

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

Kyiv national university of construction and architecture

**PEDAGOGY AND  
PSYCHOLOGY OF HIGHER EDUCATION**

Methodological guidelines

Intended for second-cycle (Master's degree) higher education students across all  
majors within the Faculty of Architecture

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Compiled by: A. Sharypin, PhD in Philosophy, Associate Professor  
at the Department of philosophy  
T. Yevdokimova, PhD in Philosophy, Associate  
Professor

Reviewer: A. Taran, PhD in Philosophy, Associate Professor

Responsible for publication: I. Chornomordenko Dr. Sc.  
(Philosophy), Professor

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**Pedagogy and Psychology of Higher Education: Course**  
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The methodological guidelines contain the curriculum materials for the educational component, lecture and practical class topics, individual assignments, module assessment tasks, and a list of recommended references.

Intended for second-cycle (Master's degree) higher education students across all majors within the Faculty of Architecture.

**Педагогіка і психологія вищої школи: методичні рекомендації**  
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Містять матеріали навчальної програми освітньої компоненти: теми лекційних і практичних занять, індивідуальні завдання, завдання для модульного контролю та список рекомендованої літератури.

Призначено для здобувачів другого (магістерського) рівня вищої освіти усіх спеціальностей архітектурного факультету.

## **EXPLANATORY NOTE**

The curriculum in Pedagogy and Psychology of Higher Education at the Kyiv national university of construction and architecture caters to Master's Degree students across various disciplines. Rooted in the Educational Standard and Master's Degree syllabus, its primary objective is to equip graduate students with the skills necessary for teaching specific subjects at the university level, emphasizing the importance of contemporary teaching methods and techniques.

### **Course Goals:**

Prepare students for effective teaching in tertiary education. Enhance competencies required for teaching at higher education institutions.

### **Course Objectives:**

Study internationally-accepted terminology and concepts relevant to teaching and research in higher education. Analyze current trends in international higher education.

Discuss innovative teaching methods and educational media used globally in higher education.

### **Educational Outcomes:**

Acquire knowledge of terminology, concepts, methods, and educational media used in higher education. Understand basics of higher education psychology, character education, and civic education. Learn approaches to developing educational content for university courses.

### **Skills Development:**

Apply internationally-accepted terminology and concepts in teaching and research.

Formulate aims and objectives of teaching activities. Analyze teaching and learning experiences. Evaluate research materials in pedagogy and psychology of higher education. Deal with research materials and conduct micro-teaching. Explain phenomena in contemporary academic environments. Apply innovative teaching methods and techniques.

### **Pre-Requisite Knowledge:**

Builds upon material covered in courses such as Philosophy, Philosophy and Methodology of Science, Foreign Language, and Basics of Information Technologies.

## **STUDY PROGRAMME**

### **Topic 1. EVOLUTION OF PEDAGOGY:**

From Ancient Societies to Modern Times Exploring the earliest forms of education in primitive societies. The pedagogical ideologies of Antiquity: upbringing, education, and theoretical frameworks. Tracing pedagogical advancements through medieval Europe, the rise of universities, and the emergence of pedagogical theories in the 17th - 19th centuries with notable figures like Comenius, Locke, and Rousseau. A critical examination of pedagogy in 19th century Ukraine.

### **Topic 2. INTRODUCTION TO HIGHER EDUCATION PEDAGOGY:**

Foundations and Perspectives Unraveling higher education pedagogy (HEP) as a scholarly discipline. Defining the object, subject, objectives, functions, and principal categories of HEP, along with its historical evolution. Analyzing the influence of philosophical schools, medieval universities, and the Renaissance on higher education. Delving into the development of HEP in modern times, exploring key ideas from John Comenius and the historical context shaping Ukrainian higher education.

### **Topic 3. CONTEMPORARY SYSTEMS OF HIGHER EDUCATION**

he increasing role of higher education (HE) today. Factors affecting transformations in HE: globalization, informatization, and transition to knowledge economy. The emergence of the Bologna Process. The European Higher Education Area as a factor of qualitative changes in national systems of HE. Review of transformation experience in other countries. HE and its functions in today's society. Continuity and multi-variant character of HE, its integration with science and technology. The competency-based approach in HE. Types of HE institutions and their missions (higher colleges, institutes, academies, universities). The modern university model. Post-graduate education, in-services re-training programs, self-education.

#### **Topic 4. PEDAGOGICAL FRAMEWORKS FOR HIGHER EDUCATION:**

Teaching and Learning Essentials Understanding the didactics of higher education, encompassing its object, subject, and core categories. Exploring teaching and learning dynamics, goal-setting, educational content development approaches, and the significance of specific modules in profession-oriented training.

#### **Topic 5. PRINCIPLES AND METHODS OF TEACHING IN HIGHER EDUCATION:**

Shaping Educational Content Analyzing methodological and didactic principles governing teaching in higher education. Categorizing traditional and innovative teaching methods, emphasizing context-based education, and factors influencing method selection.

#### **Topic 6. ORGANIZATIONAL STRUCTURES AND TOOLS IN HE TEACHING**

Examining the evolution of lectures and seminars in higher education, including content development and factors impacting effectiveness. Exploring educational media, digitalization, and the concept of teaching and learning packs (TLPs).

#### **Topic 7. FOSTERING STUDENT INDEPENDENCE AND RESEARCH SKILLS**

Defining student independent study (SIS) and its organization, along with methods and resources for guided and self-directed study. Highlighting the role of student research, internship programs, and assessment methods.

#### **Topic 8. EDUCATIONAL TECHNOLOGIES AND INFORMATIZATION IN HIGHER EDUCATION**

Analyzing educational technologies, competency-based approaches, and the integration of digital tools in teaching and learning. Exploring distance learning, online resources, and platforms for interactive education.

### **Topic 9. INNOVATIONS IN HIGHER EDUCATION AND TEACHING**

Approaches Investigating systemic innovations in higher education, emphasizing educational research and implementing innovative practices. Examining the role of creativity in pedagogical activities.

### **Topic 10. MORAL EDUCATION IN HIGHER EDUCATION:**

Social and Ethical Perspectives Exploring the social and educational dimensions of moral education in HE, principles, methods, and instruments for moral education. Promoting self-development, ethical values, and the need for continuous growth.

### **Topic 11. ESTABLISHING MORAL EDUCATION SYSTEMS IN HIGHER EDUCATION**

Designing effective systems for moral education in HE, considering organizational principles, the educational environment, and pedagogical support mechanisms. Assessing the efficacy of moral education activities.

### **Topic 12. PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF HE**

Management Understanding the dual nature of education management, methods for quality management, and the role of information technologies. Assessing educational quality, student competency, and international cooperation in HE.

### **Topic 13. PEDAGOGICAL MONITORING:**

Evaluating Educational Outcomes Defining pedagogical monitoring, its functions, methods, and procedures for assessing knowledge, skills, and personality qualities. Utilizing a range of assessment methods for comprehensive evaluation.

### **Topic 14. INTRODUCTION TO THE PSYCHOLOGY OF HIGHER EDUCATION**

Exploring the emergence and scope of higher education psychology (HEP), research methods, and future directions. Analyzing the role of HEP within psychological and social sciences.

### **TOPIC 15. PARTICIPANTS IN THE EDUCATIONAL PROCESS:**

Teachers and Students Examining the roles and interactions of teachers and students in the educational process. Balancing general and profession-oriented development, motivating students, and teacher competency.

### **TOPIC 16. PSYCHOLOGY OF STUDENT LEARNING:**

Understanding Educational Dynamics Investigating learning organization, activity-based approaches, and strategies for managing and self-managing learning. Facilitating critical and creative thinking skills in students.

### **Topic 17. PSYCHOLOGICAL FOUNDATIONS OF TEACHING IN HE**

Analyzing teaching objectives, structures, assessment, and the psychology of effective teaching. Fostering constructive teacher-student communication and cultivating educators' pedagogical skills.

### **Topic 18. PSYCHOLOGICAL FOUNDATIONS OF UPBRINGING AND MANAGEMENT IN HIGHER EDUCATION**

Examining psychological factors in student upbringing, intercultural communication, and educational management. Developing effective educational environments and promoting collaboration among stakeholders.

**During the practical class (2 hours), students present and defend their individual assignments (term papers).**

## **INDIVIDUAL ASSIGNMENTS**

Completing an individual assignment in the form of writing a research paper or an essay. A research paper should be 11-15 pages long in A4 format, with a plan at the beginning of the work and a list of used sources at the end. The number of research papers is 1. An essay is a form of creative, independent work by the student. It should be 2-5 pages long excluding the title page, with font size 14 and 1.5 line spacing. The essay should present the author's personal position on the issue and conclusions.

Structure of the work:

Title page,  
Introduction,  
Main part,  
List of references (at least three sources and formatted according to modern requirements).

Preparation of scientific reports on assigned topics for practical classes and presentations during practical sessions.

Preparation for the exam.

## **METHODS OF KNOWLEDGE CONTROL AND ASSESSMENT**

Overall assessment is carried out by measuring learning outcomes through interim (module-based) and final assessment (exams, defense of individual work, etc.) in accordance with the requirements of external and internal quality assurance systems in higher education.

## **ACADEMIC INTEGRITY POLICY**

Texts of individual assignments (including presentations or other formats) may be checked for plagiarism. For the defense of individual assignments, the originality of the text should be at least 70%. Exceptions include cases where publications by students in materials of scientific conferences and other scientific collections that have already passed plagiarism checks are included.

Cheating during testing and other written examinations, including the use of mobile devices, is prohibited. In case of cheating by the student, another assignment will be given. In case of repeated cheating, an additional session will be scheduled for testing.

## **ATTENDANCE POLICY**

A student who misses a class for valid reasons must demonstrate to the instructor and provide to the faculty dean's office a document confirming these reasons. Due to objective reasons (illness, international internship, scientific and scientific-practical conference (round table), etc.), classes may be held online with the course coordinator's approval.

## CONTROL METHODS

The main forms of students' participation in the educational process subject to ongoing control are: participation in practical classes; presentation, opposition, review of presentations; participation in discussions; analysis of primary sources; written assignments (tests, individual essays); and other written works prepared according to the requirements. Each course topic covered in lectures and practical classes is practiced by students in one form or another as listed above. Mandatory attendance at lectures, activity throughout the semester, attendance/completion of all classroom activities, and completion of other types of work specified in the curriculum for this discipline are required.

When assessing the level of student knowledge, the following aspects are analyzed:

Characteristics of the response: integrity, completeness, logicity, substantiation, correctness;

Quality of knowledge (degree of assimilation of factual material): meaningfulness, depth, flexibility, effectiveness, systematicity, generalization, solidity.

Level of ability to combine theory and practice when considering situations, practical tasks;

Level of mastery of mental operations: ability to analyze, synthesize, compare, abstract, generalize, draw conclusions from the problems being considered;

Experience in creative activities: ability to identify problems, solve them, formulate hypotheses;

Independent work: working with educational, methodological, scientific, auxiliary domestic and foreign literature on the issues under consideration, ability to obtain information from various sources (traditional; special periodicals, media, Internet, etc.).

Testing can be conducted with one or several thematic modules. In the latter case, the scores awarded to the student for answers to test questions are divided among thematic modules.

Individual assignments are defended by the student in additional sessions. Individual assignments can be completed in various forms. For example, students can complete them in the form of an essay. The essay should have a length of 11 to 15 pages of A4 text (Times New Roman font, size 14, line spacing 1.5), including a plan, the structure of the main part of the text according to the plan,

conclusions, and a list of references prepared in accordance with DSTU 8302:2015. The essay may also include a glossary of basic concepts related to the topic. Alternatively, individual assignments can be completed in other formats, such as didactic projects or PowerPoint presentations. In this case, the scope of the work is determined individually depending on the topic.

The literature recommended for the completion of individual assignments is provided in this curriculum and is also available electronically on the Educational website of the KNUCA, on the department's page.

Additionally, at the discretion of the instructor, the completion of individual assignments may be credited as participation in an international or all-Ukrainian scientific-practical conference with the publication of abstracts (reports) on one of the topics relevant to the content of the discipline or publication of an article on one of such topics in other scientific publications.

The text of the individual assignment is submitted to the instructor no later than 2 weeks before the start of the examination session. The instructor has the right to require the student to revise the individual assignment if it does not meet the established requirements.

The results of ongoing assessment are recorded in the work journal. A positive assessment of current performance, in the absence of missed or incomplete practical classes and positive assessments for individual work, is the basis for admission to the final form of assessment. Scores for classroom work are earned in case of absences.

The final assessment is conducted during the examination session, taking into account the results of ongoing and module-based assessment. During the semester assessment, the results of all types of educational work are considered according to the credit structure.

Assessment is conducted on a 100-point scale.

### **Topics for Individual Assignments**

#### General and Theoretical Foundations

1. The Role of Higher Education in the Era of Globalization, Digitalization, and Artificial Intelligence.
2. Functions and Missions of Higher Education in the Modern Socio-Economic Environment: Challenges of the 21st Century.
3. Lifelong Learning, Continuity, and Flexibility of Higher Education in a Rapidly Changing World.

4. Competence-Based Approach in Higher Education: From Knowledge to Skills and Professional Readiness in the Digital Age.
5. Pedagogy of Higher Education as a Science: Subject, Categories, and Its Place in the System of Pedagogical Sciences.  
Didactics and Organization of the Learning Process
6. The Learning Process in Higher Education: Essence, Functions, Structure, and Modern Transformations.
7. Designing Learning Goals and Content: Modular, Competence-Based, and Student-Centered Approaches.
8. Educational Standards and Program Documentation in Higher Education: Global Trends and National Contexts.
9. Laws, Principles, and Modern Didactic Approaches in University Teaching.
10. Modern Methods and Technologies of Teaching in Higher Education: From Traditional to Active and Interactive.  
Forms and Methods of Teaching
11. The Lecture in the Digital Age: Types, Functions, Preparation, and Interactive Formats.
12. Seminars and Discussions as Tools for Developing Critical Thinking and Professional Competencies.
13. Practical, Laboratory, and Project-Based Classes: Organization and Integration of Digital Tools.
14. Students' Independent Work and Self-Regulated Learning in the Digital Environment.
15. Research Work and Project Activity of Students: From Course Projects to Real Scientific and Applied Research.  
Educational Technologies and Innovations
16. Pedagogical Technologies in Higher Education: Classification, Effectiveness Criteria, and Modern Trends.
17. Problem-Based, Heuristic, and Gamified Learning in University Practice.
18. Digitalization and Informatization of Higher Education: E-learning Tools, MOOCs, and Adaptive Platforms.
19. Blended, Distance, and Hybrid Learning Models: Best Practices and Challenges After the Global Pandemic.
20. Innovative Processes in Higher Education: Implementation Methodology and Case Studies of Successful Innovations.

## Quality, Management, and Assessment

21. Quality Assurance and Quality Management in Higher Education: International Standards and Approaches.

22. Pedagogical Diagnostics, Monitoring, and Modern Assessment Systems (including rating and competency assessment).

23. Educational and Methodological Support of the Learning Process: Traditional and Electronic Resources.

## Psychology of Higher Education

24. Psychology of Higher Education: Subject, Tasks, and Current Directions of Development.

25. The Personality of the Modern University Teacher: Professional Competencies, Self-Development, and Prevention of Burnout.

26. The Personality of the University Student: Psychological Characteristics, Professional Self-Determination, and Career Development.

27. Student Motivation in Higher Education: Transformation of Cognitive Motives into Professional Ones in the Digital Generation.

28. Adaptation of First-Year Students to University Life: Psychological Factors and Support Systems.

## Psychological Aspects of Learning and Communication

29. Psychological Features of Learning Activity at University: Creative Thinking, Critical Thinking, and Learning in the Information Environment.

30. Communication and Interaction in the “Teacher–Student” System: Constructive Dialogue, Feedback, and Emotional Intelligence in the Educational Process.

## Questions for Final Assessment

1. Analyze the historical evolution of education from ancient civilizations to modern higher education and evaluate its significance for contemporary pedagogical theory.
2. Discuss the pedagogical ideas of major educational thinkers (Comenius, Locke, Rousseau) and assess their influence on modern higher education.
3. Characterize the development of Ukrainian pedagogical thought and its contribution to the formation of contemporary higher education.
4. Explain the subject matter, functions, principles, and categories of Higher Education Pedagogy as a scientific discipline.

5. Analyze the role of universities in the historical development of European civilization and the formation of academic culture.
6. Examine the impact of globalization, digitalization, and the knowledge economy on contemporary higher education systems.
7. Assess the significance of the Bologna Process and the European Higher Education Area for the modernization of higher education.
8. Explain the competence-based approach in higher education and evaluate its role in professional training and lifelong learning.
9. Analyze the didactic foundations of higher education, including learning objectives, educational content, and learning outcomes.
10. Compare traditional and innovative teaching methods and justify their effectiveness in university education.
11. Evaluate the educational potential of lectures, seminars, practical classes, and digital learning resources in higher education.
12. Discuss the role of independent study and research activities in the development of students' academic and professional competencies.
13. Analyze contemporary educational technologies and the process of informatization in higher education.
14. Explain the nature of pedagogical innovation and assess the role of creativity in professional teaching activity.
15. Discuss the objectives, principles, methods, and contemporary challenges of moral education in higher education institutions.
16. Analyze the psychological and pedagogical foundations of educational management and quality assurance in higher education.
17. Explain the functions and methods of pedagogical monitoring and evaluate its role in assessing educational outcomes.
18. Characterize the psychological features of university students, including motivation, adaptation, professional identity formation, and self-development.
19. Analyze the psychological foundations of effective teaching, teacher–student interaction, and academic communication.
20. Evaluate the role of emotional intelligence, intercultural communication, and collaborative learning in creating a productive educational environment.

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Course resources

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Intended for second-cycle (Master's degree) higher education students across all majors within the Faculty of Architecture.

Authors: **Sharypin** Andriy,  
**Yevdokimova** Tetyana

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