

ALFRED NOBEL UNIVERSITY, DNIPRO

STUDY PROGRAMME
“PEDAGOGY IN HIGHER EDUCATION”
(Master’s degree)
Field of study 011 Educational and Pedagogical Sciences

COURSE CATALOGUE

2020-2021 academic year

Dnipro 2020

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PHILOSOPHY (METHODS AND FORMS OF SCIENTIFIC KNOWLEDGE)				
Language of teaching	Semester/ Duration	ECTS credits/ Type of course (mandatory, elective)	Course Coordinator	Student work load
Ukrainian	1/14weeks, 42 hours in class	5 / Mandatory	Ruslan Kliuchnyk, Ph.D. (Candidate of Science), Associate Professor	150 hours (28h. lectures, 14h. seminars/practical, 108 h. self-study time)
Course aims: The course is aimed at developing mastery of a system of knowledge and skills to focus on methodological problems and their connection with science.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1) define the interaction between the problems of concrete-scientific research and general philosophical theories;		1. Lecture, discussion, analysis of teaching situations		1. Participation in the discussion (CAS)
2) apply the categorical philosophical set in their own research;		2. Problem lecture, case study in small groups		2. Participation in the discussion, essay, test (CAS)
3) focus on methodological problems of modern science;		3. Problem lecture, discussion, analysis of teaching situations		3. Presentation, participation in the discussion, essay (CAS)
4) form their own outlook on principles of science.		4. Problem lecture		4. Participation in the discussion, presentation, test (CAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 30% Participation in the discussion 20% Test (multiple choice, computer) 30% Essay (written) 20% Presentation (oral, multimedia)				
Contents				
1) Origin and features of science. 2) Features of the primary consciousness. 3) Nature of scientific cognition. The origin of science. 4) Features of parascience and its connection with deep structures of the psyche. 5) Interrelationship of science and parascience and modern problems of forming a new paradigm of scientific rationality. 6) The evolution of science and methods of scientific knowledge. 7) Forms of reality cognition and their peculiarities. Forms and levels of scientific knowledge. 8) Notion of scientific knowledge and its correlation with rational knowledge.				

9) Methodology of scientific knowledge in the XX-XXI st centuries.

Literature

Compulsory reading

1. Войшвилло Е.К. Логика как часть теории научного познания и методологии: Фундаментальный курс. уч. пособие для вузов в 2 кн. /Е.К. Войшвилло, М.Г. Дегтярев. – М.: Наука, 1994. – Кн. 1312 с., кн. 2333 с.
2. Горюнов В.П. Философия науки и техники: Конспект лекций / В.П. Горюнов, В.К. Гавришин. – СПб.: Изд-во Михайлова В.А., 2000. – 48 с.
3. Карпаш О.М. Методологія наукових досліджень : навч. посіб. / О.М. Карпаш, П.М. Райтер, М.О. Карпаш; Івано-Франків. нац. техн. ун-т нафти і газу, Каф. техн. діагностики та моніторингу. - Івано-Франківськ : ІФНТУНГ, 2014. - 253 с.
4. Основи науково-педагогічних досліджень : навч. посіб. / І.П. Аносов [та ін.] ; Мелітоп. держ. пед. ун-т ім. Богдана Хмельницького. - Мелітополь: Вид. будинок ММД, 2015. - 216 с.
5. Колотило М. О. Філософія творчості у професійній діяльності соціального працівника / М. О. Колотило // Гілея: науковий вісник. - 2019. - Вип. 151(2). - С. 74-78.
6. Завидівська О. Філософські основи здоров'яорієнтованого змісту професійної підготовки студентів-управлінців / О. Завидівська // Педагогічний часопис Волині. - 2018. - № 3. - С. 14-20.
7. Цюняк О. П. Філософське осмислення поняття «інноваційна діяльність» / О. П. Цюняк // Молодий вчений. - 2019. - № 5(1). - С. 175-178.
8. Остапчук М.В. Методологія та організація наукових досліджень: підручник / М.В. Остапчук, А.І. Рибак, О.С. Ванюшкін; Міжнар. гуманітар. ун-т. - Одеса: Фенікс, 2014. - 375 с.
9. Степин В.С. Философия науки и техники: учеб. пособие / В.С. Степин, В.Г. Горохов, М.А. Розов. – М.: Прогресс, 1995. – 202 с.
10. Шишкіна Є.К. Методологія наукових досліджень : навч. посіб. / Є.К. Шишкіна, О.О. Носирєв; Нац. техн. ун-т "Харків. політехн. ін-т". - Харків: Діса плюс, 2014. - 200 с.

Recommended reading

1. Gimbel, S., 2011, *Exploring the Scientific Method*, Chicago: University of Chicago Press.
2. Sober, E., 2008, *Evidence and Evolution. The logic behind the science*, Cambridge: Cambridge University Press
3. Blachowicz, J., 2009, “How science textbooks treat scientific method: A philosopher’s perspective”, *The British Journal for the Philosophy of Science*, 60(2): 303–344.
4. Marks, H.M., 2000, *The progress of experiment: science and therapeutic reform in the United States, 1900–1990*, Cambridge: Cambridge University Press.
5. Falcon, Andrea, 2005, *Aristotle and the science of nature: Unity without uniformity*, Cambridge: Cambridge University Press.

FOREIGN LANGUAGE FOR PROFESSIONAL COMMUNICATION

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
English	3/5 weeks, 30 hours in class/	3 / Mandatory	Oleg Tarnopolsky, Doctor of Science, Full Professor	90 hours (30 h. seminars/practical classes, 60 h. self-study time)

Course aim:
The course is aimed at acquiring knowledge of foreign (English) language for professional needs.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
<p>1) classify and generalize information, make references and overviews connected with professional activity issues; edit and review texts as well as make their summaries;</p> <p>2) discuss educational issues related to specialization/major in order to reach an understanding with colleagues;</p> <p>3) prepare public appearances on a number of large number of related issues, using appropriate means of verbal communication, adequate forms of discussion and debate;</p> <p>4) deliver presentations on professional topics, communicating with the audience</p> <p>5) research new texts, images, audio and video information, contained in the materials in English using appropriate search methods and terminology;</p> <p>6) analyse English-language sources to obtain data that are necessary to perform professional tasks and professional decision-making;</p> <p>7) write professional texts and documents in English on a number of professional issues;</p> <p>8) write business and professional letters, demonstrating intercultural understanding and background knowledge in a specific professional context;</p> <p>9) translate professional English texts into the native language, using bilingual terminology dictionaries, electronic dictionaries and software translation direction.;</p>	<p>1. Lecture, seminar, discussion</p> <p>2. Lecture, practical classes, discussion</p> <p>3. project work</p> <p>4. Lecture, literature self-study, essay</p> <p>5. Internet search, self-study activities</p> <p>6. Games technology, case study in small groups</p> <p>7. Independent study, discussion</p> <p>8. Interactive lecture, case study in small groups</p> <p>9. Interactive lecture, pedagogical problem</p>	<p>1. Participation in the discussion (CAS)</p> <p>2. Participation in the discussion (CAS)</p> <p>3. Essay, test (CAS)</p> <p>4. Participation in the discussion (CAS) Presentation (CAS)</p> <p>5. Participation in the discussion, (CAS)</p> <p>6. Peer small group presentation (CAS)</p> <p>7. Participation in discussions (CAS)</p> <p>8. Essay, test (CAS)</p> <p>9. Peer small group presentation (CAS)</p>

<p>10) retrieve and utilize relevant information from appropriate sources, e.g. textbooks, newspapers, business magazines and selected journals, websites, databases;</p> <p>11) demonstrate relevant practical, academic and subject specific skills e.g. group work, academic referencing and the production of a bibliography.</p> <p>Learning outcomes 1-11</p>	<p>10. Panel discussion</p> <p>11. Case study in small groups</p>	<p>10. Participation in the discussion (CAS)</p> <p>11. Peer small group presentation (CAS)</p> <p>Final exam (FAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>30% Participation in the discussion</p> <p>30% Test (multiple choice, computer)</p> <p>30% Essay (written)</p> <p>10% Presentation (oral, multimedia)</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1. Education in Ukraine 2. Education in Ukraine. Higher education 3. Education in the U.K. Primary and secondary Education, Higher Education 4. Reading, discussions and listening on the topic. 5. Education in the USA 6. Comparison of Education in the U.K. and Ukraine 7. Comparison of Education in the USA and Ukraine 8. Reading, discussions and listening on the topic. 		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <ol style="list-style-type: none"> 1. Tarnopolsky O., Volkova N., Kozhushko, S., et al. Pedagogical Matters. A Coursebook of English for Students of Pedagogy. Student's Book and Workbook. Dnipropetrovsk: Alfred Nobel University, 2015. – 328 p. 2. Thomas Gary. Education, A Very Short Introduction Oxford University Press. – United Kingdom, 2013. – 136 p. <p style="text-align: center;">Recommended reading</p> <ol style="list-style-type: none"> 1. Povey J., Walshe I. An English Teacher’s Handbook of Educational Terms. Vyshaya shkola”, 2000. – 238 p. 2. Oxford Russian – English Dictionary, Oxford University Press, Great Britain, 2005 – 1340 p . 		

METHODOLOGY AND ORGANIZATION OF ACADEMIC RESEARCH

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/14 weeks, 42 hours in class	5 / Mandatory	Ivan Batrachenko, Doctor of Science, Professor	150 hours (28 h. lectures, 14 h. seminars/practical, 108 h. self-study time)

Course aims:

The course is aimed at developing mastery of a system of knowledge and to operate and develop systems of research methodology.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) apply knowledge about the nature and stages of development of science; 2) possess methodology and methods of scientific research; 3) operate the technique of work with documental, informational, bibliographic sources of information and special literature; 4) apply basic processes of scientific research; 5) apply methods of theoretical research and correlation analysis; 6) operate methodology of experimental research and methods of graphic images of experimental results; 7) summarize and execute results of scientific research, represent the result of research at scientific conferences and seminars;	1. Lecture, practical classes, discussion 2. Tutorials, self-study activity, Role play 3. Lecture, practical classes 4. Internet search, self-study activities, Student-group reports 5. Solving problems, multimedia 6. Writing abstracts of reports, participating in conferences 7. Ppractical classes, preparation of a scientific article	1. Participation in the discussion (CAS) 2. Participation in the role play (CAS) 3. Test (CAS) 4. Test, student reports assessment (CAS) 5. Solving problems, tasks(CAS) 6. Reports, participating in conferences, presenation (CAS) 7. Participation in the discussion, scientific article (CAS)
Learning outcomes 1-7		Final exam (FAS)

Assessment

100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%)

40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)

60% Continuous assessment:

10% Participation in the discussion

10% Participation in the role play

10% Tasks (written)

15% Test (multiple choice, computer)

15% Presentation (oral, multimedia)

Contents

Thematic structure of the course:

- 1) The concept, content and function of science
- 2) Methodology, methods, logic of scientific research
- 3) Informational support of scientific research
- 4) Technology of scientific research
- 5) Methods of theoretical research
- 6) Methods of of experimental research
- 7) Scientific work
- 8) Identify the results of research and planning events for their implementation

Literature

Compulsory reading

1. Бірта Г.О., Бургу Ю.Г. *Методологія і організація наукових досліджень: Текст: навч. посібн.* / Г.О. Бірта, Ю.Г. Бургу. – К.: «Центр учбової літератури», 2014. – 142 с.
2. *Методологія та організація наукових досліджень: посібник* / О.І. Гуторов / Харк. нац. аграр. ун-т. – Х.: ХНАУ, 2017. – 57 с.
3. Єріна А.М., Захожай В.Б., Єрін Д.Л. *Методологія наукових досліджень: Навч. посіб.* – К.: Центр учбової літератури, 2004. – 212 с.
4. П'ятницька-Позднякова І.С. *Основи наукових досліджень у вищій школі.* – навч. посіб. – К.: Вища школа, 2003. – 116 с.
5. Цехмістрова Г.С. *Методологія та організація наукових досліджень. 2-е видання.* – К.: Видавництво «Видавничий Дім «Слово», 2012 р. – 352 с.

Recommended reading

1. Гаврилов Е.В., Дмитриченко М.Ф., Доля В.К. *Технологія наукових досліджень і технічної творчості.* – К.: Знання України, 2007. – 318 с.
2. Басков А. Я., Туленков И. В. *Методология научного исследования: Учеб. пособие.* – К.: МАУП, 2002. – 216 с.
3. Білуха М.Т. *Методологія наукових досліджень: Підручник.* – К.: АБУ, 2002. – 480 с.
4. Лудченко А.А. и др. *Основы научных исследований: Учебное пособие.* / Лудченко А.А., Лудченко Я.А., Примак Т.А.; Под ред. Лудченко А.А.. – К.: Т-во "Знання", КОО, 2000. – 114 с.
5. Anderson, Garry; Arsenault, Nancy (1998). *Fundamentals of Educational Research.*
6. Bogdan, R.G. and Biklen, S.K. (1992) *Qualitative research for education (second edition)* Boston, MA: Allyn & Bacon.
7. Cohen, L., Manion, L. (1994) *Research methods in education (Fourth edition).* London: Routledge.
8. Yates, Lyn (2004). *What Does Good Educational Research Look Like?: Situating a Field and Its Practices. Conducting Educational Research.*
9. Gorard, Stephen; Taylor, Chris (2004). *Combining Methods in Educational and Social Research.*
10. Kincheloe, Joe (2004). *Rigour and Complexity in Educational Research.*
11. Lodico, Marguerite G.; Spaulding, Dean T.; Voegtler, Katherine H. (2010). *Methods in Educational Research: From Theory to Practice*

MANAGEMENT OF EDUCATION AND TEACHING AND LEARNING. CONFLICT MANAGEMENT IN EDUCATION

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/14 weeks, 56 hours in class	5 / Mandatory	Olha Lebid, Doctor of Science, Professor	150 hours (28 h. lectures, 28 h. seminars/practical, 94 h. self-study time)

Course aims:
The course is aimed at developing mastery of a system of knowledge and skills of solving teaching conflicts in higher education

Learning outcomes On completion of the course, students will be able to:	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
<p>1) analyze conflict facts and phenomena;</p> <p>2) plan and organize research methods;</p> <p>3) understand the major theoretical directions of modern conflict studies;</p> <p>4) manage conflicts of different levels and types, including the effects of stress, as a byproduct of the phenomenon of conflict relationships;</p> <p>5) apply methods of minimising their own stress and dealing with the consequences of stressing subordinates;</p> <p>6) retrieve and utilize relevant information from appropriate sources e.g. textbooks, newspapers, business magazines and selected journals, websites, databases;</p> <p>7) demonstrate relevant practical, academic and subject specific skills e.g. group work, academic referencing and the production of a</p>	<p>1. Seminar, discussion on the basis of lecture materials and students' reading</p> <p>2. Panel discussion, Seminar, tutorials</p> <p>3. Interactive lecture, tutorials, presentations</p> <p>4. Interactive lecture project work</p> <p>5. Lecture, Internet search, self-study activities</p> <p>6. Practical classes, tutorials, case study</p> <p>7. Case study, self-study activities, class discussion</p>	<p>1. Participation in the discussion and seminar, oral answers to questions, essay (CAS)</p> <p>2. Participation in the discussion (seminar, debates, brainstorming etc) (CAS)</p> <p>3. Presentation assessment, oral answers to questions, test (CAS)</p> <p>4. Written answers to questions, research project (CAS)</p> <p>5. Student reports assessment (CAS)</p> <p>6. Practical skills assessment, case study, test (CAS)</p> <p>7. Participation in the discussion, essay (CAS)</p>

bibliography.		
Learning outcomes 1-3		Mid-term control: tests, mini case (CAS)
Learning outcomes 1-7		Final exam (FAS)
Assessment 100% Final assessment as a result of Final exam (40%) and Continuous assessment (60%) 40% Final exam (4 sets of written assignments, each assignment includes 2 case studies and computer multiple choice tests) 60% Continuous assessment: 10% Participation in the discussion 10% Essay 10% Test (multiple choice, computer) 20% Resolving case studies 10% Presentation (oral, multimedia)		
Contents		
Thematic structure of the course: 1) Conflict as a form of communication. Barriers of misunderstanding and ways of overcoming them 2) Nature of conflicts in interactions. Objective causes of business conflicts 3) Educational staff as the centre of conflict 4) Types of conflicts in the teaching staff 5) Techniques of managing intentional and unintentional conflicts 6) Prevention of emotional conflicts with undesirable consequences for organizations 7) Conflicts in the “head-staff” system and ways of managing them 8) Conflicts in the period of innovations 9) Range of possible ways to resolve or avoid conflicts. Consequences of conflicts. 10) Main contradictions in the educational system 11) Information models of a conflict situation 12) Conflicts of pedagogical interaction 13) Conflict in “teacher – student” interaction 14) Interpersonal conflicts in the teaching staff 15) Causes of interpersonal conflicts in the teaching staff 16) Teacher’s behaviour in the teaching staff 17) Methods for solving and preventing teaching conflicts		
Literature Compulsory reading		
1. КарамушкаЛ.М., ДзюбаТ.М. Психологія управління конфліктами в організації (на матеріалі діяльності освітніх організацій): Монографія. К. Полтава, 2009. 268 с. 2. КоберникО.М., Гагарін М.І. Менеджмент в освіті: навч. посіб. 3-тє вид. Умань : ВПЦ «Візаві». 2017. 242 с. 3. ЄременкоЛ.В. Конфліктологія: навч. посіб. Мелітополь: ФО-П Однорог Т.В., 2018. 219 с. 4. Лунячек В.Е. Педагогічний менеджмент : навч. посіб. 2-е вид., випр. Х.: Вид-во ХарПІ НАДУ «Магістр», 2015. 512с. 5. МатвійчукТ.Ф. Конфліктологія: навч.-метод. посіб. Львів: Вид-во «ГАЛИЧ-ПРЕС», 2018. 76 с. 6. Немченко С.Г., Голік О.Б., Кривильова О.А., Лебідь О.В. Управління навчальним закладом : підруч. [для магістр. пед. ун-тів]. Донецьк : ЛАНДОН-XXI, 2012. 516 с.		

7. Everard K.B., Morris G. & Wilson I. (2004). *Effective School Management*, 4th ed. London, Paul Chapman Publ., 320 p.
8. Fry H., Ketteridge S. & Marshall S. (Eds.). *A handbook for teaching and learning in higher education : enhancing academic practice*. 3rd ed. Taylor & Francis, 2009
9. *Managing teaching and learning A module of the Advanced Certificate: Education (School Management and Leadership)*. Department of Education, 2008.

Recommended reading

10. Ворожейкин И.Е., Кибанов А.Я., Захаров Д.К. *Конфликтология : учеб.* М. : ИНФРА-М, 2000. 224 с.
11. Гірник А.М. *Основи конфліктології : навч. посіб.* К. : Києво-Могилянська академія, 2010. 222 с.
12. Гришина Н.В. *Психология конфликта*. СПб.: Питер, 2003. 464 с.
13. Шейнов В.П. *Конфликты в нашей жизни и их разрешение*. Мн.: Амалфея, 1996. 288 с.
14. Волкова Н.П. *Професійно-педагогічна комунікація: навч. посіб.* К.: Академвидав, 2006. 256 с.
15. Гірник А.М. *Основи конфліктології : навч. посіб.* К.: Києво-Могилянська академія, 2010. 222 с.
16. Мармаза О.І. *Менеджмент освітньої організації*. Х.: ТОВ «Щедра садиба», 2017. 126 с.
17. Моргулець О.Б. *Управління вищим навчальним закладом як суб'єктом ринку: монографія*. К. : КНУТД, 2017. 454 с.
18. *Система забезпечення якості освіти в Україні: розвиток на засадах європейських стандартів та рекомендацій: посіб.* В.Кухарський, О. Осередчук, М. Мазуркевич та ін.; за ред. В. Кухарського, О. Осередчук. Львів : ЛНУ імені Івана Франка, 2018. 248 с.
19. Тихомирова Є.Б., Постолюк С.Р. *Конфліктологія та теорія переговорів : підруч.* Рівне : Перспектива, 2007. 389 с.
20. Bush T. (2008). *Leadership and Management Development in Education*. London, SAGE Publications Ltd., 185 p.
21. In W. Fenwick (English Ed.). *Encyclopedia of educational leadership and administration*. Sage Publications, Inc., 537 p.
22. Kochhar S.K. (2013). *School administration and management*. [Sterling Publishers Pvt.Ltd.](#), 480 p.

PEDAGOGY AND PSYCHOLOGY IN HIGHER EDUCATION. METHODOLOGY OF TEACHING PSYCHOLOGICAL DISCIPLINES IN HIGHER EDUCATIONAL INSTITUTION

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
Ukrainian	1/14 weeks, 56 hours in class	6 / Mandatory Course paper: 1 ECTS credit	Nataliia Volkova, Doctor of Science, Full Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time) Course paper: 30 hours

Course aims:

The course is aimed at acquiring knowledge of the structure and content of the educational process in higher educational establishments, focusing on teachers' work, forms of educational interaction with students, planning, organization and analysis of various types of educational and extracurricular studies; peculiarities of the interaction between teachers and students in educational communication taking into consideration the following; students' age characteristics ; their structure and development as individuals and their individual characteristics; basic

mechanisms for effective communication; the theory of modern psychology.		
Learning outcomes At the end of the course students will be able to:	Teaching methods, teaching and learning activities	Forms of assessment (ongoing monitoring CAS, final monitoring FAS)
<p>1) apply methods and techniques of pedagogical influence on personality;</p> <p>2) use knowledge of pedagogy in organizing training, managing staff, promoting social activity of personality;</p> <p>3) apply methods of pedagogical research in studying and implementing effective forms and methods of training and educating;</p> <p>4) create and maintain favorable socio-psychological atmosphere for successful educational activities;</p> <p>5) use methods, techniques of educational and cognitive activity of students (conversation, dialogue, discussion, brainstorming session, role-playing game, group work, etc.);</p> <p>6) apply innovative methods and technologies of teaching, methods of assessment of knowledge and skills (give examinations and tests) methodology of course and diploma planning;</p> <p>7) apply the methods of scientific and pedagogical research in work with students;</p> <p>8) orientate in modern psychological issues of higher educational establishments;</p> <p>9) take into account psychological peculiarities of a student group during the teaching process;</p> <p>10) take into account the personality requirements of higher education specialists in organizing the process of professional development of a student;</p> <p>11) understand the formulation and solution of psychological issues, related to the organization of professional activities;</p> <p>12) perfect the operation of psychological aspects of professional education;</p> <p>13) analyze psychological phenomena and</p>	<p>1) Lecture by guest speaker, tutorials, discussion</p> <p>2) Tutorials, self-study activity, role-playing game</p> <p>3) Self-study activity, case study</p> <p>4) Internet search, self-study activities</p> <p>5) Lecture, tutorials, role-playing game</p> <p>6) Problem lecture, case study in small groups</p> <p>7) Interactive lecture, discussion, case study</p> <p>8) Self-study activities, mini cases</p> <p>9) Lecture, work in pairs to solve problems</p> <p>10) role-playing game, work in pairs to solve problems</p> <p>11) Practical classes, discussion on the basis of lecture materials and students' reading</p> <p>12) Student reports by individuals, self-study activities</p> <p>13) Seminar, case study</p>	<p>1) Participation in the discussion (CAS)</p> <p>2) Participation in the role-playing game, test (CAS)</p> <p>3) Case study presentation, test (CAS)</p> <p>4) Presentation (CAS)</p> <p>5) Participation in the role-playing game, test (CAS)</p> <p>6) Peer small group presentation (CAS)</p> <p>7) Participation in the brainstorming session (CAS)</p> <p>8) Practical skills assessment, case study (CAS)</p> <p>9) Oral answers to questions, explanation solving problems (CAS)</p> <p>10) Participation in the role-playing game, explanation solving problems (CAS)</p> <p>11) Practical skills assessment, participation in the discussion (CAS)</p> <p>12) Student reports assesment, practical skills assessment (CAS)</p> <p>13) Practical skills</p>

<p>processes in higher education;</p> <p>14) effectively use subjective interaction between teachers and students in educational communication;</p> <p>15) quickly and efficiently find optimal ways of preventing and overcoming contradictions and conflicts in the process of pedagogical interaction</p> <p>Learning outcomes 1-4</p> <p>Learning outcomes 5-7</p> <p>Learning outcomes 8-11</p> <p>Learning outcomes 1-15</p>	<p>14) Roundtable, brainstorming session</p> <p>15) Student reports by individuals, discussion on the basis of lecture materials and students' reading, work in pairs to solve problems</p>	<p>assessment, solving problems (CAS)</p> <p>14) Oral answers to questions, practical skills assessment (CAS)</p> <p>15) Report, participation in the discussion, solving problems (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p> <p>Mid-term control: presentation, test (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p> <p>Final exam (FAS)</p> <p>Course paper (FAS)</p>
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Assessment

100% Final assessment as a result of final exam (40%) and constant assessment (60%)

40% Final exam (4 sets of written assignments, each assignment includes 2 essays and computer multiple choice tests)

60% Continuous assessment:

- 10% Participation in the discussion
- 10% Participation in the role-playing game
- 10% Test (multiple choice, computer)
- 10% Presentation (oral, multimedia)
- 10% Participation in the brainstorming session
- 10% Case study presentation

Course paper is evaluated separately and its score is not included into the course final grade. Successful completion of the course paper is a prerequisite for student's admission to final examination.

Contents

Thematic structure of the course:

1. Theoretical and methodological basis of higher educational pedagogy
2. Methods and techniques of modern scientific-pedagogical research
3. System of higher education as a special institution
4. Regulatory requirements for educational process in higher education
5. Ukrainian students as a special socio-demographic group of young
6. Pedagogical culture of a teacher of higher education establishments
7. Organization of educational process in higher school
8. Components of educational process of higher educational establishments
9. Teaching methods in a higher education
10. Teaching methods and their classification
11. Methodological basis of teaching disciplines
12. Methodology of delivering lectures
13. Methodology for conducting practical studies and seminars

14. Assessment technique of knowledge, abilities and skills (passing examinations and tests)
15. Technique of arranging term and diploma papers
16. Organization of independent and individual work of students
17. Subject, tasks and methods of psychology high education
18. General psychological characteristics of students age
19. Professional formation of students as future specialists with higher education
20. Psychology of student groups
21. The difficulties and barriers in professional pedagogical communication of teachers and students
22. Psychology of professional education
23. Psychological analysis of student learning
24. Psychological education of students
25. Psychology of pedagogical communicative interactions of teachers with students
26. Psychological analysis of contradictions and conflicts in pedagogical interaction, ways of their prevention and resolution
27. Psychology of the individual and work of higher education teachers

Literature

Compulsory reading

1. Волкова Н.П. Інтерактивні технології навчання у вищій школі : навчально-методичний посібник. Дніпро: Університет імені Альфреда Нобеля, 2018. 360 с.
2. Каплінський В.В. Методика викладання у вищій школі: Навчальний посібник. Вінниця: ТОВ «Ніланд ЛТД», 2015. 224 с.
3. Козлова Г.М. Методика викладання у вищій школі: Навчальний посібник. Одеса: ОНЕУ ротاپронт, 2014. 200 с.
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Recommended reading

1. Brown, C. E., & Sheerin, K. M. (2018). The role of graduate students as mentors in health service psychology programs. *Training and Education in Professional Psychology*, 12, 22–28. <https://doi.org/10.1037/tep0000165>
2. [Clark D. Campbell](#), [Jennifer A. Erickson Cornish](#) (2018) Forward to the Special Section in *Training and Education in Professional Psychology* “*Mentoring in Health Service Psychology*” *Training and Education in Professional Psychology*, 12(1), 2-3. <http://dx.doi.org/10.1037/tep0000189>
3. *Teaching Methods for Higher Education*. Edition: First. Publisher: Dept. of Management Studies, Infant Jesus College of Engineering, Keelavallanadu, Tuticorin, Tamilnadu.. Editor: Dr. A. Rangaswamy. 2014. ISBN: 978-93-81992-73-9.
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INNOVATIVE TECHNOLOGIES IN EDUCATION				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course coordinator	Student workload
Ukrainian	2/12 weeks, 48 hours in class	5 / Mandatory	Nataliia Volkova, Doctor of Science, Full Professor	150 hours (24 h. lectures, 24 h. seminars/practical, 102 h. self-study time)
<p>Course aims: The aim of the discipline: to provide the general theoretical and practical training of applicants of master level of the higher education concerning essence of pedagogical technologies, kinds of innovative technologies of the organization of educational process at the higher school, innovations in education, education, management, methods of implementation of technologies of training in educational process of the higher school, stimulation of students to active work on personal development and self-improvement which will form a basis for their practical work which is related to teaching activity.</p>				
Learning outcomes At the end of the course students will be able to:		Teaching methods, teaching and learning activities	Forms of assessment (ongoing monitoring CAS, final monitoring FAS)	
1) to show knowledge and understanding of the basic concepts of innovative pedagogy, designing of the latest educational programs, technological support of the organization of teaching and educational process in establishment of education; 2) critically comprehend problems of technological support of process of training at the higher school; to develop projects of lecture and seminar lessons using innovative technologies of training;		1) A lecture, a problem lecture, a lecture reflection, a seminar, a discussion on materials of a lecture and the studied references, a debate seminar, a seminar dialogue, the solution of problem situations, a seminar of the solution of situational tasks, the analysis of specific situations (case-study) 2) a problem lecture, a lecture reflection, a seminar, a discussion on materials of a lecture and the studied references, a debate seminar, a seminar dialogue, the solution of problem situations, work in microgroups, a seminar of the solution of situational tasks the analysis of specific	1) participation in a discussion (seminar, dispute, debate, brainstorming session, etc.), essay (CAS) 2) oral answers to questions, solutions of tasks (problem situations), explanations and solution of tasks, assessment of the presentation (CAS)	

<p>3) to have knowledge of theoretical and methodological approaches to humanitarization and technologization of the higher education, the principles, forms, methods, technologies of training at the higher school;</p> <p>4) to make the plan abstract, the abstract, to give lectures, a practical training and seminars using of innovative technologies of training, to solve difficult tasks and problems that need updating and integration of knowledge frequently in the conditions of incomplete / insufficient information and contradictory requirements;</p> <p>5) to choose and apply technologies of training during teaching psychological subjects depending on the purposes and tasks solved in educational process, to use technical and computer learning tools;</p> <p>6) independently and creatively to work at theoretical and practical material, to present information according to the aim;</p> <p>7) to present, discuss and protect own views in oral and written forms for a professional and an unprofessional audience</p>	<p>situations (case-study), the presentations, project work, search in the Internet</p> <p>3) A lecture, a problem lecture, "a round table" on the topic of independent search work, a debate seminar, a seminar dialogue, the solution of problem situations, work in microgroup, a seminar of the solution of situational tasks (case-study), game technologies, the presentations, project work, search in the Internet, tests</p> <p>4) game technologies, the presentations, a project work, search in the Internet</p> <p>5) imitating methods, the presentations, a project work, search in the Internet,</p> <p>6) self-study activity, the presentations, a project work, search in the Internet</p> <p>7) the presentations, role-playing games, work in microrogroups</p>	<p>3) oral answers to questions, solutions of tasks (problem situations), participation in role-playing game (business game) (CAS)</p> <p>4) participation in role-playing game (business game), assessment of the presentation (CAS)</p> <p>5) participation in role-playing game (business game), assessment of the presentation, estimation of practical skills</p> <p>6) research project, assessment of the presentation (individual presentation)</p> <p>7) the presentation in small groups, assessment of the presentation</p>
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<p>Learning outcomes 1-4</p> <p>Learning outcomes 1-8</p>		<p>(microgroup presentations), assessment of students' reports Mid-term control, tests, mini case presentation (CAS) Final exam (FAS)</p>
<p>Assessment 100% Final assessment as a result of the final exam (40%) and constant assessment (60%) 40% Final exam (4 sets of written assignments, each assignment includes 1 essay, 1 mini-case and computer multiple choice tests) 60% Constant assessment: 10% Participation in the discussion 10% Participation in the role-playing game 10% Test (multiple choice, computer) 10% Presentation (oral, multimedia) 10% Participation in the brainstorming session 10% Case study presentation</p>		
<p>Contents</p>		
<p>Thematic structure of the course: MODULE 1. Theoretical fundamentals of pedagogical technologies 1. Concept of pedagogical technologies and their basic principles 2. Features of use of traditional and innovative pedagogical technologies at the higher school 3. Technology of the problem training at the higher school 4. Technologies of the creative development at the higher school 5. Group and collective technologies of training at the higher school MODULE 2. Personally oriented technologies of training at the higher school 6. Dialogical and debating technologies of training 7. Situational technologies of training 8. Game technologies at the higher school 9. Technology of training in cooperation 10. Technology of a training 11. A computer and information technologies in education as components of pedagogical technologies</p>		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <p>1. Волкова Н.П. Інтерактивні технології навчання у вищій школі : навчально-методичний пос. – Дніпро: Університет імені Альфреда Нобеля, 2018. – 360 с. (<i>базовий підручник</i>)</p> <p style="text-align: center;">Recommended reading</p> <p>1. Гуревич Р. С. Інформаційні технології навчання: інноваційний підхід : навч. пос. / Р.С.Гуревич, М.Ю.Кадемія, Л.С.Шевченко; за ред. Р. С. Гуревича.– Вінниця : ТОВ фірма "Планер", 2012. – 348 с. 2. Дичківська І. М. Інноваційні педагогічні технології: навч. пос. – К.: Академвидав, 2015. – 304 с. 3. Кадемія М. Ю. Використання сервісів соціальних медіа в навчальному процесі ВНЗ : Блоги, Веб-квести, Блог-квести: навч. пос. / М. Ю. Кадемія. – Вінниця : ТОВ фірма "Ландо", 2013. – 198 с. 4. Коваль Т.І Підготовка викладачів вищої школи: інформаційні технології у</p>		

- педагогічній діяльності: навч.-метод. пос. / Т.І. Коваль. – К.: Вид. центр КНЛУ, 2009. – 380 с.
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- Михайліченко М.В., Рудик Я.М. Освітні технології: навч. пос. – К.: ЦП «КОМПРИНТ», 2016 – 583 с.
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7. Debating the first principles of English vocational education (June 2018)
https://www.edge.co.uk/sites/default/files/publications/vocational_philosophy_final.pdf
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 (2) (PDF) *Dialogic Teaching: Discussing Theoretical Contexts and Reviewing Evidence from Classroom Practice*. Available from:
https://www.researchgate.net/publication/230642922_Dialogic_Teaching_Discussing_Theoretical_Contexts_and_Reviewing_Evidence_from_Classroom_Practice [accessed Apr 30 2020].
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COMPARATIVE PEDAGOGICS IN HIGHER EDUCATION

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/12 weeks, 48 hours in class	5 / Mandatory	Stanislav Sapozhnykov, Doctor of Science, Full Professor	150 hours (24 h. lectures, 24 h. seminars/practical, 102 h. self-study time)
Course aims: The course aims is to form students' knowledge about the peculiarities of the educational process of higher education in foreign countries, directions of reforming higher education, problems of determinism of educational processes by economic, political and social factors, the latest trends in continuing education in leading developed countries and Ukraine, integration processes in the field of education in the European region and on a global scale, the expansion of scientific and general cultural worldview of students who are able to ensure the integration of the national education system into the world and European educational space.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1) identify and critically comprehend the strategies and trends of the modern system of domestic and international higher education;		A lecture, a problem lecture, a lecture reflection, a seminar, a discussion on materials of a lecture and the studied references, a debate seminar, a seminar dialogue, the solution of problem situations, a seminar of the solution of situational tasks, the analysis of		participation in a discussion (seminar, dispute, debate, brainstorming session, etc.), essay (CAS)

<p>2) demonstrate knowledge and understanding of legal and organizational principles of educational institutions and organizations;</p>	<p>specific situations (case-study) a lecture, a lecture reflection, a seminar, a discussion on materials of a lecture and the studied references, a debate seminar, a seminar dialogue, the solution of problem situations, work in microgroups, a seminar of the solution of situational tasks the analysis of specific situations (case-study), the presentations, project work, search in the Internet</p>	<p>oral answers to questions, solutions of tasks (problem situations), explanations and solution of tasks, assessment of the presentation (CAS)</p>
<p>3) demonstrate knowledge and understanding of the theoretical foundations of corporate and communicative culture of the educational organization, essential skills of the teacher;</p>	<p>A lecture, a problem lecture, "a round table" on the topic of independent search work, a debate seminar, a seminar dialogue, the solution of problem situations, work in microgroup, a seminar of the solution of situational tasks (case-study), game technologies, the presentations, project work, search in the Internet, tests</p>	<p>oral answers to questions, solutions of tasks (problem situations), participation in role-playing game (business game) (CAS)</p>
<p>4) independently and creatively develop theoretical and practical material, present information corresponding with the goal;</p>	<p>game technologies, the presentations, a project work, search in the Internet</p>	<p>participation in role-playing game (business game), assessment of the presentation (CAS)</p>
<p>5) organize information retrieval, independent selection and high-quality processing of scientifically professionally oriented information and empirical data for educational, research and professional needs;</p>	<p>imitating methods, the presentations, a project work, search in the Internet,</p>	<p>participation in role-playing game (business game), assessment of the presentation, estimation of practical skills (CAS)</p>
<p>6) present, discuss and defend their views orally and in writing to professional and non-professional audiences;</p>	<p>independent work, the presentations, a project work, search in the Internet</p>	<p>research project, assessment of the presentation (individual presentation) (CAS)</p>
<p>7) present the results of their own research in the form of scientific articles, reports at conferences;</p>	<p>the presentations, role-playing games, work in microrogroups</p>	<p>the presentation in small groups, assessment of the presentation (microgroup presentations), assessment of students' reports</p>

<p>Learning outcomes 2,3,4,5</p> <p>Learning outcomes 1-7</p>		<p>(CAS)</p> <p>Mid-term control, tests, mini case presentation (CAS)</p> <p>Final exam (FAS)</p>
<p>Assessment</p> <p>100% Final assessment as a result of the final exam (40%) and constant assessment (60%)</p> <p>40% Final exam (4 sets of written assignments, each assignment includes 1 essay, 1 mini-case and computer multiple choice tests)</p> <p>60% Constant assessment:</p> <p>10% Participation in the discussion</p> <p>10% Participation in the role-playing game</p> <p>10% Test (multiple choice, computer)</p> <p>10% Presentation (oral, multimedia)</p> <p>10% Participation in the brainstorming session</p> <p>10% Case study presentation</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <ol style="list-style-type: none"> 1. Factors that determine the state and directions of development of higher education in modern foreign countries 2. Leading models of organization and management of higher educational institutions 3. Standardization and content aspects of higher education abroad 4. Methods and technologies of education in higher educational institutions of foreign countries 5. Regional features of higher education development in the world 6. Higher education in the United States 7. Higher education in Great Britain 8. Higher education in Poland 9. Higher education in Japan 10. Prospects for the development of higher education in the world 		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> <ol style="list-style-type: none"> 1. Вульфсон Б. Л. Сравнительная педагогика: история и современные проблемы / Б. Л. Вульфсон. – М.: УРАО, 2003. – 232 с. 2. Галус О.М. Порівняльна педагогіка / О.М. Галус, Л.М. Шапошнікова. – К. : Вища школа, 2006. – 216 с. 3. Історія зарубіжної педагогіки / за ред. Коваленко Є.І. – К. : Центр навчальної літератури, -2006. – 664 с. 4. Корсак К. Світова вища освіта / К. Корсак. – К. : МАУП-МКА, 1997. – 209 с. 5. Пуховська Л.П. Професійна підготовка вчителів в Західній Європі: спільності і розбіжності / Л. Пуховська. – К. : Вища шк., 1997. 6. Романова С. Тенденції неперервної освіти в зарубіжних країнах / С. Романова // Освіта і управління. – 1999. – № 3. 7. Романовський О.О. Хроніка вищої освіти США (на прикладі діяльності державних і недержавних закладів) / О.О. Романовський. – К. : НПУ ім. М.П. Драгоманова, 1997. – 76 с. 8. Сапожников С.В. Педагогіка вищої школи України та Болонський процес : навч. посіб. / С.В. Сапожников. – Д.: Інновація, 2010. – 358 с. 9. Сбруєва А.А. Порівняльна педагогіка / А.А. Сбруєва. – Суми : ВТД Університетська книга”, 2004. – 320 с. 		

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11. Сисоєва С. О. Освіта як об'єкт дослідження / С. О. Сисоєва // Шлях освіти: Науково-методичний журнал. – 2011. – № 2. – С. 5-10.
12. Сисоєва С. Порівняльна педагогіка в контексті розвитку освітології / Світлана Сисоєва // Освітологія, oświatologia, 2014. – Вип. 3. – С. 17 – 23.
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15. Budnyk O. Ethnic socialization of personality: space of family educational traditions of the XXI-th century // Wychowanie u początku XXI wieku / Praca zbiorowa pod redakcją: Ks. prof. dr hab. Jana Zimnego, Dra Romana Króla. – Stalowa Wola – Kijów – Ružomberok, 2012. – S. 235-245.
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Recommended reading

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METHODOLOGY, THEORY AND PRACTICE OF HIGHER PROFESSIONAL EDUCATION IN UKRAINE

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/12 weeks, 48 hours in class	5,5 / Mandatory	Stanislav Sapozhnykov, Doctor of Science, Full Professor	150 hours (24 h. lectures, 24 h. seminars/practical, 117 h. self-study time)

Course aims: formation and expansion of theoretical-methodological and scientific-methodical base of master's training, comprehension by them of global and partial scientific and practical problems of higher professional education, ability to analyze general didactic principles and theory of higher education, features of higher professional education system and higher education methodology.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) to identify and critically comprehend the strategies and trends of the modern system of domestic and foreign higher education;	1) a lecture, a lecture reflection, a seminar, a discussion on materials of a lecture and the studied references, a debate seminar, a seminar dialogue, the solution of problem situations, work in microgroups, a seminar of the solution of situational tasks the analysis of specific situations (case-study), the presentations, project work, se arch in	1) participation in a discussion (seminar, dispute, debate, brainstorming session, etc.), essay (CAS)

<p>2) Create methodological support for the educational process; provide methodological support for the activities of educators</p> <p>3) have knowledge of theoretical and methodological approaches to the humanization and technologicalization of higher education, principles, forms, methods, technologies of teaching and education in higher education;</p> <p>4) have the basic concepts of innovative pedagogy, design of the latest educational programs, technological support for the organization of the educational process in the educational institution;</p> <p>5) correctly identify and eliminate dilemmas related to the organization of the educational process in higher education, professional pedagogical activities;</p>	<p>the Internet</p> <p>2) a lecture, a problem lecture, a lecture reflection, a seminar, a discussion on materials of a lecture and the studied references, a debate seminar, a seminar dialogue, the solution of problem situations, a seminar of the solution of situational tasks, the analysis of specific situations (case-study)</p> <p>3) game technologies, the presentations, a project work, search in the Internet</p> <p>4) a lecture, a problem lecture, "a round table" on the topic of independent search work, a debate seminar, a seminar dialogue, the solution of problem situations, work in microgroup, a seminar of the solution of situational tasks (case-study), game technologies, the presentations, project work, search in the Internet, tests</p> <p>5) imitating methods, the presentations, a project work, search in the Internet,</p>	<p>2) oral answers to questions, solutions of tasks (problem situations), explanations and solution of tasks, assessment of the presentation (CAS)</p> <p>3) oral answers to questions, solutions of tasks (problem situations), participation in role-playing game (business game) (CAS)</p> <p>4) participation in role-playing game (business game), test, assessment of the presentation (CAS)</p> <p>5) participation in role-playing game (business game), assessment of the presentation, estimation of practical skills</p>
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<p>6) flexibly use their own non-verbal repertoire to convey professionally oriented information;</p> <p>7) To use knowledge for the purpose of effective acceptance of new challenges, the decision of contradictory questions in professional activity;</p> <p>Learning outcomes 1-4: 5-7</p>	<p>6) independent work, the presentations, a project work, search in the Internet</p> <p>7) the presentations, role-playing games, work in microrogroups</p>	<p>6) research project, assessment of the presentation (individual presentation)</p> <p>7) the presentation in small groups, assessment of the presentation (microgroup presentations), assessment of students' reports (CAS)</p> <p>Mid-term control: tests, mini case presentation (CAS)</p>
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Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

- 15% Test (multiple choice, computer)
- 10% Answers (oral)
- 15% Mid-term control (computational exercises, mini case)
- 10% Participation in the discussion
- 10% Participation in the role play
- 10% Presentation (oral, multimedia)
- 10% Participation in the brainstorming
- 20% Case study presentation

Contents

Thematic structure of the course:

1. Preliminary analysis of global problems of higher professional education, didactics of higher school and the theory of adult education.
2. Methodological problems of higher professional education.
3. The educational process in higher education in the context of the main categories of dialectics
4. General didactic principles of higher education.
5. Textbook for higher education: general didactic approach and problem statement.
6. Cognitive barriers as a psychological and pedagogical phenomenon.
7. Critical thinking of the future specialist as an attribute of the higher education system.
8. Tolerance of the university teacher and its formation.
9. Pedagogical education as a subsystem of adult education.
10. Modern specific features of the labor market and their reflection in higher education.

Literature

Compulsory reading

1. Алексюк А. М. Педагогіка вищої школи України : Історія. Теорія : підруч. для студ., асп. та молодих виклад. вузів. К. : Либідь, 1998. 558 с.
2. Попков В.А., Коржуев А.В. Теория и практика высшего профессионального образования: Учеб. пособие для системы дополнительного педагогического образования. — М.: Академический Проект, 2004.
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4. Навчальний процес у вищій педагогічній школі: навч. посіб. / за заг. ред. О. Г. Мороза.

К. : НПУ ім. М. П. Драгоманова, 2011. 337 с.

Recommended reading

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4. Сапожников С. В. Науково-практичні підходи до організації навчального процесу у вищих навчальних закладах системи інженерно-педагогічної освіти. Педагогіка формування творчої особистості у вищій і загальноосвітній школах : зб. наук. пр. / редкол. : Т. І. Сущенко (голов. ред.) та ін. Запоріжжя : КПУ, 2017. Вип. 56–57 (109–110). С. 358–367.
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10. Miller Ron. What Are Schools For? Holistic Education In American Culture. Vermont, 1992. P. 21–153.

FUNDRAISING IN EDUCATIONAL ACTIVITY				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3/5 weeks, 30 hours in class	3 / Mandatory	Olha Lebid, Doctor of Science, Professor	90 hours (15 h. lectures, 15 h. seminars/practical, 60 h. self-study time)
Course aims: The course is aimed at developing mastery of a system of knowledge and skills to develop fundraising systems and understand its principles.				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) operate the basic concepts and principles of fundraising; 2) use their experience and determine the prospects of fundraising development; 3) develop their own project and compose a grant application; 4) apply method of attracting grants as an additional source of resources; 5) effectively use knowledge of planning and technology of project implementation; 6) analyse, monitor of ongoing projects and assess their future prospects; 7) choose effective strategy in the process of fundraising activity; 8) plan the budget and analyse the results of fundraising activity		1. Lecture, practical classes, discussion 2. Practical classes, self-study activity, role play 3. Self-study activity, practical classes 4. Internet search, self-study activities 5. Lecture, practical classes, Role play 6. Brainstorming, Solving problems 7. Lecture, resolution of case studies 8. Problem lecture, case study in small groups		1. Participation in the discussion, answers (oral) (CAS) 2. Participation in the role play, test (CAS) 3. Project, grant application, test (CAS) 4. Presentation (CAS) 5. Solving problems using appropriate software (CAS) 6. Peer small group presentation, Participation in the brainstorming (CAS) 7. Test, Case studies (CAS) 8. Peer small group presentation (CAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 20% Test (multiple choice, computer) 10% Answers (oral) 10% Participation in the discussion 20% Participation in the role play				

10% Presentation (oral, multimedia)
10% Participation in the brainstorming
20% Case study presentation

Contents

Thematic structure of the course:

- 1) The essence, principles, basic concepts of fundraising
- 2) Experience and prospects of fundraising
- 3) Fundraising activities and forms of support
- 4) Funds and grants
- 5) Methods of fundraising activity
- 6) Planning fundraising activity
- 7) The choice of strategies and addresses
- 8) Budget and performance of fundraising activity
- 9) Basic methods of fundraisers

Literature

Compulsory reading

1. Чернявська О.В., Соколова А.М. Фандрайзинг : навч. посіб. 2-е вид., з доопрац. та допов. К. : Алерта, 2015. 272 с.
2. Шевченко Д.А. Фандрайзинг образовательной организации : учеб. пособ. [для обучающихся по доп. проф. программам]. М. : Издательско-торговая корпорация «Дашков и К°», 2017. 335 с.
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Recommended reading

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6. Власова А.А., Зарубина Ю.Н. Технологии фандрайзинга в социальной работе : учеб.-метод.е пособ.; Ярослав. гос. ун-т им. П. Г. Демидова. Ярославль : ЯрГУ, 2018. 36 с.
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12. [Sargeant A.](#), [Shang J.](#) Fundraising Principles and Practice, 2nd ed. 2017.
13. The Good Fundraising Guide. Where to start... London: Institute of Fundraising. 2006. 64 p.
14. UW-Parkside Fundraising Manual. Campus Activities & Engagement. 2014. 20 p. URL: https://www.uwp.edu/live/offices/studentactivities/upload/Fundraising_manual2014.pdf
15. Warner G. Engagement Fundraising. How to raise more money for less in the 21st century. MarketSmart. 2018. 192 p.

ETHICS AND DEONTOLOGY IN EDUCATION

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/12 weeks, 60 hours in class	6 / Elective	Stanislav Sapozhnykov, Doctor of Science, Full Professor	180 hours (36 h. lectures, 24 h. tutorials, 120 h. self-study time)

Course aims:

The course is aimed at developing mastery of a system knowledge of basics of teacher's of the university ethics, ethical communication in professional work, how to use it in practice; to form skills of implementation of professional ethics in practice.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) apply the categories of pedagogical ethics; highlight the moral features of certain human communities in different historical epochs;	1. Interactive lecture, discussion on the basis of lecture materials and students' reading	1. Participation in the discussion, essay (CAS)
2) simulate models of a teacher's moral behavior in various educational situations on basis of historical traditions and foreign experience;	2) Modelling in various media, work in pairs to solve problems	2) Solving problems, written answers to questions (CAS)
3) diagnose and correct their own level of moral good manners, moral and professional qualities;	3. Seminar, tutorials, class discussion	3. Participation in the discussion, oral answers to questions (CAS)
4) interact with students and colleagues in accordance with ethical principles, norms and rules;	4. Self-study activities, role play	4. Participation in the role play, test (CAS)
5) use the verbal and non-verbal means of communication;	5. Interactive lecture, Role play	5. Participation in the role play (CAS)
6) predict and ethically solve conflict situations;	6. Practical classes, class discussion, case study	6. Practical skills assessment, participation in the discussion, case study (CAS)
7) apply etiquette norms in professional activity;	7. Seminar, tutorials, role play	7. Participation in the role play, participation in the discussion/

8) develop the program of moral self-improvement and self-education;	8. Seminar, class discussion, self-study activities	seminar, essay (CAS) 8. Participation in the discussion/seminar, oral answers to questions (CAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 20% Participation in the discussion/seminar 15% Participation in the role play 15% Practical skills assessment 15% Case study 15% Test (multiple choice, computer) 15% Essay (written)		
Contents		
Thematic structure of the course: 1) Object, functions and tasks of ethics of a higher education teacher 2) Historical aspects of teacher ethics development 3) Moral consciousness of teacher's personality 4) The main structural elements of teacher's moral consciousness on rational and theoretical level 5) Categories of a higher education teacher ethics 6) Good and evil in teacher's professional activity. Teacher's virtues and drawbacks. 7) Concept of moral duty and responsibility, justice and happiness, honour, dignity and conscience of a higher education teacher 8) The concept and essence of professional duty in pedagogical work 9) The system and hierarchy of values of professional and pedagogical work. 10) The main determinants of the professional and ethical system of pedagogical work		
<p style="text-align: center;">Literature</p> <p style="text-align: center;">Compulsory reading</p> 1. Васянович Г. П. Педагогічна етика : навч.-метод. посіб. – Львів : «Норма», 2005. – 344 с. 2. Малахов В. А. Етика : Курс лекцій : навч. посібник. – 3-тє вид. – К. : Либідь, 2001. – 384 с. 3. Федоренко Е.Г. Профессиональная этика. - Киев: Віща школа, 1983 4. Хоружа Л. Л. Педагогічна деонтологія : навч.-метод. посіб. / Л.Л. Хоружа – К. : КМПУ імені Б. Д. Грінченка, 2008. – 96 с. <p style="text-align: center;">Recommended reading</p> 1. Зязюн І. А. Педагогіка добра: ідеали і реалії : наук.-метод. посіб. – К. : МАУП, 2000. – 312 с. 2. Мишаткина Т. В. Педагогическая этика : учеб. пособ. / Серия «Высшее образование». – Ростов н/Д : Феникс, 2004. – 304 с. 3. Писаренко В. И., Писаренко И. Я. Педагогическая этика. – Изд. 4-е. – Минск : «Нар. асвета», 2007. – 256 с. 4. Савельев В. П. Етика : навч. посіб – 2-ге вид. – Львів : “Магнолія 2006”, 2007. – 256 с. 5. Пряжников Н.С. Личность в эпоху продажности. - М.-Воронеж: МОДЭК, 2000. 6. Fenstermacher, G.D. 2001. On the concept of manner and its visibility in teaching practice. The Journal of Curriculum Studies, 33(6), 639-653. 7. Campbell, E. 2008, Teaching ethically as a moral condition of professionalism. In D. Narvaez & L. Nucci (Eds.). The international		

handbook of moral and character education (pp.601-617), New York: Routledge.

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12. Van Nuland, S., Khandelwal, B. P. Ethics in education: the role of teacher codes. Paris : IIEP-UNESCO. – 2006.

13. Dean, K.L, Beegs, J.M., 2000, University professors and teaching ethics: conceptualizations and expectations, Journal of Management Education, Vol.30, No. 1, pp. 15-44.

14. Bowden, P., Smythe, V., 2008, Theories on Teaching & Training in Ethics, Electronic Journal of Business Ethics and Organization Studies, Vol. 13, No. 2, pp. 19-26, <http://ejbo.jyu.fi/>

15. Sandoval, L.Y., Sedano R.A., Ecima I., 2010, Ethical qualities of professional development of the educator a humanistic perspective needed to manage a new way to see the quality of education, Procedia Social Behavioral Science 2 (2010) 2589-2593.

16. Mahoney, P. , 2009, Should 'ought' be taught?, Teaching and Teacher Education, Vol 25, No 7, pp. 983-989.

17. Strike, K.A, 1995, Professional ethics and the education of professionals. Educational Horizons, Vol 74, No 1, pp. 29-36.

18. GhiaGău, R., 2011, Codul deontologic al profesiei didactice, Iabi: Sedcom Libris.

SELF-MANAGEMENT (TIME MANAGEMENT AND STRESS MANAGEMENT)				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/12 weeks, 60 hours in class	6 / Elective	Oxana Bayer, Ph.D. (Candidate of Science), Associate Professor	180 hours (36 h. lectures, 24 h. seminars/practical, 120 h. self-study time)
Course aims: The aim of the discipline is acquiring theoretical knowledge and practical skills of self-assertiveness, self-perfection and self-control in order to manage one's own development and the development of colleagues; acquiring theoretical knowledge for realization of one's purposes when understanding and considering one's character; formation of knowledge as for reasons and factors of appearance of stressful situations and methods of managing them.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS))

1) know directions of perfection of emotional skills as a tool of future specialists' management skills development at the individual, interpersonal and group levels;	Lecture, discussion, Internet search, self-study activities	Participation in the discussion, essay, test (CAS)
2) know methods of defining personal and professional purposes, methods of decision making;	Lecture, discussion, Internet search, self-study activities	Participation in the discussion, essay, test (CAS)
3) know ways of sound time-planning in order to use effectively;	Lecture, discussion, Internet search, self-study activities	Participation in the discussion, essay, test (CAS)
4) know ways and methods of effective communications and informational provision of an activity;	Lecture, discussion, Internet search, self-study activities	Participation in the discussion, essay, test (CAS)
5) know stages of stress development, classification of factors that lead to stressful situations and methodics of stressful situations prevention;	Lecture, discussion, Internet search, self-study activities	Participation in the discussion, essay, test (CAS)
6) be able to define both strong and weak features of one's own personality, evaluate the level of one's own abilities for self-management;	Lecture, discussion, case study in small groups	Participation in the discussion, peer small group presentation (CAS)
7) use in one's own professional activity effective ways and methods of work in order to reach time economy;	Lecture, discussion, case study in small groups	Participation in the discussion, peer small group presentation (CAS)
8) make efficient interpersonal communications;	Lecture, discussion, case study in small groups	Participation in the discussion, peer small group presentation (CAS)
9) organise professional activity directed to realization of pre-planned purposes and control this process;	Lecture, discussion, case study in small groups	Participation in the discussion, peer small group presentation (CAS)
10) determine stress characteristics, origin and consequences;	Lecture, discussion	Participation in the discussion (CAS)
11) be able to prevent stressful situations and use tools for overcoming negative consequences caused by them.		Mid-term control: test, case study

Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

20% Mid-term control (computational exercises, mini case)

20% Test (multiple choice, computer)

15% Essay

15% Participation in the discussion

10% Presentation (oral, multimedia)

20% Case study presentation

Contents

Thematic structure of the course:

1. Development of self-management as a science.
2. Self-management concepts.
3. Making and realization of personal purposes.

4. Methodological approached to self-management.
5. Personal work planning.
6. Organization of an activity.
7. Self-motivation and self-control.
8. Increasing the efficiency of time spending.
9. The role of communication in self-management.
10. The formation of qualities of an effective manager.
11. Planning personal career.
12. The development of managerial potential.
13. The concept of stress. Factors influencing the formation of stressful situations.
14. The methods of stressful situations prevention.
15. Stress management. The methods of resilience increase.
16. The tools of overcoming negative consequences caused by stressful situations.

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3. Захарченко Г. Тайм-менеджмент. – СПб.: Питер, 2004. –128 с.
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3. Горбачев А.А. Тайм-менеджмент в 2 счета / Александр Горбачев. СПб.: Питер, 2009. - 256 с
4. Добренъков В.И. Управление человеческими ресурсами: социально-психологический подход: учеб. пособие для студентов вузов / В. И. Добренъков, А. П. Жабин, Ю. А. Афонин; Моск. гос. ун-т им. М. В. Ломоносова, Социол. фак. М. : КДУ, 2009. –211 с.
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9. Моргенстерн Дж. Тайм менеджмент. Искусство планирования и управления своїм

- временем и своей жизнью. / Дж. Моргенстерн – И.: ООО «Издательство «Добрая книга», 2006. – 256 с.
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PEDAGOGICAL RHETORIC, PSYCHOLOGY OF CONDUCTING NEGOTIATIONS				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/14 weeks, 56 hours in class	6 / Elective	Inesa Harkusha, Ph.D. (Candidate of Science), Associate Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time)
<p>Course aims: develop students' common cultural and professional competences in psychology of communication and negotiation process; familiarise students with theoretical knowledge in the sphere of carrying out business negotiations, training rules and the principles of conducting negotiation process, practical training of methods which help to find the best alternative of the discussed agreement, come into contact with opponents, choose the best model of hearing the interlocutor; create skills of preparation and the analysis (introspection) of public statements; create competence in conducting business and extreme negotiations, decision-making in unpredictable situations, adaptation to changes in process of management business activity.</p>				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1) to form ability to reason offers		1. lecture, seminar, discussion of lecture materials and studied literature		1. Participation in a discussion, oral answers to questions (CAS)
2) to analyze theoretical basic concepts of speech preparation;		2. Problem lecture, seminar dialogue, presentations, role-playing games		2. Independent work, oral answers to questions, role-play (CAS)
3) to know features of various forms of business communication		3. dialogue-lecture, "round table" based on independent preparation, cases		3. Independent work, cases solution (CAS)
4) to use methods and technologies of management of effective thinking-speaking persuasive public activity and ethical requirements to the speaker;		4. Lecture, seminar, performing of projects		4. Independent work, oral answers to questions, assessment of project work (CAS)
5) to know methods of verbal and nonverbal influence in negotiation process with terrorists		5. Problem lecture, "round table" based on independent search work, presentation		5. Oral answers to questions, solutions of tasks (problem situations), comments to tasks (CAS)

6) to use means of communication to transfer professionally oriented information and communication with experts in other industries and non-experts;	6. discussion-lecture, seminar, work in small groups, analysis of specific situations (case-study)	6. Independent work, oral answers to questions, case presentation (CAS)
7) to set the purpose and to formulate problems of business negotiations;	7. Reports of students - individual and in groups, presentation, project work, search in the Internet	7. Oral answers to questions, solutions of tasks (problem situations), assessment of projects and presentation(CAS)
8) To show knowledge of business communication, expressiveness of communication, skills of active hearing and to own technology of completion of business negotiations	8. Independent work, case study in small groups, presentations, the Internet search	8. Oral answers, case study (case presentation), presentation assessment (CAS)
Learning outcomes 1-5		Mid-term control: (CAS)

Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

- 15% Test (multiple choice, computer)
- 10% Answers (oral)
- 15% Mid-term control (oral answers, mini case)
- 15% Participation in the discussion
- 10% Participation in the role play
- 15% Presentation (oral, multimedia)
- 20% Case study presentation

Contents

Thematic structure of the course:

Module 1. Eloquence. culture of communication and communication activity

1. Culture communication as science and art
2. Technic of speech invention. Categories and stages
3. Argument as an aspect of disposition.
4. Logical mistakes and manipulative tools

Module 2. Psychology of negotiation process

5. Negotiations - combined process.
6. Means of interactive interaction
7. Psychological aspects of negotiation process
8. Technic and tactics of argumentation in negotiation process. Listening of the partner as psychological tool.
9. Negotiations and manipulations
10. Accidental negotiations. Etiquette of telephone communication. National style of negotiating

Module 3. Negotiations with criminals as criminal phenomenon

11. Psychology of negotiation process with terrorists and criminals
12. Crisis negotiations. Psychological problems of terrorism
13. Psychology of hostages
14. Lie and truth in negotiation process

Literature

Compulsory reading

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4. Лебедева М.М. Технология ведения международных переговоров. М.: Аспект-Пресс, 2018. Главы 1,2.
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11. Ведение переговоров и разрешение конфликтов классика М.: Альпина Бизнес Букс, 2006. 226 с. (Серия «Классика Harvard Business Review»)
12. Гаркуша І.В. Риторична культура мовлення менеджерів: навч. посіб. Д.: РВВ ДНУ, 2008. 88 с.
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CRISIS AND DEFORMATION OF TEACHER'S PROFESSIONAL DEVELOPMENT IN HIGHER EDUCATION

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/14 weeks, 56 hours in class	6/Elective	Olena Lavrentieva, Doctor of Science, Full Professor	180 hours (28 h. lectures, 28 h. seminars/practical, 124 h. self-study time)
Course aims: The course is aimed at developing mastery of a system knowledge and skills of the destructive changes of teacher's individuality in the performance of professional activities; external and internal factors that affect the efficiency of professional activity; changes in teacher's professional conduct and appear unprofessional qualities.				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				
1) apply the knowledge of professional deformations in the framework of future professional activity;		1. Interactive lecture, seminar, class discussion		1. Oral answers to questions, participation in the discussion, test (CAS)

<p>2) conduct diagnostic studies of a higher education teacher's professional deformation;</p> <p>3) analyze a higher school teacher's pedagogical activity and help to acquire psychological methods and techniques of self-improvement and self-regulation;</p> <p>4) determine nature of psychological phenomena in the structure of professional deformation;</p> <p>5) retrieve and utilize relevant information from appropriate sources e.g. textbooks, newspapers, business magazines and selected journals, websites, databases;</p> <p>6) demonstrate relevant practical, academic and subject specific skills e.g. group work, academic referencing and the production of a bibliography;</p> <p>7) retrieve and utilize relevant information from appropriate sources e.g. textbooks, newspapers, business magazines and selected journals, websites, databases;</p> <p>Learning outcomes 1-4</p>	<p>2. Tutorials, self-study activities, case study</p> <p>3. Seminar, self-study activities, presentation</p> <p>4. Practical classes, class discussion, tutorials</p> <p>5. Lecture, individual presentation, case study</p> <p>6. Lecture, discussion on the basis of lecture materials and students' reading</p> <p>7. Seminar, individual presentation, self-study activities</p>	<p>2. Student reports assessment, case study (CAS)</p> <p>3. Oral answers to questions, presentation assessment, essay (CAS)</p> <p>4. Participation in the discussion, practical skills assessment, case study, test (CAS)</p> <p>5. Written answers to questions, presentation assessment, case study (CAS)</p> <p>6. Participation in the discussion, essay, test (CAS)</p> <p>7. Oral answers to questions, presentation assessment, test (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>15% Test (multiple choice, computer)</p> <p>15% Answers (oral)</p> <p>15% Mid-term control (tests, mini case)</p> <p>15% Participation in the discussion</p> <p>20% Presentation (oral, multimedia)</p> <p>20% Case study presentation</p>		
<p>Contents</p>		
<p>Thematic structure of the course:</p> <p>1) Concept of a specialist's professional deformation</p> <p>2) Kinds of professional deformation</p> <p>3) Emotional burnout and its components,</p> <p>4) Role of professional habits, style of communication and way of thinking in professional deformation</p>		

- 5) Maladjustment factor in professional deformation. Professional crisis
- 6) The main professional deformations and a teacher crisis
- 7) Forms and types of professional deformation of a teacher's personality
- 8) Professional destruction of a teacher
- 9) Causes of professional (emotional) burnout and professional deformation of a pedagogue
- 10) Consequences of professional deformation as a distortion of the professional role
- 11) Ways to overcome a teacher's professional deformation

Literature

Compulsory reading

1. Кокун О.М. Психологія професійного становлення сучасного фахівця: Монографія. – К.: ДП "Інформ.-аналіт. агенство", 2012. – 200 с.
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LEADERSHIP AND TEAM BUILDING

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/ 14 weeks, 2 hours in class	3 / Elective	Serhii Dubinskyi, Ph.D. (Candidate of Science), Associate Professor	90 hours (14h. lectures, 14 h. seminars/practical, 47 h. self-study time)
Course aims: is the formation of students' scientific and professional knowledge in the field of effective leadership, development of psychological culture of the future leader and development of technologies to create and promote the personal brand of the leader, activation of leadership potential as a set of self-management skills.				
Learning outcomes			Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:				

1) to form a scientific understanding of the socio-psychological nature of leadership, about modern challenges and requirements for effective leadership;	Lecture, practical classes, discussion	Participation in the discussion, quizzes (CAS)
2) to acquaint with the main types of leadership and their manifestations in various spheres of life of the individual and society; 3) to expand students' ideas about their own potential as a leader for further personal and professional development; develop the skills of analytical and critical thinking and understanding, evaluate ideas and proposals, formulate evidence, draw conclusions and summarize arguments, creatively generate new ideas;	Lecture, practical classes, panel discussion Problem lecture, case study in small groups Self-study activities	Participation in the discussion, oral answers (CAS) Participation in the discussion, self-study results' presentation (CAS)
4) to form the primary skills of creating and promoting a personal brand of the head.	Problem lecture, discussion, solving calculative tasks Lecture, practical classes, workshop, case study	Participation in the discussion, making calculations and explanation of results Analytical problem solving, case study (CAS)

Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

20% Participation in the discussion and quiz

20% Test (multiple choice, computer)

30% % Calculative tasks (written)

30% Presentation (oral, multimedia)

Contents

Thematic structure of the course:

1. Leadership as a socio-psychological phenomenon
2. Leadership in organizations
3. Leadership and team
4. Leadership as a mission

Literature

Compulsory reading

1.Белікова Ю. В. Становлення та переваги емоційного лідерства // Режим доступу: <http://www.repository.hneu.edu.ua>. – Дата звернення 27.08.2017 р.

2. Кочубей Т. Сучасні теорії лідерства: теоретичний аспект / Т. Кочубей, А. Семенов // Психолого-педагогічні проблеми сільської школи. - 2012. - № 40. - С. 176-184. - Режим доступу: http://nbuv.gov.ua/UJRN/Ppps_2012

3. СтаутЛ.Лидерство: от загадок к практике [Текст]М. : Добрая книга, 2002. – 320 с.
Recommended reading

1. Москаленко, В. В.Психологія соціального впливу [Текст] : навч. посібник / В. В. Москаленко. – К. : ЦУЛ, 2007. – 448 с.

2. Гуменюк, О. Є.Психологія впливу [Текст] : монографія / Оксана Євстахіївна Гуменюк. – Тернопіль : Економічна думка, 2003. – 304 с.

3. Собченко, О. М.Психологія впливу [Текст] : навч. посібник / Олександр Михайлович Собченко. – Рек. МОН. – К. : Кондор-Видавництво, 2013. – 158 с.

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5. Старшенбаум, Г. В. Тренінг навчових практичного психолога: Інтерактивний учебник[Текст]: ігри, тести, упражнення. / Геннадий Владимирович. Старшенбаум. – М. : Института психотерапии, 2006. – 416 с.

6. Бендер П.У., Хеллман Э. Лидерство изнутри. – Мн.: Попурри, 2010. – 304с.
 7. Бендас Т.В. Психология лидерства. – СПб: Питер, 2009. – 448с.
 8. Беннис Уоррен, Томас Роберт Дж. Как становятся лидерами: менеджмент нового поколения. – М.: Издательский дом «Вильямс», 2006. – 208с.

Recommended reading

1. Bolman, Lee G., & Deal, Terrence E. (2013). Reframing Organizations: Artistry, Choice, and Leadership. John Wiley & Sons, 512 p.
 2. Blank, W. (1995). The Nine Natural Laws of Leadership. AMACOM; First Edition, Fifth Printing, 288 p.
 3. Kouzes, J.M., & Posner, B.Z. (2011). The Five Practices of Exemplary Leadership 2nd Edition. The leadership challenge.

PSYCHOLOGICAL COUNSELING IN EDUCATION

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	1/14 weeks, 28 hours in class	3 / Elective	Viktoriia Bykova, Ph.D. (Candidate of Science), Associate Professor	90 hours (14 h. lectures, 14 h. seminars/practical, 62 h. self-study time)
Course aims: The course is aimed at providing students with theoretical knowledge on the basics of psychological counseling and the formation of practical skills of psychological counseling on the problems of children's development, their education and upbringing in the education system				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1) have knowledge about the age of children, cognitive processes and behavior of the child, the formation of the child's personality; psychological bases of training and education; psychology of education; psychology of pedagogical activity 2) the ability to demonstrate knowledge and understanding of the theoretical foundations of pedagogical psychology and developmental psychology 3) independently and creatively develop theoretical and practical material, present information in accordance with the goal 4) organize information search, independent selection and high-quality processing of scientific professionally oriented information and empirical data for educational, research and professional needs		storytelling; "open-ended discussion"; debriefing; interactive discussions; Psychotechnical exercises, Intellectual games, business and role games, Paired and group types of work, presentations, discussions, solution of situational, socio-pedagogical problems, trainings, project work using		1) Participation in the discussion. answers (CAS) 2) Participation in the role play, test (CAS) 3) Case study presentation, test (CAS) 4) Presentation (CAS)

<p>5) choose the technology of individual and other types of counseling depending on the goals and objectives addressed in the counseling process</p> <p>6) correctly identify and eliminate dilemmas associated with solving psychological and pedagogical problems</p> <p>7) to choose in oral and written professional speech and business communication the most expedient formulas of speech etiquette</p> <p>8) flexibly use own nonverbal repertoire for transfer of professionally directed information on psychological - pedagogical problems</p> <p>9) present, discuss and defend their views orally and in writing to professional and non-professional audiences, take responsibility for the results of their professional activities, adhere to the Code of Ethics of psychologists</p> <p>10) present the results of their own research in the form of scientific articles, reports at conferences</p> <p>Learning outcomes 1-5</p>	<p>Internet resources, testing; conversation; oral examination; written survey; control work; certification; colloquium; offset;</p>	<p>5) Participation in the discussion, participation in the role play, test (CAS)</p> <p>6) Peer small group presentation (CAS)</p> <p>7) solution of situational, socio-pedagogical problems, trainings (CAS)</p> <p>8) Intellectual games, business and role games, Paired and group types of work, presentations, (CAS)</p> <p>9) discussions, solution of situational, socio-pedagogical problems, trainings(CAS)</p> <p>10) presentations, discussions, solution of situational, socio-pedagogical problems, trainings (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p>
<p>Assessment</p> <p>Final grade (final assessment) as a result of 100% continuous assessment:</p> <p>15% Test (multiple choice, computer)</p> <p>10% Answers (oral)</p> <p>15% Mid-term control (tests, mini case)</p> <p>10% Participation in the discussion</p> <p>10% Participation in the role play</p> <p>20% Presentation (oral, multimedia)</p> <p>20% Case study presentation</p>		
<p>Contents</p>		
<p>Thematic structure of the course</p> <p>Section 1. Educational systems and problems of personal development</p> <ol style="list-style-type: none"> 1. Socialization of the individual. 2. Self-actualization and self-transcendence of personality. 3. Aggression. 4. I-concept and self-esteem. 5. Accentuation of character. 		

6. Problems of motivation to study, behavior and choice of profession.
 7. The problem of personal responsibility.
- Section 2. Problems of interpersonal relationships of students
8. Methods of studying interpersonal relationships.
 9. The student in the system of personal relationships.
 10. Psychological structure of the school class.
- Section 3. Difficulties of teaching and education
11. Problems of psychological readiness for school.
 12. Causes of failure and learning difficulties.
 13. Psychogenic school maladaptation.
 14. Prevention of mistakes in education and overcoming false educational stereotypes.
 15. Problems of self-education and self-improvement of children, adolescents and young people.
 16. Assistance in creative solution of pedagogical problems by the teacher.

Literature

Compulsory reading

1. Выготский Л.С. Психология и развитие. – М.:Издательство Юрайт, 2018.
2. Милорадова Н. Психология и педагогика: учебник и практикум для академического бакалавриата. 2-е изд., перераб. и доп. – М.:издательство Юрайт, 2018.
3. Основы психологии семьи и семейного консультирования: Учеб. пособие для студ. высш. учеб. заведений / Под общ. ред. Н.Н. Посысоева. — М.: Изд-во ВЛАДОС-ПРЕСС, 2019. — 328 с.
4. Murstein В.А. A theory of marital choice and its applicability to marriage adjustment// Theories of attraction and love.- N.Y.; 1971

Recommended reading

1. Ворошнина Л.В. развитие речи и общение детей дошкольного возраста. В 2 ч. часть 1Младшая и средняя группы: Практик. Пособие для академического бакалаври ата. – 2-е изд., перераб. и доп. – М.:издательство Юрайт, 2018.
2. Ворошнина Л.В. развитие речи и общение детей дошкольного возраста. В 2 ч. часть 2 Старшая и подготовительная группы: Практик. Пособие для академического бакалаври ата. – 2-е изд., перераб. и доп. – М.:издательство Юрайт, 2018.
3. Выготский Л.С. Вопросы детской психологии. – М.:издательство Юрайт, 2018.
4. Спиваковская А.С. Психотерапия: игра, детство, семья. – М. – 1999.
5. Эриксон Э. Детство и общество. –СПб, 1996.
6. Эриксон Э. Идентичность: юность и кризис. – М., 1996.
7. Esther Wojcicki. Raise successful people. Houghton Mifflin Harcourt, 2019, 336 p.
8. Bowlby J. Child care and the ground of love. – L., 1957.

INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) IN EDUCATION				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/12 weeks, 36hours in class	4,5 / Elective	Nataliia Volkova, Doctor of Science, Full Professor	135 hours (24 h. lectures, 12 h. seminars/practical, 99 h. self-study time)
Course aims: The aim of the discipline: studying of actual problems, theoretical and methodological, and methodical principles of using of information and communication technologies in the educational process and technologies of design and development of information-oriented educational environment of higher education institution, development and self-development of professional and research competence of higher education applicants				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
1. To comprehend the general foundations of the theory and methodology of using information and communication technologies in education		1. Problem lecture, dispute		Work in groups, independent work (CAS)
2. To understand the features of theoretical and methodical activity of the teacher of higher school, essence of the basic categories of information and communication technologies in education, features of their realization in activity of the teacher		2. Problem lecture, seminar dialogue, presentations, role-playing games		2. Independent work, oral answers to questions, role-playing (CAS)
3. Able to process and analyze information from various sources, use information and communication technologies in research activities		3. Problem lecture, discussion on the materials of the lecture and the studied literature sources, seminar-dialogue, solution of problem situations, seminar-solution of situational tasks, analysis of specific situations (case-study), presentations, search on the Internet		3. Oral answers to questions, solving of the tasks (problem situations), evaluation of the presentation
4. Able to implement professional and research activities based on knowledge of modern technologies in the field of		4. Implementation of projects, case study, presentations, Internet		4. Defense of projects, solving of situational tasks

<p>education</p> <p>5. Able to use foreign experience in the process of implementing of the tasks of own research, use foreign language information resources available in open access of scientometric databases</p> <p>6. To possess the different approaches to the use of social media in education through social interaction of students and teachers, to understand the possibilities of using social media to increase the exchange of experience between teachers</p> <p>7. Able to develop and present research projects using information and communication technologies</p> <p>8. Able to analyze the results of professional and scientific activities on a reflective basis</p>	<p>search</p> <p>5. Implementation of projects, case study, presentations, Internet search</p> <p>6. Discussion, round table, analysis of specific situations, case study</p> <p>7. Implementation of projects, solving of situational tasks (case study), presentations, Internet search</p> <p>8. Facilitation methods, seminar-dialogue, solving of problem situations, project work, Internet search, group work</p>	<p>5. Defense of projects, solving of situational tasks</p> <p>6. Participation in the discussion, participation in the discussion of case-study</p> <p>7. Defense of projects, solving of situational tasks</p> <p>8. Participation in facilitation technologies, participation in seminar-dialogue, solving of problem situations, research project, evaluation of the group presentations</p>
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Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

15% Test (multiple choice, computer)

15% Answers (oral)

15% Participation in the discussion

10% Participation in the role play

15% Presentation (oral, multimedia)

10% Participation in the brainstorming

20% Case study presentation

Contents

Thematic structure of the course:

1. Modern digital technologies and transformation of education

2. Actual problems of research in the field of information and communication technologies in education

3. Policy and strategies of introduction of innovations at different levels of education

4. Digital technologies as a mean of supporting of the accessibility and openness of education

5. The use of digital technologies to conduct and support research

6. Didactic bases of creation and use of digital technologies

7. Psychological and pedagogical features of the use of digital technologies in educational institutions

8. The main directions of application of information and communication technologies in the education management system
9. Innovative learning technologies
10. The use of e-learning environments in the learning process
11. The problem of quality of e-learning

Literature

Compulsory reading

1. Гуревич Р. С., Кадемія М.Ю. Інформаційно-телекомунікаційні технології в навчальному процесі та наукових дослідженнях: навч. посібник для студ. пед. ВНЗ і слухачів ін-тів післядипломної освіти. К. : Освіта України, 2006. 390 с.
2. Застосування телекомунікаційних засобів у навчальному процесі: психолого-педагогічні аспекти: навч.-метод. посібник / М. Л. Смульсон [та інші] ; за ред. М. В. Смульсон ; Ін-т психології ім. Г. С. Костюка АПН України, Лабораторія нових інформаційних технологій навчання. К. : Педагогічна думка, 2008. 256 с.
3. Кадемія М. Ю., Шахіна І. Ю. Інформаційно-комунікаційні технології в навчальному процесі : Навчальний посібник. Вінниця, ТОВ «Планер». 2011. 220 с.
4. Новые педагогические и информационные технологии в системе образования: учеб. пособие для пед. вузов и системы повышения квалификации пед. кадров / Е. С. Полат [и др.] ; ред. Е. С. Полат. М. : Академия, 2005. 272 с.
5. Осадчий В. В. Система інформаційно-технологічного забезпечення професійної підготовки майбутніх учителів в умовах педагогічного університету: монографія. Мелітополь : Видавн. будинок ММД, 2012. 420 с.
6. Швачич Г., Толстой В., Петречук Л., Іващенко Ю., Гуляєва О., Соболенко О. Сучасні інформаційно-комунікаційні технології: Навчальний посібник. Дніпро: НМетАУ, 2017. 230 с.
7. ICTs in Education Indicators: Suggested core indicators based on meta-analysis of selected International School Surveys, Canada: ULINESCO Institute for Statistics, 2006, URL: http://www.itu.in/vitud/icVpartnership/material/ICT_Education_Paper_Nov_2006.
8. Johnson L., Levine A., Smith R. The 2009 Horizon Report. Austin, Texas: The New Media Consortium, 2009. URL: <http://www.nmc.org/pdf/2009-Horizon-Report.pdf>
9. MacNeill S., Kraan W. Distributed Learning Environment: Briefing Paper, February, 2010. JISC CETIS, 2010. URL: http://wiki.cetis.ac.uk/images/6/6c/Distributed_Learning.pdf

Recommended reading

1. Биков В.Ю. Моделі організаційних систем відкритої освіти. Монографія. К. : Атіка, 2009. 684 с.
2. Калініна Л.М., Носкова М.В. Google-сервіси для вчителя. Перші кроки новачка: Навчальний посібник. Львів, ЗУКЦ, 2013. 182с.
3. Іващенко В., Башков Е., Швачич Г., Ткач М. Современные коммуникационные технологии в модульных многопроцессорных системах. Монография. Днепропетровск: ИМА-прес, 2012, 240с.
4. Коваль Т.І. Підготовка викладачів вищої школи: інформаційні технології у педагогічній діяльності : навч.-метод. посіб. К. : Вид. центр НЛУ, 2009. 380 с.
5. Козяр М.М. Віртуальний університет : навч.-метод. посіб. Львів: Львівський державний університет безпеки життєдіяльності, 2009. 168 с.
6. Кузьміна М., Пивоварова Т., Чупраков Н. Облачные технологии для дистанционного и медиаобразования: Учебно-методическое пособие. Киров: Изд-во. КОГОАУ ДПО (ПК) "Институт развития образования Кировской области", 2013. 80 с.
7. ICT in Primary education: Analytical survey / Kala S I., Bannayan H.E., Conery L. [and oth.], Moscow: UNESCO Institute for Information Technologies in Education, 2012. URL: http://iite.unesco.org/pics/publications/enlfiles/3_214707.pdf
8. Information and Communication Technology \$CD II New Zealand Ministry of Education.

URL: <http://www.minedu.govt.nz/INZEducation/EducationPolicies/Schools/PropertyToolBox/StateSchools/Design/ICT.aspx>.

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10. Voogt J. ICTs for curriculum change: Policy Brief, April, 2012. Moscow: UNESCO Institute for Information Technologies in Education, 2012. URL: <http://unesdoc.unesco.org/images/0022/00222021220243e.pdf>

11. World Open Educational Resources (OER) Congress: 2012 Paris OER Declaration. Paris, 20-22 June 2012. Paris: UNESCO, 2012. URL: http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CUC/IIpdfEvents/English_Paris_OER_Declaration.pdf

PROFESSIONAL AND PEDAGOGICAL COMMUNICATION

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	2/12 weeks, 36 hours in class	4,5 / Elective	Olha Lebid, Doctor of Science, Professor	135 hours (24 h. lectures, 12 h. seminars/practical, 99 h. self-study time)

Course aims:

The course is aimed at helping students in mastering a system of knowledge of communication, to ensure implementation of the functions assigned to the teacher as a whole, the implementation of future specialists in professional pedagogical communication at the highest level of quality, fostering the ability for self-realization and self-development of students through verbal, non-verbal communication from the point of view of educational activities.

Learning outcomes	Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the course, students will be able to:		
1) implement basic varieties of speech in vocational-pedagogical communication;	1. Lecture, practical classes, self-study activities, mini cases	1. Practical skills assessment, oral answers to questions (CAS)
2) chose the most reasonable narration etiquette formula in oral and written pedagogical speech;	2. Tutorials, debate, presentation, writing a research paper	2. Participation in the discussion, presentation assessment, written answers to questions. (CAS)
3) simulate the process of vocational-pedagogical communication, considering its structural elements;	3. Lecture, tutorials, role play	3. Participation in the role play, essay (CAS)
4) prevent and resolve conflict situations;	4. Lecture, discussion on the basis of lecture materials and students' reading	4. Participation in the discussion, test (CAS)

<p>5) use their own flexible nonverbal means to transfer information;</p> <p>6) use information and communication technologies to organize the educational process;</p> <p>7) retrieve and utilize relevant information from appropriate sources e.g. textbooks, newspapers, business magazines and selected journals, websites, databases;</p> <p>8) demonstrate relevant practical, academic and subject specific skills e.g. group work, academic referencing and the production of a bibliography.</p> <p>Learning outcomes 1-4</p>	<p>5. Tutorials, practical classes, Internet search</p> <p>6. Practical classes, debate</p> <p>7. Interactive lecture, self-study activities, presentation</p> <p>8. Seminar, self-study activities, student reports by individuals</p>	<p>5. Practical skills assessment, report (CAS)</p> <p>6. Participation in the discussion, practical skills assessment (CAS)</p> <p>8. Presentation assessment, oral answers to questions, test (CAS)</p> <p>8. Participation in the seminar, student reports assessment, oral answers to questions (CAS)</p> <p>Mid-term control: tests, mini case (CAS)</p>
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Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

- 15% Test (multiple choice, computer)
- 10% Answers (oral)
- 15% Participation in the discussion
- 15% Participation in the role play
- 15% Presentation (oral, multimedia)
- 15% Essay
- 15% Mid-term control (test, mini case)

Contents

Thematic structure of the course:

- 1) Essence, types, functions of professional-pedagogical communication.
- 2) Pedagogical communication as a leading component of vocational-pedagogical communication, its essence, features, functions, style, model.
- 3) Professional-pedagogical communication and socio-psychological climate among the teaching staff.
- 4) Pedagogical conflict: essence, structure, scope, and dynamics.
- 5) Conflict in interaction “teacher-student”, “teacher-teacher”, “teacher-head of higher educational institution”.
- 6) Ways to overcome conflicts of professional-pedagogical communication.
- 7) Professional-pedagogical language and speech. Culture of language and speech technology of a teacher.
- 8) Speech etiquette and interaction model “teacher-student”.
- 9) Essence of nonverbal communications. Features of a teacher’s nonverbal communication means.
- 10) Appearance and behaviour of a teacher. Extralinguistic and prosodic communication tools.
- 11) Means of expressive intonation and speech enrichment. Body language. Gestures. Interpersonal communication space.
- 12) Types and forms of distance education, requirements for a teacher. Forms of interacting in

the teaching process.

Literature
Compulsory reading

1. Волкова Н.П. Професійно-педагогічна комунікація: навч. посіб. К. : ВЦ „Академія”, 2006. 256 с.
2. Дорошенко С.І. Основи культури і техніки усного мовлення. Харків : „ОВС”, 2002. 245 с.

Recommended reading

1. Введенская Л.А., Павлова Л.Г. Культура и искусство речи. Р.-на-Дону : Феникс, 1998. 576 с.
2. Волкова Н.П. Професійно-педагогічна комунікація: теорія та методологія: посібк. Д. : РВВ ДНУ, 2006. 88 с.
3. Гойхман О.Я., Надеина Т.М. Основы речевой коммуникации : учеб. [для вузов]. / Под ред проф. О.Я. Гойхмана. М. : ИНФРА. 1997. 272 с.
4. Горелов Н.И., Седов К.Ф. Основы психолінгвістики : учеб. пособие. М. : Изд-во «Лабиринт». 1998. 256 с.
5. Canary, H. Communication and organizational knowledge: Contemporary issues for theory and practice. Florence, KY: Taylor & Francis, 2011.
6. Pauley, J. A. Communication: The key to effective leadership. Milwaukee, WI: ASQ Quality Press, 2010.

PROJECT MANAGEMENT IN EDUCATION ACTIVITY

Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3/5 weeks, 30 hours in class	3 / Elective	Olha Lebid, Doctor of Science, Professor	90 hours (15 h. lectures, 15 h. seminars/practical, 60 h. self-study time)
Course aims: The purpose of the discipline is to provide knowledge and basic skills to future professionals in performing the duties of team members to implement a specific project, as well as to lay the foundation for further improvement of their capabilities in the management of projects.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities	Forms of assessment (continuous assessment CAS, final assessment FAS)	
1) demonstrate comprehensive knowledge of modern methodological provisions and tools for evaluating the feasibility and effectiveness of social projects		Problem lecture, lecture-reflection, discussion on the materials of the lecture and the studied literature sources, seminar-dialogue	Participation in a discussion (seminar, debate, brainstorming, etc.), essay (CAS)	
2) to use knowledge and experience of use of normative-methodical provisions on the organization of the beginning of project		Problem lecture, discussion on the materials of the lecture	Oral answers to questions, problem solving (problem	

activity, formation of project alternatives, planning of processes of management of the maintenance of the project, communications and risk, acceptance of project decisions	and the studied literature sources, seminar-dialogue, solution of problem situations, seminar-solution of situational problems analysis of specific situations (case-study), presentations, search on the Internet	situations), problem solving, presentation evaluation (CAS)
3) ability to determine the phases of the project and its life cycle, type, composition and structure of the project after conducting systematic research, to form a concept, structure the project, establish links and interdependencies of work and stages in the social project	Problem lecture, seminar-dialogue, problem solving, work in microgroups, presentations, Internet search, tests	Participation in discussions, solving test tasks (CAS)
4) define criteria for the effectiveness of project implementation, apply methods and tools of project management, evaluate the results of project activities and use methods of analysis of project implementation	Seminar-debate, seminar-dialogue, problem solving, "round table" on the topic of independent search work, presentations, project work, Internet search	Oral answers to questions, participation in the discussion (CAS)
5) use methods to determine the characteristics of each of the potential risks of the project, identify sources, symptoms and impacts of potential risks, quantify the possible consequences of risks for the project, develop risk management plans	"Round table" on the topic of independent search work, work in small groups	Oral and written interview, presentations, defense of projects (CAS)
6) communicate freely with colleagues, the wider social community, society as a whole on issues related to project management in the social system	Discussion, round table, case study	Participation in the discussion, participation in the case-study discussion (CAS)
7) carry out comprehensive planning of indicators of own project activity	Project protection, case study, presentations, Internet search	Protection of projects, solving situational tasks (CAS)
8) monitor all project implementation processes, identify deviations and justify the need for corrective action, evaluate the results of their own project activities	Project defense, solution of situational problems (case-study), presentations	Protection of projects, solving situational tasks (CAS)
Assessment Final grade (final assessment) as a result of 100% continuous assessment: 15% Test (multiple choice, computer) 15% Answers (oral) 15% Participation in the discussion 15% Essay 10% Presentation (oral, multimedia)		

10% Participation in the brainstorming 20% Case study presentation
Contents
Thematic structure of the course: <ol style="list-style-type: none"> 1. General characteristics of project management 2. Justification of the feasibility of the project and its effectiveness 3. Project planning as a component of project management 4. Project team and stakeholder management 5. Project resource management 6. Project risk management 7. Project quality management
Literature
Compulsory reading
<ol style="list-style-type: none"> 1. Приймак В.М. Управління проектами: навч. посіб. К. : Київський національний університет імені Тараса Шевченка, 2017. 464с. 2. Heagney, J. Fundamentals of project management. 4th ed. American Management Association, 2012 3. Wallace W. Project Management. Edinburgh Business School, 2016.
Recommended reading
<ol style="list-style-type: none"> 1. Основи грантрайтингу та управління проектами в публічній сфері : метод. рек. для органів влади та недерж. орг-цій / Авт. кол.: В.В. Белявцева, А.І. Гнатенко, О.С. Зінченко та ін. ; за заг. ред. О.В. Кулініча. Харків : Золоті сторінки, 2017. 148 с. 2. Филипенко О.М., Колеснік Т.С. Управління проектами : практикум. Харків : ХДУХТ, 2016. 92 с. 3. Baars W. Project Management Handbook. 2006. 4. Heerkens Gary R. Project Management. The McGraw-Hill Companies, 2002. 5. Williams M. The Principles of Project Management. SitePoint Pty. Ltd., 2008.

MONITORING OF EDUCATIONAL ACTIVITY				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Course Coordinator	Student workload
Ukrainian	3/5 weeks, 30 hours in class	3 / Elective	Olena Lavrentieva, Doctor of Science, Full Professor	90 hours (15 h. lectures, 15 h. seminars/practical, 60 h. self-study time)
Course aim: to equip students with knowledge of the general principles of monitoring educational activities, didactics of pedagogical monitoring, monitoring as a tool for managing the educational process, monitoring of quality management systems in higher education. To prepare students for participation and use of international programs for assessing the quality of education, the creation of a monitoring system.				
Learning outcomes On completion of the course, students will be able to:		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)

<p>1) Demonstrate knowledge and understanding of modern methodology, techniques and methods of scientific pedagogical research, in particular with the use of the latest information and communication technologies in higher education.</p>	<p>3) a lecture, a lecture reflection, a seminar, a discussion on materials of a lecture and the studied references, a debate seminar, a seminar dialogue, the solution of problem situations, work in m_krogrupa, a seminar of the solution of situational tasks the analysis of specific situations (case-study), the presentations, project work, search in the Internet</p>	<p>1) participation in a discussion (seminar, dispute, debate, brainstorming session, etc.), essay (CAS)</p>
<p>2) Clearly and effectively describe the stages of application of new educational content</p>	<p>4) a lecture, a problem lecture, a lecture reflection, a seminar, a discussion on materials of a lecture and the studied references, a debate seminar, a seminar dialogue, the solution of problem situations, a seminar of the solution of situational tasks, the analysis of specific situations (case-study)</p>	<p>2) oral answers to questions, solutions of tasks (problem situations), explanations and solution of tasks, assessment of the presentation (CAS)</p>
<p>3) Independently and creatively develop theoretical and practical material, present information in accordance with the goal.</p>	<p>3) game technologies, the presentations, a project work, search in the Internet</p>	<p>3) oral answers to questions, solutions of tasks (problem situations), participation in role-playing game (business game) (CAS)</p>
<p>4) Present, discuss and defend their views orally and in writing to professional and non-professional audiences</p>	<p>4) a lecture, a problem lecture, "a round table" on the topic of independent search work, a debate seminar, a seminar dialogue, the solution of problem situations, work in microgroup, a seminar of the solution of situational tasks (case-study), game technologies, the presentations, project work, search in the Internet, tests</p>	<p>4) participation in role-playing game (business game), assessment of the presentation (CAS)</p>

<p>5) To use knowledge for the purpose of effective acceptance of new challenges, the decision of contradictory questions in professional activity.</p> <p>6) Take responsibility for the results of their professional activities, adhere to the corporate culture of the university</p> <p>7) Present the results of their own research in the form of scientific articles, reports at conferences</p> <p>Learning outcomes 1-4</p>	<p>5) imitating methods, the presentations, a project work, search in the Internet,</p> <p>6) independent work, the presentations, a project work, search in the Internet</p> <p>7) the presentations, role-playing games, work in microrgroups</p>	<p>5) participation in role-playing game (business game), assessment of the presentation, estimation of practical skills</p> <p>6) research project, assessment of the presentation (individual presentation)</p> <p>7) the presentation in small groups, assessment of the presentation (microgroup presentations), assessment of students' reports (CAS)</p> <p>Mid-term control, tests, mini case presentation (CAS)</p>
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Assessment

Final grade (final assessment) as a result of 100% continuous assessment:

- 15% Test (multiple choice, computer)
- 10% Answers (oral)
- 15% Mid-term control (tests, mini case)
- 10% Participation in the discussion
- 10% Participation in the role play
- 10% Presentation (oral, multimedia)
- 10% Participation in the brainstorming
- 20% Case study presentation

Contents

Thematic structure of the course:

1. General issues of monitoring educational activities
2. Classifications of educational monitoring
3. Stages of monitoring research
4. Analysis of the results of monitoring studies
5. Main directions of application of monitoring results
6. Monitoring and career guidance work in educational institutions
7. Creation of a monitoring system
8. Indicators characterizing the monitoring results
9. Monitoring of the educational process (on the example of the school)
10. Specifics of monitoring the quality of education of the educational institution
11. Monitoring of quality management systems of higher education. The traditional approach.

Literature

Compulsory reading

1. Бодненко Д.М., Жильцов О.Б., Лещинський О.Л., Мазур Н.П. Моніторинг навчальної діяльності: навчальний посібник. / Д.М. Бодненко, О.Б. Жильцов, О.Л. Лещинський, Н.П. Мазур — К :Київський університет імені Бориса Грінченка, 2014. — 276 с.
2. Хриков Є.М. Теоретико-методологічні засади моніторингу професійної підготовки [Електронний ресурс]. – Режим доступу: <http://www.profosvita.org.ua/ru/career/articles/2.html>
3. Хриков Є. М. Управління навчальним закладом : навч. посіб. / Є. М. Хриков. – К.: Знання, 2006. – 365 с.

Recommended reading

1. Стрілець С. Рейтингове оцінювання діяльності викладача як складова покращення якості освітніх послуг вищих навчальних закладів / Світлана Стрілець // Збірник наукових праць Уманського державного педагогічного університету. – 2013. – Ч. 3. – С. 291-297.
2. Субетто А. И. Сочинения. Ноосферизм. В 13 т. Т. 8: Квалитативизм: філософія и теория качества, квалитология, качество жизни, качество человека и качество образования. Кн. 1 / Под ред. Л. А. Зеленова. – СПб.–Кострома : КГУ им. Н.А. Некрасова, 2009. – 392 с.
3. Сурмин Ю. П. Теория систем и системный анализ / Ю. П. Сурмин – К. : МАУП, 2003. – 368 с.
4. Стандарти і рекомендації щодо забезпечення якості в європейському просторі вищої освіти. – К. : Ленвіт, 2006. – 35с.
5. Стандарти і рекомендації щодо забезпечення якості в Європейському просторі вищої освіти (ESG). – К. : ТОВ —ЦСІ, 2015. – 32 с.
6. Day C. Developing Teachers: The Challenges of Lifelong Learning / C. Day. London: Farmer Press, 1990.
7. Goedegebuure L.J.S. Peer Review and Performance Indicators:Quality Assessment in British and Dutch Higher education / L.J.S. Goedegebuure, P.A.M. Maassen, D.F. Westerheijden. – Utrecht:Lemma. 1990.
8. The All Nations English Dictionary. Copyright 1992 by All Nations. – 825p.
9. The New Handbook of Teachers Evaluation. Assessing Elementary and Secondary Teachers / Ed. by J. Millman, Darling-Hammond. - S.I.: Newbury Park (Ca), 1990.
10. Marsh H. W., Roche L. The Use of Students' Evaluations and an Individually Structured Intervention to Enhance University Teaching Effectiveness // American Educational Research Journal. 1993. Vol. 30, No 1. P. 217-251.

INTERNSHIP				
Language of teaching	Semester / Duration	ECTS credits / Type of course (mandatory, elective)	Coordinator	Student workload
Ukrainian	2, 3 / 6 weeks, 6 hours in class	9 / Mandatory	Olha Lebid, Doctor of Science, Professor	270 hours (6 h. tutorials, 210 hours work at the place of internship, 54 h. self-study time)
<p>Internship aims:</p> <p>1. Transfer of the theoretical knowledge acquired by the applicant to the plane of practical work, acquisition of professional skills in accordance with the requirements of higher education; acquaintance with the specifics of the organization of educational work of the higher educational institution; formation of creative and research approaches to professional activity in applicants.</p> <p>2. Preparation of the applicant for research work, formation of deep stable knowledge necessary for performance of professional tasks and duties of research and innovative character in the field of higher school pedagogy</p>				
Learning outcomes		Teaching methods, teaching and learning activities		Forms of assessment (continuous assessment CAS, final assessment FAS)
On completion of the Internship, students will be able to:				
1) have knowledge of theoretical and methodological approaches to the humanization and technology of higher education, principles, forms, methods, technologies of teaching and education in higher education;		Practical classes, discussion, self-study activity, work at the place of internship		Report on internship, presentation, holding lectures and practical classes in the specialty (CAS)
2) to organize information search, independent selection and high-quality processing of scientific professionally oriented information and empirical data for educational, research and professional needs;		Practical classes, discussion, self-study activity, work at the place of internship		Report on internship, presentation, holding lectures and practical classes in the specialty (CAS)
3) understand the place of the discipline in the system of specialist training and its relationship with other fields of knowledge and disciplines; develop the structure and create components of educational and methodological support of the discipline;		Practical classes, discussion, self-study activity, work at the place of internship		Report on internship, presentation, holding lectures and practical classes in the specialty (CAS)
4) implement a set of management functions (planning, forecasting, organization, motivation, implementation, control and correction) of educational activities;		Seminars, discussion, self-study activity, work at the place of internship		Internship report, presentation, comment of a place of internship (CAS)

<p>5) choose learning technologies depending on the goals and objectives to be solved in the pedagogical process, the level of education, upbringing of students;</p> <p>6) to create conditions for constructive interaction with the subjects of the educational process and to choose the best methods, means and forms of interaction, to provide a favorable moral and psychological climate;</p> <p>7) analyze the results of their own pedagogical activities and develop a program of professional self-development;</p> <p>8) demonstrate knowledge and understanding of modern methodology, techniques and methods of scientific pedagogical research, in particular with the use of the latest information and communication technologies in higher education;</p> <p>9) to design the content of education, the content of education according to the levels of the national qualifications framework; design an educational environment that ensures the quality of the educational process;</p> <p>10) correctly identify and eliminate dilemmas related to the organization of the educational process in higher education, professional pedagogical activities;</p> <p>11) to develop and apply means of diagnostics of educational results of students;</p> <p>12) present the results of their own research in the form of scientific articles, reports at conferences.</p> <p>2 semester Learning outcomes 1-7</p> <p>3 semester Learning outcomes 2, 8-11</p>	<p>Work at the place of internship, self-study activity</p> <p>Self-study activity, work at the place of internship</p> <p>Self-study activity, writing a report, work at the place of internship</p> <p>Self-study activity, work at the place of internship</p> <p>Work at the place of internship, self-study activity,</p> <p>Work at the place of internship, self-study activity</p> <p>Work at the place of internship, self-study activity</p> <p>Discussion, writing a report, preparing presentation</p>	<p>Internship report, presentation, comment of a place of internship (CAS)</p> <p>Internship report, presentation (CAS)</p> <p>Internship report, presentation (CAS)</p> <p>Internship report, presentation (CAS)</p> <p>Internship report, presentation, comment of a place of internship (CAS)</p> <p>Internship report, comment of a place of internship (CAS)</p> <p>Internship report, presentation (CAS)</p> <p>Internship report, presentation (CAS)</p> <p>Internship report, presentation (CAS)</p> <p>Internship report, presentation (CAS)</p>
<p>Assessment The results of each internship are evaluated separately by the final grade</p>		

2 semester**Final grade (final assessment) as a result of 100% continuous assessment:**

20% Comment of a company

50% Report

30% Presentation

3 semester**Final grade (final assessment) as a result of 100% continuous assessment:**

30% Comment of a company

50% Report

20% Presentation

Contents**2 semester**

1. General bases of higher school pedagogy
2. Innovations in the higher education system
3. Psychological principles of the educational process in higher educational institutions
4. Organization of higher education
5. Lecture as a form of education in higher education
6. Methods of conducting seminars, practical, laboratory classes
7. Internship report presentation

3 semester

1. Independent work of students. Methods of assessment, control of students' knowledge
2. Psychological and pedagogical features of the teacher
3. Pedagogical skill of a university teacher
4. Formation and development of the student's personality in different courses
5. Psychological analysis of pedagogical interaction between teacher and student
6. The nature of pedagogical conflicts and technology to prevent their occurrence
7. Internship report presentation

Literature**Compulsory reading**

1. Волкова Н.П. Інтерактивні технології навчання у вищій школі: навч.-метод. посіб. Дніпро: Університет імені Альфреда Нобеля, 2018. 360 с.
2. Головенкін В.П. Педагогіка вищої школи [Електронний ресурс] : підруч. 2-ге вид., переробл. і доповн. Київ : КПП ім. Ігоря Сікорського, 2019. 290 с.
3. Немченко С.Г., Голік О.Б., Лебідь О.В. Педагогіка вищої школи: підруч. [для студ. вищ. навч. закл.]. Донецьк: ЛАНДОН-XXI, 2014. 534 с.
4. In H. Fry, S. Ketteridge & S. Marshall (Eds.). A Handbook for Teaching and Learning in Higher Education. Enhancing Academic Practice: 3rd ed. 2009. NY. 544 p.

Recommended reading

1. Гладуш В.А., Лисенко Г.І. Педагогіка вищої школи: теорія, практика, історія : навч. посіб. Д., 2014. 416 с.
2. Калашнікова Л. М., Жерновникова О.А. Педагогіка вищої школи у схемах і таблицях : навч. посіб. Харків, 2016. 260 с.
3. Малихін О.В. , Павленко І.Г. , Лаврентьєва О.О., Матукова Г.І. Методика викладання у вищій школі : навч. посіб. Сімферополь : Дайфі, 2011. 270 с.
4. Arora, G.L. (2002) Teachers and Their Teaching Delhi, Ravi Books.

Structure of Study Programme Pedagogy in Higher Education (Master's Degree)

		Semesters		
		1	2	3
		Teaching Units (Courses), ECTS* Mandatory		
General Professional courses and practical training				
		22	15.5	6
	TOTAL	22	15.5	6
		Teaching Units (Courses) Elective**		
		Courses of General training 6 ECTS		
		Courses of Professional training 16.5 ECTS		
		Internship 9 ECTS		
		Master's thesis 15 ECTS		
TOTAL		Mandatory 43.5	Elective 22.5	Internship 9
				Master's thesis 15

*One ECTS credit = 30 academic hours.

**There are no restrictions of choice for students within each elective block. The only requirement for the student is to obtain the determined number of credits for each elective block

**Structure of Study Programme
Pedagogy in Higher Education (Master's Degree)**

Semester

1	2	3
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Teaching Units (Courses), ECTS* Mandatory		
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Courses of General training
Courses of Professional training
TOTAL

5		3
17	15,5	3
22	15,5	6

Teaching Units (Courses) Elective**		
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Courses of General training
Courses of Professional training
TOTAL

	6	
9	4,5	3
9	10,5	3

Internship 9 ECTS

Master's Thesis 15 ECTS

TOTAL

Mandatory 43,5	Elective 22,5	Internship 9	Master's Thesis 15
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*One ECTS credit = 30 academic hours.

**There are no restrictions of choice for students within each elective block. The only requirement for the student is to obtain the determined number of credits for each elective block