

**MINISTRY OF HEALTH CARE OF UKRAINE**  
**ODESSA NATIONAL MEDICAL UNIVERSITY**  
 Department of philosophy, bioethics and foreign languages

**Syllabus of the academic discipline**  
 «Basics of Pedagogy in Higher Education»

<b>Scope of the academic discipline</b>	3 credits (90 h)
<b>Days, time, place of educational discipline</b>	According to the schedule of classes, Department of Philosophy, Bioethics and Foreign Languages Odesa, 2 Pastera St
<b>Teacher(s)</b>	1) Khanzhi Volodymyr; D.Sc., professor; head of the department; 2) Lyashenko Dmitriy; PhD; associate professor.
<b>Contacts</b>	1) Volodymyr Khanzhi; D.Sc., professor; head of the department; +380972698611 <a href="mailto:volodymyr.xanzhy@onmedu.edu.ua">volodymyr.xanzhy@onmedu.edu.ua</a> <a href="mailto:vladkhan.od@ukr.net">vladkhan.od@ukr.net</a> Office of the head of the Department of Philosophy, Bioethics and Foreign Languages Odesa, 2 Pastera St 2) Dmitriy Lyashenko; PhD; associate professor. +380973412025 <a href="mailto:dmytro.liashenko@onmedu.edu.ua">dmytro.liashenko@onmedu.edu.ua</a> <a href="mailto:sepulka@meta.ua">sepulka@meta.ua</a> Office № 8, Department of Philosophy, Bioethics and Foreign Languages Odesa, 2 Pastera St <i>Face-to-face consultations:</i> from 14.00 to 16.00 on Thursday, from 9.00 to 13.00 on Saturday. <i>Online consultations:</i> from 14.00 to 16.00 on Thursday, from 9.00 to 13.00 on Saturday. via <i>Microsoft Teams</i> or <i>Telegram/Viber</i>

**COMMUNICATION**

Communication with students will be carried out remotely (tel., E-mail) and in person (at the teacher's workplace).

### **COURSE ANNOTATION**

**Subject matter of the discipline:** pedagogical process, which is laid down in the foundations of higher education, its existence, regularity, trends and development prospects.

**Prerequisites and postrequisites of the course:** the study of the discipline “Basics of Pedagogy” is provided with the fundamental discipline “Philosophy”, “Basics of bioethics and biosafety”, as well as knowledge of the social and humanitarian disciplines of the 1st course (the “Sociology and Sociology of Medicine”, “History of Medicine”). At the same time, the training of this discipline is substantively related to the safe training of health education and enlightenment to health by such disciplines as “Conflictology”, “Anthropology”, “Medical Psychology”.

**The aim of the course** is to master a set of knowledge about pedagogy in higher education, to make acquaintance with author's concepts, basic theories, methodology, technologies and methods of teaching academic disciplines in higher education institutions, a system of professional skills and abilities that are necessary for the implementation of future pedagogical activity, responsibilities and functions of teaching practice, as well as establishing a connection with medical pedagogy.

**Course objectives:**

1. Development of an idea about the essence of professional and pedagogical activity, its holistic and creative nature;
2. Development of pedagogical technique skills (skills of self-regulation, linguistic and non-linguistic contact, etc.);
3. Awareness of the ethical aspects of the professional teacher activity of a higher school;
4. Development and strengthening of the attitude to constant personal and professional self-improvement;
5. Arming with the skills to creatively use the most rational means of organizational, pedagogical and managerial activity;
6. Deepening knowledge of the basics of pedagogy in higher education;
7. Understanding the significance of higher school pedagogy for teaching activities in a medical university;
8. Arming with the skills to use acquired pedagogical knowledge in everyday communication and organization of relations with other subjects and objects of the educational process in higher education;

9. Ensuring a thorough assimilation of the basics of pedagogical science, the theory of education and the theory of learning (didactics).

As a result of studying the discipline, students should *know*:

- the structure and content of the educational process in the institution of the higher educational level;
- theories of learning in a higher medical school;
- concept of didactics, categories of didactics;
- methods of ensuring an effective cognitive and educational process;
- content and directions of education in higher education in Ukraine;
- pedagogical concepts and theories;
- valuable educational orientations of a doctor of higher education.

Students should *understand*:

- apply pedagogical knowledge in the daily activities of a doctor;
- plan, organize and analyze various types of educational and remote classes;
- to develop an effective didactic system for organizing the educational process;
- use modern pedagogical technologies of organizing the educational process;
- to try out and use innovative methods, methods and means of teaching and education, which are used in the system of the pedagogical process.

Students should *be able to*:

- ✓ develop pedagogical technologies of educational interaction;
- ✓ experiment and use innovative and experimental form of pedagogical activity;
- ✓ monitor educational achievements;
- ✓ autonomously self-educate yourself as doctor, scientist and teacher.

## **DESCRIPTION OF THE COURSE**

### **Forms and methods of teaching**

The course will be presented in the form of lectures (4 hours), seminar classes (26 hours), as well as through the organization of independent work for students of higher education (60 hours); total - 90 hours (3 credits).

The following teaching methods will be used during the teaching of the discipline: lectures, conversations, explanations, visual, practical (e.g., imaginary experiment); inductive, deductive, analytical, synthetic; explanatory-illustrative and problematic presentation, 'microphone', 'brainstorming'.

**Consultations** (collective or individual) are held according to the schedule of consultations.

### **The content of the discipline.**

Topic 1. Pedagogy and its place among scientific disciplines. General concepts of pedagogy. Subject matter and object of study. Pedagogy in Higher Education

Topic 2. Philosophical and scientific basics of process of learning

Topic 3. Education as a system. Theories of education.

Topic 4. Semiotics of education. Teacher-students communication.

Topic 5. Cultural and social aspects of education.

Topic 6. Pedagogy in medical education and medical practice. Ethics of education. Teacher-students communication.

### **Recommended literature**

Transforming Higher Education Through Universal Design for Learning : An International Perspective – Bosa Roca, United States, 2019. – 370 p.

*Mike Sharples*. Practical Pedagogy : 40 New Ways to Teach and Learn – Publisher Taylor & Francis Ltd London, United Kingdom, 2019. – 254 p.

*Capra F., Luisi P.L.* The systems view of life: a unifying vision / F. Capra, P.L. Luisi. – Cambridge: Cambridge UP, 2019. – 510 p.

*Lakoff G., Johnson M.* Philosophy in the flesh: the embodied mind and its challenge to western thought / G. Lakoff, M. Johnson. – New-York: Basic books, 2017. – 624 p.

*Johansson L-G.* Philosophy of science for scientists / Lars-G Johansson. – Springer undergraduate texts in philosophy. – Springer Cham: Springer IP, 2019. – 257 p.

### **ASSESSMENT**

Current control is carried out at seminar classes in accordance with formulated tasks for each topic. When evaluating educational activities, preference is given to standardized control methods: oral survey, structured written works, discussions, role-playing games, reports, testing. When mastering each topic for the current educational activity, the student of higher education is given grades on a traditional 4-point scale. The current academic performance is calculated as the average current score, i.e. the arithmetic average of all grades received by the student of higher education on a traditional scale, rounded to 2 (two) decimal places, for example 4.75.

#### **Current control.**

##### ***Student gets '5' if:***

the student demonstrates a high enough level of knowledge of the pedagogy; understands the main problem, concepts and theories of pedagogy, has his or her own opinion and is able to defend it with arguments; able to freely use the acquired knowledge in their professional field.

##### ***Student gets '4' if:***

the student demonstrates proper mastery of the pedagogical knowledge, but there are minor errors that do not significantly change the general course of thought; the student receives a score from the specified range also if in response there is uncertainty in attempts to apply specific general pedagogical concepts or theories to solve specific educational problems, or, conversely, understanding the essence of specific practical tasks in the end does not lead to proper generalization.

***Student gets '3' if:***

the student's answer is mostly reproductive and devoid of proper understanding, there are significant gaps in knowledge of the basics of pedagogy, confusion in understanding the fundamental general educational questions, the student finds it difficult to give examples that should specify the answer.

***Student gets '2' if:***

the student is not able to answer questions even at the level of reproductive of materials of the manual or lecture, questions from the teacher that should help are not clear to the student, there is no elementary ability to typify pedagogical concepts and place the pedagogy among other scientific disciplines.

***Assessment of ISW.*** Students' independent work is assessed during the current control of the topic in the relevant seminar (with appropriate assessment criteria).

**Final control (differentiated test).**

There is no final control in the discipline "Basics of pedagogy".

The obtained average grade for the discipline by multiplying it by 40 (the obtained grade is rounded to whole numbers) is converted into a grade on a 200-point scale, which, in turn, is converted into a traditional grade on a discipline on a 4-point scale.

Average score for the discipline	Evaluation of the discipline on a 200-point scale	Evaluation of the discipline on a 4-point scale (traditional evaluation)
4,62–5,0	185–200	5
3,77–4,61	151–184	4
3,0–3,76	120–150	3

## **COURSE POLICIES**

**Deadline and resit policy**

- ◆ Absences are atoned with the permission from the dean's office if there are good reasons (for example, a doctor's note) according to the departmental schedule.
- ◆ The student has the right during the semester to resit the current unsatisfactory grades only in order to achieve an average score of 3.00.
- ◆ Current unsatisfactory grades should be 'reworked' by the student to his / her teacher.

**Academic integrity**

Adherence of students to academic integrity presupposes:

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- ✓ independent performance of educational tasks, tasks of current and final control of learning outcomes (for persons with special educational needs this requirement is applied taking into account their individual needs and opportunities);
- ✓ references to sources of information in the case of the use of ideas, developments, statements, information;
- ✓ providing reliable information about the results of their own (scientific, creative) activities, used research methods and sources of information.

**Inappropriate actions include** use of prohibited auxiliary materials or technical means during checks (cheat sheets, notes, earphones, phones, smartphones, tablets, etc.).

**Mobile devices** may be used in the classroom only during online classes (in the case of distance learning) or as a source of educational information (with the permission from the teacher), etc.

**Policies concerning attendance and tardiness**

Attendance is a mandatory component of assessment. The absence is equated to academic debt and requires academic ‘redemption’. It is forbidden to be late for classes and to be ‘retarded’.

**Behavior in the auditorium or lecture hall**

- Students must adhere to moral standards, both in interaction with the teacher and in relation to their colleagues.
- To greet the teacher, students must stand up.
- No outside conversations (including on a mobile phone) or other noise that interferes with the lessons are allowed.
- Walking in and out of the classroom during the lesson is allowed only with the permission of the teacher.