

RUDN University

Institute of Medicine

THE PROGRAM OF TEACHING PRACTICE

Direction: 06.06.01 «Biological sciences»

Profile: Genetics: molecular basis of human hereditary diseases

Qualification (degree) of a degree carrier: Researcher. Lecturer-researcher

1. The aims of the teaching practice

The aims of the teaching practice are:

- consolidation of knowledge and skills acquired by students;
- preparation for educational activities in higher education;
- consolidation and development of skills in teaching Genetics; the organization of educational work with students; development and improvement of educational programs for Genetics.

2. Tasks of the teaching practice

Tasks of the teaching practice are:

- identification of the content, forms and technologies of teaching in higher and further education;
- design of educational material and lessons;
- evaluation and monitoring of the training efficiency.

3. The position of the teaching practice in the Principal educational program

The teaching practice is closely connected with the study of Genetics (knowledge and skills obtained during the studying of the subject are required to develop the content of lessons) and Pedagogics of higher education (consolidation of knowledge and skills for educational and extra-curricular activities; development and improvement of training courses).

4. Forms of teaching practice

The program includes laboratory classes with students; reciprocal visiting of classes; participation in the discussion, and the organization of educational work with students.

5. The place and time of teaching practice

The teaching practice is carried out at the Department of Biology and General Genetics during all years of study.

6. The teaching practice is designed to form the following competencies:

- **GPC-2.** the readiness to teach basic educational programs of higher education;
- **PC-9.** the readiness to teach in higher education and manage student research projects, the ability to provide teaching material in oral, written and graphic forms for different students.

In consequence of studying the discipline a postgraduate is due to:

Know the main psychological, pedagogical and methodological rules of teaching at high school.

Be able to explain the subject and control knowledge in the discipline; organize educational work with students.

Have the skills in development and analysis of basic forms of educational and extra-curricular activities.

7. The structure and content of the teaching practice

The labour intensity of the practice is **24 credits (864 hours)**.

No	Stages	Types of activity of postgraduate students	Labour intensity (hours)	Evaluation instrument
----	--------	--	--------------------------	-----------------------

1.	Preparatory stage (2 nd semester)	Preparation for lessons, study of textbooks	144	Colloquium, analysis of presentations
		Preparing Power Point presentations for lessons		
		Visiting other lecturers		
2.	Main stage (3 ^d , 4 th , 5 th , and 6 th semesters)	Planning classes	576	Analysis of plans and tests, visiting lessons, colloquium
		Conducting classes		
		Constructing tests		
3.	Final stage (4 th year)	Summing up results of the practice and making a report	144	Analysis of the work-book and report, colloquium
		Preparing a workbook for students		

8. The research, scientific, and production technologies used during the teaching practice

1. multimedia technologies
2. Electronic resources.

9. The methodological support of student self-study work

Teaching is based on the modular approach. During practical classes and lectures corresponding topics are studied with the use of computers, multimedia projectors, and lab equipment.

Self-study work is organized in the class rooms of the department and in the library of RUDN university where postgraduates may study topics with presentations prepared by the teachers, text-books, and scientific articles.

Electronic study guides on some topics are also posted in the Internet on the site of the department: <http://web-local.rudn.ru/web-local/kaf/rj/index.php?id=6>

Out-of-class self-study work includes:

- Learning topics with the use of text-books, study guides;
- Preparation of reports, presentations, and tests on a selected topic.

Example questions for self-study control:

1. What methodological approaches to biology teaching are you going to use?
2. What ways of assessing students' knowledge are most effective?
3. What interactive forms may be used in class?
4. What plan for student workbook do you recommend?

10. The methodological and data support of the teaching practice

1. Textbooks (in accordance with training and methodology complexes of disciplines)
2. Software for testing (Mentor, Solaris, Web)
3. Electronic Library System of RUDN university
4. <http://esystem.rudn.ru/>
5. National Center for Biotechnology Information (NCBI) - www.ncbi.nlm.nih.gov
6. ScienceDirect - <http://www.sciencedirect.com>
7. Scientific electronic library: - <http://elibrary.ru>
8. Google Academy - <http://scholar.google.ru/>

11. Equipment and material support of the practice:

- Computers; Internet access
- Multimedia equipment
- Textbooks.

12. Types of control

Intermediate control

Studying of each unit is followed by an intermediate control of knowledge in the form of colloquiums. During the intermediate control students have to show their knowledge on the topic, the ability to prepare presentations for lessons and engage students in learning. Attendance of lectures and practical classes of other lecturers is also controlled.

Final control

The final control is carried out in the form of oral interview. Besides, a student has to present a written report with results of the practice. The report should contain the information about all types of teaching activity of a postgraduate student, prepared independently plans for the seminars (laboratory classes), the list of issues for discussion, recommended literature, practical problems to solve; guidelines, scientific and practical recommendations for the seminars; the prepared tests, presentations, and a workbook for students.

Students who failed the practice have to repeat it, otherwise they will be expelled.

Rating scale

Rating Points	Marks	ECTS
95 – 100	5+	A
86 - 94	5	B
69 - 85	4	C
61 - 68	3+	D
51 - 60	3	E
31 - 50	2+	FX
0 - 30	2	F

13. Evaluation instruments

Control of acquired knowledge and skills is carried out in the form of oral colloquiums (*the example questions are presented in item 9*), analysis of taught lessons and prepared training documentation.

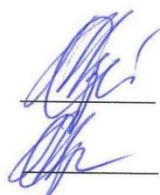
The competencies, stages when they are formed, and evaluation instruments

GPC-2, PC-9 – stages 1, 2, 3; colloquium, analysis of the final report and the prepared teaching documentation including the workbook.

The program is designed in accordance with the RUDN educational standards of higher education.

Developer of the program

Director of the program



M.M. Azova

M.M. Azova