

Educational Establishment “Belarusian State Economic University”

APPROVED

Rector of the Educational Establishment
“Belarusian State Economic University”


V.Y. Shutilin

« 22 » 10 2020 г.

Registration Number UD 4637-20 / study cur.

PEDAGOGY AND PSYCHOLOGY OF HIGHER EDUCATION

Academic curriculum for the course at a higher education establishment for the following specialties: 1-26 80 03 “Business Administration”, 1-25 80 05 “Accounting, Analysis, and Audit”, 1-26 80 05 “Marketing”, 1-25 80 02 “World Economy”

2020

The curriculum was compiled on the basis of educational plans (registration numbers 24 MGR-19 dated 25.03.2019, 31 MGR-19 dated 25.03.2019, 51 MGR-19 dated 25.03.2019, and 58 MGR-19 dated 25.03.2019).

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RECOMMENDED FOR APPROVAL BY

The Department of Intercultural Business Communication of the educational establishment “Belarusian State Economic University” (Protocol No. 2, 30 September 2020);

Science and Methodology Council of the educational establishment “Belarusian State Economic University” (Protocol No. 1, 21.10 2020).

EXPLANATORY NOTE

The following curriculum in Pedagogy and Psychology of Higher Education is designed for Master's Degree students of the educational establishment "Belarusian State Economic University" who majored in a wide spectrum of specialties. The curriculum is based on the Educational Standard and Master's Degree syllabus.

The ultimate goal of the course is to prepare graduate students for performing the task of teaching specific subjects at university level. To do this effectively, it is not enough to know the respective subject matter. It is also necessary to master the art of teaching students using the methods and techniques relevant for the contemporary educational environments.

The aim of the course is to facilitate further development of the Master's Degree students' competencies that provide for the effective teaching at tertiary level.

The objectives of the course are as follows:

- the study of the internationally-accepted terminology and concepts relevant for conducting teaching activities and doing field research;
- the analysis of the current trends in international higher education that manifest themselves in a variety of educational phenomena;
- the discussion of innovative teaching methods and educational media used in contemporary higher education internationally.

The successful completion of the course in Pedagogy and Psychology of Higher Education will produce a number of specific educational outcomes.

The Master's Degree 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 character education and civic education of university students in its multiple forms;
- the approaches to the development of educational content for university courses in various subject areas.

The Master's Degree 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 the aims 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;
- evaluate the potential of various research materials describing experimentation and educational practices in the field of pedagogy and psychology of higher education.

The Master's Degree students will master **the skills in:**

- dealing with research materials describing experimentation 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 across the globe;
- conducting micro-teaching that involves the delivery of educational content in specific subject areas;
- applying innovative methods and techniques of teaching students at institutions of higher education.

The study of the course in Pedagogy and Psychology of Higher Education will contribute to the development of **UK-5 Competence** of Master's Degree students that consist in the ability to conduct teaching activities at educational establishments and to implement effective educational and information technologies and innovations.

The subject matter of the course in Pedagogy and Psychology of Higher Education is based on the factual and conceptual material of such courses as "Philosophy", "Philosophy and Methodology of Science", "Foreign Language", and "Basics of Information Technologies".

The duration of the course is one semester. The course takes the total of 108 academic hours, 56 of which are devoted to in-class activities. In-class activities include 20 academic hours of lecturing and 36 academic hours of seminars. The end-of-the-course assessment takes the form of a credit.

THE SYLLABUS

Topic 1. THE ORIGIN AND DEVELOPMENT OF THE THEORY AND PRACTICE OF PEDAGOGY

1.1. The earliest forms of education in primitive societies. Upbringing, education, and theory of pedagogy in Antiquity.

1.2. Pedagogy in the medieval times. The growth of university education in West and Central Europe. The oldest universities.

1.3. The emergence and development of the theory of pedagogy in West Europe in the 17th – 19th century. Life and activities of Comenius, Locke, and Rousseau.

1.4. Pedagogy in Russia in the 19th century. The critical evaluation of contributions made by Ushinsky, Tolstoy, and Pirogov.

Topic 2. INTRODUCTION TO THE PEDAGOGY OF HIGHER EDUCATION

2.1. Pedagogy of higher education (PHE) as a science. The object and subject of PHE; its objectives, functions and main categories. Sources of PHE.

2.2. The history of PHE development. Philosophic schools of antiquity and medieval universities in Europe. The Renaissance and its influence on university education.

2.3. The development of PHE in the New Times. The ideas of John Comenius and university education. Historical factors affecting the development of PHE. Higher education on the territory of Belarus.

2.4. Methodological foundations of PHE. Research in PHE; types of research and its methods. Qualitative and quantitative approaches in PHE research.

Topic 3. CONTEMPORARY SYSTEMS OF HIGHER EDUCATION

3.1. The increasing role of higher education (HE) today. Factors affecting transformations in HE: globalization, informatization, and transition to knowledge economy.

3.2. The emergence of the Bologna Process. The European Higher Education Area as a factor of qualitative changes in national systems of HE. Review of transformation experience in other countries.

3.3. HE and its functions in today's society. Continuity and multi-variant character of HE, its integration with science and technology. The competency-based approach in HE.

3.4. Types of HE institutions and their missions (higher colleges, institutes, academies, universities). The modern university model. Post-graduate education, in-service re-training programs, self-education.

Topic 4. THE PEDAGOGICAL FOUNDATIONS OF TEACHING AND LEARNING IN HIGHER EDUCATION

4.1. The didactics of HE, its object and subject, and main categories. Teaching and learning as two aspects of the education process; their essence, structure, and functions.

4.2. Goal-setting in HE teaching. Module-based and competence-based approaches to educational content development. The role of specific modules (Social Sciences, etc.) in profession-oriented training.

4.3. The notions of specialty, specialization, qualification, and competence. Education standards, structure, and functions. Educational tools determining the content of HE (plans, programs, etc.).

4.4. Factors and conditions affecting educational outcomes, and their multi-faceted character.

Topic 5. FUNDAMENTAL PRINCIPLES AND METHODS OF TEACHING IN HIGHER EDUCATION. THE CONTENT OF EDUCATION

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

5.2. The notion of teaching methods and techniques, and their classifications. Traditional and innovative methods; context-based education.

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

5.4. The educational content in HE. The development of educational content in contemporary education.

Topic 6. ORGANIZATIONAL FORMS AND INSTRUMENTS OF TEACHING IN HIGHER EDUCATION

6.1. Lectures and seminars in HE. The evolution of the lecture mode. Classification of lectures and their content development. Factors determining the effectiveness and quality of lectures.

6.2. Seminars as a form of the in-depth study of theory and practice, Seminar types, and their organization. Specialized seminars. Practical class and laboratory sessions.

6.3. The notion of educational media. Classification of media and their didactic functions. The required standards for educational media in HE. Digital media and how they should be developed in HE.

6.4. The notion of the TLP – teaching and learning pack (complex). The components of TLP: syllabi, textbooks, manuals, workbooks, reference materials, teaching aids, etc. Computer-based TLPs.

Topic 7. STUDENTS' INDEPENDENT STUDY AND RESEARCH WORK

7.1. The notion of student independent study (SIS), its types, and levels. Guided SIS and methods for its organization. Auto-didacticism as the highest form of independent study.

7.2. Educational and methodological support of SIS. Digitalized resources in SIS. The requirements for content and organizational forms of SIS. Testing as a method of SIS assessment.

7.3. The essence and role of student research in professional training. Forms and methods of its organization. Joint research by students and faculty and its place in higher education.

7.4. Course and diploma papers. Types of internships in HE, their objectives, and content. Methods for analysis and assessment of results. Teaching internship at various stages of HE.

Topic 8. EDUCATIONAL TECHNOLOGIES AND INFORMATIZATION IN HIGHER EDUCATION

8.1. The notion of educational technologies, their classifications and criteria of effectiveness. Competency-based educational technologies.

8.2. Educational technologies in teaching (problem-solving, modular, inquiry-based) and communication (brain storming, peer discussion groups), games and project work, case studies, etc.

8.3. Informatization of the educational process. Computer-assisted learning, its advantages and limitations. The development of digitalized educational content.

8.4. Distance learning at university. Educational management platforms and their effectiveness. Online resources and their application. Online interactive teaching and learning.

Topic 9. INNOVATIONS IN HIGHER EDUCATION AND INNOVATIVE APPROCHES IN TEACHING

9.1. Innovations as novelty and/or invention. Systemic innovations in HE as a means of updating syllabi content and improving the quality of training.

9.2. Fundamental objectives in innovative activities: studying, summarizing, and spreading of pioneering experience; implementing the results of educational research.

9.3. Stages and methodology of summarizing and implementation of pioneering experience. Management of innovative activities. Analysis and assessment of educational innovations.

9.4. Innovations in teaching. Creativity as a fundamental quality in educators' pedagogical activities.

Topic 10. THE ESSENCE OF MORAL EDUCATION ACTIVITIES IN HIGHER EDUCATION

10.1. The social and educational aspects of moral education, its objectives and character in HE. Principles of moral education and factors determining its quality.

10.2. Stages and content of moral education, its peculiarities during in-class and out-of-class activities. Social Sciences and the Humanities as instruments of moral education.

10.3. Moral education methods and organizational forms. Active methods (role play and simulations, project work, volunteering, disputes and debates, etc.).

10.4. Self-education and self-development, self-actualization of students. Conditions for effective self-actualization. Nurturing the need for constant self-development.

Topic 11. THE SYSTEM OF MORAL EDUCATION AT HIGHER EDUCATION ESTABLISHMENTS

11.1. The essence and structure of the system of moral education in HE. The principles of its organization. The educational environment as a factor facilitating personality development.

11.2. Pedagogical support of student social activities. Student administration as a means of moral education and professional development. The basics of group curator's activities.

11.3. Conditions necessary for effective formation of student collectives; its role in moral education. Public youth organizations and unions and their role in moral education.

11.4. Methodology of moral education and ideological work in HE. Individual approach to students. Criteria for assessment of the effectiveness of moral education activities.

Topic 12. PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF HIGHER EDUCATION MANAGEMENT

12.1. The essence of management in education. The dual character of management (state and public) in HE. A university as a self-governing educational entity. Management objectives and functions.

12.2. Methods of educational quality management (observation, interview, questionnaire, testing, etc.). Intra-university management. The use of information technologies in management.

12.3. The notion of the quality of education. Quality management at different levels, and ways to develop management systems. Student competency as an indicator of educational quality.

12.4. Internal and external quality assessment practices. Modular, rating and credit-based assessment systems in Belarus as a condition for developing international cooperation in HE.

Topic 13. PEDAGOGICAL MONITORING

13.1. The notion of diagnostics in pedagogy. Monitoring as a system of diagnostic assessment of outcomes. Functions and methods of monitoring; its procedures, indicators, and criteria of assessment.

13.2. Assessment of knowledge and skills in monitoring. Testing as a means of monitoring. Assessment of student achievements and its functions. Student rating procedures.

13.3. Assessment of personality qualities developed in the process of learning. Self-assessment and self-control in the process of educational diagnostic activities.

13.4. Assessment of levels of student competency. The role played by systemic application of the entire range of methods (project work results, internships' outcomes, exam grades, etc.).

Topic 14. INTRODUCTION TO THE PSYCHOLOGY OF HIGHER EDUCATION

14.1. The origin of higher education psychology (HEP) as a science. The object, objectives, and main categories of HEP; its place in the system of psychological and social sciences.

14.2. Methods of research in HEP and their specifics. Traditional and innovative approaches in HEP. The main guidelines for further development of HEP.

Topic 15. THE MAIN ACTORS OF THE EDUCATIONAL PROCESS

IN HIGHER EDUCATION

15.1. Personality profiles of the teacher and the student as actors in the educational process. The interrelationships between all the participants of the teaching/learning process.

15.2. The balance between the general and profession-oriented development of student personality. The process of student self-determination: its structure, stages, and conditions.

15.3. The problem of developing student motivation. Profession-oriented motivation as a result of effective adaptation of the student to academic environments.

15.4. Profession-determined requirements for HE teachers: the ability to conduct teaching, to engage in upbringing, to develop educational content, and to do research.

Topic 16. THE PSYCHOLOGY OF STUDENT LEARNING

16.1. The notion of learning; the fundamentals of its organization. The correlation between teaching and developing. Activity-based approach; the notion of 'scaffolding'.

16.2. The specifics of student learning activities; multiple approaches to their description. The structure of student learning, and stages in its development. Criteria for its assessment.

16.3. The psychological aspects of the organization of student learning. Management and self-management of learning. The conditions facilitating student readiness for auto-didactic activities.

16.4. Learning practices in information-rich environment. Facilitating the development of critical and creative thinking skills of the students.

Topic 17. PSYCHOLOGICAL FOUNDATIONS OF TEACHING IN HIGHER EDUCATION

17.1. The objectives and functions of teaching in HE, its structure and content. Assessment in teaching. Assessment of teaching quality; its types, levels, and criteria.

17.2. The psychology-determined conditions for effective teaching in HE: the teacher's profession-oriented knowledge, skills, and abilities; the teacher's personality. Pedagogical reflection and motivation.

17.3. Communications between teachers and students; ways to make it more constructive. The communicative competence of teachers as a basis for professional mastery.

17.4. Teachers' creative potential and ways to develop it in auto-didactic activities. The pedagogical culture of HE teachers, the ethical and aesthetic aspects of teaching.

**Topic 18. PSYCHOLOGICAL FOUNDATIONS OF UPBRINGING
AND MANAGEMENT IN HIGHER EDUCATION**

18.1. The psychology-determined peculiarities of student age group as a factor in upbringing. Contemporary trends in student socialization, and transformations in value systems.

18.2. Intercultural communication in HE. The conditions facilitating the formation of student intercultural competency. The role of information technologies in the process.

18.3. The psychology of educational activities of student group curators. Studying the in-group relationships' dynamics, and methods to manage relationships effectively.

18.4. Educational management styles. Individual styles of teaching/learning and communication. Ways and means for effective collaboration practices in higher education.

INSTRUCTIONAL DESIGN CHART OF THE COURSE “PEDAGOGY AND PSYCHOLOGY OF HIGHER EDUCATION” FOR THE FOLLOWING SPECIALTIES: 1-26 80 03 “BUSINESS ADMINISTRATION”, 1-25 80 05 “ACCOUNTING, ANALYSIS, AND AUDIT”, 1-25 80 09 “COMMERCE”, 1-26 80 06 “LOGISTICS”, 1-26 80 05 “MARKETING”, 1-25 80 02 “WORLD ECONOMY”, 1-23 80 07 “POLITICAL SCIENCE”, 1-25 80 10 “STATISTICS AND ANALYSIS”, 1-25 80 07 “MERCHANDISING AND PRODUCT EXPERTISE”, 1-21 80 12 “PHILOSOPHY”, 1-25 80 03 “FINANCES, TAXATION, AND CREDIT”, 1-25 80 01 “ECONOMICS”, 1-24 80 01 “JURISPRUDENCE” (FULL-TIME, SECOND STAGE OG HIGHER EDUCATION).

Topic Number	Topic Title	Number of Academic Hours						Miscellaneous	Forms of Control
		Lectures	Practical Classes	Seminars	Laboratory Sessions	Controlled Self-Study			
1	2	3	4	5	6	Lct	Smn	8	9
1	The origin and development of the theory and practice of pedagogy	2		2				[1-7, 8-40]	Discussion
2	Introduction to the pedagogy of higher education	2		2				[1-7, 8-40]	Discussion

3	Contemporary systems of higher education	-		2				[1-7, 8-40]	Discussion, written review
4	The pedagogical foundations of teaching and learning in higher education	2		2				[1-7, 8-40]	Discussion
5	Fundamental principles and methods of teaching in higher education. The development of content of higher education.	2		2				[1-7, 8-40]	Discussion
6	Organizational forms and instruments of teaching in higher education	-		2				[1-7, 8-40]	Discussion, written review
7	Students' independent study and research work	-		2				[1-7, 8-40]	Discussion
8	Educational technologies and informatization in higher education	2		2				[1-7, 8-40]	Discussion, micro-teaching
9	Innovations in higher education and innovative approaches in teaching	2		2				[1-7, 8-40]	Discussion, micro-teaching
10	The essence of moral education activities in higher education	1		2				[1-7, 8-40]	Discussion
11	The system of moral education at higher education establishments	1		2				[1-7, 8-40]	Discussion

12	Psychological and pedagogical foundations of higher education management	1		2				[1-7, 8-40]	Discussion
13	Pedagogical monitoring	1		2				[1-7, 8-40]	Discussion
14	Introduction to the psychology of higher education	2		2				[1-7, 8-40]	Discussion
15	The main actors of the educational process in higher education	-		2				[1-7, 8-40]	Discussion, written review
16	The psychology of student learning	-		2				[1-7, 8-40]	Discussion, written review
17	The psychological foundations of teaching in higher education	1		2				[1-7, 8-40]	Discussion
18	The psychological foundations of upbringing and management in higher education	1		2				[1-7, 8-40]	Discussion
	Total hours	20		36					

METHODOLOGY OUTLINE

Self-study activities are an integral part of Master's Degree students' learning. The program provides students with the following guidelines.

The students will familiarize themselves with the content of the syllabus, as well as the list of sources recommended for in-depth study.

The students will attend the lectures and take notes that can serve as important guidelines for their independent study and research activities.

The students will participate in group discussions organized during the seminars and engage in micro-teaching activities, both prepared and improvised.

The students will prepare for the end-of-the-course assessment in the form of the credit. During the first stage of the procedure, the Master's Degree students' knowledge of the terminology and concepts relevant for conducting teaching activities and doing field research in the sphere of higher education will be tested.

At the second stage, the Master's Degree students will be asked to demonstrate their ability to formulate the aims and objectives of teaching activities conducted at institutions of higher education, and evaluate the potential of various research materials describing educational practices.

As an alternative version, the Master's Degree students can be asked to demonstrate their skills in conducting micro-teaching that involves the delivery of educational content in specific subject areas (in the form of role play or simulation).

READING SOURCES (BOOKS IN RUSSIAN)

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9. Emerging Trends in Higher Education Pedagogy / Ed. by S. Raman. – Penang: WOU Press, 2016. – 72 pp.
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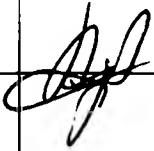
SELECTED ENGLIS-LANGUAGE ARTICLES

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CURRICULUM APPROVAL PROTOCOL

Corresponding academic course title	Name of the Department	Suggested changes in the syllabus content	Decision taken by the department that developed the syllabus (date and protocol number)
Philosophy and Methodology of Science	Department of Philosophy	No changes  <i>A. I. Touban</i>	Protocol № 1 dated 30.09.2020

CURRICULUM AMENDMENTS

Number	Amendments to the curriculum	Amendment Rationale

The curriculum is reviewed and approved by the department

_____ (protocol number _____, _____ 2020).
 Name of the Department

Head of the Department

 (Research degree, academic title)

 (signature) (Initials Surname)

APPROVED BY
 Dean

 (Research degree, academic title)

 (signature) (Initials Surname)