

ODESA NATIONAL MEDICAL UNIVERSITY

Syllabus of the course PEDAGOGICAL PRACTICE

Scope	Total: 6 ECTS credits; 180 hours
Semester, year of study	The 4 th semester, 2 nd year of study
Days, time, location	According the time-table
Instructor (s)	Nataliia A. Zolotarova, MD, professor. Nataliia M. Rozhkovska, MD, professor Volodymyr V. Hrubnik, MD, professor
Phone number	+380675591563
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Address	Classrooms of the relative departments
Consultations	Thursday 14:30-16:00 Saturday 09:00-13:00 Consultations and make up for missed sessions are carried according the schedule

COMMUNICATION

Communication with future Doctors of Philosophy is ensured through E-mail, meetings at Microsoft Teams, Zoom and Skype, phone, and in classrooms according the time-table.

COURSE DESCRIPTION

The subject of the “Pedagogical practice” course study is the training students of PhD program in teaching and research activities, that builds up the professional and teaching competencies required to carry out educational process in higher education institutions.

Prerequisites

The basis for mastering the course is the ability to: work autonomously, respecting research ethics, academic integrity and copyright; plan and manage time; find, process and analyze information from various sources; communicate and work within the professional environment and with representatives of other professions, in national and international contexts; evaluate and ensure the quality of work performed; implement new knowledge (scientific data) into the educational process and health care practice; present the results of a scientific research in oral and written forms regarding national and international standards, apply copyright legislation for practical use, and implement them into practice.

Postrequisites

"Pedagogical practice" as an academic course in the specialty "Medicine" is interconnected with the course "Teaching methodology in higher education".

Course goal: Building up the system of competences in future academic

employees, able to an analytical comprehension of the state and prospects of the medical education development, to design and implement new educational content and the latest teaching methods (technologies).

Course objectives:

1) consolidation and advancement of theoretical knowledge acquired during postgraduate studies;

2) gaining experience in conducting all forms of the educational process administration and teaching in higher medical education institutions;

3) advancement and application of professional knowledge in solving specific pedagogical tasks assigned during the practice;

4) integration of trainees' research and teaching activities; development of their professional and pedagogical abilities.

Expected outcomes:

On completing the course "Pedagogical practice" a PhD trainee must

know:

- main forms of administrating and basics of educational process planning;
- didactic principles of conducting all types of academic sessions and the content of documents regulating them;
- forms and methods of the learning outcomes assessment of higher education students;
- types of learning and teaching support in the educational process and requirements to them;
- forms and methods of educational work with students.

be able to:

- determine the purpose and tasks of academic sessions;
- apply various forms and methods of educational interaction;
- apply modern teaching, information communication and interactive technologies;
- design teaching and learning methodological support and monitor students' performance.

COURSE SCOPE

The course is provided in three stages: initial (2 ECTS credits), basic (3 ECTS credits), and final (1 ECTS credit).

At the **initial** stage a trainee has to:

- study out the functions, purpose and objectives of the practice;
- familiarize himself with the organizational, educational, methodological and scientific work of the department, the regulatory and legal framework establishing the administration of the educational process at the medical faculty;
- attend the classes of the head of the practice, leading instructors of the department and the medical faculty.

At the **basic** stage a trainee has to:

- couch detailed session plans, discuss them with the academic /practice supervisor from the department;
- prepare the necessary teaching and didactic supplies for classes;
- conduct classes at the appropriate scientific and methodical level;
- take part (together with a curator of a group) in educative events focused on students' socialization, developing the national consciousness and individual qualities of a future specialist;
- participate in department meetings.

At the **final** stage a trainee has to:

- prepare reporting materials based on the practice results;
- submit reporting materials to the supervisor for review and discuss the results;
- defend the practice results.

Teaching forms and techniques

The organizer and base of the practice is the department to which a postgraduate student is assigned. The general management of the pedagogical assistant practice of the graduate student is entrusted to the head of the department.

The direct supervision of the pedagogical assistant practice, scientific and methodical counselling and monitoring of the postgraduate student's practice is carried out by the head of the practice, who:

- selects the topics for sessions and academic groups for conducting the pedagogical practice;
- provides methodical assistance in planning and organizing instructional interaction;
- monitors the postgraduate student's performance, his visits to classes and other types of his work with students, takes measures to eliminate shortcomings in the practice organization;
- evaluates the work of a postgraduate student and prepares a review on his teaching activities during the practice.

Course Content

The content of a postgraduate students' pedagogical practice is coordinated with the activity areas of the medical faculty's academic staff: instructional, methodological, research and administrative.

1. Instructional work of postgraduate trainees includes:

- preparation and conducting at least two lectures on medical disciplines at the appropriate level;

- preparation and conducting at least two practical sessions on medical disciplines at the appropriate level;
- application of actual visual materials for classes;
- design and use of interactive teaching techniques in their work with students.

2. Methodological work of postgraduate trainees includes:

- familiarization with the organization of instructional and methodical work of the department and the medical faculty;
- familiarization with the Educational Program and the Curriculum of the specialty 222 Medicine;
- familiarization with the Learning Methodological Complex of medical disciplines;
- familiarization with teaching support materials on the course study;
- attending classes of the medical faculty's leading specialists, other postgraduate students and their pedagogical analysis;
- preparation of classical and modern types of visual materials (presentations, tables, drawings, diagrams, etc.);
- design of tasks for current control of students' knowledge in medical disciplines (tests, questions for oral inquiry, etc.);
- participation in webinars, Skype conferences, educational online conferences.

3. Research and academic work of postgraduate trainees includes:

- participation in carrying out scientific conferences;
- participation in preparation and holding a meeting of the Student Scientific Club;
- attendance meetings of the Specialized Scientific Councils.

Recommended reading

Basic:

1. Біляковська О. О. Дидактика вищої школи: навч. посібн. / О. О. Біляковська, І.Я. Мицишин, С.Б. Цюра. – Львів: ЛНУ імені Івана Франка, 2013. - 360 с.
2. Вельчева Л. Г. Методика викладання біології у вищих навчальних закладах. / Л. Г. Вельчева. - Мелітополь: вид. МДПУ, 2015. – 102 с.
3. Каплінський К. В. Методика викладання у вищій школі: Навчальний посібник /В. В Каплінський. – Вінниця: ТОВ «Ніланд ЛТД», 2015 – 224 с.
4. Ткаченко М. В. Педагогіка вищої школи : навчальний посібник / М. В. Ткаченко. – Одеса: ИНВАЦ, 2013. – 150 с.
5. Teaching in the University: Learning from Graduate Students and Early Career Faculty. Edited by Donna Westfall-Rudd, Courtney Vengrin, Jeremy Elliott-Engel. Virginia Tech Publishing, 2022. 295 p.
6. Thompson, Penny. Foundations of Educational Technology Oklahoma State University, 2017. 147 p.

Additional

1. Андрущенко В. П. Педагогіка вищої школи: підручник / АПН України; Інститут вищої освіти / Василь Григорович Кремень (ред.) / В.П. Андрущенко та ін. – К. : Педагогічна думка, 2009. – 256 с.
2. Артемова Л.В. Педагогіка і методика вищої школи :інтерактивні технології в курсах навчальних дисциплін: навчально-методичний посібник /Л.В. Артемова. К.: Кондор, 2008. 271 с
3. Вітвицька С.С. Основи педагогіки вищої школи. Підручник за модульно-рейтинговою системою навчання. 2-ге вид.-К.: Центр учбової літератури, 2011.- 384 с.
4. Norman E. Gronlund, C. Keith Waugh. Assessment of student achievement. Pearson; 10th edition, 2012. 288 p.
5. Діденко Н.Г., Гармаш С.А. Методика викладання у вищій школі і Болонський процес [текст]: навчально-методичний посібник / Н.Г.Діденко, С.А.Гармаш.- Донецьк: ДонДУУ, 2009.- 147 с.
6. Мистецтво бути викладачем: Практ. посіб. / А. Брінклі, Б. Десанте, М. Флегм та ін. За ред. О.І. Сидоренка. – К.: Навчально-методичний центр „Консорціум із удосконалення менеджмент-освіти в Україні”. – 2003. – 144 с.
7. Нагаєв В.М. Методика викладання у вищій школі: Навч. посібник. – К.: Центр учбової літератури, 2007. – 232 с.
8. Ткаченко М. В. Інноваційні технології навчання на уроках біології: навчально-методичний посібник /Ткаченко М. В.. - Навчально-методичний посібник - Одеса: ИНВАЦ, 2016. – 88 с.
9. Чернілевський Д. В. Педагогіка та психологія вищої школи: навч. посіб. для студ. вищих навч. закл. / Вінницький соціально-економ. ін-т ун-ту «Україна» / Д.В. Чернілевський. – Вінниця, 2006. – 402 с.

Online resources

Ministry of Education and Science of Ukraine

<https://mon.gov.ua/eng>

V. Sukhomlynskyi State Scientific Pedagogical Library of Ukraine

<http://www.dnpb.gov.ua/en/>

V. I. Vernadskyi National Library of Ukraine

<http://www.nbu.gov.ua/>

ASSESSMENT

The grading of pedagogical practice is based on the trainee's report on the work carried out which is assessed by the academic supervisor and an instructor of the department where the practice took place, and is approved by the head of the department.

COURSE POLICIES

Attendance policy: the practice attendance is mandatory. The only valid reason for absence is illness confirmed with a certificate from the dean's office.

Mobile devices are not allowed at sessions.