

PJSC ‘HIGHER EDUCATION INSTITUTION
‘INTERREGIONAL ACADEMY OF PERSONNEL MANAGEMENT’’



SYLLABUS
of the academic discipline
«*PSYCHOLOGY AND PEDAGOGY OF HIGHER EDUCATION*»

Speciality: **C4 Psychology**

Educational level: **Second (master's) level**

Study program: **Psychology**

General information about the academic discipline

Name of the academic discipline	Psychology and pedagogy of higher education
Code(s) and name(s)	C4 Psychology
Specialty(s)	Psychology
Level of higher education	second (master's) level of higher education
Status of the discipline	Selective
Number of credits and hours	3 credits/ 90 hours Lectures: 20 hours Seminars/practical classes: 14 hours Independent work: 56 hours
Terms of study of the discipline	
Language of instruction	Ukrainian
Type of final control	Credit

General information about the instructor. Contact information.

Full name of the instructor	
Academic degree	
Position	
Areas of scientific research	
Links to the registers of identifiers for scientists	
Contact information	
E-mail:	
Department phone	
Teacher's portfolio on the Institute's website	

Course Annotation

The course “Psychology and Pedagogy of Higher Education” is aimed at forming in higher education students a holistic understanding of the psychological patterns of the educational process in higher education institutions and modern pedagogical approaches to the professional training of specialists. Within the course, the theoretical foundations of the psychology of the student’s and teacher’s personality are revealed, as well as the features of cognitive activity, learning motivation, interpersonal interaction and communication in the academic environment, and the principles, methods, and forms of organizing the educational process in higher education. Considerable attention is paid to the issues of professional and personal development of the future specialist, psychological aspects of the teacher’s pedagogical activity, the formation of pedagogical mastery, academic culture and ethics, as well as the implementation of innovative educational technologies.

Subject of the academic discipline: psychological and pedagogical patterns of the functioning of higher education, features of teaching and educating student youth, methods of pedagogical influence and personality development in the conditions of professional training.

Purpose of the course: to form students' psychological and pedagogical competence, the ability to understand and analyze educational processes in higher education, effectively organize learning activities, build constructive interaction, and apply psychological knowledge in future professional activity.

Objectives of the academic discipline:

1. Familiarization with the main categories of psychology and pedagogy of higher education.
2. Development of skills to analyze pedagogical situations.
3. Ability to make well-grounded professional decisions.
4. Formation of skills of self-reflection, pedagogical communication, and critical thinking.

Prerequisites of the academic discipline: The study of the course is based on knowledge acquired during the study of disciplines of the humanitarian and socio-psychological cycle, in particular "General Psychology," "Pedagogy," "Academic Studies," "Social Psychology," and "Personality Psychology." The study of the academic discipline "Psychology and Pedagogy of Higher Education" is based on the knowledge and skills obtained by students during the completion of the first (Bachelor's) level of higher education.

Postrequisites of the academic discipline: The knowledge and skills acquired within the course constitute an important basis for the further professional development of students, successful mastery of professional educational components, development of pedagogical culture, a responsible attitude toward future activity, and effective self-realization in the educational and professional environment.

Program competencies and learning outcomes:

General Competencies (GC)	GC1. Ability to apply knowledge in practical situations. GC3. Ability to generate new ideas (creativity). GC4. Ability to identify, pose and solve problems. GC7. Ability to act in a socially responsible and conscious manner. GC8. Ability to develop and manage projects. GC9. Ability to motivate people and move towards a common goal. GC10. Ability to communicate in a foreign language.
Specific (Professional) Competencies (SC)	SC4. Ability to carry out practical activities (training, psychotherapeutic, counselling, psychodiagnostic and other depending on specialisation) using scientifically verified methods and techniques. SC5. Ability to organise and implement study and training activities for different categories of the population in the field of psychology. SC6. Ability to interact effectively with colleagues in mono- and multidisciplinary teams. SC7. Ability to make professional decisions in difficult and unpredictable conditions, to adapt to new situations of professional activity. SC8. Ability to assess the limits of their own professional competence and improve their professional qualifications. SC9. Ability to adhere to professional ethics in professional activities and be guided by universal values.

	SC11. Ability to design and organise the activities of a psychological service and maintain professional relationships with representatives of different communities and organisations. SC14 Ability to apply in-depth knowledge of the psychology of crisis situations to provide psychological support and effective work with stressful conditions of different segments of the population in the war and post-war periods.
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Program learning outcomes

Program outcomes	ILO1 Search, process and analyse professionally important knowledge from various sources using modern information and communication technologies. ILO4 Make a psychological forecast for the development of individuals, groups, organisations. ILO5 Develop programs of psychological interventions (training, psychotherapy, counselling, etc.), conduct them in individual and group work, evaluate their quality. ILO6 Develop study materials and study programs, implement them, receive feedback, and evaluate their quality. ILO7 Present research results in written and oral forms in an accessible and reasoned manner, participate in professional discussions. ILO8 Evaluate the degree of complexity of the tasks of the activity and make a decision on seeking help or advanced training. ILO11 To adapt and modify existing scientific approaches and methods to specific situations of professional activity. ILO15 Apply in-depth knowledge of the psychology of crisis situations to provide psychological support and effective work with stressful conditions of different segments of the population during the war and post-war periods.
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Content of the academic discipline:

№	Topic name	Number of hours, of which:				
		Lec ture s	Pract ical classe s	Inde pen dent wor k	Teaching methods/assessment methods	
1st semester					Teaching methods: verbal (teaching lecture; conversation; educational discussion); inductive method; deductive method; translational method; analytical; synthetic; practical; explanatory-illustrative; reproductive; problem-based presentation method; partially-search; research; interactive methods	
Content module I.						
Topic 1.	Pedagogy and Psychology of Higher Education as a Field of Scientific Knowledge and an Academic Discipline	2	1	6		
Topic 2.	The System of Higher Education in Ukraine, Trends and Prospects for Development	2	2	6		
Topic 3.	The Teaching and Learning Process in Higher Education	2	1	6		

					(situation discussions, polemics; synthesis of thoughts; brainstorming; skills development; situational modeling, processing of discussion questions); modeling of professional activity; innovative teaching methods (competence; project-research); case method.
					Assessment methods: oral control (oral survey, assessment of participation in discussions, other interactive teaching methods); written control (control, independent work, essays); test control (closed-form tests: test-alternative, test-correspondence); method of self-control and self-assessment; case study evaluation.
Topic 4.	Psychological Features of Pedagogical Communication Between Teachers and Students in Higher Education Institutions	2	2	4	
Topic 5.	Innovative Pedagogical Technologies in Higher Education.	2	1	6	
Modular test work					
Content module II.					
Topic 6.	Forms of Organization of Learning in Higher Education	2	1	6	
Topic 7.	Professional Development of the Personality of a Higher Education Student	2	2	6	
Topic 8.	Control and Assessment of Knowledge of Higher Education Students	2	1	4	
Topic 9	Scientific Organization of Work of Higher Education Students	2	2	6	
Topic 10	Research Activities of Higher Education Students	2	1	6	
		Modular test work			
Total :			20	14	56
Form of control: Credit					

Technical equipment and/or software – official website of IAPM:

<http://maup.com.ua> The educational process uses classrooms, a library, a multimedia projector and a computer for conducting lectures and seminars with presentation elements. Studying individual topics and completing practical tasks requires access to information from the Internet, which is provided by a free Wi-Fi network.

Forms and methods of control.

Control of the success of students is divided into ongoing and final (semester).

Ongoing control is carried out during practical (seminar) classes, the purpose of which is to systematically check the understanding and assimilation of theoretical educational material, the ability to use theoretical knowledge when performing practical tasks, etc. The possibilities of ongoing control are extremely wide: motivation for learning, stimulation of educational and cognitive activity, a differentiated approach to learning, individualization of learning, etc.

Forms of student participation in the educational process that are subject to ongoing control:

- oral report;
- additions, questions to the person answering;
- systematic work in seminar classes, activity during the discussion of issues;
- participation in discussions, interactive forms of organizing classes;
- analysis of legislation and monographic literature;
- written tasks (tests, tests, creative works, essays, etc.);
- preparation of theses, summaries of educational or scientific texts;
- independent study of topics;
- control of the success of students is divided into ongoing and final.

Methods of ongoing control: oral control (survey, conversation, report, message, etc.); written control (test work, essay, presentation of material on a given topic in writing, etc.); combined control; presentation of independent work; observation as a control method; test control; problem situations.

Grading system and requirements.**Table of distribution of points received by students**

Topics	Ongoing knowledge control										Modu lar tests	Credit	Total points
	To pic 1	To pic 2	To pic 3	To pic 4	To pic 5	To pic 6	To pic 7	To pic 8	To pic 9	To pic 10			
Work in a seminar session	3	3	3	3	3	3	3	3	3	3	20	20	100
Independent work	3	3	3	3	3	3	3	3	3	3			

The table contains information about the maximum points for each type of assignment.

When assessing the mastery of each topic for the current educational activity, the student is given marks taking into account the approved assessment criteria for the relevant discipline.

The criteria for assessing the learning outcomes of students and the distribution of points they receive are regulated by the Regulations on the assessment of academic achievements of students at PJSC "HEI "IAPM".

Modular control. Modular control work on the academic discipline "Psychology and pedagogy of higher education" is carried out in written form, in the form of testing, namely, closed-form tests: test-alternative, test-correspondence.

Criteria for evaluating the modular test work in the academic discipline "Psychology and pedagogy of higher education":

When evaluating the modular test work, the volume and correctness of the completed tasks are taken into account:

- the grade "excellent" (A) is given for the correct completion of all tasks (or more than 90% of all tasks);

- the grade "good" (B) is given for the completion of 80% of all tasks;

- the grade "good" (C) is given for the completion of 70% of all tasks;

- the grade "satisfactory" (D) is given if 60% of the proposed tasks are completed correctly;

- the grade "satisfactory" (E) is given if more than 50% of the proposed tasks are completed correctly;

- the grade "unsatisfactory" (FX) is given if less than 50% of the tasks are completed.

Absence from the modular test work - 0 points.

The above grades are transformed into rating points as follows:

"A" - 18-20 points;

"B" - 16-17 points;

"C" - 14-15 points;

"D" - 12-13 points.

"E" - 10-11 points;

"FX" - less than 10 points.

The final semester control in the academic discipline «Psychology and pedagogy of higher education» is a mandatory form of assessing the learning outcomes of a student. It is carried out within the time limits established by the educational process schedule and in the volume of educational material determined by the syllabus of the academic discipline.

The final control is carried out in the form of an exam. The student is admitted to the final control provided that he/she performed all types of work outlined in the syllabus.

The final (semester) grade of the discipline for which the exam is provided is formed from two components: the results (grade) of the ongoing control; exam grade.

The maximum number of points for the ongoing control is 60, for the examination is 40.

The minimum amount by which the exam is considered as passed is 25 points.

The grade for the ongoing control is formed as the sum of rating points received by the student during the seminars/practical classes and incentive (if provided) points.

After evaluating the student's answers on the exam, the professor summarizes the points received for the ongoing control measures and points for the exam to obtain the final grade for the course.

Scale for the assessment of credit tasks

Scale	Total points	Criteria
Excellent level	30–40	The task is completed with high quality; the student has achieved the maximum score in the assessment of theoretical knowledge.
Good level	20–29	The task is completed with high quality and a sufficiently high proportion of correct answers.
Satisfactory level	10–19	The task is completed with an average number of correct answers; the student has demonstrated theoretical knowledge with significant errors.
Unsatisfactory level	0–9	The task is not completed; the student has demonstrated theoretical knowledge with major errors.

Assessment of additional (individual) types of educational activities. Additional (individual) types of educational activities include the participation of applicants in scientific conferences, scientific societies and problem groups, preparation of publications, etc. in excess of the tasks established by the relevant syllabus of the academic discipline.

By decision of the department, applicants who participated in scientific research work and performed certain types of additional (individual) types of educational activities may be awarded incentive (bonus) points for a certain educational component.

Incentive points are not normative and are not included in the table of distribution of points received by students and the main scale of the assessment system.

One event can be the basis for setting incentive points only for one most relevant educational component.

The total number of points scored by students for completing tasks for independent work is one of the components of the academic performance in the academic discipline. Independent work on each topic according to the work program of the academic discipline is evaluated in the range from 0 to 2 points using standardized generalized knowledge assessment criteria.

Scale for evaluating the performance of independent work (individual tasks)

The maximum possible assessment of independent work (individual tasks)	Execution level			
	Excellent	Good	Satisfactory	Unsatisfactory
3	3	2	1	0

Forms of control: ongoing control based on the performance of practical work; ongoing control of knowledge acquisition based on the assessment of oral answers to questions, messages, reports, etc. (in practical (seminar) classes); individual or collective project that requires the formation of practical skills and abilities of students (selective form); solving situational tasks; a summary made on the topic studied independently; testing, performing a written test; draft articles, speech abstracts and other publications, other forms that contribute to the full assimilation of the educational program and the consistent development of skills for effective independent professional (practical and scientific and theoretical) activity at a high level.

To assess the learning outcomes of a student during the semester, a 100-point, national and ECTS assessment scale is used.

Summary assessment scale: national and ECTS

Total points for all types of learning activities	ECTS assessment	National scale assessment for credit, course project (work), internship	
		National scale assessment for credit, course project (work), internship	For pass/fail (credit)
90 – 100	A	excellent	pass
82 – 89	B	good	
75 – 81	C		
68 – 74	D	satisfactory	
60 – 67	E		
35 – 59	FX	unsatisfactory with the possibility of retaking	fail unsatisfactory with the possibility of retaking

0 – 34	F	unsatisfactory with mandatory re-study of the discipline	fail unsatisfactory with mandatory re-study of the discipline
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Course Policy.

- regularly attend lectures and practical classes;
- work systematically and actively in lectures and practical classes;
- catch-up on missed classes;
- perform the tasks required by the syllabus in full and with appropriate quality;
- perform control and other independent work;
- adhere to the norms of academic behaviour and ethics.

The course " Psychology and pedagogy of higher education" involves mastering and adhering to the principles of ethics and academic integrity, in particular, orientation on preventing plagiarism in any of its manifestations: all works, reports, essays, abstracts and presentations must be original and author's, not overloaded with quotes, which must be accompanied by references to primary sources. Violations of academic integrity are considered: academic plagiarism, self-plagiarism, fabrication, falsification, copying, deception, bribery, biased evaluation.

The assessment of the student is focused on receiving points for activity in seminar classes, completing tasks for independent work, as well as completing tasks that can develop practical skills and abilities, for which additional (bonus) points can be awarded (participation in round tables, scientific conferences, scientific competitions among students).

Methodological support of the academic discipline

Teaching and methodological materials that provide support for the discipline: lecture notes, methodological recommendations for conducting practical (seminar) classes and methodological recommendations for independent work of higher education students in the academic discipline " Psychology and pedagogy of higher education".

Recommended sources of information

Main Sources:

1. Innovative Educational Technologies: Educational and Methodological Guide / comp. L. M. Prokopiv. Ivano-Frankivsk, 2020. 172 p.
2. Zaichenko, I. V. Pedagogy and Teaching Methods in Higher Education: Textbook. 3rd ed. Kyiv: Lira-K, 2020. 512 p.
3. Kovalchuk, L. Modeling of Scientific and Pedagogical Research: Study Guide. Lviv: Publishing Center of Ivan Franko National University of Lviv, 2020.
4. Lebedyk, L. V., Strelnikov, V. Yu., Strelnikov, M. V. Modern Teaching Technologies and Methods of Teaching Disciplines: Educational and Methodological Guide for Participants of Advanced Training Courses for Pedagogical Staff of Secondary, Vocational (Vocational-Technical), Professional Pre-Higher and Higher Education Institutions. Poltava: ASMI, 2020. 303 p.
5. Martseva, L. A. Pedagogy and Psychology of Higher Education: Study Guide. Zhytomyr: State University "Zhytomyr Polytechnic", 2022. 150 p.
6. Mukhina, H. V. Pedagogy and Psychology of Higher Education: Educational and Methodological Guide. Kyiv: Dakor Publishing House, 2020. 178 p.
7. Pedagogy of Higher Education: Study Guide / O. I. Fedorenko, V. O. Tiurina, S. P. Hirenko, S. M. Boiko, M. O. Koteliukh, P. D. Chervonyi, O. V. Medvedieva; ed. by O. I.

8. Strategy for the Development of Higher Education in Ukraine for 2021–2031. Available at: Ministry of Education and Science of Ukraine official website.

Additional Sources:

9. Vynohradova, V. Ye., Yurchenko, V. I. Psychology of Higher Education: Theoretical and Practical Aspects: Study Guide. 2nd ed. Kyiv: Lira-K, 2020. 296 p.

10. Zaiachkivska, N. M. Formation of Readiness of Higher Education Teachers to Use Modern Educational Technologies in Professional Activity. New Pedagogical Thought, 2020, No. 3 (103), pp. 36–40.

11. Melnychuk, L. B., Shkabarina, M. A. Pedagogy and Psychology of Higher Education: Educational and Methodological Guide. Lviv: "Novyi Svit–2000", 2021. 266 p.

12. Turkot, T. I. Psychology and Pedagogy of Higher Education: Study Guide. Kyiv, 2025. 516 p.

Information Resources:

1. Electronic Library. Available at: www.info-library.com.ua

2. Boliubash, Ya. Ya. State Program "Teacher" – Progress Toward the Teacher. Available at: www.mon.gov.ua

3. Institute of Correctional Pedagogy and Psychology, Kyiv. Available at: www.ikpp.npu.edu.ua

4. Psychological Library of the Kyiv Foundation for the Promotion of the Development of Psychological Culture. Available at: psylib.kiev.ua

5. Website of the Faculty of Sociology and Psychology of Taras Shevchenko National University of Kyiv (online academic library). Available at: www.socd.univ.kiev.ua

6. V. O. Sukhomlynskyi State Scientific and Pedagogical Library of Ukraine. Available at: dnpb.gov.ua

7. Available at: pidruchniki.com – Methodology of Pedagogy

8. Available at: pidruchniki.com – Purpose, Content, and Organization of the Educational Process in Higher Education

9. Available at: studentam.net.ua