



Course syllabus

Methods of teaching psychology in higher school

Level of higher education – the third level (Doctor of Philosophy)

Educational and scientific program of the specialty 053 “Psychology”

Class days: Tue 14.20 – 15.40, lecture hall 219.

Consultations: Mon 14.20 – 15.40

Year of study: I, **Semester:** II

Number of credits: 3 **Language of instruction:** українська

Course leader

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Description of the discipline

The course is aimed at conscious creative mastering of higher education methodology of modern education, theory of teaching and education of students in higher education, the acquisition of skills and abilities of professional teaching; formation of a lasting interest in psychological knowledge, as well as the ability to adequately apply it in the teaching of psychological disciplines. Applicants for higher education have the opportunity to master innovative methods of teaching psychology and develop the ability to develop methodological, didactic and other psychological and pedagogical necessary teaching materials. In the process of mastering the course, students significantly intensify their creative self-expression and interest in teaching.

Course structure

Hours (LEC/ SEM/ LAB)	Topic	Learning outcomes	Task
2/-/-	1. Features of psychological cognition and its practical use	To know the subject, objectives and logic of the course. To characterize the teaching of psychology in higher education in a historical context. To determine the directions of development of modern psychological science: theoretical, applied and practical. To substantiate psychology as a scientific and educational discipline. To describe educational work as a leading activity of a psychologist. To analyze the role of pedagogical skills in the work of a psychologist.	Questions Group discussions Cases
2/2/-	2. Methodological problems and prospects for the development of modern psychological science	To analyze paradigmatic changes in the development of psychological cognition. To substantiate the methodological aspects of the positivist (object) paradigm of psychological cognition. To determine the methodological principles of personality-oriented (subjective) paradigm of	Questions Tests Tasks

		<p>psychological cognition. To carry out a critical analysis of the positivist approach in psychology. To analyze the theoretical foundations of humanistically oriented psychological practice. To substantiate synergetics as an interdisciplinary science and methodological approach to learning of the subject of psychological science. To analyze the role of phenomenology and hermeneutics in psychological cognition. To carry out a comparative analysis of psychological knowledge within the classical (positivist) and post-classical paradigms.</p>	
2/-/-	3. Modern education in the psychological dimension	<p>To analyze the world trends in the development of modern education and education as an environment of self-actualization of the personality. To be able to critically analyze the modern studying process in a psychological context. To justify studying as a process of developing the ability to learn. To make a comparative description of traditional and humanistic paradigms of learning. To be able to critically analyze the modern process of education in a psychological context. To substantiate the learned helplessness as a problem of modern education. To define education as a process of development of personality subjectivity. To substantiate the structure of pedagogical work by analyzing three psychological categories: pedagogical work as "activity", pedagogical work as "communication", pedagogical work as "personality" of a teacher. To carry out a thorough psychological analysis of the structure of pedagogical conversation: pedagogical communication, pedagogical interaction, pedagogical perception.</p>	<p>Questions Group discussions Tests Cases</p>
-/2/-	4. Problems and prospects of integration of Ukrainian higher education into the European educational space	<p>To analyze modern dimensions of integration processes of higher education in Ukraine into the European educational space. To identify the conditions and problems of implementation of the European Credit Transfer System of the educational process in educational institutions of III-IV levels of accreditation. To justify the subjectivity of students as a condition and an important factor in the effectiveness of the credit transfer system in the educational process. To know the conceptual apparatus: module, content module, credit, transfer. To analyze the role of independent work and its types and forms in the credit transfer system of education.</p>	<p>Questions Group discussions Tests Cases</p>

2/2\-	5. Methodological guidelines of higher humanitarian education	To analyze the features of the post-classical paradigm of modern education, challenges and guidelines of modern education in terms of synergetics. To determine the axiological vectors of development of modern education in the context of the main paradigms: traditional (knowledge), humanistic (personality-oriented), competence, humanitarian (cultural). To substantiate the phenomenon of alienation as a problem of modern educational environment. To analyze the problems of humanization and humanitarization of modern higher education. To show the phenomenological context of developmental education in higher education.	Questions Group discussions Cases Essay
-/2/-	6. General features of the organization of cognitive activity of students	To know the features of the formation of students' educational activities. To be able to develop students' ability to independent learning. To determine the features of student development as a subject of education. To understand teaching in higher education as developmental learning. To use innovative teaching methods. To be able to apply the competency approach in modern higher education. To analyze the problems of dialogization of the educational process of higher education. To be able to develop psychological courses in the credit transfer system of education.	Questions Tasks Group discussions Business games Cases
-/2/2	7. Educational dialogue as an innovative humanitarian technology	To know the historical origins of educational dialogue. To know the concept and essence of educational dialogue as an innovative psychodidactic form of education. To distinguish the levels of educational dialogue: formal, semantic, value-semantic. To analyze the general characteristics of formal dialogue. To carry out a comparative analysis of monologic and dialogic pedagogical communication. To demonstrate personal abilities of teachers in the context of dialogization of the educational environment. To analyze the pedagogical attitudes of the teacher-facilitator (according to K. Rogers): truthfulness, transparency, congruence of the teacher, support, encouragement, acceptance and empathic understanding of students. To be able to use "I" statements in pedagogical communication. To be able to develop students' readiness for educational dialogue. To be able to carry out procedures for dialogizing the content of educational dialogue: openness of	Questions Business games Group discussions Cases

		educational material, intentionality of pedagogical speech, metaphorical educational material, game forms of pedagogical interaction, contextuality of educational material. To substantiate the psychological and pedagogical conditions for the introduction of educational dialogue as an innovative form of learning. To analyze the organizational and methodological features of the development of courses in the form of educational dialogue by teachers of higher education. To analyze the experience of approbation of educational dialogue in the process of student teaching.	
-/2/-	8. Forms and methods of teaching psychology	To analyze the lecture as a method of teaching psychology. To be able to apply methods of practical, seminar and laboratory classes. To demonstrate the ability to organize and manage educational discussion. To know how to effectively organize the work of students with textbooks and scientific literature and create methodological support for independent work, including interactive electronic complexes of disciplines. To be able to develop different types of individual research and development tasks in the credit transfer system of education. To know and be able to use the methodological features of teaching psychological disciplines in theoretical, applied and practical psychology. To demonstrate the ability to develop and conduct lessons in the form of educational dialogue.	Questions Business games Group discussions Cases
2/-/-	9. Educational and pedagogical games in the educational process of higher education	To analyze the social, psychological and pedagogical significance of the game. To know general information about educational games. To identify and characterize different types of educational and pedagogical games. To analyze different types of cases and the ability to use it in pedagogical practice. To describe the stages of preparation and methods of educational and pedagogical games. To be able to create and implement different types of educational and pedagogical games.	Questions Business games Role-playing games Group discussions Cases

-/2/-	10. Monitoring and evaluation of students' learning activities	To know the features, types and functions of monitoring and evaluation of educational activities. To analyze a map of the teacher's difficulties in the assessment process. To identify the features of control and evaluation of psychological knowledge in the credit transfer system. To know the requirements for test control and distinguish its types: input, current, modular, final. To be able to develop tests of three levels of difficulty. To demonstrate the ability to develop and implement computer tests to assess psychological knowledge.	Tests Questions Cases Group discussions
-/2/-	11. Features of the assessment of professional activity of the teacher	To analyze the professional style of the teacher. To know the ethical issues in the teaching activities of a psychologist. To demonstrate the ability to analyze the self-concept of the teacher and its impact on the effectiveness of the educational process. To know the peculiarities of the development of teacher's professional reflection. To demonstrate the ability of professional assessment of pedagogical skills and professional qualities of the teacher. To analyze the problem of professional burnout of the teacher. To be able to carry out psychological and pedagogical analysis of the effectiveness of lectures, seminars and laboratory classes.	Questions Cases Group discussions
-/-/4	12. Psychodiagnostic research of professional qualities of the teacher's personality	To characterize the main psychodiagnostic approaches in the study of the teacher's personality. To be able to use questionnaires to study the individual pedagogical style of A.Markova, emotional orientation of D.Dodonov, locus of control J. Rotter, the need for self-actualization A. Maslow (modified by N.Kalina and V.Lazukin "SAMOAL"), meaningful life orientations D.Leontiev, empathic tendencies of A.Mehrabian, professional burnout K.Maslach, S.Jackson (adapted by N.Vodopyanova), professional reflection of A.Karpov. To demonstrate the ability to develop reflexive abilities. To demonstrate experience in forming a program of professional and personal development of future teachers (psychological disciplines).	Psychodiagnostic methods of research Cases Group discussions Essay

Literary sources

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2. Буданов В.Г. Синергетические стратегии в образовании. Электронный ресурс. Режим доступа: <http://spkurdyumov.narod.ru>

3. Булгакова Н.Б., Рахманов В.О. Методика викладання у вищій школі: навч. посібник. Київ: НАУ, 2012. 204 с.
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13. Радчук Г.К. Аксіопсихологія вищої школи, Тернопіль, ТНПУ ім. В.Гнатюка, 2014. 380 с.
14. Радчук Г.К. Освітній діалог як інноваційна гуманітарна технологія професійного становлення особистості у ВНЗ. *Педагогічний процес: теорія і практика: зб. наук. праць*. Київ, ТОВ «Видавниче підприємство «ЕДЕЛЬВЕЙС», 2017, № 1. С. 3 – 19.
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Evaluation policy

- **Deadline and rescheduling policy:** papers that fail to meet deadlines without good reason are rated lower. Re-assembly of modules takes place with the permission of the dean's office if there are good reasons (for example, sick leave).
- **Academic Integrity Policy:** all written works are checked for plagiarism and are allowed to be defended with correct textual borrowings of no more than 20%. Cheating at the time control works and exams are forbidden (including with the use of mobile devices). Mobile devices may only be used during online testing.
- **Attendance Policy:** attendance is a mandatory component of the assessment for which points are awarded. For objective reasons (for example, illness, international internship) class can take place in an online form for the approval of the head of the course.

Evaluation

The final grade for the course is calculated as follows:

Types of evaluation	% of the final assessment
Module 1 (topics 1-5) - discussion of cases, testing, oral examinations, essay writing, group discussions.	12
Module 2 (topics 6-10) - discussion of cases, oral examinations, testing, group discussion, business games.	30
Module 3 (topics 9-10) - discussion of cases, oral examinations, implementation of psychodiagnostic techniques, writing essays, business games.	8
INDZ (defense of the educational project)	20
Final control (topics 1-10) – test (tasks of three difficulty levels).	30

Student assessment scale:

ECTS	Rating in scores	Explanation
A	90 – 100	perfectly
B	85-89	very good
C	75-84	good
D	65-74	satisfactorily
E	60-64	enough
FX	35-59	unsatisfactorily (with the possibility of re-assembly)
F	1-34	unsatisfactorily (with the obligatory repeated course)