

Шифр Спеціальності/ Specialty Code	Назва спеціальності, освітньої програми/ Name of specialty, educational program	Освітній рівень / Educational level
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«Затверджую/ Approve»

Завідувач кафедри/ Head of Chair

Chornomordenko Ivan /

Розробник силабуса/ Syllabus developer

Taran Hanna



СИЛАБУС / SYLLABUS

Psychology and pedagogy of higher education

(назва освітньої компоненти / the name of the educational component)

1) Статус освітньої компоненти / The status of the educational component:

(обов'язкова чи вибіркова / mandatory or selective) mandatory

2) Контактні дані викладача / Teacher's contact information: (зазначається посада, вчений ступінь, ПІБ викладача, корпоративна адреса електронної пошти, телефон, посилання на сторінку викладача на сайті КНУБА / position, academic degree, teacher's full name, corporate e-mail address, phone number, link to the teacher's page on the KNUBA website) Associate Professor, Candidate of Philology, Taran Hanna Pavlivna, taran.gp@knuba.edu.ua, +380668066787, <https://www.knuba.edu.ua/taran-ganna-pavlivna/>

3) Пререквізити / Prerequisites (дисципліни-попередники, які необхідно вивчити, щоб слухати цей курс / Precursor disciplines that must be studied in order to take this course): History of philosophy and philosophical thought

4) Коротка анотація дисципліни / Discipline summary: The purpose of the discipline is to provide general theoretical training and practical foundations for students of the educational and qualification level "Master" of architectural specializations in the field of psychology and pedagogy of higher education, which will serve as the basis for their practical work related to teaching activities.

5) Структура курсу / Course structure:

Загальна кількість кредитів ECTS / The total number of ECTS credits	3
Сума годин / Total hours:	90
Вид індивідуального завдання / Type of individual task	Essay
Форма контролю / Final control form	Credit

6) Зміст курсу / Course content:

Content module 1.

Higher school psychology

Lecture 1

Biological and psychological foundations of learning.

1. Classical learning model.
2. Operant learning model.
3. Cognitive learning model.
4. Conclusions

Lecture 2

Higher school psychology as a system.

1. Hierarchical nature of higher school psychology
2. Psychological features of skill acquisition.
3. Features of knowledge acquisition.
4. Behavior acquisition and adaptation to learning.
5. Conclusions

Lecture C

Psychological stages in learning.

1. Psychological features of motivation in choosing a subject of study.
2. Psychological features of preparation for studying at university.
3. Determining the goal of studying at WHO.
4. Forms of studying at WHO.
5. Psychological features of the learning process at WHO.
6. Psychological patterns of the process of assessing learning at WHO.
7. Conclusions.

Lecture 4

Psychological patterns of structuring the content of learning taking into account the context

1. Psychological patterns of structuring the content of university education.
2. Psychological significance of the context in university education
3. Psychological effect of performing exercises.
4. Psychological features of managing motivation in university education.
5. The relationship between the content and meaningfulness of the subject and the effectiveness of learning material.
6. Conclusions.

Lecture 5

Psychological factors of organization and training in university education.

1. Psychological features of organization and auxiliary means

In university education.

2. Psychological mechanisms of assimilation and enrichment of educational material with meaning.
3. Psychological features of control and educational training in the university.
4. Psychological obstacles to learning and their overcoming.
5. Conclusions.

Content module 2.

Pedagogy of higher education.

Lecture 6

A unified credit transfer system as a means of a cumulative education system.

1. Historical stages of ECTS development.
2. Main ECTS tools.
3. ECTS assessment scale.
4. Main ECTS documents.
5. Conclusions.

Lecture 7

The Law "On Higher Education" as a fundamental document regulating the educational process in the WHO

1. Levels, degrees, qualifications and standards of higher education.
2. Quality assurance of higher education.
3. Higher education institutions and management.
4. Access to higher education.
4. Access to higher education.
5. Organization and participants of the educational process.
6. Scientific and innovative activities and international cooperation.
7. Conclusions.

Lecture 8

Quality assurance mechanisms of the WHO.

1. The Bologna process as a factor in quality assurance of HEIs.
2. Internal quality assurance mechanisms - assessment of success.
3. Internal quality assurance mechanisms - feedback.
4. External quality assurance mechanisms - education quality assurance agencies.
5. Principles of curriculum development.
6. Conclusions.

Lecture 9

Scientific and innovative activities of higher education institutions.

1. Research, development and innovation in higher educational institutions.
2. Principles of scientific research.
3. Models and the process of cognition.

4. Research problem and research questions.
5. Logic of master's thesis.
6. Conclusions

Lecture 10

World architectural university education - hegemony and prospects

1. Europe and the USA - the main controversy in architectural education.
2. Academic and scientific community and its influence on the rankings of architectural schools.
3. Employers and their importance in the popularity of architectural schools.
4. Student-Teacher Ratio in Ranking of Architecture Departments
5. Internationalization in a Modern University
6. Architectural Education in Ukraine and the Bologna Process.
7. Conclusions

Індивідуальне завдання / Individual task:

(тематика, зміст/ theme, content)

1. Psychological differences in the acquisition of skills from knowledge.
 2. Features of adaptation of studies at the university.
 3. Psychological patterns in career guidance for studies at the university.
 4. Dependence of the goal and form of studies at the university.
 5. Psychological patterns of the course of studies and assessment.
 6. Dependence of the effectiveness of studies on taking into account the context, content, and meaningfulness.
 7. Psychological features of the organization and auxiliary means in teaching
 8. Psychological mechanisms of assimilation and enrichment of the meaning of educational material.
 9. Psychological features of control and educational training
 10. Psychological obstacles in the learning process and ways to overcome them
 11. Differences between the teachings of E.L. Thorndike and E.F. Skinner.
 13. Features of the theory of learning by A. Bandura.
 14. Cognitive learning in Gestalt psychology.
 15. Reinforcement and self-reinforcement in learning theory.
 16. Psychological patterns in learning: content and meaningfulness of educational material
- (NOUBELL, LYONS)

17. Psychological foundations of learning.
 18. Psychological prerequisites for successful adaptation of a freshman to studying at a higher educational institution.
 19. Development of the cognitive sphere of students in the process of learning.
 20. Development of students' self-awareness in the process of professional training.
 21. Socio-psychological features of the modern student family and its influence on the formation of the personality of a future specialist.
 24. The structure of relationships in a student academic group as an indicator of its cohesion.
 25. The essence and main historical stages of the Bologna process: prospects and risks.
 26. Ways to create a favorable social space.
 22. Socio-psychological prerequisites for solving the problems of domestic higher education.
 23. Socio-psychological climate in the student academic group.
- (topic, content)

7) Посилання на сторінку електронного навчально-методичного комплексу дисципліни/ Link to the page of the electronic educational and methodological complex of the discipline:

<https://org2.knuba.edu.ua/course/view.php?id=1816>