented report, answers, expressing one's own position on discussion issues or completely correct solutions to problems with appropriate justification, combined with reasonable additions to the answers of other higher education seekers in the discussion process	8-9
active participation in the class; providing correct answers or correctly solving problems with minor inaccuracies, violations of the logic of presentation answers or reasoning when solving a problem	6-7
providing answers with numerous significant errors or solving the problem with gross errors, solving problems without justification	5

2. Completion of a Modular control work (maximum number of points is 46), (maximum number of points for 1 test task – 1):

test task completed correctly (each of 46)	1
test task completed incorrectly (each of 46)	0

Calculation of the rating scale (R):

The sum of the weighted points for the control measures during the semester is:

$$RD = 54 + 46 = 100 \text{ points.}$$

Higher education students who have earned the required number of points during the semester ($RD \geq$

0.6R) have the opportunity to:

- a) receive a credit grade (credit) automatically in accordance with the rating obtained;
- b) complete a credit control test in order to improve their grade.

In this case, the previous grade of the higher education applicant in the discipline is cancelled and he/she receives a grade R_3 based solely on the results of the test.

The list of questions for the test is provided in Appendix 2.

Students who have not completed all the tasks required by the programme are not allowed to take the test.

The test consists of 100 test questions that reflect the content of the entire discipline. The test is conducted using Google tests, and access to the test is provided to higher education applicants only during the test.

test task completed correctly (each of 100)	1
test task completed incorrectly (each of 100)	0

In order for a student to receive the appropriate grades, their rating score (**RD**) is converted according to the table:

<i>Number of points</i>	<i>Grade</i>
100-95	Excellent
94	Very good
84	Good
74-65	Satisfactory
64-60	Sufficient
Less than 60	Unsatisfactory
Admission requirements not met	Not admitted

List of questions for the test

1. Explain the meaning of the term "education" and formulate the main goals of education.
2. Justify the main principles of education in Ukraine.
3. Explain the essence of the levels and degrees of higher education in Ukraine.
4. Provide definitions the concepts: "educational level", "profession", "speciality", "specialisation" and "qualification".
5. Describe the types of higher education institutions in Ukraine.
6. Explain the main scientific tasks of higher education pedagogy.
7. Explain the essence of the concepts of "knowledge," "skills" and "abilities" and explain their dialectical relationship.
8. Define the concepts of "educational process," "educational content" and "learning content."
9. Explain the meaning of the concepts: "teaching methods", "teaching aids" and "forms of teaching organisation".
10. Explain the essence of the stages of the didactic process.
11. Formulate the basic law of didactics.
12. Explain the essence of the basic principles of didactics.
13. Justify the tasks of the teacher and methods of managing student motivation.
14. Justify the advantages and disadvantages of lectures as a form of teaching organisation.
15. Explain the main didactic requirements for the content and structure of a lecture.
16. Explain the principles of constructing a problem-based lecture.
17. Explain the essence of the basic methods of activating students' cognitive activity during a lecture.
18. Define a seminar and its main types.
19. Define practical and laboratory classes.
20. Provide recommendations on the use of certain didactic principles when conducting various types of training sessions.
21. Explain the composition and purpose of higher education standards.
22. Explain the purpose and structure of higher education standards and educational programmes.
23. Explain the purpose and composition of the education quality assurance system.
24. Analyse the main factors that influence the quality of education.
25. Explain the main requirements for the learning quality control system and justify ways of ensuring them.
26. Explain the essence of the main types of control, justify their goals, functions and tasks.
27. Analyse the advantages and disadvantages of different forms of quality control in student training.
28. Define the concepts of "assessment" and "grade" and justify their main functions.
29. Explain the essence of the requirements for control tasks and justify ways to ensure them.
30. Justify ways to choose the complexity, labour intensity and duration of control.
31. Explain the types and levels of pedagogical communication.
32. Explain the essence of the emotional and creative aspect of pedagogical communication.
33. Explain the essence and structure of pedagogical tact.
34. Define the concept of pedagogical skill, its criteria and levels.
35. Describe pedagogical tact and its components. 18. Analyse the elements of a teacher's professional competence.
36. Describe the main age-related changes characteristic of adolescents.
37. Crises of development in student age.
38. Reveal the factors that regulate the behaviour of a person in adolescence.
39. Describe the aspects of communication in the "teacher-student" system.
40. Describe the styles of pedagogical communication.
41. Describe the structure of pedagogical communication.
42. Describe the stages of pedagogical communication.
43. What place does interaction occupy in the structure of pedagogical communication?

44. Identify communication barriers and their causes.
45. Reveal the peculiarities of pedagogical techniques.
46. Reveal the essence concept style of pedagogical communication. Types of pedagogical communication.
47. Analyse the basic requirements of pedagogical tact.
48. Explain the basic requirements of pedagogical tact.
49. Determine the relationship between pedagogical tact and exactingness in the work of a teacher.
50. Describe ways to develop pedagogical abilities.