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

LAW INSTITUTE

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

COURSE SYLLABUS

PEDAGOGICS AND PSYCHOLOGY OF HE (IN ENGLISH)

course title

Recommended by the Didactic Council for the Education Field of:

45.04.02 Linguistics

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

Legal Translation and Interpreting

higher education programme profile/specialisation title

1. COURSE GOAL(s)

The goal of the course is to provide an introduction to the Pedagogics and Psychology of Higher Education.

The course content familiarizes students with the basic theoretical knowledge, international and national panorama of the discipline. Special emphasis is laid on interdisciplinary environment that embraces cognitive, cultural, pragmatic, linguistics aspects of pedagogical and psychological research and practice within a broad socio cultural context related to a particular pedagogical and psychological systems and cultures.

The course covers the nature, principles and procedures, classification and levels of contemporary higher education, guides students to realize the implications of the similarities and differences between national educational systems typical of a particular time period.

2. REQUIREMENTS FOR LEARNING OUTCOMES

1) Mastering the course “Pedagogics and Psychology of Higher Education” is aimed at the development of the following competences:

Table 2.1. List of competences that students acquire through the course study

| Competence code | Competence descriptor | Competence formation indicators (within this course) |
|-----------------|--|---|
| GC-5 | Ability to analyze and consider cultural diversity during cross cultural interaction. | GC 5.1. Knows culture, history and geography of the countries whose languages are learnt as well as data perception stereotypes and ways to overcome them in the course of cross cultural interaction. |
| | | GC-5.2. Masters comprehensive linguistic and extralinguistic tools to create a discrimination-free environment for cross cultural interaction. |
| GPC-2 | Knowledge of the specifics of foreign scientific worldview and masters the academic discourse in Russian and foreign language being learnt. | GPC-2.1. Knows the specifics of the scientific picture of the world and the components of its discursive modelling in Russian and the foreign languages being learnt. |
| | | GPC-2.2. Masters comprehensive tools to produce academic discourse in Russian and foreign languages. |
| GPC-3 | Readiness to master the general theory of teaching and methodology of teaching specialized disciplines within the chosen field of the educational program (translation and interpreting), can use modern educational technologies in practice. | GPC-3.1. Knows the background concepts, theories, approaches within the contemporary teaching theory and methods to teach specialized disciplines within the chosen field of the training of specialists in translation and interpreting. GPC-3.2. Masters comprehensive tools to train specialists in translation and interpreting. |

3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/elective* component of (B1) block of the higher educational programme curriculum.

* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

| Competence code | Competence descriptor | Previous courses/modules* | Subsequent courses/modules* |
|-----------------|--|---------------------------|---|
| GC-5 | Ability to analyze and consider cultural diversity during cross cultural interaction. | | “Methodology of Foreign Language Teaching”, “Didactics of Specialized Translation skills Training” and Academic Teaching Internship |
| GPC-2 | Knowledge of the specifics of foreign scientific worldview and masters the academic discourse in Russian and foreign language being learnt. | | “Methodology of Foreign Language Teaching”, “Didactics of Specialized Translation skills Training” and Academic Teaching Internship |
| GPC-3 | Readiness to master the general theory of teaching and methodology of teaching specialized disciplines within the chosen field of the educational program (translation and interpreting), can use modern educational technologies in practice. | | “Methodology of Foreign Language Teaching”, “Didactics of Specialized Translation skills Training” and Academic Teaching Internship |

* To be filled in according to the competence matrix of the higher education programme.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course is 3 credits (108 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)**

| Type of academic activities | Total academic hours | Semesters/training modules | | | |
|------------------------------------|----------------------|----------------------------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| <i>Contact academic hours</i> | 27 | 27 | | | |
| including: | | | | | |
| Lectures (LC) | 9 | 9 | | | |
| Lab work (LW) | | | | | |
| Seminars (workshops/tutorials) (S) | 18 | 18 | | | |
| <i>Self-studies</i> | 72 | 72 | | | |

| Type of academic activities | | Total academic hours | Semesters/training modules | | | |
|---|-----------------|----------------------|----------------------------|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| <i>Evaluation and assessment (exam/passing/failing grade)</i> | | 9 | 9 | | | |
| Course workload | academic hours_ | 108 | 108 | | | |
| | credits | 3 | 3 | | | |

Table 4.2. Types of academic activities during the periods of higher education programme mastering(*part-time training*)*

| Type of academic activities | | Total academic hours | Semesters/training modules | | | |
|---|-----------------|----------------------|----------------------------|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| <i>Contact academic hours</i> | | | | | | |
| including: | | | | | | |
| Lectures (LC) | | | | | | |
| Lab work (LW) | | | | | | |
| Seminars (workshops/tutorials) (S) | | | | | | |
| <i>Self-studies</i> | | | | | | |
| <i>Evaluation and assessment (exam/passing/failing grade)</i> | | | | | | |
| Course workload | academic hours_ | | | | | |
| | credits | | | | | |

* To be filled in regarding the higher education programme part-time training mode.

Table 4.3. Types of academic activities during the periods of higher education programme mastering(*correspondence training*)*

| Type of academic activities | | Total academic hours | Semesters/training modules | | | |
|---|-----------------|----------------------|----------------------------|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| <i>Contact academic hours</i> | | | | | | |
| including: | | | | | | |
| Lectures (LC) | | | | | | |
| Lab work (LW) | | | | | | |
| Seminars (workshops/tutorials) (S) | | | | | | |
| <i>Self-studies</i> | | | | | | |
| <i>Evaluation and assessment (exam/passing/failing grade)</i> | | | | | | |
| Course workload | academic hours_ | | | | | |
| | credits | | | | | |

* To be filled in regarding the higher education programme correspondence training mode.

5. COURSE CONTENTS

Table 5.1. Course contents and academic activities types

| Course module title | Course module contents (topics) | Academic activities types |
|---------------------------|---|---------------------------|
| Module 1: Pedagogics as a | Topic 1.1. Pedagogics as a system, a scientific | LC |

| Course module title | Course module contents (topics) | Academic activities types |
|--|--|----------------------------------|
| scientific study. | study, its notions, principles. General information on the theory and research methods. | LC, S |
| | Topic 1.2. History of Pedagogics. A historic view on varied strategies in pedagogics in Russia and some other countries (XVIII-XIX cent.) Outstanding scholars in pedagogics and psychology (XX cent.). | LC, S |
| Module 2: Psychology as a scientific study. | Topic 2.1. Psychology as a system, a scientific study, its notions, principles. General information on the theory and research methods. | LC, S |
| | Topic 2.2. Pedagogical and psychological interconnection. Pedagogics as development, instructing, training, education and learning. Models and principles of teaching. | S |
| Module 3: National higher education in the world educational environment. | Topic 3.1. Integration of national higher education in the world educational environment. Bologna process. Topic 3.2. Crisis in world education. | LC, S |
| Module 4: Contemporary higher education development. | Topic 4.1. General directions of contemporary higher education development (rules and regulations of contemporary education, its subject matter, curriculum, the application of up-to-date technologies and modes of training and teaching, the level of the competences obtained). Topic 4.2. Contemporary approaches to personality development in learning and professional environment (a pedagogical and psychological study of a student personality, realization of professional self-study and personal evolution, designing of further educational environment and professional promotion, studying such individual characteristics of students as age, personality, cognitive abilities). | LC, S |
| Module 5: Contemporary pedagogical and psychological challenges in higher education. | Topic 5.1. Contemporary pedagogical and psychological challenges in higher education (social, national, cultural and religious stratification among students, inclusive education i.e. integration of students with severe disabilities in learning activities). Topic 5.2. Differential psych diagnosis in education. Creating safe and psychological comfortable circumstances for learning. Psychological support of learning and teaching. | LC, S |
| Module 6: Psychology of | Topic 6.1. Psychology of mutual cognitive activity. Activity theory in psychology of | LC, S |

| Course module title | Course module contents (topics) | Academic activity types |
|--|---|-------------------------|
| mutual cognitive activity. | learning. Kinds of learning activity. Leontev A.N. and his activity theory. The notion of the leading activity. Topic 6.2. Task-based learning. Psychological and pedagogical conditions of task-based learning. | |
| Module 7: Motivation concepts | Topic 7.1. Motivation concepts. Motivation as a stimulus for learning at higher school. Intrinsic motivation and extrinsic motivation. Topic 7.2. Social Psychology (psychology of trust). Psychological trainings in learning and teaching. | LC, S |
| Module 8: Assessment at higher school. | Topic 8.1. Ways of assessment at higher school. ECTS grades description. Project making method. Topic 8.2. Cooperative learning. Professional communication in learning and teaching. Students-teachers relationship at higher school and professional and personal development. | LC, S |
| Module 9: Andragogy. | Topic 9.1. Difference between Pedagogy and Andragogy. Psychological and pedagogical grounds of teaching adults. Topic 9.2. Contemporary theories of adult education. | LC, S |

* - to be filled in only for **full**-time training: LC - lectures; LW - lab work; S - seminars.

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

| Type of academic activities | Classroom equipment | Specialised educational / laboratory equipment, software, and materials for course study (if necessary) |
|-----------------------------|--|---|
| Lecture | A lecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations. | |
| Seminar | A classroom for conducting seminars, group and individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations. | |
| Self-studies | A classroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and | |

| Type of academic activities | Classroom equipment | Specialised educational / laboratory equipment, software, and materials for course study (if necessary) |
|-----------------------------|--|---|
| | computers with access to the electronic information and educational environment. | |

* The premises for students' self-studies are subject to **MANDATORY** mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

1. Alexander R. Essays on Pedagogy. - Routledge, 2008. –224 p.
2. Edwards R., Usher R. Globalisation & Pedagogy. Space, Place and Identity, 2nd Edition – Routledge, 2007. - 194 p.
3. Kalantzis M.,Cope B. New Learning. Elements of a Science of Education. – Cambridge University Press, 2012 –360 p.
4. McLean M. Pedagogy and the University: Critical Theory and Practice. – London, Continuum International Publishing Group Ltd. , 2006 – 187 p.
5. Osborne M., Houtson M., Toman N. The Pedagogy of Lifelong Learning
6. Understanding Effective Teaching and Learning in Diverse Contexts -Routledge, 2007 – 248 p.
7. Sandlin J.A., Schultz B.D., Burdick J. Handbook of Public Pedagogy. – Routledge, 2009. – 684p.

Additional readings:

1. Asher J. Brainswitching: Learning on the Right Side of the Brain. 2nd. Edition. – California, Sky Oak Production, 2000. – 308 p.
2. Banks J.A. Cultural Diversity and Education. // In Foundations, curriculum, and education: Issues and perspectives. Boston: Allyn & Bacon, 2001. – Pp. 195-214.
3. Bates A.W. Managing Technological Change: Strategies for College and University Leaders. – San-Francisco, Jossey-Bass Inc. Publishers, 2000. – 199 p.
4. Beer J.E., Stief E. The Mediator's Handbook. – New Society Publishers, 1998. – 176 p.
5. Belcher D. Teaching to perceived needs and imagined futures in worlds of work, study and everyday life. // TESOL Quarterly, English for specific purposes: 40(1), 2006. – Pp. 133-156.
6. Bentham S. Psychology and Education. – Routledge, 2002. – 224 p.
7. Blake N., Smeyers P., Smith R. and Standish P. (eds). The Blackwell Guide to the Philosophy of Education. – Oxford, Blackwell Publishing, 2003. – 432 p.
8. Brundrett M., Burton N., Smith R. Leadership in Education. – London, Centre for Educational Leadership & Management, 2003. – 202 p.
9. Cottrell S. Critical Thinking Skills. – Palgrave MacMillan, 2003. – 264 p.
10. Cottrell S. Teaching Study Skills and Supporting Learning. –Palgrave MacMillan, 2001. – 356 p.
11. Craft A., Jeffrey B. and Leibling M. (eds) Creativity in Education. –London, Continuum, 2001. – 224 p.
12. Ernest P. The One and the Many. // L. Steffe & J. Gale (Eds.). Constructivism in education. – New Jersey, Lawrence Erlbaum Associates, Inc, 1995. – Pp. 459-486.
13. Fosnot C. Constructivism: A Psychological theory of learning // C. Fosnot (Ed.) Constructivism: Theory, perspectives, and practice. – New York: Teachers College Press, 1996. – Pp. 8-33.
14. Gergen K. Social construction and the educational process // L. Steffe & J. Gale (Eds.). Constructivism in education. – New Jersey: Lawrence Erlbaum Associates, Inc., 1995. – Pp.17-39.

15. Gronlund N.E., Linn R.L. Measurement and Evaluation in Teaching. 6th edition. – N.Y. – L.: Macmillan, 1990. – 525 p.
16. Honebein P. Seven goals for the design of Constructivist learning environments. // Wilson B. (Ed). Constructivist learning environments. – New Jersey: Educational Technology Publications, 1996. – Pp.17-24.
17. Irvine J.J. & York E.D. Learning Styles and Culturally Diverse Students: A literature review// J.A. Banks & C.A.M. Banks (Eds.), Handbook of Research on Multicultural Education. – San Francisco: Jossey-Bass, 2001. – P. 484-497.
18. Laurillard Diana Rethinking University Teaching? //A Framework for the Effective Use of Educational Technology. 2-d ed. – London, RoutledgeFalmer, 2002. – 268 pp.
19. Leach J.A., Ametller J. and Scott P. The relationship of theory and practice in designing, implementing and evaluating teaching sequences: learning from examples that don't work. //Education et la Didactique. №2(3), 2009. – pp. 139-161.
20. Lindblom-Ylanne S. and Lonka K. Interaction Between Learning Environment and Expert Learning. // in Lifelong Learning in Europe, 2000. – №2. – p. 90-97.
21. McCorkie S., Reese M.J. Mediation Theory and Practice. - Allyn & Bacon; 1 edition, 2004. – 240 p.
22. McGuinn N. How and Why do we Learn? /in Davies I., Gregory I and McGuinn N. Key Debates in Education. – London and New York, Continuum, 2002. – 176 pp.
23. Miller A. Teachers, Parents and Classroom Behaviour. A Psychological Approach. – UK, University of Nottingham, 2003. – 216 pp.
24. Neal J.R., Slavin R.E. Instructor's manual. - Prentice Hall, 1991. – 296 p.
25. Perkins D. Technology meets constructivism: Do they make a marriage// In T. Duffy & D. Jonassen, Constructivism and the technology of instruction: A conversation. – New Jersey: Lawrence Erlbaum Associates, Publishers, 1992. – Pp. 45-56.
26. The PISA 2003 Assessment Framework Mathematics, Reading, Science and Problem Solving Knowledge and Skills OECD. Published by: OECD Publishing, 2003. – 228 p.
27. Randall Mick, Thornton Barbara (eds) Advising and Supporting Teachers. – Cambridge University Press, 2001. – 286 p.
28. Robin A. Culture and Pedagogy. – Blackwell Publishers,2001. – 668 pp.
29. Rogers K., Freiberg G. Freedom to learn. – Toronto, New York – Oxford – Singapore – Sydney: Maxwell Macmillan International, 1994. – 406 pp.
30. Scharle Agota, Swab Anita Learner Autonomy: A Guide to Developing Learner Responsibility. – Cambridge University Press, 2000. – 120 p.
31. Slavin R.E. Educational psychology: theory and practice. –Pearson/Allyn & Bacon, 2006. – 609 p.
32. Wilmot W., Hocker J. Interpersonal Conflict. - McGraw-Hill Humanities/Social Sciences/Languages; 8 edition, 2010. – 384 p.
33. Woolfolk, A.E.; Winne, P.H. & Perry, N.E. Educational Psychology (3rd Canadian ed.). – Toronto, Canada: Pearson, 2006. – 824 p.

Internet sources

1. Electronic libraries (EL) of RUDN University and other institutions, to which university students have access on the basis of concluded agreements:
 - RUDN Electronic Library System (RUDN ELS) <http://lib.rudn.ru/MegaPro/Web>
 - EL "University Library Online" <http://www.biblioclub.ru>
 - EL "Yurayt" <http://www.biblio-online.ru>
 - EL "Student Consultant" www.studentlibrary.ru
 - EL "Lan" <http://e.lanbook.com/>
 - EL "Trinity Bridge"
 - <http://adulted.about.com/od/teachers/a/teachingadults.htm>

- <http://www.ericdigests.org/pre-9211/teaching.htm>
- <http://www.googobits.com/articles/628-how-to-teach-adults--three-principles-for-successful-and-fun-classes.html>
- <http://learningdisabilities.about.com/od/governmentprograms/p/mediatesession.htm>
- <http://www.socialpsychology.org/history.htm>
- <http://psych.athabascau.ca/html/aupr/history.shtml>
- <http://psyche.ru/en/>
- http://history-world.org/history_of_education.htm
- <http://www.unesco.org/new/en/education/themes/strengthening-education-systems/higher-education/>
- <http://www.universityworldnews.com/article.php?story=20100918074103941>

2. Databases and search engines:

- electronic foundation of legal and normative-technical documentation
<http://docs.cntd.ru/>
- Yandex search engine <https://www.yandex.ru/>
- Google search engine <https://www.google.ru/>
- Scopus abstract database <http://www.elsevierscience.ru/products/scopus/>
- Google Scholar search engine.

Training toolkit for self- studies to master the course *:

1. The set of lectures on the course Pedagogics and Psychology of Higher Education.

* The training toolkit for self- studies to master the course is placed on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVEL UPON COURSE COMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completion are specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

Senior Lecturer,
Department of Foreign Languages

signature

Svetlana Belous

HEAD OF EDUCATIONAL DEPARTMENT:

Department of Foreign Languages

signature

Professor Anastasia A. Atabekova

**HEAD
OF HIGHER EDUCATION PROGRAMME:**

Professor Anastasia A. Atabekova

position, department

signature

name and surname