The Federal state autonomous educational institution of higher education
"Peoples' Friendship University of Russia"

Faculty of Philology

Recommended by ISSC

PROGRAM OF DISCIPLINE

Name of the discipline

Pedagogy of Higher Education

Recommended for the direction of training / specialty

45.06.01 Linguistics and Literature Studies

Programs:
13.00.01"General pedagogy, history of pedagogy and education"
13.00.02 "Theory and methods of teaching and upbringing (Russian as a foreign language)"
13.00.02 "Theory and methods of teaching and upbringing (Foreign languages)"
13.00.08 "Theory and methodology of vocational education"
10.02.20 "Comparative-historical, typological and comparative linguistics" 10.02.05 "Romance languages"
10.01.01 "Russian Literature"
10.02.01 "Russian language"
19.00.01 "General psychology, personality psychology, history of psychology"
10.01.10 "Journalism"
10.01.03 "Literature of the peoples of foreign countries"
10.02.19 "Theory of language"
10.02.19Theory of Language and Discourse analysis
Russian language: Russia-Europe: languages and cultures (RUDN-University of Toulouse Jean Jores) "

Qualification of a graduate: Researcher. Teacher-researcher

Moscow
2021

1. Goals and objectives of the discipline:
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. Place of discipline in the structure of EP:
This module is a variative part of block 1. Table 1 shows preceding and subsequent subjects aimed at forming competencediscipline in accordance with the matrix of competences.

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
General professional competences			
	GPC -2		Pedagogical practice
	PC-5		Pedagogical practice

3. Requirements to the results of mastering the course
The process of studying the course is aimed to form the following competences:

GPC-2	Rediness to teach students according to the main higher education programme
PC-5	The ability to take part in the development of educational-methodical materials necessary for the specialized discipline education in higher education institution

As a result, post-graduate students should develop:
Know:
- 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.

Be capable:

- 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.

   Master:
- 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

Total work intensity of discipline is 2 credits

Type of educational work			Hours	Year of study					
				1 term	2 term	3 term	4 term	5 term	6 te
Auditorium classes (totally)			**18**	18					
Including:									-
Seminars (S)			12	12					
Lectures			6	6					
Individual work (totally)			**36**	36					
Control			**18**	18					
Total work intensity (hours)			**72**	72					
Credits			**2**	2					

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. 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 stuff: main requirements and functions, professional ethics. Faculty interaction with students. Educational potential of extra-curricular activities.

5.2. Course units and kinds of training

№	Name of the discipline unit	lectures	seminars	Lab. work: abs.	practical work (see: seminars)	Student's individual work	Work hours TOTAL
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

а) 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://ipscience.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
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 sited.

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 assessment tools for intermediate certification of students in the discipline (module).

Materials for assessing the level of mastering the educational material of the discipline (assessment materials), including a list of competencies indicating the stages of their formation, a description of indicators and criteria for assessing competencies at different stages of their formation, a description of the assessment scales , typical control tasks or other materials necessary for assessing knowledge, skills, skills and (or) experience of activity, 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, skills, skills and (or) experience of activity,

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 ESHE of RUDN University.

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