

**PEOPLES FRIENDSHIP UNIVERSITY OF RUSSIA
FACULTY OF PHILOLOGY
DEPARTMENT OF PSYCHOLOGY AND PEDAGOGY
POST-GRADUATION PROGRAM**

Course title

PEDAGOGY OF HIGHER EDUCATION

(высшее образование – подготовка кадров высшей квалификации)

Graduate's Degree – post-graduation (*PhD*)

Moscow

COURSE SYLLABUS AND STUDY GUIDE

1. COURSE OBJECTIVES:

The main **goal** is to develop basic knowledge and research skills, which are necessary for efficient professional activity in higher education institution.

The main **objectives**:

- develop the ability to get and critically assess new pedagogical data;
- develop analytical thinking and problem solving ability;
- teach postgraduates to plan and work out course structure, lecture, seminar etc.;
- provide mastering interactive methods of education;
- develop the ability to assess the results;
- develop such personal qualities as activity, leadership, self-dependence, creativity.

2. The place of the course in the academic curriculum

The course is one of the optional disciplines from the academic curriculum.

When developing the program it was considered that the graduates of higher educational institutions of a number of profiles who don't have theoretical preparation on the general fundamentals of pedagogics and psychology, experience of pedagogical activity can be graduate students. Therefore the program provides judgment of theoretical questions with a support on their all-humanitarian knowledge gained in higher education institution and on a reflection graduate students of own experience of educational activity.

Course prerequisites: a course of “History and philosophy of science”.

Table № 1

Preceding and succeeding courses, aimed at developing competences

№	Code and the competence	Preceding courses	Succeeding courses
Universal competences			
	UC - 1	History and philosophy of science	Methodology of scientific research Special courses Pedagogical practice

General professional competences			
	GPC -2	History and philosophy of science	Methodology of scientific research Special courses Pedagogical practice

3. Requirements to the results of mastering the course

The process of studying the course is aimed to form the following competences:

UC-1	Ability of critical analysis and evaluation of modern scientific achievements; generating new ideas in course of research and practical tasks including interdisciplinary fields
GPC-2	Readiness to teach students according to main higher educational programs

As a result, post-graduate students should develop:

Knowledge:

- goals, main objectives, the subject of higher education pedagogy.
- evolution of higher education systems and broad information on the main international and national trends of higher education policy.
- fundamentals of higher education didactic system.

Ability to:

- support, design and organize learning environments in accordance with the individual learning attitudes of students in higher education;
- prepare and assess the development of new study programs, educational and organizational forms, methods, curricula.
- successfully lead and organize projects and support the work of students' groups.

Attitudes:

- commitment to continuous professional development, openness to continuously renew the pedagogical culture of institutions.
- commitment to support the development of students' learning, the development of their personal competencies and their ability of self directed learning.

4. The course content and kinds of training

The course labour intensity makes up 2 credits per semester

Kind of training	Total hours	Semesters			
		1	2	3	4
Classroom-based studies (total)	18	18			
Including:	-	-		-	-
Lectures	6	6			
Seminars (S)	12	12			
Self-studies (total)	54	54			
Including:					
Project work	14	14			
<i>Other kinds of independent study</i>	<i>40</i>	<i>40</i>			
Other types of self-studies (summaries, home tasks, etc.)	20	20			
Type of inter-semester assessment (exam)	20	20			
Working hours (total)	72	72			

5. Course content

5.1. Content of the course:

№	Course unit	Unit content
1	Pedagogy of higher education as a field of study and academic subject area.	Introduction (course structure, goals and objectives, point rating system). Pedagogy as a science. Key concepts: education, system of education, higher education, teaching, learning. Contemporary trends in higher education. Internationalization of higher education. Life long learning.
2	Didactics of higher education.	General aspects of didactic system. Content of higher education (laws and regulations; main selection principles). Competency-based approach to education. Curriculum and course syllabus.

№	Course unit	Unit content
		Forms and methods of teaching. Lecture in modern higher education. Seminars, practicals, laboratory class. Project – working. Interactive methods of teaching (discussions, case-study, training, professional simulation etc.). ICT in modern higher education. Students’ individual work. Monitoring and evaluation of academic performance.
3	Educational environment of modern university	Faculty and staff: main requirements and functions, professional ethics. Faculty interaction with students. Educational potential of extra-curricular activities.

5.2. Course units and interdisciplinary connections with the other (following) courses:

№	Name of the following interconnected discipline	№№ of units of this discipline necessary for other following disciplines		
		1	2	3
1	History and philosophy of science	+		

5.3. Course units and kinds of training

№	Name of the discipline unit	lectur es	seminar s	Lab. wor k: abs.	practi cal work (see: semin ars)	Stud ent’s indiv idual wor k	Wor k hour s TOT AL
1	Pedagogy of higher education as a field of study and academic subject area.	2	2	-	-	14	18
2	Didactics of higher education.	2	8			26	36

3	Educational environment of modern university.	2	2			14	14
Total		6	12	-	-	54	72

6. Laboratory work

no laboratory work according to curriculum

7. Seminars (= practical work)



№	№ of discipline unit	Seminar Topics	Work hours
1.	1	Contemporary trends in higher education.	2
2.	2	Lecture and seminar: tradition and modern requirements	2
3.		Interactive methods of teaching in higher education	2
4.		ICT in modern higher education.	2
5.		Monitoring and evaluation of academic performance.	2
6.	3	Faculty interaction with students: case studies.	2

8. Technical Support Requirements

It is necessary to have a computer and a projector. PhD students may also e-mail the instructor to receive an inquiry response.

9. Information Support Requirements

a) Software support

  Licensed software, installed in RUDN University: program pack Microsoft Office; Sound Forge, Cool Edit, Adobe PhotoShop, Adobe Premier.

  Teaching materials at <http://web-local.rudn.ru>

б) databases, information and reference systems, search systems

- Ministry of education and science of the Russian Federation <http://минобрнауки.рф/> English version
- Electronic library RSL (РГБ) <http://www.rsl.ru/> English version
- RUDN University library <http://lib.rudn.ru/>
- Science Direct <http://www.sciencedirect.com>

- EBSCO <http://search.ebscohost.com>
- Oxford University Press <http://www3.oup.co.uk/jnls>.
- Sage Publications <http://online.sagepub.com>
- Springer/Kluwer <http://www.springerlink.com>.
- Tailor & Francis <http://taylorandfrancis.com/>
- Web of Science <http://ipsience.thomsonreuters.com/product/web-of-science/>

10. Teaching materials and information provisions of the course:

Books and manuals:

● **Compulsory**

1. The History of higher education : major themes in education / ed. by Roy Lowe. - London ; New York : Routledge, 2009.
2. A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice/ [edited by] Heather Fry, Steve Ketteridge, Stephanie Marshall.-3rd ed: Routledge, New York and London. 2009. Available at:
http://biblioteca.ucv.cl/site/colecciones/manuales_u/A%20Handbook%20for%20Teaching%20and%20Learning%20in%20Higher%20Education%20Enhancing%20academic%20and%20Practice.pdf
3. McKeachie, Wilbert James Teaching tips : strategies, research, and theory for college and university teachers. Houghton Mifflin Company. 2006 (Available at American cultural centre, Library of Foreign Literature <http://opac.libfl.ru/acc/index.php>)
4. Yakovleva N.O., Yakovlev E.V. Interactive teaching methods in contemporary higher education. Pacific Science Review. 2014. 16. 75-80. Available at:
<http://www.sciencedirect.com/science/article/pii/S1229545014000175>

● **Optional:**

1. Bergan Sjur. The university as res publica: Higher education governance, student participation and the university as a site of citizenship / Bergan Sjur. - Strasbourg : Council of Europe Publshng, 2004. 169 p.
2. Boyer E. Scholarship Reconsidered: Priorities of the Professoriate. San Francisco: Jossey-Bass. 1990.
3. Fostering Quality Teaching in Higher Education: Policies and Practices. OECD. 2012. 54 p.
4. Rauhvargers Andrejs. Recognition in the Bologna Process: policy development and the road to good practice / Rauhvargers Andrejs, Bergan Sjur. - Strasbourg : Council of Europe Publishing, 2010. 203 p.

Special journals:

1. European Journal of Higher Education <http://www.tandfonline.com/loi/rehe20>
2. Higher Education Quarterly [http://onlinelibrary.wiley.com/journal/10.1111/\(ISSN\)1468-2273](http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1468-2273)
3. Higher Education Pedagogies <http://www.tandfonline.com/toc/rhep20/current>
4. International Higher Education <https://ejournals.bc.edu/ojs/index.php/ihe/index>
5. International Journal of Teaching and Learning in Higher Education (IJTLHE) <http://www.isetl.org/ijtlhe/>

Internet resources:

- Teaching in Higher Education <http://www.tandfonline.com/toc/cthe20/current>
- Center for International Higher Education <http://www.bc.edu/research/cihe/>
- Faculty focus <http://www.facultyfocus.com/>
- A Brief Summary of the Best Practices in College Teaching <http://teaching.uncc.edu/learning-resources/articles-books/best-practice/instructional-methods/best-practices-summary>
- The Ministry of Education and Science of the Russian Federation // <http://минобрнауки.рф/>

11. Course Studies Recommendations

General outline

The course consists of lectures and discussion based seminars. PhD students are expected to be in class on time and it is crucial that they come prepared to talk about the readings. Participation includes active speaking as well as attentive listening. An atmosphere of respect, openness and patience is expected in the classroom.

The above types of academic activities are aimed at training students' skills to solve professionally significant challenges.

The final assignment covers all course modules/units/content/topics/issues and thus helps consolidate students' learning activities.

Students are required to do the tasks/assignments at home and come to class ready to participate.

The teacher determines the overall process of learning activities, offers recommendations to make use of various resources with the view of developing and improving knowledge, skills and abilities that are crucial for understanding the material.

The student is expected to search for additional important material, use individually selected resources to perform independent work, taking into account the teacher's recommendations.

Involvement in all the course academic activities is compulsory. In order to get the most out of the recommended readings, the unique contributions of all members of the group are vital.

Academic honesty

Plagiarism and copy right violation are not permitted. It is necessary to provide all references for all quotations used in the report and presentation. This also includes all internet sources which should be cited.

Recommendations for students

The student is recommended to look through the contents at the course start to identify the overall learning prospective and goals.

Each item includes the lecture synopsis, references list, questions for revision, sources to prepare for classroom activities. Students are recommended to look through the lecture synopsis in advance and identify those matters that seem not to be clear enough, to address the questions at the lecture itself.

Additional activities comprise case studies and project work. The students are expected to accumulate their previous knowledge. The students should focus their attention on the reference list that covers the basic reading, and on the sources for further classroom activities. The students can be allowed to choose additional material for presentations and project work that go beyond the drafted limits of the module content scope. In this case the teacher will consult him or her on possible basic sources for further individual studying.

The students should understand that all kind of activities within the course studies require students' prior individual learning, including reading, analysis and synthesis through the information under study processing. The students are recommended to plan their participation in classroom discussions by arranging a list of possible questions or suggestions on each topic specified for classroom presentations and discussion. The students are recommended to follow their progress evaluation and should check how the teacher marks and grades students' activities after each session. The students are recommended to pay their attention to midterm and final assessment forms and contents in advance, thus preparing step by step to controlling new knowledge appropriation and enhancement.

12. Fund of evaluation tools for intermediate certification of students in the discipline (module)

Materials for assessing the level of mastering the educational material of the discipline "Higher education pedagogy" (evaluation materials), including a list of competencies indicating the stages of their formation, description of indicators and criteria for evaluating competencies at various stages of their formation, a description of the assessment scales, typical control tasks or other materials necessary to assess knowledge, skills, skills and (or) experience of activities, characterizing the stages of the formation of competencies in the process of mastering the educational program, methodological materials that determine the procedures for assessing knowledge, abilities, skills and (or) experience of activities, characterizing the stages of the formation of competencies, are developed in full and are available for students on the discipline page in the TUIS RUDN. The program has been drawn up in accordance with the requirements of the OS of VO RUDN.

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