

**MINISTRY OF HEALTH OF UKRAINE**

**ODESSA NATIONAL MEDICAL UNIVERSITY**

Department of philosophy, bioethics and foreign languages

**CONFIRM**

Vice-Rector for scientific and pedagogical work

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Eduard BURYACHKIVSKY

01 February 2023 year



**WORK PROGRAM OF THE EDUCATIONAL DISCIPLINE**

**« BASICS OF PEDAGOGY IN HIGHER EDUCATION »**

**Level of higher education:** second (master's)

**Field of knowledge:** 22 "Health Care"

**Specialty:** 222 "Medicine"

**Educational and professional program:** Medicine

**Odessa 2023**

The work program for the study of the discipline "Basics of pedagogy in higher education" is made according to the educational-professional program of the second level of higher education on preparation of masters on a specialty 222 "Medicine" ONMedU, approved by Academic Council of ONMedU from 04.06.2020 (protocol № 11).

Developers:

prof. Khanzhy V.B., assoc.prof. Lyashenko D.M.

The program was discussed at a meeting of the Department of Philosophy, Bioethics and Foreign Languages

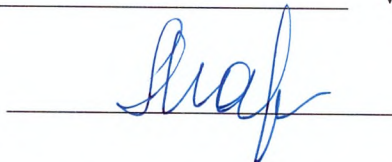
Protocol № 8 dated 20.01.2023

Head of the department



Volodymyr KHZANZHY

Agreed with guarantor of EPP

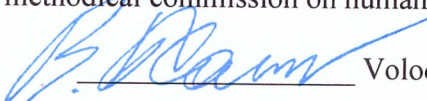


Valeria MARICHEREDA

The program was approved at a meeting of the subject cycle commission on humanities ONMedU

Protocol № 3 dated 23.01.2023

Chairman of the subject cycle methodical commission on humanities,



Volodymyr KHZANZHY

Revised and approved at the meeting of the department \_\_\_\_\_

Protocol № \_\_\_ dated "\_\_\_" \_\_\_\_\_ 20\_\_yr

Head of the Department \_\_\_\_\_

(signature)

(Name, LAST NAME)

Revised and approved at the meeting of the department \_\_\_\_\_

Protocol № \_\_\_ dated "\_\_\_" \_\_\_\_\_ 20\_\_yr

Head of the Department \_\_\_\_\_

(signature)

(Name, LAST NAME)

## 1. Description of the discipline:

Name of indicators	Field of knowledge, Speciality, level of higher education	Characteristic of the academic discipline
The total number of: Credits - 3 Hours - 90	Field of knowledge: 22 "Health Care"  Specialty: 222 "Medicine"  Level of higher education: second (master's)	Daytime education Obligatory
		The year of study: 2
		Semester II
		Lectures 4 h.
		Seminars 26 h.
		Independent work 60 h.
		Including individual task 0
		Form of final control - current control

## 2. The purpose and objectives of the discipline

**Purpose:** mastering a complex of knowledge about pedagogy in higher education, about author's concepts, basic theories, methodology, technologies and methods of teaching academic disciplines in higher education institutions, a system of professional skills and abilities necessary for the implementation of future duties, powers and functions in teaching practice, as well as establishing a connection with medical pedagogy, etc..

### **Objectives:**

1. Formation of an idea about the essence of professional and pedagogical activity, its holistic and creative nature;
2. Formation of pedagogical technique skills (skills of self-regulation, linguistic and non-linguistic contact, etc.);
3. Awareness of the ethical aspects of the professional activity of a teacher of a higher school;
4. Formation 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).

**The process of studying the discipline is aimed at forming elements of the following competencies:**

- **integral:** ability to solve typical and complex problems, including those of a research and innovation nature in the field of medicine. Ability to continue learning with a high degree of autonomy;
- **general:**
  - GC 2. The ability to learn and master modern knowledge.
  - GC 3. Ability to apply knowledge in practical situations.
  - GC 6. Ability to make informed decisions.
  - GC 7. Ability to work in a team.

GC 8. Ability to interpersonal interaction.

GC 11. Ability to search, process and analyze information from various sources.

GC 14 The ability to realize one's rights and responsibilities as a member of society, to realize the values of public (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.

GC 15 The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on understanding the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technology, use different types and forms of motor activities for active recreation and leading a healthy lifestyle.

GC 16. Ability to evaluate and ensure the quality of performed works.

**- particular:**

PC 21. The ability to clearly and unambiguously convey one's own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists, in particular to students.

PC 23. Ability to develop and implement scientific and applied projects in the field of health care.

PC 25. Observance of professional and academic integrity, bear responsibility for the reliability of the obtained scientific results.

**Program learning outcomes (PLO):**

PLO 25. It is clear and unambiguous to convey one's own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists.

PLO 27. Communicate freely in the state language and in English, both orally and in writing to discuss professional activities, research and projects.

**Expected learning outcomes. As a result of studying the discipline the student must:**

**Know:**

- the structure and content of the educational process in the institution of higher education;
- 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 and medical-pedagogical concepts and theories;
- valuable educational orientations of a doctor of higher education.

**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..

**Be able to:**

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

**3. 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***

Pedagogy as a discipline. Object of study and subject matter. Classification of sciences by their object of study. Place of pedagogy among scientific disciplines. Subject matter of pedagogy. Tasks and functions of pedagogy. Different way to understand pedagogy. Features of Pedagogy. Levels of Education. Concept of the Higher Education. Pedagogy in Higher Education. Theoretical and practical aspects of Pedagogy. Pedagogy as a Theory of Education. Characteristics of Pedagogy in Higher Medical Education.

***Topic 2. Philosophical and scientific basics of process of learning***

Philosophical basics of education and its general concepts. Epistemology of education. Concept of knowledge. Concept of learning. Ontology of education. What is knowledge? Where does it exist? Axiology of education. The value of knowledge and education. Can be knowledge be bad? Value of accessibility of education. Neurobiological concept of learning. Knowledge from neurobiological point of view. Sociobiological basics of learning. Cultural and social basics of learning. Society as a teacher. Western and Eastern way of learning. Neurobiological and social foundations of inequality of education.

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

Introduction to system theory and system approach. Education as a system. Purpose and structure of educational system. Complexity of education. Levels of organization of education. Theories of education.

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

General concepts of semiotics. Semiotic triangles. Sign as a key to communication. Competential vs knowledge-centered approaches to education

***Topic 5. Cultural and social aspects of education.***

Competential vs knowledge-centered approaches to education basics of learning and education. Western and Eastern way of teaching. Differences of organization of education among different countries. The problem of inequality of education. Education institution as a service.

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

Different way to understand pedagogy. Features of Pedagogy. Levels of Education. Concept of the Higher Education. Pedagogy in Higher Education. Theoretical and practical aspects of Pedagogy. Pedagogy as a Theory of Education. Characteristics of Pedagogy in Higher Medical Education.

#### 4. The structure of the discipline

Topics	Hours			
	Total	in particular		
		L	S	SIW
Topic 1. Pedagogy and its place among scientific disciplines. General concepts of pedagogy. Subject matter and object of study. Pedagogy in Higher Education	22	2	6	14
Topic 2. Philosophical and scientific basics of process of learning	12		4	8
Topic 3. Education as a system. Theories of education.	14	2	4	
Topic 4. Semiotics of education. Teacher-students communication.	12		4	8
Topic 5. Cultural and social aspects of education.	14		4	10
Topic 6. Pedagogy in medical education and medical practice. Ethics if education. Teacher-students communication.	16		4	12
<b>Total</b>	<b>90</b>	<b>4</b>	<b>26</b>	<b>60</b>

#### 5. Lecture topics

№	Topic	Hours
1.	Topic 1. Pedagogy and its place among scientific disciplines. General concepts of pedagogy. Subject matter and object of study. Pedagogy in Higher Education	2
2.	Topic 2. Philosophical and scientific basics of process of learning	2
	<b>Total</b>	<b>4</b>

#### 6. Seminar topics

№	Topic	Hours
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1.	Pedagogy and its place among scientific disciplines. General concepts of pedagogy. Subject matter and object of study. Pedagogy in Higher Education	6
2.	Philosophical and scientific basics of process of learning	4
3.	Education as a system. Theories of education.	4
4.	Semiotics of education. Teacher-students communication.	4
5.	Cultural and social aspects of education.	4
6.	Pedagogy in medical education and medical practice. Ethics if education. Teacher-students communication.	4
	<b>Total</b>	<b>26</b>

### 7. SIW

№	Topic/ task	Hours
1	Pedagogy and its place among scientific disciplines. General concepts of pedagogy. Subject matter and object of study. Pedagogy in Higher Education	14
2	Philosophical and scientific basics of process of learning	8
3	Education as a system. Theories of education.	
4	Semiotics of education. Teacher-students communication.	8
5	Cultural and social aspects of education.	10
6	Pedagogy in medical education and medical practice. Ethics if education. Teacher-students communication.	12
	<b>Total</b>	<b>60</b>

### 8. Individual tasks

Participation in conferences, scientific seminars (report, participation in discussion); writing abstracts of conferences, scientific articles. (Optional).

### 9. Teaching methods

**Lectures:** explanatory-illustrative and problem-solving.

**Seminars:** explanations, face-to-face interviews, discussions, conversations, imaginary experiment, etc.

**SIW:** work (summary, analysis) with the text (textbooks, articles, monographs).

### 10. Methods of control and criteria for evaluating learning outcomes

**Current control:** oral questioning, written works (tests, essays), assessment of activity and logical coherence of argumentation during a conversation or discussion, solving situational logical problems.

**Criteria of evaluation at the seminar:**

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

the student demonstrates a high enough level of knowledge of the historical and philosophical base; understands the main problems in the fields of ontology, epistemology, logic, philosophy and methodology of science, ethics and axiology; has his 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 historical and philosophical base, the philosophical theory of the present, 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 philosophical provisions to solve specific scientific 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 history of philosophy, confusion in understanding the fundamental general philosophical 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 philosophical teachings on the basis of time and place of origin.

**Assessment of ISW.** Students' independent work is assessed during the current control of the topic in the relevant seminar (with appropriate assessment criteria). Assimilation of topics that are submitted only for independent work is checked during the diff. test (with appropriate evaluation criteria).

**11. Distribution of points received by students**

The multi-point scale characterizes the actual success of each higher education student in mastering the discipline. Conversion of the traditional grade from the discipline to 200-point is performed by the information and computer center of the university program "Contingent" by the formula:

$$\text{average grade point average (current / discipline)} \times 40$$

traditional	points
«5»	185-200
«4»	151-184
«3»	120-150

According to the ECTS rating scale, the achievements of higher education students in the discipline, who study in one course of one specialty, according to the points obtained by them, are evaluated by ranking, namely:

ECTS	Statistics
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«A»	the best 10% of students
«B»	the next 25% of students
«C»	the next 30% of students
«D»	the next 25% of students
«E»	the last 10% of students

The ECTS scale establishes the affiliation of a higher education applicant to the group of the best or the worst among the reference group of classmates (faculty, specialty), i.e. his rating. When converting from a multi-point scale, as a rule, the limits of grades "A", "B", "C", "D", "E" do not coincide with the limits of grades "5", "4", "3" on the traditional scale. Grade "A" on the ECTS scale cannot be equal to grade "excellent", and grade "B" - grade "good" and so on.

Applicants for higher education who have received grades "Fx" and "F" ("2") are not included in the list of applicants for ranking. Such applicants for higher education automatically receive an "E" score after re-education. The "FX" grade is given to applicants for higher education who have scored the minimum number of points for current educational activities, but who have not been credited with the final control. Grade "F" is given to applicants for higher education who have attended all classes in the discipline, but did not score an average score (3.00) for current educational activities and are not admitted to the final control

The ECTS grade is given by the ONMedU educational department or the dean's office after ranking the grades in the discipline among students studying in one course and in one specialty. The ranking of students - citizens of foreign countries is recommended by the decision of the Academic Council to be conducted in one array.

## **12. Methodical support:**

- Work program of the discipline
- The syllabus of the discipline
- Methodical development of lectures
- Methodical development of seminars
- Methodical developments of SIW

## **13. Recommended literature:**

1. Transforming Higher Education Through Universal Design for Learning : An International Perspective – Bosa Roca, United States, 2019. – 370 p.
2. Mike Sharples. Practical Pedagogy : 40 New Ways to Teach and Learn – Publisher Taylor & Francis Ltd London, United Kingdom, 2019. – 254 p.
3. Capra F., Luisi P.L. The systems view of life: a unifying vision / F. Capra, P.L. Luisi. – Cambridge: Cambridge UP, 2019. – 510 p.
- 4 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.

## **14. Electronic information resources**

1. <https://repo.odmu.edu.ua/xmlui/>
2. <https://info.odmu.edu.ua/>
3. <https://plato.stanford.edu/index.html>