Borys Grinchenko Kyiv Metropolitan University
Faculty of Pedagogical Education
Faculty of Psychology, Social Work and Special Education
Department of Educology and Psychological-Pedagogical Sciences
Department of Personality Psychology and Social Practices

SYLLABUS

PEDAGOGY AND PSYCHOLOGY OF HIGHER EDUCATION

for **PhD students**

Specialties: 033 Philosophy;

Educational Level: Third (Educational and Scientific / PhD level)

Educational and Scientific Programmes: Philosophy,

Kyiv – 2024

Developers:

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The Course Syllabus was reviewed and approved at the meeting of the Department of Educology and Psychological-Pedagogical Sciences.

Protocol No. _2_ dated _03. 02. 24_
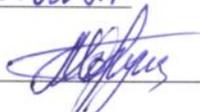
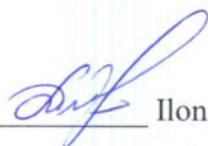Head of the Department _____(Liudmyla KHORUZHA)

The Course Syllabus was reviewed and approved at the meeting of the Department of Personality Psychology and Social Practices.

Minutes No. _1_ dated _18. 01. 24_
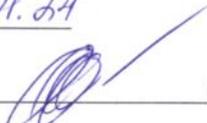
Head of the Department _____(Oksana SERGEENKOVA)

The Course Syllabus has been verified.

«_15_» ____02____ 20_24_

Head of the Postgraduate and Doctoral Studies _____ Ilona TRYHUB

Extended:

For the academic year 20__/20__ _____ (____), "_" _____ 20 , Protocol No. ____

For the academic year 20__/20__ _____ (____), "_" _____ 20 , Protocol No. ____

For the academic year 20__/20__ _____ (____), "_" _____ 20 , Protocol No. ____

For the academic year 20__/20__ _____ (____), "_" _____ 20 , Protocol No. ____

1. Course Description

Title of Indicators	Course characteristics by forms of study	
	full-time	part-time
Module **I. Higher education pedagogy**		
Year of Study	2	
Semester	4	4
Number of Modules with Distribution:	1	1
ECTS credits	1	1
Total Hours, including:	30	30
Classroom Hours	8	4
Self-study	10	26
Module Assessments	10	
Module **II. High education psychology**		
Year of Study	2	
Semester	4	4
Number of Modules with Distribution:	1	1
ECTS credits	1	1
Total Hours, including:	30	30
Classroom Hours	8	4
Self-study	10	26
Module Assessments	10	
Module **III. Teaching technologies in higher education**		
Year of Study	2	
Semester	4	4
Number of Modules with Distribution:	1	2
ECTS credits	2	2
Total Hours, including:	60	60
Classroom Hours	16	8
Self-study	30	52
Module Assessments	10	
Form of Semester assessment	credit	

1. The Aim and Objectives of the Academic Discipline

The aim of the academic discipline is to form in students the professional and pedagogical competence of a higher education teacher, the skills and abilities to use modern educational technologies in the educational process of higher education institutions, necessary for effective future professional activity; the ability, based on conceptual methodological approaches, to analyze innovative pedagogical phenomena and processes and construct new holistic knowledge, ideas, and solve complex problems that should be implemented in future scientific and pedagogical activities in higher education institutions, taking into account the reformation and integration processes taking place in Ukraine and the world.

The objectives of the academic discipline are to contribute to the formation of:
- - the ability to carry out scientific and pedagogical activities in higher education;
- - the ability to carry out pedagogical and/or scientific and pedagogical activities in institutions of professional pre-higher and/or higher education
- - the ability to understand modern educational methodology; the ability to apply methods of scientific knowledge; conduct scientific and research activities; methodologically and technologically competent implementation of scientific research, interpretation of its results; effective coverage and dissemination of knowledge regarding scientific research and innovations, analysis of interdisciplinary phenomena and processes;
- - the ability to solve complex problems based on a systemic scientific worldview and a general cultural outlook while adhering to the principles of professional ethics and academic integrity; realization of one's own axiological and scientific potential;
- - the ability to differentiate pedagogical activities in accordance with the specifics of professional categories; application of pedagogical technologies in continuing pedagogical education; introduction of innovative processes in vocational education; development of scientific and methodological support for vocational training;
- - the ability to assess the level of one's own professional competence, self-develop and self-improve throughout life, improve professional qualifications, be professionally mobile.

2. Learning Outcomes of the Course
The matrix of correspondence between program competencies and learning outcomes of the educational component is provided at the end of the work program in Appendix 1.

3. Structure of the Educational Discipline
Curriculum for Full-Time Study

№ п/п	Title of Content Modules, Topics	Total	Lectures	Sessions	Practical	Self-study
				Distribution of Hours Between Types of Work — Auditoriums		
Module I. Higher education pedagogy						
1.	Trends, priorities and problems of modern higher education in Ukraine in the context of today's challenges. Scientific apparatus of higher school pedagogy	2	2			
2.	Professional competence of a modern university teacher: essence and structure	2		2		
3.	Reflection on one's own professional and personal qualities	5				5
4.	The essence of didactics as a branch of higher education pedagogy	2	2			
5.	Organizational forms and methods of education in higher education institutions	2		2		
6.	Development of test tasks in higher education pedagogy	5				5
	Module Assessment	2				
	Semester control	**10**				
	Total for the module	**30**	**4**	**4**		**10**
Module II. High education psychology						
1.	Psychology of higher education as a science. Psychological characteristics of student age	2	2			
2.	Supporting mental health in the personal and professional development of a student	2		2		
3.	Psychological analysis of student learning	5				5
4.	Professionalism of the personality and activities of a higher school teacher	2	2			
5.	Psychology of educational interaction between teacher and students	2		2		
6.	Psychological analysis of pedagogical conflicts in higher education institutions	5				5
	Module Assessment	2				
	Semester control	**10**				
	Total for the module	**30**	**4**	**4**		**10**
Module III. Teaching technologies in higher education						
1.	Pedagogical innovation in higher education in the context of modern civilization challenges	11	2		2	7
2.	Technological approach and innovative technologies of education in higher education institutions	11	2		2	7
3.	Learning technologies based on the activation of cognitive activity of education seekers	12	2		2	8
4.	Technologies of research (heuristic) learning. Project-based learning technologies.	12	2		2	8
	Module Assessment	4				
	Semester control	**10**				
	Total for the module	**60**	**8**	**-**	**8**	**30**
	Total	**120**	**16**	**8**	**8**	**50**

Curriculum for Part-Time Study

№ п/п	Title of Content Modules, Topics	Total	Lectures	Sessions	Practical	Self-study
			Distribution of Hours Between Types of Work — Auditoriums			
Module I. Higher education pedagogy						
1.	Trends, priorities and problems of modern higher education in Ukraine in the context of today's challenges. Scientific apparatus of higher school pedagogy	7	2			5
2.	Professional competence of a modern university teacher: essence and structure	7		2		5
3.	Reflection on one's own professional and personal qualities	4				4
4.	The essence of didactics as a branch of higher education pedagogy	4				4
5	Organizational forms and methods of education in higher education institutions	4				4
6.	Development of test tasks in higher education pedagogy	4				4
	Total for the module	**30**	**2**	**2**		**26**
Module II. High education psychology						
1.	Psychology of higher education as a science. Psychological characteristics of student age	7	2			5
2.	Supporting mental health in the personal and professional development of a student	4				4
3.	Psychological analysis of student learning	4				4
4.	Professionalism of the personality and activities of a higher school teacher	4				4
5.	Psychology of educational interaction between teacher and students	7		2		5
6.	Psychological analysis of pedagogical conflicts in higher education institutions	4				4
	Total for the module	**30**	**2**	**2**		**26**
Module III. Teaching technologies in higher education						
1.	Pedagogical innovation in higher education in the context of modern civilization challenges	13	1		1	11
2.	Technological approach and innovative technologies of education in higher education institutions	13	1		1	11
3.	Learning technologies based on the activation of cognitive activity of education seekers	17	1		1	15
4.	Technologies of research (heuristic) learning. Project-based learning technologies.	17	1		1	15
	Total for the module	**60**	**4**	**-**	**4**	**52**
	Total	**120**	**8**	**4**	**4**	**104**

4. Program of the Course

Module I. Higher education pedagogy.
ClassroomTopic 1. Trends, priorities and problems of modern higher education in Ukraine in the context of today's challenges. Scientific apparatus of higher school pedagogy

Determinants of the development of modern domestic higher education in Ukraine. Trends and priorities of higher education in Ukraine: the European dimension of domestic higher education; approximation of education to the needs of society and the labor market in the system

"HEA - employer - enterprise"; student-centered and value-oriented orientation of modern higher education; interdisciplinarity of higher education. Object, subject of higher school pedagogy. Purpose, tasks of higher school pedagogy and its main functions as a science and academic discipline. Characteristics of the main categories of higher school pedagogy. Integration and differentiation of higher school pedagogy.

The main concepts of the topic: globalization, European integration, Europeanization of higher education, student-centrism, values of higher education, higher school pedagogy, object and subject of higher school pedagogy, integration of higher school pedagogy, branches of higher school pedagogy, categories of higher school pedagogy

Lecture 1. Trends, priorities and problems of modern higher education in Ukraine in the context of current challenges. Scientific apparatus of higher school pedagogy.

Topic 2. Professional competence of a modern university teacher: essence and structure

The structure of professional competence of a higher education teacher by structural and activity characteristics. The structure of professional competence of a higher education teacher as a set of certain types. The three-level structure of professional competence of a teacher. The generalized structure of professional competence of a higher education teacher. Characteristics of the concept of "partnership interaction". Principles of building partnership relationships. Criteria for the formation of partnership interaction.

The main concepts of the topic: competency-based approach, competence, professional competence of a higher education teacher, the structure of professional competence of a higher education teacher, and partnership interaction.

Seminar 1. Professional competence of a modern university teacher: essence and structure.

Topic 3. Reflection of one's own professional and personal qualities (independent work)

The main concepts of the topic: general analysis of one's own professional and personal qualities, differentiation of qualities that contribute to professional growth and qualities that hinder this process.

Topics 4, 5. The essence of didactics as a branch of higher education pedagogy. Organizational forms of education in higher education

Didactics as a branch of higher education pedagogy. The subject and object of higher education didactics. The main categories of didactics. Sound scientific approaches, which are the conceptual basis of the educational process at the university. Regularities and principles of learning. The content of education. Regulatory documents that determine the content of higher education. Organizational forms and methods of teaching. Innovative dimension of modern teaching at the university. Structure of the cognitive process.

The main concepts of the topic: higher school didactics, object and subject of higher school didactics, content of higher education, curriculum, educational program, patterns, principles, teaching methods, forms of teaching, pedagogical process, structure of pedagogical process, lecture, seminar classes, practical classes, integrated forms of teaching organization, individual classes, pedagogical practice, independent work, distance learning, research work.

Lecture 2. The essence of didactics as a branch of higher school pedagogy.

Seminar task 2. Organizational forms and methods of teaching in higher education institutions.

Topic 6. Development of test tasks in higher school pedagogy (independent work)

Basic concepts of the topic: types of tests (multiple choice - multiple answer; multiple choice - single answer; correspondence).

ModuleII. High education psychology

Topic 1. Higher education psychology as a science. Psychological characteristics of the student age

Higher education psychology as a branch of psychological science and an academic discipline. Subject, tasks and main categories of higher education psychology at the current stage of reforming higher education in Ukraine. Relationship of higher education psychology with other sciences. Methodology, principles and methods of psychological research in higher education. Late adolescence as a typical period of student development. Intellectual and personal characteristics of representatives of the student period. Contradictions and crises of the student age. Mechanisms and results of personality socialization at the stage of studying in higher education. Adaptation of the student to the conditions of studying in higher education. Typology of modern students.

The main concepts of the topic: higher education psychology, student, teacher, psychological research methodology, student life, intellectual and personal maturity, adaptation crisis, approbation crisis, professional readiness crisis, professional identification crisis, personality socialization, didactic adaptation, socio-psychological adaptation, social maturity.

Topic 2. Support for mental health in the personal and professional development of a student

Professionalization of the personality as a new formation of student age. Factors and mechanisms of forming the self-concept of a future specialist. Professional competence as an indicator of a student's psychological readiness for professional activity. Motivational and value sphere of a future specialist and its role in professional development. The role of self-education and self-development in a student's professional growth. Ways to support a student's mental health.

Key concepts of the topic: professionogenesis, professionalization, professional

development, professional competence, professional motivation, professional values, professional self-concept, self-education, self-development, psychological well-being, resilience.

Topic 3. Psychological analysis of students' learning

Signs and features of a student's educational and professional activity. Typical negative factors of limitations of students' intellectual functions. Motivation of a student's professional choice and educational activity. Factors and mechanisms of formation of professional motivation of future specialists' learning. Development of students' creative potential. Psychological prerequisites and indicators of success of students' educational and professional activity. Typical determinants and ways to eliminate students' unsuccessful learning. Organization of students' independent educational and professional activity.

Key concepts of the topic: educational and professional activity, motivation of professional choice, motives of educational and professional activity, external and internal educational motivation, professionally oriented motives of learning, creative potential of future specialists, psychological parameters of student creativity, divergent thinking, success of educational and professional activity.

Topic 4. Professionalism of pedagogical activity and teacher's personality

Pedagogical professionalism as a subject of psychological analysis. Components of a teacher's pedagogical activity and his professionalism. Acmeological approach to the content and manifestations of professionalism of a modern teacher of higher education institutions. The content of professionalism of a teacher's pedagogical activity. Professionalism of the teacher's personality. Factors of formation and features of the individual style of pedagogical activity of a teacher. The phenomenon of teacher authority. Factors of formation of teacher authority. Psychological features of adaptation of a novice teacher. Crises of teacher professional development.

Main concepts of the topic: professionalism of teacher activity, professionalism of teacher personality, pedagogical orientation, professional identity, individual style of pedagogical activity of a teacher, teacher authority, teacher pseudo-authority, crisis of professional development.

Topic 5. Psychology of the educational interaction of a teacher with students

Psychological analysis of the educational interaction between a teacher and students. Characteristics of the levels of formation of pedagogical relationships between teachers and students. Content of pedagogical positions of a teacher in communication with students. Typical contradictions and barriers of teacher communication with students. Dialogic partner communication is a condition for effective pedagogical interaction between a teacher and students.

Main concepts of the topic: professional-pedagogical communication, destructive, indefinite and harmonious communicative levels, communicative pedagogical position, barrier of professional-pedagogical communication, and dialogical communication.

Topic 6. Psychological analysis of educational conflicts in higher education institutions

The phenomenon of conflict in the educational environment of higher education institutions. Varieties of conflicts in the educational environment of higher education institutions by subject. Factors of conflicts between a teacher and a student, between a teacher and a student academic group. Signs and stages of development of educational conflict in higher education institutions. The concept of constructive and destructive educational conflict. Strategies for resolving teacher-student conflict. Determination and dynamics of conflicts between teachers.

The main concepts of the topic: conflict, conflictogen, pedagogical conflict, constructive conflict, destructive conflict, conflict dynamics, adaptation, confrontation, evasion, compromise, cooperation.

Module III. Teaching technologies in higher educationТема 1. Pedagogical innovation in higher education in the context of modern civilization challenges

Modern education in the context of the requirements of the VUCA and BANI world, innovative strategies for its development (globalization, open education, lifelong learning, formal and informal education). The essence of innovation in education. Laws of the course of innovative educational processes and principles of their management. Technology of pedagogical innovations. Levels of innovation. Current educational innovations according to the version of the Open University from Great Britain (The Open University (UK)).

Socio-psychological factors of the success of the implementation of innovations. Personality types depending on the attitude to innovations. Role positions in the organization of innovations (problem provider, innovator, initiator, developer, expert, executor, organizer, user).

Characteristics of an innovative teacher of the 21st century and his new roles in conditions of uncertainty (program developer, facilitator, tutor, expert, moderator, mentor, presenter, trainer (coach), mentor (mentor), manager, moderator, mediator (mediator), negotiator, consultant, methodologist, administrator, lecturer, leader, researcher, psychologist, andragog, change agent).

Main concepts of the topic: pedagogical innovation, innovation, pedagogical innovation, innovative pedagogical activity, innovative educational process, innovative strategies, anti-innovative psychological barriers.

Lecture 1. Pedagogical innovation in higher education in the context of modern civilizational challenges

Practical lesson 1. Modern teacher of a higher education institution and pedagogical innovations.

Topic 2. Technological approach and innovative technologies of education in higher education institutions

Technological approach and technologization of education: educational technologies, pedagogical technologies, learning technologies, upbringing technologies, management technologies in education. Introduction of innovations in higher education. Differences between traditional and innovative education in higher education according to various parameters. Modern approaches to education: personally oriented, creative, anthropological, cultural, sociological, informational, holism, technological, environmental.

General characteristics of innovative technologies of education in higher education institutions: information technologies, distance learning technologies, modular technologies as open learning systems (modular-tutorial system), situational learning technology (case method), research (heuristic) learning technologies (learning through research), project-based learning, simulation learning technologies (game, training, discussion, cooperative learning), critical (extreme) situation as a learning model, adaptive learning. Pedagogical foundations of managing the personal and professional development of a student through the educational environment of a higher education institution. Innovative elements of the educational environment in higher education: *digital educational environment, virtual educational environment, mobile educational environment, distance learning environment, and game educational environment*.

Information technologies in the educational process of higher education. Google digital tools for education (Google Classroom, GoogleMeet, Google Calendar, Google Drive, Google Docs, Google Sheets, Google Forms, Google Presentations, Google Keep, Google Sites, Google Jamboard, Google Drive Add-ons, Google Chrome, Google Help, Google Security Centre, Google Workspace for Education capabilities, etc.). Educational information resources of other platforms; resources for online work - video communication, chats; resources for questionnaires, control and surveys; resources for creative work.

Main concepts of the topic: traditional learning, innovative learning, innovative learning technologies, and innovative learning technologies in higher education.

Lecture 2. Technological approach and innovative learning technologies in higher education institutions

Practical lesson 2. Research into the potential of modern innovative learning technologies for improving the quality of the educational process.

Topic 3. Learning technologies based on the activation of cognitive activity of education seekers

Features of learning technologies based on the activation of cognitive activity of education seekers (cooperative learning technologies, game technologies, interactive learning technologies, training technologies). Requirements for their application and criteria of effectiveness.

Types and varieties of cooperative learning technologies (types: mutual learning, group learning, dialogue in learning; varieties: "Think - work in a pair - share", "Formulate - share - listen - create", "Say and switch", "Stop. Start. Continue", "Round table", "Corners", "Learning together", "Graffiti (Carousel)", "Brainstorming", "Group research", "Openwork saw".

Features of imitation learning technologies. Game technologies: conceptual principles, target orientations, classification. Basic game technologies (business games, simulation games, operational games, role-playing, business theater, psychodrama and sociodrama), features of their organization and conduct.

Technologies for working out discussion issues (discussion: discussion-dispute, conference, discussion in the media, progressive discussion, debate-competition; debates: classical debates according to P. Poper, free debates in open classrooms, panel debates, symposium, express debates, modified debates, round table, "aquarium", final debates.

Modern training: key features, structure, preparation and delivery technologies. Key competencies of the trainer. Types of training: socio-psychological training, professional (business) training, open training, closed (corporate) training, standard training.

Case-study method – training based on specific cases: history, basics, features, possibilities for application. The main stages of working on a case: 1) "entry" and understanding the situation; 2) making a diagnosis, finding out possible causes of symptoms; 3) identifying strategic issues and key problems (identifying the real cause); 4) developing strategic alternatives (searching for solutions); 5) evaluation and selection of alternatives (choosing the optimal solution); 6) defense, justification of the solution.

Storytelling, the "incident" method, the basket method, the inversion method, debriefing as modern learning technologies.

Main concepts of the topic: learning technology, interactive technologies, learning technologies based on the activation of cognitive activity of education seekers, cooperative learning technologies, game technologies, training technologies.

Lecture 3. Learning technologies based on the activation of cognitive activity of education seekers

Practical lesson 3. Development and presentation of a fragment of a lesson using learning technologies based on the activation of cognitive activity of education seekers.

Topic 4. Technologies of research (heuristic) learning. Project learning technologies

Characteristics of research (heuristic) learning. Basic principles, content and means of research (heuristic) learning. Variants of research-based learning technologies (research-based learning); research-oriented learning; research-led learning; research-tutored learning. Popular models of research-based learning.

Project learning technologies: features, essence, implementation stages, specifics of project life cycle management, types of projects and features of their implementation in higher education.

Main concepts of the topic: research (heuristic) learning, project learning technologies.

Lecture 4. Research (heuristic) learning technologies. Project learning technologies

Practical lesson 4. Research and presentation of innovative learning technology in higher education (at the choice of the student).

5. Assessment of Learning Achievements
6. Calculation of rating points for types of semester (module) assessment (full-time study)

№ з/п	Type of activity of the PhD student	Maximum number of points per unit	Module 1		Module 2		Module 3	
			Number of units for calculation	Maximum number of points per type	Number of units for calculation	Maximum number of points per type	Number of units for calculation	Maximum number of points per type
1	Attendance of lectures	1	2	2	2	2	4	4
2	Attendance of sessions/practice	1	2	2	2	2	4	4
3	Completion of self-study tasks	5	2	10	2	10	4	20
4	Work in seminar (practical) classes	10	2	20	2	20	4	40
5	Module assessment	25	1	25	1	25	2	50
	Total	-	-	59	-	59	-	118
	Maximum number of points for types of current control (MP)	236						
	Maximum points	60						
	Coefficient	236:60 =3,93						
	Exam	40						

6.2. Calculation of rating points for types of semester (module) assessment (part-time study)

№ з/п	Type of activity of the PhD student	Maximum number of	Module 1		Module 2		Module 3	
			Number of units for calculation	Maximum number of points per type	Number of units for calculation	Maximum number of points per type	Number of units for calculation	Maximum number of points
1	Attendance of lectures	1	1	1	1	1	2	2
2	Attendance of sessions/practice	1	1	1	1	1	2	2
3	Completion of self-study tasks	5	4	20	4	20	4	20
4	Work in seminar (practical) classes	10	1	10	1	10	2	20
	Total	-	-	32	-	32	-	44
	Maximum number of points for types of current control (MP)	108						
	Maximum points	60						
	Coefficient	108:60 = 1,8						
	Exam	40						

6.2. Tasks for independent work and criteria for its evaluation

Module I. Higher education pedagogy
Map of self-work for full-time postgraduate students

№ з\п	Topic	Task	Number of hours	Number of points
Topic3	Reflection on one's own professional and personal qualities.	1. Prepare a self-description of professional and personal qualities. 2. Identify qualities that contribute to effective professionalization and qualities that hinder it.	5	5
Topic 6	Development of test tasks in higher education pedagogy	Develop 10 tests (of different types) on higher education pedagogy.	5	5
		Total	10	10

Map of self-work for part-time postgraduate students

№ з\п	Topic	Task	Number of hours	Number of points
Topic3	Reflection on one's own professional and personal qualities.	1. Prepare a self-description of professional and personal qualities. 2. Identify qualities that contribute to effective professionalization and qualities that hinder it.	4	5
Topic4	Sound scientific approaches, patterns, principles and didactic support of the educational process in higher education institutions.	To create a logical diagram of concepts: scientific approaches, patterns, principles, methods and forms of the educational process in higher education institutions	4	5
Topic5	Organizational forms and methods of education in higher education institutions	Develop a didactic outline for a lecture session	4	5
Topic 6	Development of test tasks in higher education pedagogy	Develop 10 tests (of different types) on higher education pedagogy.	4	5
		Total	16	20

Criteria for evaluating independent work		Number of points
1.	Punctuality in work performance	1
2.	Relevance, compliance with the goal and objectives	2
3.	Reasonableness and logic of the presentation	2

Module II. High education psychology
6.2.3. Map of self-work for full-time postgraduate students

№ з\п	Topic	Task	Number of hours	Number of points
Topic 3	Psychological analysis of student learning	describe typical reasons and appropriate ways to eliminate student academic failure	5	5
Topic 6	Psychological analysis of pedagogical conflicts in higher education institutions	solve psychological problems by giving a detailed, reasoned answer to the question	5	5
		Total	10	10

6.2.4. Map of self-work for part-time postgraduate students

№ з\п	Topic	Task	Number of hours	Number of points
Topic 2	Personal and professional development of a student	Having studied the theoretical material on the topic, compile a terminological dictionary indicating	4	5

		the main categories and concepts of the topic and their interpretations		
Topic 3	Psychological analysis of student learning	describe typical reasons and appropriate ways to eliminate student academic failure	4	5
Topic 4	Professionalism of the personality and activities of a higher school teacher	Having studied the theoretical material on the topic, create a structural and logical diagram of the teacher's professionalism	4	5

Topic 6	Psychological analysis of pedagogical conflicts in higher education institutions	solve psychological problems by giving a detailed, reasoned answer to the question	4	5
		Total	16	20

Criteria for evaluating independent work

Independent work is carried out in the ENC "Pedagogy and Psychology of Higher Education". The maximum score for each work is 5 points.

Criteria for Evaluating Self-Work Tasks

Correspondence of the purpose and content of the work tasks, completeness, logic, consistency	2
Absence of errors	1
Scope of performance of the work tasks	1
Work design (procedure of design, technical competence in	1
Total	5 points

Module III. Teaching technologies in higher education

№	Topic	Task	Number of hours	Number of points
Topic 1.	Pedagogical innovation in higher education in the context of modern civilization challenges	- Organize a list of scientific sources on educational innovations related to the field of scientific interests of the applicant (at least 10 sources, in Ukrainian and English, over the last 5 years) - Make a review of 1 (one) scientific source (at least 200 words)	**10**	**5**
Topic 2.	Technological approach and innovative learning technologies in higher education institutions	- Reflect on your own experience of using information technologies in the educational process of higher education institutions from the following perspectives: positive - negative, recommendations for improvement (present the results in essay format, 200-300 words)	**10**	**5**
Topic 3.	Learning technologies based on the activation of cognitive activity of education seekers	- Investigate the features of learning technology based on the activation of cognitive activity of education seekers. Organize the list of their essential common features. Choose the technology (from those studied) that most impresses you for application. Explain why. (present the results in text format, 200-300 words)	**11**	**5**
Topic 4.	Technologies of exploratory (heuristic) learning. Project-based learning technologies	- Propose topics for educational projects within your field of knowledge for a hypothetically possible academic discipline that you can teach (at least 5 topics, with justification of feasibility)	**11**	**5**
			42	**20**

Criteria for Evaluating Self-Work Tasks

	Criteria for evaluating independent work	Number of points
1.	Punctuality in work performance	1
2.	Relevance, compliance with the goal and objectives	2
3.	Reasonableness and logic of the presentation	2

6.3. Forms of modular control and assessment criteria

Modular control is carried out in the form of modular control work taking into account the unified system of assessing the academic achievements of postgraduate students.

The criteria for evaluating modular control are given in the table

Number of points	Evaluation criteria
23-25	The graduate student demonstrated deep systematic knowledge of the topic, provided examples, answered the vast majority of questions correctly, and made minor errors.
19-22	The graduate student determines the structure of the answer, makes minor errors that do not affect the overall result of the answer.
15-18	The postgraduate student is oriented in the question, but does not clearly form the structure of the answer, makes errors that violate the correctness of the answer
10-14	The answer is superficial, not meaningful.
7-9	The graduate student does not understand the content of the material, the answer is fragmentary
1-6	The postgraduate student is not familiar with the issue.

6.4. Forms of semester control and assessment criteria

Semester control (exam) is conducted in the form of a test that contains test tasks of various types that cover all content modules of the academic discipline.

Criteria	Points
Completeness of the answer, appropriate use of modern scientific terminology	10
Knowledge of scientific sources on the problem	10
Ability to illustrate theoretical considerations with convincing scientific examples	10
Logic and argumentation of the presentation	10
Total	**40**

Assessment of PhD Students' Educational Achievements under the ECTS System

Rating Evaluation	Score on a 100-Point Scale	Grade Significance
A	90-100 points	**Excellent** – Outstanding level of knowledge (skills) within the required material, with possible minor shortcomings.
B	82-89 points	**Very Good** – A sufficiently high level of knowledge (skills) within the required material, without significant (serious) errors.
C	75-81 points	**Good** – A generally good level of knowledge (skills) with a small number of minor mistakes.
D	69-74 points	**Satisfactory** – An average level of knowledge (skills), with a considerable number of shortcomings, but sufficient for continued learning or professional activity.
E	60-68 points	**Sufficient** – The minimally acceptable level of knowledge (skills).
FX	35-59 points	**Unsatisfactory with the Possibility of Retaking** – An unsatisfactory level of knowledge, with the option to retake the assessment after appropriate independent revision.
F	1-34 points	**Unsatisfactory with Mandatory Repetition of the Course** – A very low level of knowledge (skills), requiring the student to retake the entire course.

8. Educational and methodological map of the discipline "PEDAGOGY AND PSYCHOLOGY OF HIGHER SCHOOL" for postgraduate students of the 2nd year of full-time study

Total: 120 hours, lectures – 16 hours, practical classes – 8 hours, seminar classes – 8 hours, module control – 8 hours, independent work – 50 hours, semester control – 30 hours.

Modules	Module I	Module II	Module III			
Module name	Module I. Higher education pedagogy	Module II. High education psychology	Module III. Teaching technologies in higher education			
Number of points per module	59 points	59 points	118 points			
Lecture topics	Lecture 1. Trends, priorities and problems of modern higher education in Ukraine in the context of today's challenges. The scientific apparatus of higher school pedagogy. Lecture 2. The essence of didactics as a branch of higher school pedagogy	Lecture 1. Psychology of higher education as a science. Psychological characteristics of student age Lecture 2. Professionalism of pedagogical activity and personality of the teacher	Lecture 1. Pedagogical innovation in higher education in the context of modern civilizational challenges	Lecture 2 Technological approach innovative teaching technologies in higher education institutions	Lecture on Learning Technologies as the Basis for Enhancing Cognitive Activity of Students	Lecture 4. Technologies of exploratory (heuristic) learning. Project-based learning technologies
Number of points for attending lectures	2 points	2 points	1 point	1 point	1 point	1 point
Seminar topics	Seminar 1. Professional competence of a modern university teacher: essence and structure Seminar 2. Organizational forms and	Seminar 1. Mental health support in the personal and professional development of a student Seminar 2. Psychology of educational interaction between a teacher and students				

	methods of teaching in higher education institutions					
Work in seminar classes	20 балів	20 балів				

Number of points for attending seminar classes	2 points	2 points	Practical lesson 1. Modern higher education teacher and pedagogical innovations			
Topics of practical classes				Practical session 2. Researching the potential of modern innovative learning technologies to improve the quality of the educational process	Practical lesson 3. Development and presentation of a fragment of a lesson using learning technologies based on the activation of cognitive activity of students	Practical session 4. Research and presentation of innovative teaching technology in higher education (at the student's choice)
Work in practical classes			10 points	10 points	10 points	10 points
Number of points for attending practical classes			1 point	1 point	1 point	1 point
Independent work	10 points	10 points	5 points	5 points	5 points	5 points
Modular control	25 points	25 points	25 points		25 points	
Rating points	Total points – 236 Coefficient for conversion to a 60-point scale – 3,93					
Final control	Exam – 40 points					

Educational and methodological map of the discipline "PEDAGOGY AND PSYCHOLOGY OF HIGHER SCHOOL" for postgraduate students of the 2nd year of part-time study
Total: 120 hours, lectures – 8 hours, practical classes – 4 hours, seminar classes – 4 hours, independent work – 74 hours, semester control – 30 hours.

Modules	Module I	Module II	Module III	
Modul e name	**Module I. Higher education pedagogy**	**Module II. High education psychology**	**Module III. Teaching technologies in higher education**	
Number of points per module	32 points	32 points	66 points	
Lectu re topics	Lecture 1. Trends, priorities and problems of modern higher education in Ukraine in the context of today's challenges. Scientific apparatus of higher school pedagogy.	Lecture 1. Higher school psychology as a science. Psychological characteristics of student age	Lecture 1. Pedagogical innovation in higher education in the context of modern civilization challenges. Technological approach and innovative learning technologies in higher education institutions	Lecture 2. Learning technologies based on the activation of cognitive activity of education seekers. Technologies of research (heuristic) learning. Project-based learning technologies
Number of points for attending lectures	1 point	1 point	1 point	1 point
Seminar topics	Seminar 1. Organizational forms and methods of education in higher education institutions	Seminar session 1. Psychology of educational interaction between teacher and students		
Work in seminar classes	10 points	10 points		
Number of points for attending seminar classes	1 point	1 point		

Topics of practical classes			Practical lesson 1. Researching the potential of modern innovative learning technologies to improve the quality of the educational process	Practical lesson 2. Research and presentation of innovative teaching technology in higher education (at the student's choice)
Work in practical classes			10 points	10 points
Number of points for attending practical classes			1 point	1 point
Independent work	20 points	20 points	10 points	10 points
Rating points	Total points – 110 Coefficient for conversion to a 60-point scale – 1,83			
Final control	Exam – 40 балів			

7. **Recommended Sources**

Module I. Higher education pedagogy

Primary Literature:

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4. Зайченко І. В. *Педагогіка: підручник для студентів вищих навч. закладів*. 3-е вид. Київ: Видавництво Ліра-К., 2016. 608 с.
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Module III. Teaching technologies in higher education

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Appendix 1

MATRIX OF CORRESPONDENCE BETWEEN PROGRAM COMPETENCES AND LEARNING OUTCOMES

ONP	Philosophy
ZKU 7	Ability for self-improvement and continuous professional education.
SC 1	The ability to conduct original research, achieve scientific results that create new knowledge in philosophy and related interdisciplinary areas and can be published in leading scientific journals in philosophy and related fields.
SC 4	Ability to carry out scientific and pedagogical activities in higher education.
RN 6	To deeply understand the general principles and methods of philosophical sciences, as well as the methodology of scientific research, to apply them in one's own research in the field of philosophy and in teaching practice.
RN 9	To organize and implement the educational process in the field of philosophy, its scientific, educational, methodological and regulatory support, and to apply effective methods of teaching academic disciplines.
RNU 10	To realize and rethink personal, professional and scientific experience.