

Документ подписан простой электронной подписью
Информация о владельце:
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Должность: Ректор
Дата подписания: 25.05.2026 11:23:03
Уникальный программный ключ:
ca953a0120d891083f939673078ef1a989dae18a

**Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA
NAMED AFTER PATRICE LUMUMBA
RUDN University**

Faculty of Philology

(educational division (faculty/institute/academy) as programme developer)

Psychology and Pedagogy Department

(department realizing the PhD program)

COURSE SYLLABUS

Pedagogy of Higher Education

(course title)

Scientific specialty:

For all PhD programs (in English) realized at RUDN University

(scientific speciality code and title)

The course instruction is implemented within the PhD programmes:

For all PhD programs (in English) realized at RUDN University

(PhD program title)

1. DISCIPLINE (MODULE) GOAL

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. REQUIREMENTS TO PHD-STUDENTS ON FINISHING THE COURSE

The discipline "Pedagogy of Higher Education" is aimed at forming the theoretical and methodological base necessary for pedagogical professional activities of postgraduate students, and is carried out during the first year of their studies.

As a result, post-graduate students must:

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 able 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.

Possess: 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.

3. WORKLOAD OF THE DISCIPLINE AND TYPES OF ACTIVITIES

The overall workload of the discipline "Pedagogy of Higher Education" is 2 credit units (72 academic hours).

Types of activities	Total ac. hrs.	Semesters
		1
<i>Classroom activities (total), including:</i>	18	18
в том числе:		
Lectures (LC)	6	6
Laboratory activities (LA)	–	–
Practical lessons/Seminars (PC)	12	12
<i>Independent work</i>	54	54
<i>Intermediate certification (test with assessment/exam)</i>		
Overall workload	ac. hrs.	72
	credits	2

4. CONTENT OF THE DISCIPLINE

Name of the discipline section	Contents of the section (topic)	Type of study work
Section 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.	LC/PC
Section 2. Didactics of higher education.	General aspects of didactic system. Content of higher education (laws and regulations; main	LC/PC

	principles). Competency-based approach to education. Curriculum and course syllabus. Forms and methods of teaching. Lecture in modern higher education. Seminars, practical lessons, laboratory class. Project-based learning. Interactive methods of teaching (discussions, case-study, professional simulation etc.). ICT in modern higher education. Students' individual work. Monitoring and evaluation of academic performance. Feedback.	
Section 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.	LC/PC

5. EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Room Type	Room Equipment	Specialized educational / laboratory equipment, software and materials for mastering the discipline
Class for Seminars	Room for seminar-type classes, equipped with a set of specialized furniture, board (screen) and technical / multimedia gadgets	Not necessary
Self-Work Class	Room for self-working (can be used for lecture and seminars activities), equipped with a set of specialized furniture, board (screen) and technical / multimedia gadgets and computers with an access to EIPES	Not necessary

6. METHODOLOGICAL SUPPORT AND LEARNING MATERIALS

Main readings:

1. 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: <https://www.sun.ac.za/english/faculty/arts/Documents/HandbookTeachingLearningHigheEd.pdf>
2. A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice/ [edited by] Heather Fry, Steve Ketteridge, Stephanie Marshall. - 4th ed: Routledge, New York and London. 2015. Available at: <https://esystem.rudn.ru/mod/assign/view.php?id=817373>
3. Brown G. Assessment: A Guide for Lecturers. Available at: // https://www.researchgate.net/publication/265398364_Assessment_A_Guide_for_Lecturers
4. McKeachie, Wilbert James Teaching tips : strategies, research, and theory for college and university teachers. Houghton Mifflin Company. 2006. Available at: <http://ndl.ethernet.edu.et/bitstream/123456789/29260/1/5..pdf>
5. The History of higher education : major themes in education / ed. by Roy Lowe. - London ; New York : Routledge, 2009.

Additional readings:

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.

Internet sources:

ELS RUDN University and third party EBS, to which university students have access based signed contracts:

- RUDN Electronic Library System, <http://lib.rudn.ru/MegaPro/Web> ;
- ELS University Library Online, <http://www.biblioclub.ru> ;
- EBS Urayt, <http://www.biblio-online.ru> ;
- ELS Student Consultant, <http://www.studentlibrary.ru> ;
- EBS Lan, <http://e.lanbook.com> ;
- EBS Trinity Bridge <http://www.trmost.ru>

Databases and search engines:

- Electronic fund of legal and normative-technical documentation, <http://docs.cntd.ru> ;
- Yandex search system [https:// www .yandex.ru](https://www.yandex.ru) ;
- Google search system <https://www.google.com> ;
- Reference database Scopus , <http://www.elsevierscience.ru/products/scopus>

Educational and methodological materials for students' self-work studying the discipline / module:

A course of lectures on the discipline « Pedagogy of Higher Education ».

7. ASSESSMENT TOOLKIT AND GRADING SYSTEM FOR MIDTERM ATTESTATION OF STUDENTS IN THE DISCIPLINE (MODULE)

Assessment toolkit and a grading system to evaluate the level of competences (competences in part) formation as the course results are specified on the TUIS platform.

DEVELOPERS:

O.K. Logvinova

HEAD OF THE DEPARTMENT

Head of Psychology and Pedagogy Department

E.B. Bashkin