

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SUMY NATIONAL AGRARIAN UNIVERSITY
Department of Ecology and Botany

«Affirm»

**Head of the Department of
Ecology and Botany**

_____ **V.H.Sklyar**

«_____» _____ **2019**

CURRICULUM

Practice in Teaching & learning

Training field: Postgraduate students

073 "Management"; 091 "Biology"; 133 " Sectoral Engineering "; 201 "Agronomy"; 202 "Protection and Plant Quarantine"; 204 "Technology of production and processing of livestock products"; 211 "Veterinary Medicine"

Faculty: department of postgraduate and doctoral studies

Work program of the discipline « **Practice in Teaching & learning**».

Author: Onoprienko V.P., Professor at the Department of Ecology and Botany,
Dr.Sci in pedagogic _____

Work program was considered at the Department of Ecology and Botany
Protocol from _____

Head of the Department of
Ecology and Botany

_____ **prof. V.H.Sklyar**

Agreed:

Head of the Department of Graduate Studies

_____ I.V. Lozynska

Methodist of the Educational Department

_____ G.O. Baboshyna

Reiterated: date: _____

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1. Description of the educational discipline

Name	Knowledge area, field, educational qualification level	Characteristics of the discipline		
		3-rd year	4-th year	
Number of credits – 2	Knowledge area: <i>postgraduate</i>	<i>Normative</i>		
Modules – 3	Specialty: 073 "Management"; 091 "Biology"; 133 "Sectoral Engineering"; 201 "Agronomy"; 202 "Protection and Plant Quarantine"; 204 "Technology of production and processing of livestock products"; 211 "Veterinary Medicine"	Year of preparation:		
Content modules: 3		2019-2020	2019-2020	
Individual scientific task: +		Course		
		3	4	
		Semester		
Total hours – 90		6	7	
		Qualification level: <i>The third level</i>	Lectures	
			0 hours	–
			Practical, seminar	
			48 hours	–
	Laboratory			
	–		–	
	Individual work			
	12 hours		–	
Individual tasks: –				
Type of control: exam				

The ratio of the class hours number to the individual work hours number for full-time education is 48/12.

2. The purpose and specific objectives of the discipline

Objective: To develop the foundations of professional pedagogical competence in higher education in Ukraine and to learn the main provisions of the Bologna process as a basis for the formation of a European Higher Education Area.

Task:

- familiarization the main directions of higher education in the context of globalization of educational processes of the present, professional pedagogical education in higher education institutions of Ukraine, characteristics of the pedagogical process and its features, basic components of didactics of higher education and education as a pedagogical category in higher education;
- study of the basic concepts, categories, systems, tools and algorithms of the Bologna process;
- study of the basic provisions of the credit - module system of organization of educational process;
- acquisition of practical skills in drawing up curricula, structural and logical schemes of specialties, individual plans of work of students in the conditions of CISPS
- formation of skills of creative search of reserves of marketing activity in educational activity of high school of Ukraine.

As a result of studying the discipline, the student must:

know:

- the main categories and concepts of higher education pedagogy as a science;
- main issues of regulatory regulation of higher education of Ukraine;
- main characteristics of the content of higher education of Ukraine;
- basics of organization of educational process and its peculiarities in higher education institutions of Ukraine;
- the main tasks, principles and stages of formation of the European Higher Education Area;
- principles, ways and means of adaptation of the European credit transfer system to higher education of Ukraine;
- the place of the Bologna Process and the CISPS in the structure of functioning of higher educational establishments of Ukraine, the elements of the CISPA and the ways of integration into a total space of higher education.

be able:

- use modern effective means of working with scientific and educational-methodical literature;
- have the tools to conduct training sessions, apply active teaching methods;
- to select and apply the most productive technologies, methods, techniques and forms of teaching psychology;
- to analyze and predict didactic processes in higher education institutions;
- to develop plans for conducting training sessions of various forms;
- use search engines on the Internet;
- to realize skills of independent decision of pedagogical problems;
- to analyze the educational environment of higher education institutions, to segment the markets of educational services;
- assess the competitiveness of graduates of higher education institutions and develop a strategy for the development of higher education institutions.

3. The program of practice

Content module 1. General principles of higher education pedagogy

Topic 1. General foundations of higher education pedagogy. Trends in the development of higher education in Ukraine at the beginning of the third millennium

The place of higher education pedagogy in the system of pedagogical sciences. Relationship of higher education pedagogy with other sciences.

Methodological aspects of higher education pedagogy. The methodology of higher education pedagogy in the light of the modern paradigm of science.

The concept of a holistic pedagogical process. Characteristics of components of the holistic pedagogical process in higher education. Patterns of pedagogical process in higher education. Higher education pedagogy categories. Methods of Higher Education Pedagogy.

The purpose, objectives and content of higher education in Ukraine. The education system in Ukraine, its structure. Principles of activity of educational institutions.

The state and trends of higher education in Ukraine at the beginning of the third millennium. The Bologna Process. Priority directions of higher education reform and modernization in Ukraine in the context of integration into the European educational space.

Content module 2. Didactics and education of the Higher school

Theme 2. The essence of the education process in high school. The content of education in higher education. Methods and means of education in higher education institutions

Didactics as a branch of higher education pedagogy. The subject and object of higher education didactics. Organization of educational process. Laws and patterns of training.

Content of education. Regulatory documents defining the content of higher education.

Curriculum, curriculum and textbook of higher education. The essence and structure of the learning process in higher education institutions.

Principles, methods and means of education in higher education. Didactic requirements for the choice of teaching methods in a higher education institution.

Structure of the process of mastering knowledge, skills and competencies, formation of competencies.

Theme 3. Forms of organization of education in high school. System of diagnosis of knowledge and skills of students in higher education institutions

Lectures and methods of their conducting. Psychological and pedagogical requirements for lecturing in high school.

Seminars and practical classes at higher education institutions.

Complex forms of training organization. Didactic basics of individual lessons.

Pedagogical and industrial practice of students. Independent work, requirements for its organization.

Distance learning in the education system: socio-economic need, nature, conditions of effectiveness.

Forms, types and methods of student research organization.

System of diagnostics of knowledge and skills of students in higher education. Values and functions of assessing the educational achievements of applicants. Control of students' educational and cognitive activity.

Content module 3. Higher education educational function. Pedagogical management

Theme 4. Educational work with student youth

Organization of educational work with applicants in higher education. Structure of the educational process.

Psychological features of student age. Typology of students.

Principles of education. Content, directions, forms and methods of educational work with students. Tasks of national upbringing of student youth in higher education institutions. Education motives. Moral education of students. Criteria for the upbringing of the individual.

Topic 5. Fundamentals of Management in High School. Specificity of professional and pedagogical activity of the teacher of higher school

Pedagogical management as a modern theory of educational management. Management system of higher education institution.

Basic concepts of the theory of pedagogical management. General characteristics of the principles and functions of pedagogical management. Features of activity of the teacher of higher education institutions.

Professional-pedagogical communication and typology of personality of the teacher of the high school. Pedagogical culture and pedagogical skills of the teacher of the high school.

Pedagogical technique of the teacher of high school. Prevention of professional burnout syndrome.

4. Structure of pedagogical practice

Module 1. General principles of higher education pedagogy

#	<i>Title of topics</i>	<i>Quantity of hours</i>
1	Topic 1. General principles of higher education pedagogy	6
2	Topic 2. European educational integration	6
3	Topic 3. Management of Ukrainian universities	6
4	Topic 4. University teacher and student in the educational process 6	6
	Total	24

Module 2. Didactics and education in higher education

#	<i>Title of topics</i>	<i>Quantity of hours</i>
1	Topic 5. Organization of educational and methodological work in universities	6
2	Topic 6. Teaching Methods in Higher Education:	6
3	Topic 7. Modern teaching technologies	6
4	Topic 8. Theory and methodology of education	6
	Total	24

5. Individual work

#	<i>Title of topics</i>	<i>Quantity of hours</i>
1	Topic 1. Fundamentals of higher education pedagogy	0,5
2	Topic 2. The Bologna process as a means of democratization	0,5
3	Topic 3. Management of higher education institutions	2
4	Topic 4. Teacher and student in the system of educational process	2
5	Topic 5. Studying pedagogical methods and techniques	0,5
6	Topic 6. Teaching Methods	0,5
7	Topic 7. Modern teaching technologies	2
8	Topic 8. Education in higher education institutions: methods and norms	2
	Total	10

7. Learning methods

Methods:

- organization and implementation of educational and cognitive activities;
- methods of stimulating learning activities;
- learning control methods;
- methods of teaching by the source of knowledge (verbal, visual, practical);
- methods of teaching by the nature of the logic of cognition (analytical, synthesis methods, inductive method, deductive method, productive method);
- methods of teaching by the nature and level of students' independent mental activity (problematic, partially search, research, reproductive, explanatory-demonstrative);
- active teaching methods;
- interactive learning technologies.

Methods of control

1. Rating control of a 100-point scale assessment ECTS.
2. An intermediate control during the semester (interim certification).
3. Criteria assess of the current work of students:
 - the level of knowledge demonstrated in practical classes;
 - active in the discussion of issues brought to the class;
 - quick control during classes;
 - self-study topics in general or specific issues;
 - perform analytical calculation tasks;
 - writing essays;
 - test results;
 - writing assignments during the tests;
 - production situations, cases and more.
4. Direct consideration in the final assessment of student performance of certain individual tasks:
 - educational and practical study of the presentation of results and more.

11. Points for the Total Score a Student Gets

Current testing and Independent work				Accreditation tests	TOTAL
Module 1	Module 2	Personal tasks	Total for modules and personal tasks		
T1-3	T4-6	15	85 (70+15)	15	100
35	35				

Evaluation Criteria and ECTS

NATIONAL MARK	ECTS	DEFINITION OF ECTS	POINTS
excellent	A	90-100 points ("excellent") - (with ECTS - A - almost without errors - 95 - 100 points; allowed a small number of errors - 86 - 94 points): - Theoretical part - student systematically provides complete, specific, logical answers as oral and written. Uses	90 - 100

		<p>more independently selected information on the topic is not limited to material or abstract teaching complex.</p> <ul style="list-style-type: none"> - Practical part - 100-percent attendance at health facilities (except confirmed valid reasons) and total quality performance of all tasks in accordance with the guidelines. Entry and display of high skills in performing laboratory and practical problems. Independent of the preparatory phase to work on assignments, search for material to perform analytical and situational tasks, compiling individual algorithm decide tasks and situations. Protecting PSI required. - Individual work - timely, complete and efficient implementation of the objectives of training complexes (tests), using sources outside the NMC. Positive performance tests 86-100%. - Individual tasks - timely, complete and high-quality preparation and execution descriptive tasks (jobs), settlement and graphic papers, essays, visual aids, etc.. Manifestation own initiative in the preparation and execution of individual tasks. - Other criteria for evaluating knowledge - responsibility, intelligence, creative line of work, creative thinking, the ability to express their own opinions and knowledge, the ability to rethink amounts of information, the ability to optimal behaviour in different situations and so on. 	
good	B	<p>above average with a few errors:</p> <ul style="list-style-type: none"> - Theoretical part - student gives full, concrete answers as oral and written. May use additional information on the topic, and not limited to material or abstract teaching complex. - Practical part - 80-100% presence and working of missed PSI. Complete quality performance of all tasks in accordance with the guidelines. Entry and display good skills in performing laboratory and practical problems. Possible independent of the preparatory phase to work on assignments, search for material to perform analytical and situational problems. Protecting PSI required. - Individual work - timely, complete and efficient implementation of the objectives of training complexes (tests), you can use additional sources of information. Positive performance tests for 71 - 85%. - Individual tasks - timely, complete and high-quality preparation and execution descriptive tasks (jobs), settlement and graphic papers, essays, visual aids, etc.. Possible manifestation of his own initiative in the preparation and execution of individual tasks. - Other criteria for evaluating knowledge - responsibility, intelligence, possible manifestation of the creative direction of work, the ability to express their own opinions and knowledge. 	82 – 89
	C	generally work is not very good, with a number of errors	75 – 81

sufficient	D	not bad, but a lot of mistakes - Theoretical part - student gives sufficient answer both oral and written. Limited material outline or teaching complex. - Practical part - 80-100-percent testing missed PSI according to the guidelines. Acquiring and sufficient manifestation skills in performing laboratory practical tasks Protection PSI is not required. - Individual work - timely performance objectives of training complexes (tests). Positive performance tests for 60 - 70%. - Individual objectives - Timely preparation and implementation of descriptive tasks (jobs), settlement and graphic papers, essays, visual aids, etc.. - Other criteria for evaluating knowledge - a manifestation of the desire to gain knowledge on the subject.	69 – 74
	E	Enough - performance meets the minimum criteria	60 – 68
insufficient	FX	35 - 59 points ("poor") - (with ECTS-FX - need to work before you get a positive evaluation).	35 – 59
	F	1 - 34 points ("poor") - (with ECTS - F - thorough and elaborate).	1 - 34

Suggested Reading

1. Bozema B. Research Collaboration and Team Science. A state-of-the-Art Review and Agenda. Springer briefs in entrepreneurship and innovation [Electronic resource] / Barry Bozema, Craig Boardman. – Ohio: Columbus, 2014. – 59 p. – The mode of access: <https://books.google.com.ua/books?id=31clBAAAQBAJ&pg=PA27&dq=science+research+for+managers+2014&hl=ru&sa=X&ved=0CCoQ6AEwAmoVChMIsar8I7DaxgIVCyDbChIaKAKR#v=onepage&q=science%20research%20for%20managers%202014&f=false>.
2. Luglio F. Research management in Higher Education Institutions: a process management experience in Italian Universities [Electronic resource] / Fabrizio Luglio, Nicola Bertazzoni // Research Management in Higher Institutions, 2015. – The mode of access: http://www.eurocris.org/Uploads/Web%20pages/cris2010_papers/Papers/cris2010_Luglio.pdf.
3. <http://www.pedagogics-book.ru/articles/3-4.html> - Teaching Methods in Higher Education
4. <https://www.stihi.ru/2011/12/27/7047> - teaching methods in high school
5. http://studme.org/36660/pedagogika/metodika_prepodavaniya_v_vysshey_shkole - teaching methods in higher education
6. http://sociosfera.com/publication/conference/2012/138/sovremennye_metody_obuch-en-iy_a_v_vuze - Teaching Methods in Higher Education
7. <http://plantphysiol-bio.univer.kharkov.ua/materials/Teachmethod.pdf> - National Higher Education System.
8. http://pidruchniki.com/11570718/pedagogika/klasifikatsiya_metodiv_navchannya_vischiy_shkol - classification of teaching methods in higher education.
9. http://imfn.lviv.ua/mi/?page_id=61 - didactic and methodological requirements for academic lecture.
10. <http://dspace.mnau.edu.ua:8080/jspui/handle/123456789/163> - Teaching Methods in Higher Education and the Bologna Process
11. <http://ppt-online.org/37698> - Innovative Teaching Methods in Higher Education
12. http://npu.edu.ua!/e-book/book/html/D/ispu_kiovist_Ficyla_Pedagogika_VSh/620.html - peculiarities of teaching methods in higher education
13. http://subject.com.ua/psychology/history_pedagog/41.html - History of Pedagogy of Ukraine