Educational Institution "Belarus State Economic University"

PEDAGOGY AND PSYCHOLOGY OF HIGHER EDUCATION

The curriculum of the educational institution
for the specialty 7-06-0412-04 "Marketing"

2025

The curriculum is based on the In-depth Higher Education Standard OSVO 7-06-0412-04-2023 and the educational plan for the specialty 7-06-0412-04 «Marketing».

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(Min. № _8_ dated _26.02.2025_);

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(Min. № _3_ dated _26.02.2025_);

Scientific and Methodological Council of the educational institution "Belarus State Economic University"
(Min. №. _6_ dated _25.06.2025_);

EXPLANATORY NOTE

The discipline "Pedagogy and Psychology of Higher Education" is an optional course aimed at developing master students' competencies in the field of teaching at tertiary level. The knowledge and skills obtained while taking the course may assist master program graduates' professional activities and contribute to their professional growth.

The goal of the course is to prepare master students for better performing the tasks of teaching at university level.

The objectives of the course are as follows:

- studying internationally accepted terminology and concepts relevant for conducting teaching activities and doing field research;
- analyzing current trends in international higher education that manifest themselves in a variety of educational phenomena;
- learning about both traditional and innovative teaching methods and educational media used in contemporary higher education.

The course in pedagogy and psychology of higher education contributes to the formation of **universal competence,** which presupposes the ability to apply psychological and pedagogical tools and strategies, as well as information and communication technologies in teaching and management.

The successful completion of the course in pedagogy and psychology of higher education may produce several specific educational outcomes.

Master students will obtain **the knowledge of**:

- the terminology and concepts relevant for conducting teaching activities and doing field research in the sphere of higher education;
- the basic methods and educational media used in contemporary higher education both in the Republic of Belarus and internationally;
- the basics of higher education psychology and the process of moral and civic education of university students in its multiple forms.

Master students will develop **the ability to**:

- apply the internationally accepted terminology and concepts for describing teaching activities and field research in the sphere of higher education;
- formulate goals and objectives of teaching activities conducted at institutions of higher education;
- analyze teaching / learning experiences of both educators and students including master's degree students' retrospective and introspective analysis;

Master students will improve **their skills in**:

- dealing with research materials describing experimental and educational practices in the field of pedagogy and psychology of higher education;
- explaining the nature of various phenomena that typically occur in contemporary academic environments;
- conducting micro-teaching that involves the delivery of educational content in specific subject areas.

While doing the course, not only will master students gain theoretical knowledge and practical skills, but will also develop their moral and intellectual potential, forming the virtues of true citizenship and patriotism, which enables them to actively participate in their country's economic, social and cultural life.

The material of the course in pedagogy and psychology of higher education is linked to the subject matter of such courses as "Philosophy and Methodology of Science" and "Basics of Information Technologies".

The form of master's degree program — full-time.

In accordance with the university curriculum, the study of this academic discipline includes:

total hours – 94,

total classroom hours – 56, including 20 hours of lecturing and 36 hours of seminars.

Distribution of classroom time by courses and semesters:

1st semester – 20 hours of lectures, 36 hours of seminars.

Self-study — 38 hours.

The labor input accounts for 3 credits.

Interim certification form – credit.

COURSE CONTENT
Topic 1. Introduction to the pedagogy of higher education

1.1. Pedagogy of higher education (PHE) as a science; the object and subject of PHE; objectives, functions, and categories.

1.2. The history of PHE development; the Renaissance and its influence on university education.

1.3. The development of PHE in the New Times; John Comenius and university education; higher education on the territory of Belarus.

1.4. Methodological foundations of PHE; types of research and its methods; qualitative and quantitative approaches in PHE research.

Topic 2. Contemporary systems of higher education

2.1. Factors affecting PHE: globalization, digitalization, and transition to knowledge economy.

2.2. The European Higher Education Area as a factor of qualitative changes in national educational systems; transformation experience in other countries.

2.3. Continuity and multi-variant character of HE; integration with science and technology; the competency-based approach.

2.4. Types of HE institutions and their missions (higher colleges, institutes, academies, universities); the modern university model; graduate and post-graduate education, in-service re-training, self-education.

Topic 3. Principles and methods of teaching

3.1. Principles of education and recurrent patterns as methodological and didactic factors regulating teaching in higher education.

3.2. Teaching methods and techniques, and their classifications; traditional and innovative methods; context-based education.

3.3. Factors that determine the choice of methods and techniques in their various combinations.

3.4. Educational content; its development in contemporary education at university level.

Topic 4. Organizational forms and instruments of teaching

4.1. Lectures and seminars; the evolution of the lecture mode; classification of lectures; factors determining the effectiveness of lectures.

4.2. Seminars as a form of in-depth study; seminar types, and their organization; specialized seminars; practical classes and lab sessions.

4.3. Educational media, and their classification; standards for educational media; digital media and their development.

4.4. The notion of the TLP – teaching and learning pack (complex); components of TLP; computer-based TLPs.

Topic 5. Students' independent study and research work

5.1. The notion of student independent study (SIS), its types, and levels; guided SIS and its methods; auto-didacticism as independent study.

5.2. Educational support of SIS; the requirements for content and organizational forms of SIS; testing as a method assessment.

5.3. The essence of student research in professional training; its forms and methods; joint research by students and faculty.

5.4. Course and diploma papers; types of internships, their objectives, and content; methods for analysis and assessment; teaching internships.

Topic 6. Educational technologies in higher education

6.1. Educational technologies, their classification and effectiveness criteria; competency-based educational technologies.

6.2. Teaching technologies (problem-solving, modular, inquiry-based); communication technologies (brainstorming, peer discussion groups), games and project work, case studies, etc.

6.3. Digitalization of education; computer-assisted learning; development of digitalized educational content.

6.4. Distance learning at university; educational management systems and their effectiveness; online resources; interactive teaching and learning.

Topic 7. Pedagogical monitoring at university level

7.1. Diagnostics in pedagogy; monitoring, its functions and methods of monitoring; its procedures, indicators, and criteria of assessment.

7.2. Assessment of knowledge and skills; testing as a means of monitoring; assessment of student achievement; student rating procedures.

7.3. Assessment of personality qualities; self-assessment and self-control in diagnostic activities.

7.4. Assessment of levels of student competency; systemic application of the entire range of methods (project work results, internships' outcomes, exam grades, etc.).

Topic 8. Moral education activities in higher education

8.1. The social and educational aspects of moral education; objectives and principles of moral education; factors determining its quality.

8.2. Stages and content of moral education; Social Sciences and the Humanities as instruments of moral education.

8.3. Moral education methods and organization; active methods (role play and simulations, project work, volunteering, disputes and debates, etc.).

8.4. Self-education, self-development, and self-actualization of students; conditions for effective self-actualization.

Topic 9. Introduction to the psychology of higher education

9.1. The origin of higher education psychology (HEP); its object, objectives, and main categories.

9.2. Methods of research in HEP and their specifics; traditional and innovative approaches in HEP.

9.3. Teacher/student personality profiles as factors in education; the interrelationships between the teaching/learning process' actors.

9.4. Developing student motivation; profession-determined requirements for HE teachers: the ability to conduct teaching, to engage in upbringing, etc.

Topic 10. The psychology of teaching and learning

10.1. The notion of learning; correlations between teaching and developing; activity-based approach; the notion of 'scaffolding'.

10.2. The specifics of student learning; multiple approaches to their description; the structure / stages of student learning.

10.3. Psychology-determined conditions for effective teaching: knowledge, skills, and abilities; teacher personality; pedagogical reflection.

10.4. Communications between teachers and students; communicative competence of teachers as a basis for professional mastery.

THE DISCIPLINE-DESIGNED THEMATIC CURRICULUM "PEDAGOGY AND PSYCHOLOGY OF HIGHER EDUCATION"

Number of topics, study units	Name of study units, topics	Number of classroom hours							Resources	Academic performance assessment techniques
		Lectures	Practicals	Seminars	Laboratory practicals	Supervised independent study				
						Lectures	Practicals	Seminars		
1	2	3	4	5	6	7	8	9	11	12
1st term										
1	**Introduction to the pedagogy of higher education**	2							[1-5]	
1.1	Pedagogy of higher education as a science			2						in-class discussion
1.2	The outline of the history of higher education			2						mini projects
2	Contemporary systems of higher education	2							[1-5]	
2.1	Factors affecting PHE: globalization, digitalization, etc.			2						questionnaires
2.2	Transformations in European higher education			2						mini reports
3	Principles and methods of university teaching	2							[1-5]	
3.1	Principles of education at tertiary level			2						in-class discussion
3.2	Teaching methods and techniques and their classifications			2						micro teaching
4	Organizational forms and instruments of teaching	2							[1-5]	
4.1	Lectures and seminars as the main forms of teaching			2						micro teaching
4.2	Educational media and their classifications			2						micro teaching
5	Students' independent study and research work	2							[1-5]	
5.1	The notion of independent study and its pedagogical support			2						research summary
6	Educational technologies in higher education	2							[1-5]	

6.1	The classification of educational technologies			2						presentations
6.2	Digitalization in higher education and distance learning			2						in-class discussion
7	Pedagogical monitoring at university level	2							[1-5]	
7.1	The notion of diagnostics in higher education and its methods			2						mini reports
7.2	Assessment of levels of student competency			2						Testing
8	Moral education activities in higher education	2							[1-5]	
8.1	Social and educational aspects of moral education			2						in-class discussion
8.2	Methods and forms of moral education at university			2						Mini reports
9	Introduction to the psychology of higher education	2							[1-5]	
9.1	Methods of research in higher education psychology			2						testing
10	The psychology of teaching and learning	2							[1-5]	
10.1	Psychology-determined conditions for effective teaching			2						micro teaching
10.2	Communication skills as basis for professional mastery			2						
	Total hours 1st term	20		36						**Credit**
	Total hours	20		36						

ИНФОРМАЦИОННО-МЕТОДИЧЕСКАЯ ЧАСТЬ

ЛИТЕРАТУРА

Основная

1. Borozdina, G.V. Fundamentals of Psychology and Pedagogy: A Study Guide for Students of Higher Educational Institutions / G.V. Borozdina. – Minsk: Higher School, 2016. – 414 pages.
2. Introduction to the Teaching Profession: A Course of Lectures / [V.A. Kapranova et al.]; edited by V.A. Kapranova. – Minsk: New Knowledge, 2015. – 175 pages.
3. Kondrateva, I.P. Basics of Pedagogical Mastery: A Study Guide for Students in Educational Specialties / I.P. Kondrateva, E.I. Baraeva. – Minsk: RIVSH, 2018. – 231 pages.
4. Korol, A.D. Pedagogy of Dialogue: From Methodology to Teaching Methods / A.D. Korol. – Minsk: Yanka Kupala State University of Grodno, 2015. – 195 pages.
5. Nozdrin-Plotnitsky, V.I. Fundamentals of Psychology and Pedagogy: A Study Guide / V.I. Nozdrin-Plotnitsky. – Minsk: Misanta, 2018. – 723 pages.

Дополнительная

1. A Handbook for Teaching and Learning in Higher Education. Enhancing Academic Practice. Third edition / Edited by Heather Fry et al. – New York: Routledge, 2016. – 525 p.
2. Doležalova, J. Fundamental Pedagogy / J. Doležalova, et al. – Hradec Kralove: University Press, 2014. – 140 p.
3. Emerging Trends in Higher Education Pedagogy / Ed. by S. Raman. – Penang: WOU Press, 2016. – 72 p4p.
4. Escueta, M. Education Technology: An Evidence-Based Review/ M. Escueta // NBER Working Paper. — No. 23744. — Cambridge, 2017. – 102 p.
5. Gaebel, M. Trends 2018. Learning and Teaching in the European Higher Education Area. – Brussels: European University Association, 2018. — 108 p.
6. Kukulska-Kulme, A. Innovative Pedagogy 2020. Exploring New Forms of Teaching. — Dublin: National Institute for Digital Learning, 2020. — 50 pp.
7. The Flipped College Classroom / Edited by Lucy S. Green et al. – Cham: Springer International Publishing AG, 2017. — 266 p.

Tentative list of credit questions

1. Outline the emergence and development of practical pedagogy of higher education.
2. Describe the notion of the pedagogy of higher education.
3. Outline the development of higher education and describe its present state.
4. Differentiate between research methods applied in higher education pedagogy.
5. Describe the main aspects of the Bologna Process and its manifestations.
6. Present the notion of didactics of higher education and describe its main categories.
7. Differentiate between various factors affecting educational outcomes.
8. Present one of the classifications of teaching methods and techniques.
9. Outline the process of developing educational content.
10. Outline the evolution of the lecture mode at university.
11. Present one of the classifications of educational media (means).
12. Prove that testing is not the only method of reliable assessment.
13. Explain the importance of conducting student research activities.
14. Present the notion of education technology and some of their classifications.
15. Give reasons for the development of distance learning at university level.
16. Present the notion of character building at university.
17. Describe various types of activities that are instrumental in character building.
18. Argue that exams are (not) the best way to assess student competency level.
19. Present the notion of higher education psychology.
20. Dwell on the methods of research and their specific features in higher education.
21. Prove that student motivation is a factor in achieving educational outcomes.
22. Draw the psychological portrait of the 21st century university teacher.
23. Present pedagogical conditions that facilitate student learning.
24. Explain the notion of teaching quality and show approaches to its assessment.
25. Define the notion of students' and teachers' intercultural competency.

Organizational aspects of master's students' self-study activities

Self-study is an important element of the overall process of competency formation based on the content of the discipline "Pedagogy and Psychology of Higher Education".

38 academic hours are allotted to self-study activities while doing a full-time study.

The content of self-study covers all topics of the course.

Several forms of self-study activities can be employed, such as reading the required sources in English aimed at deeper understanding of the questions studied; preparation for seminars in the form of:

doing mini projects;

writing short reports;

compiling summaries of sources;

preparing presentations (showcasing a technology, etc.);

planning and conducting micro-teaching activities (showcasing a specific teaching technique, etc.).

Assessment of quality of educational outcomes

Education quality diagnostics is performed within the framework of current assessment procedures and mid-term attestation

Current assessment procedures are conducted during the semester and include the following forms:

assessment of self-study results shown during seminars (micro-teaching activities, reports and presentations, test results, etc.);

blitz testing during classes;

assessment of the level of engagement in the guided discussions during lectures and seminars.

Current assessment is conducted at least three times during the semester.

Mid-term attestation is conducted in the form of a credit; while passing it, master's students are expected to answer one of the listed preliminary questions.

The method of grade formation

Grades are assigned in accordance with the Guidelines for Rating Assessment of Knowledge, Skills and Habits adopted at BSEU