

Odessa National Medical University
Department of philosophy and bioethics

Syllabus of the course
TEACHING METHODS IN HIGHER EDUCATION

Scope	3 credits / 90 hours
Term, year	II semester, 1st year
Days, time, place	According to the schedule, in classroom of the Department of Philosophy and Bioethics, str. Pasteur, 2
Teacher(s)	Olena Chuikova, Ph.D., associate professor of the department of philosophy and bioethics
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Work place	Teaching room of the department of philosophy and bioethics
Consultations	<i>Face-to-face consultations:</i> Thursday from 2:00 p.m. to 4:00 p.m.; Saturday from 9:00 a.m. to 1:00 p.m. <i>Online consultations:</i> Thursday from 14.30 to 16.00 Microsoft Teams, Zoom, Telegram, Viber

COMMUNICATION

Communication with graduate students is carried out through face-to-face meetings. In the case of transition to distance learning, graduate students will communicate using e-mail and programs: Microsoft Teams, Moodle, Telegram and Viber.

COURSE ABSTRACT

Subject study of the discipline

The subject of study of the academic discipline "Teaching methods in higher education" is a set of methods and techniques, as well as the necessary professional competencies that future specialists-teachers of higher education should master in order to acquire a high level of pedagogical skill.

Course prerequisites and post-requisites (The place of the discipline in the educational program)

The study of the academic discipline "Teaching methods in higher education" is based on the previous (providing) disciplines: "Philosophy and methodology of scientific and medical knowledge", "Academic integrity and professional ethics of scientific activity". At the same time, the study of this discipline ensures the training of graduate students and graduates as teachers of a higher school, which is a necessary condition for their teaching of professional disciplines of the medical profile.

The purpose of the course

The purpose of teaching the academic discipline "Teaching methods in higher education" is the formation of professional and pedagogical competencies in graduate students, improvement of the level of pedagogical skills in the direction of integration

of scientific knowledge from professional disciplines and skills and abilities to effectively use traditional and innovative methods of teaching in higher education.

Tasks of the discipline:

- forming an idea of the essence of professional and pedagogical activity, its holistic and creative nature;
- development of organizational, communicative, prognostic, socio-perceptive abilities, which in combination with others ensure successful performance of professional functions;
- formation of pedagogical technique skills (skills of self-regulation, linguistic and non-linguistic contact, etc.);
- formation and strengthening of the attitude towards constant personal and professional self-improvement;
- arming with the skills to creatively use the most rational methods of organizational, pedagogical and managerial activity;
- deepening knowledge of pedagogy in the context of organizing students' education;
- developing the ability to plan one's own teaching activities in the conditions of the educational process organization system;
- developing the ability to teach subject topics by specialty with the help of adequate forms and methods of teaching in higher education;
- provision of conditions for practical mastery of leading types of work with students;
- help in understanding the significance of higher school pedagogy for teaching activities;
- equipping with the skills to use the acquired pedagogical knowledge in everyday communication and organization of relations with other subjects of the educational process at the university;
- provision of thorough assimilation of traditional and innovative teaching methods in higher education, as well as the basics of pedagogical science, theory of education and theory of learning (didactics).

Expected results

According to the results of the study of the discipline, graduate students

have to know:

- the structure and content of the educational process in the institution of higher education;
- the basics of organizing the work of teachers, the department, the dean's office, the administration;
- the specifics of the scientific and pedagogical activity of a teacher of a higher school;
- principles of development of pedagogical technologies of educational interaction with students, taking into account the effectiveness of teaching methods;
- means of activating the cognitive activity of the student audience, depending on the chosen teaching method;

- methods of ensuring effective management of students' educational and creative activities, specific to specific forms of education.

- requirements for the teacher of higher education institutions;

to be able:

- creatively apply the knowledge and methods of activity learned during the teaching of academic disciplines;

- plan, organize and analyze various types of educational and extracurricular activities;

- to use the most effective methods of teaching, education and development of students in pedagogical practice;

- organize and carry out scientific and methodical work;

- to develop an effective didactic system for organizing the educational process;

- use modern pedagogical technologies of organizing the educational process;

- use means of activating the educational and creative activity of the student audience and innovative teaching methods;

- to test innovative techniques, methods and means of teaching and education, which are used in the system of the pedagogical process, in particular during the teaching of the disciplines of professional training (dental profile);

- solve professional tasks by applying new forms and methods of organizing and managing the educational process and organizing the social environment.

COURSE DESCRIPTION

Forms and methods of education

The course is taught in the form of lectures (10 hours) and seminar classes (34 hours), as well as through the organization of independent work of graduate students (46 hours); total – 90 hours (3 credits). The study of the discipline is implemented on the basis of the following teaching methods:

- according to the dominant means of education: verbal, visual;

- drawing up graphic schemes;

- solving creative tasks;

- testing;

- group discussions on problem situations;

- performance of written tasks;

- individual control interview;

- role-playing (business) games;

- situational tasks ("case method");

- the "brainstorming" learning method, which encourages students to show a creative approach and find alternative methods of solving proposed tasks through free expression of thoughts.

Content of the academic discipline

Topic 1. General basics of higher education pedagogy. Modern methodological aspects of higher education pedagogy.

Topic 2. Higher school didactics. Purpose, tasks and content of higher education in Ukraine.

Topic 3. The place of teaching methods in the structure of the teaching process. Concept, characteristics, classifications of teaching methods.

Topic 4. Multidimensionality of teaching methods. The optimal choice of learning methods in the teaching process.

Topic 5. Selection and implementation of teaching methods according to traditional classifications.

Topic 6. Selection and implementation of interactive learning methods.

Topic 7. Selection and implementation of competitive training and non-traditional training methods.

Topic 8. Selection of conditions and method characteristics according to the crystal lattice of the multidimensionality of training methods. Structuring the content of the academic discipline and methods of teaching it.

List of recommended literature:

a) the basic literature:

1. Fleming, N. D., & Mills, C. (1992). Not another inventory, rather a catalyst for reflection. *To improve the academy*, 11(1), 137-155.
2. Gardner, H. E. (2000). *Intelligence reframed: Multiple intelligences for the 21st century*. Hachette UK.
3. Gergely, G., Egyed, K., & Király, I. (2007). On pedagogy. *Developmental science*, 10(1), 139-146.
4. Gilman, L. (2012, January 26). *Human intelligence: The theory of multiple intelligences*.
5. Husbands, C., & Pearce, J. (2012). What makes great pedagogy? Nine claims from research. *National College for School Leadership*.

b) additional literature:

6. Learning Journals. (2021, August 17). What are the different pedagogical approaches to learning?
7. Niemi, R., Heikkinen, H. L., & Kannas, L. (2010). Polyphony in the classroom: reporting narrative action research reflexively. *Educational Action Research*, 18(2), 137-149.
8. Northern Illinois University Center for Innovative Teaching and Learning. (2020). *Howard Gardner's theory of multiple intelligences – NIU – Center for innovative teaching and learning*.

ASSESSMENT

Current control is carried out at seminar classes in accordance with formulated tasks for each topic. When evaluating educational activities, preference is given to standardized control methods: oral survey, structured written works, discussions, role-playing games, reports. When mastering each topic for the current educational activity, the graduate student is given grades on a 4-point traditional scale. The current academic performance is calculated as the average current score, i.e. the arithmetic average of all grades received by the graduate student on a traditional scale, rounded to 2 (two) decimal places, for example 4.75.

Assessment of current discipline control:

The meaning of the “**excellent**” assessment: the graduate student shows special creative abilities, knows how to acquire knowledge independently, finds and processes the necessary information without the help of a professor, knows how to use the acquired knowledge and skills to solve problems, is able to produce innovative ways of solving problems, convincingly argues answers, independently reveals his own gifts and inclinations.

The meaning of the grade “**good**”: the graduate student has a good knowledge of the studied material, applies it in practice, solves exercises and problems in standard situations, and independently corrects the mistakes made, the number of which is insignificant.

The meaning of the grade “**satisfactory**”: the graduate student is able to master a significant part of the theoretical material, but mainly in a reproductive form, demonstrates knowledge and understanding of the main provisions, can analyze the educational material with the help of the professor, correct errors, among which there are a significant number of essential ones.

The meaning of the grade “**unsatisfactory**”: the graduate student has mastered the material at the level of individual fragments, which constitute a small part of the educational material.

Only those graduate students who have no academic debt and have an average score for current academic activities of at least 3.00 are admitted to the final examination.

Forms and methods of final control

The final control of the discipline “Teaching methods in high school” is a differentiated test.

The grade for the discipline is the arithmetic average of the two components:

- 1) average current score as the arithmetic average of all current grades;
- 2) traditional assessment for the differentiated test.

The obtained average grade for the discipline by multiplying it by 40 (the obtained grade is rounded to integers) is converted into a grade on a 200-point scale, which, in turn, is converted into a traditional grade on a 4-point scale.

Average grade	200- point scale grade	4-point scale grade
4,62–5,0	185–200	5
3,77–4,61	151–184	4
3,0–3,76	120–150	3

Independent work

Assessment of the independent work of graduate students and candidate, which is provided by the topic of the lesson along with the classroom work, is carried out during the current control of the topic in the corresponding classroom session, as well as at the final control (exams).

COURSE POLICIES («rules of the game»)

Deadline and resit policy

The task must be completed on time according to the deadline. For late completion of the assignment, the graduate student receives an unsatisfactory grade. If the applicant for higher education was absent for some reason, then the retake is carried out within the time limits set by the professor in accordance with the “Regulations on the Organization of the Educational Process at ONMedU” (<https://onmedu.edu.ua/wp-content/uploads/2020/01/osvitnij-proces.pdf>). Resit is carried out in accordance with the approved schedule.

Academic integrity policy

The policy of the educational component is based on the principles of academic integrity (<https://onmedu.edu.ua/wp-content/uploads/2020/07/polozhennja-pro-dobrochesnist.pdf>) and is determined by the system of requirements that the teacher presents to the student when studying the educational component:

- ♦ independent performance of educational tasks, tasks of current and final control of learning results (for persons with special educational needs, this requirement is applied taking into account their individual needs and capabilities);
- ♦ references to sources of information in the case of using ideas, developments, statements, information.

Policies concerning attendance and tardiness

To obtain at least a satisfactory assessment, attendance and work in the classroom (lectures and seminars) is mandatory. Graduate students are allowed to be late no more than 10 minutes.

Mobile devices

It is permissible to use mobile devices during the lesson with the teacher's permission.

Behavior in the auditorium or lecture hall

While in the classroom, the following values should be cultivated: respect for colleagues; tolerance for others; receptivity and impartiality; argumentation of agreement or disagreement with the opinion of other participants in the discussion; respect for the dignity of the personality of the opponent/s during communication; observance of the ethics of academic relations.