

Syllabus

Psychology and Pedagogy of Higher School

Academic level: Master
Field of study: 07 Management and Administration
Speciality: 073 Management
Educational and professional program: “Management of Education Institution”
Number of ECTS credits – 3
Year of study, semester – 1st year, 1st semester
Component of educational program: compulsory
Days of classes: according to the timetable

Consultations: according to the timetable

Language of instruction: English



Heads of the course:	<ul style="list-style-type: none"> • PhD in Psychology, Associate Professor of the Department of Psychology, Meshko Oleksandr Ivanovych • PhD in Education, Associate Professor of the Department of Pedagogy and Management of Education, Radchenko Olha Yakivna
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Course page in Moodle:	https://elr.tnpu.edu.ua/course/view.php?id=216 https://elr.tnpu.edu.ua/course/view.php?id=1726

Course Abstract

The “Psychology and Pedagogy of Higher School” course is aimed at forming in students a holistic and systematic understanding of psychological and pedagogical problems of personality development and professional training of students in a higher education institution; studying psychological patterns and conditions of effectiveness of the process of vocational education in higher education; ensuring the mastering of the theoretical foundations of the organization of the educational process in a higher education institution and the scientific foundations of the management of the institution of higher education; acquisition of skills of interpersonal interaction between all participants of the educational process.

Educational Content

Hours (lectures/ practical classes)	Topic	Learning outcomes	Tasks
<i>MODULE I. PSYCHOLOGY OF HIGHER SCHOOL</i>			
2/0	1. Psychology	To know the subject and main categories of	Presentation,

	of Higher School as a branch of psychological science.	Higher school psychology, the tasks of Higher school psychology at the modern stage of reforming Higher education in Ukraine.	analysis of regulatory documents
2/2	2. General psychological characteristics of student age.	To be able to make a psychological description of students as a period of late adolescence or early adulthood, to know the typological features of modern students, which are manifested in educational and professional activities and behavior.	Presentation, modeling, discussion, situation analysis, testing
2/0	3. Professional development of the student's personality as a future specialist with Higher education.	To form the understanding of the process of professionalization of the student's personality as a new formation of student age, features of professional orientation, professional position and development of self-concept of the student as a future specialist with Higher education, the understanding of professional competence as an indicator of psychological readiness for independent professional activity.	Presentation, situation analysis, testing
2/0	4. Psychology of the student group.	To know the psychological features of the student group, its structure and development, to be able to characterize the socio-psychological phenomena in the student group.	Presentation, modeling, situation analysis
2/0	5. Psychology of students' educational activity.	To master the psychological principles of organization of educational and professional activities of students in Higher education, psychological features of the formation of students' professional motives for learning and cognitive activity, psychological aspects of the organization of independent work of students.	Presentation, situation analysis, testing
2/2	6. Psychology of professional and pedagogical interaction in the system "teacher – student".	To be able to characterize pedagogical communication and its role in solving socio-moral tasks of professional training of future professionals in Higher education; to have an idea of the contradictions of pedagogical interaction and barriers of pedagogical communication in the system "teacher-student", to know their causes and ways of regulation.	Presentation, modeling, staging, discussion, situation analysis, testing
2/2	7. Psychology of activities and personality of a Higher school teacher.	To know the psychological foundations of scientific and pedagogical work and personality of a Higher school teacher, to have an idea of the functions and qualities of a teacher's personality, features of their activity in different styles of interaction, about ways to form pedagogical excellence and increase the level of professionalism of university teachers.	Presentation, modeling, discussion, situation analysis, testing
<i>MODULE II. PEDAGOGY OF HIGHER SCHOOL</i>			
2/2	8. Pedagogy of Higher	To form the concept of Higher school pedagogy as a branch of pedagogical science,	Presentation, discussion,

	School as a science. The system of Higher education in Ukraine.	its tasks at the present stage, knowledge of pedagogical laws and principles, the main categories of Higher school. To understand and be able to analyze the structure of Higher education in Ukraine, to know the educational and qualification levels. To substantiate the prospects for the development of Higher education within the Bologna process.	group work, testing
1/2	9. Teacher and student of Higher school as subjects of the educational process.	To understand the specifics of the teacher and student activity in Higher education. To know the basic rights, responsibilities, activities, functions of each subject. To analyze the ways of interaction between teacher and student for the effective organization of the educational process.	Presentation, modeling, staging, debate, situation analysis, interactive exercises
3/0	10. Theoretical basics of the educational process in Higher school. The content of education in Higher school and ways to implement it.	To analyze the essence of the learning process, the main methodological approaches. To describe the functions, patterns, principles. To form the concept of the essence of education in Higher school. To know the basic regulations in which the content of education is implemented. To operate teaching methods in Higher education institutions.	Presentation, analysis of regulatory documents
2/2	11. Forms of organization of education in Higher school.	To characterize and to be able to conduct the basic forms of organization of education in Higher school (types, methods of preparation and carrying out, requirements for them): lectures, seminars, practical works, laboratory works, research work, practice.	Presentation, micro-teaching, discussion, analysis of various forms of work
1/0	12. Monitoring and assessment of students' academic achievements.	To understand the essence of functions, forms, types, methods of control in Higher education institutions; criteria for assessing the knowledge, skills and abilities of students; assessment standards; rating system for assessing the knowledge, skills and abilities of students.	Presentation, analysis of documentation
2/2	13. The content of educational work with student youth.	To be able to analyze the educational potential of subjects in Higher education institutions. To model extracurricular educational work in a Higher education institution.	Presentation, analysis of documentation, modeling
1/0	14. Management of the educational process of a Higher education institution.	To know the structural units of Higher education institutions: departments, faculties, institutes, libraries, branches, etc. To substantiate the principles of management of a Higher education institution.	Presentation, analysis of documentation

Program competences development

Index in the matrix	Program competences
	General competences
GC4	Ability to motivate people and move towards a common goal; formation of a stable worldview and persistence in achieving the goal;
GC5	Ability to act on the basis of ethical considerations (motives);
GC6	Ability to generate new ideas (creativity);
GC7	Ability to abstract thinking, analysis, and synthesis.
	Professional competences
PC1	Ability to choose and use concepts, methods and tools of different types of management, in particular in accordance with national and international standards;
PC3	Ability to take responsibility for lifelong learning, self-education, self-development and self-improvement throughout life;
PC5	Ability to create and organize effective communications in the management process offline and online, to maintain electronic documentation and communicate in Ukrainian and foreign languages;
PC6	Ability to form leadership qualities and demonstrate the ability to work in a group in the process of managing the development and motivation of staff;
PC8	Ability to use psychological technologies that contribute to the formation of the value-motivational sphere of staff, to show creativity and inventiveness in its full professional and personal development;
PC12	Ability to understand and apply the basics of pedagogy and psychology in educational activities in educational institutions for the development of the procedural component of the educational process and the effective use of traditional and innovative forms, methods, means of organizing educational activities with pupils, students, teachers.
PC13	Ability to independently acquire new knowledge, use modern educational and research technologies in the field of management.
	Program Learning Outcomes
PLO 2	Understand the links between the elements of the management system of the organization under unpredictable conditions, identify and understand the problems in the organization, justify the methods of solving them;
PLO 3	Know the essence of the priority tasks of educational institutions, regulations of the organization, design effective management systems of the organization and develop the constituent documents of the institution taking into account the principles of educational policy and management;
PLO 7	Organize and carry out effective communication within the team and outside the organization with representatives of various professional groups and in the international context, adhere to the moral and ethical aspects of professional activity, academic integrity;
PLO 10	Demonstrate leadership skills and ability to work in a team, interact with people, be socially active, responsible for the results of the educational institution, tolerant attitude to different opinions and views in a multicultural environment.
PLO 11	Ensure personal professional development and planning of one's own time, using self-management technologies, take responsibility for one's job responsibilities, be an example in the management culture, demonstrate persistence in the mission and achieve the goals of the organization.

PLO 16	Manage the educational process, plan, teach and analyze academic disciplines in educational institutions.
PLO 17	Autonomously and responsibly represent the interests of the organization in the information space and in cooperation with the subjects of the social environment; establish partnerships between the institution, family and community and present their competitive advantages.
PLO 20	Apply psychological technologies, goal-oriented and effective techniques, methods, techniques of influencing the staff of the institution and social groups to solve professional problems in accordance with the legal framework and educational policy.
PLO 22	Analyze occupational health as an integral characteristic of the employee's personality, features of the impact of pedagogical activities on the occupational health of the specialist; identify the factors of burnout and apply methods of prevention; to introduce modern technologies of health care into one's own life and professional activity; ability to create a safe educational environment and a favorable microclimate.
PLO 23	Explain your own point of view in the discussion on the basis of ethical considerations, accept criticism, advice and guidance; demonstrate ethical and socially responsible behavior in the management of the organization (or organizations) and their units.

References

Main resources

1. Epstein, J. L. (2019). Theory to practice: School and family partnerships lead to school improvement and student success. In *School, family and community interaction* (pp. 39-52). Routledge.
2. Feldman, K. A. (Ed.). (2017). *College and student: Selected readings in the social psychology of higher education* (Vol. 28). Elsevier.
3. Ghazzawi, I. A., Lee, B., & Cho, Y. (2019). Reaching out to underserved high school students: An experiential approach to higher education. *Journal of Higher Education Theory and Practice*, 19(4), 42-59.
4. Gürsel-Bilgin, G. (2020). Dialogue in Peace Education Theory and Practice1. *Educational Practice and Theory*, 42(1), 27-46.
5. Morgan, E. (2018). International scientific review of the problems of philisophy, psychology and pedagogy.
6. Nusbaum, A. T., Cuttler, C., & Swindell, S. (2020, January). Open educational resources as a tool for educational equity: Evidence from an introductory psychology class. In *Frontiers in Education* (Vol. 4, p. 152). Frontiers.
7. Reschly, A. L. (2017). School Psychology Review. *School Psychology Review*, 46(4).
8. Torfi, J., Nateghi, F., & Jalalvandi, M. (2020). Study of the position of Pedagogy, andragogy and heutagogy educational Approaches in high school teacher's professional development. *Jsa*, 8(1), 96-77.

Assessment policy

- **Deadlines and retaking policy:** Task works that are submitted in violation of deadlines without justifiable reason are evaluated at a lower rate (75% of the possible maximum grade for the type of activity). Re-passing of modules takes place with the permission of the Dean's office if there are justifiable reasons (for example, medical leave).

- **Academic integrity policy:** Cheating during tests and examinations are forbidden (including using mobile devices). Mobile devices are allowed to be used only during online testing and preparation of practical tasks during the class.
- **Attendance policy:** Attendance is a mandatory component for the assessment, for which grades are accrued. Discipline is passed if there is at least 60% of the final grade of each module. For objective reasons (e.g. illness, employment, international internship) studying can take place online in case of agreement by the course leader.

Assessment

The final grade for the course is calculated as follows:

Types of assessment	% of the final assessment
Module 1 (Psychology of Higher School - topics 1-7) – oral and written cross-examination, psychological tasks, tests	50
Module 2 - (Pedagogy of Higher School - topics 8-14) - oral and written cross-examination, tests, micro-teaching, models, presentations	32
Examination - tests, tasks	18

Distribution of grades achieved by students

Module No. 1	Module No. 2	Summative assessment (examination)	Total
Topics 1-7	Topics 8-14		
50	32	18	100

Student assessment scale: national and ECTS

ECTS	Grade	Definition
A	90-100	excellent
B	85-89	very good
C	75-84	good
D	65-74	satisfactory
E	60-64	sufficient
FX	35-59	Fail with a retake possibility
F	1-34	Fail with compulsory course re-studying

Course format

Blended format - the discipline is supported in the Moodle system, has its structure, content, tasks and evaluation system. Blended Learning - teaching the course involves a combination of traditional forms of classroom learning with elements of e-learning, for which the special information technology, interactive elements, online counseling, etc. are used.

Materials of educational and methodological support are also prepared for a syllabus:

- educational content (extended plan of lectures, presentations, videos);
- topics and content of practical works;
- tasks for summative assessment (tests);
- e-learning in the Moodle system.