### Higher Education Pedagogy

 Syllabus

#### The Syllabus of the discipline is composed by Naushabayeva Saltanat Utepovna, candidate of pedagogical sciences, docent.

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**Preface**

**The brief description of the course:** Content of the discipline "Pedagogy" is aimed at studying basics of pedagogy that are necessary for training specialists of mastership degree in the system of higher education in order to train them for effective teaching at university level. The main thesis of the discipline is a human being as personality and individuality and doer of learning and communicative activity.

**Upon studying the course the master shall know the following:**:

* trends of development of higher education in the world and the RK (globalization and internationalization of education, application of credit technology, etc.);
* main provisions of normative documents on higher education;
* current problems of educational sciences;
* main educational theories;
* conception of research in higher education;
* essential of teaching activities in higher education;
* instructional methodology in higher education.

 **and acquire the following skills:**

* identification of pedagogical facts;
* description of pedagogical facts and phenomena, their explanation, forecasting development of pedagogical phenomena based on educational theories;
* designing educational process in higher school based on new educational theories;
* development of courseware for HEI.

**STRUCTURE AND CONTENT OF DISCIPLINE**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Theme | Hours | Points |
|  |
| 1 | **Lecture 1**. Pedagogy and its place among the human sciences. Global trends in higher education | 1 | 3 |
|  **Seminar 1.** Introductory seminar | 1 | 4 |
| 2 | **Lecture 2.** The system of higher education in Kazakhstan  | 1 | 3 |
| **Seminar 2.** Globalization and internationalization of education. | 1 | 4 |
| **Self--study 1. Prepare a handwritten synopsis of the 2nd chapter of Paulo Freire’s book “Pedagogy of the Opressed”.** |  | 17 |
| 3 | **Lecture 3.** Bloom’s Taxonomy of Educational Objectives | 1 | 3 |
| **Seminar 3.** Modern problems of higher education in the RK and ways of solving them. | 1 | 4 |
|  |  |  |
| 4 | **Лекция 4.** Lerner’s Curriculum Theory  | 1 | 3 |
| **Seminar 4.** Three domains of Bloom’s Taxonomy | 1 | 4 |
| 5 | **Lecture 5.** Teaching methods | 1 | 3 |
| **Seminar 5.** Curriculum elements in Lerner’s curriculum theory | 1 | 4 |
| **Self-study 2. Prepare a report on the topic “Academic freedoms and their role in the development of universities. Development of academic freedoms in Kazakhstan.”** |  | **17** |
|  | **Lecture 6.** Organizational forms of instruction | 1 | 3 |
| **Seminar 6.** Reproductive and productive teaching methods | 1 | 4 |
| **7-8** | **Lecture 7.** Traditional (classic) and innovative methods and forms of organization of teaching | 1 | 3 |
| **Seminar 7.** Organizational forms of teachiung: lectures, practical lessons (seminars), laboratory works and practical works.  | 1 | 4 |
| **Peer review** |  | **17** |
| **RK-1** |  | **100** |
| **Midterm examination**  |  | **100** |
| **9** |  |
| **Lecture 1.** Behaviorism. | 1 | 3 |
| **Seminar 1.** Introductory seminar | 1 | 4 |
| 10 | **Lecture 2**. Cognitivism | 1 | 3 |
| **Seminar 2.** Use of information technologies in education. MOOC. | 1 | 4 |
| **Self-study. Describe the Intelligence Squared debate “Men are finished” (**[**http://www.intelligencesquaredus.org/debates/men-are-finished**](http://www.intelligencesquaredus.org/debates/men-are-finished)**).** |  | 17 |
| 11 | **Lecture 3.** Constructivism | 1 | 3 |
| **Seminar 3.** Influence of behaviorism on instruction theories | 1 | 4 |
| 12 | **Lecture 4.** Student-centered learning | 1 | 3 |
| **Seminar 4.** Influence of constructivism on instruction theories | 1 | 4 |
|  **Participation in the debate “Massification is good for higher education”**. | 1 | 1**7** |
| 13 | **Lecture 5.** Organization of the process of education in HEIs on the basis of ECTS. | 1 | 3 |
| **Seminar 5.** Teacher-centered approach to teaching and learning versus student-centered approach | 1 | 4 |
| 14 | Lecture 6. Character education in HEIs | 1 | 3 |
| **Seminar 6.** Main characteristics of the credit system | 1 | 4 |
| **Self-study. Prepare a handwritten essay of the topic of a seminar.** |  | 17 |
| 15 | **Lecture 7.** World-classresearch university |  | 3 |
| **Seminar 7.** Goals and methods of character education | 1 | 4 |
|  | **RK- 2** |  | **100** |
|  | **Examination** |  | **100** |
|  | **TOTAL** |  | **100** |

**Recommended Reading List**

**Basic:**

1. Ахметова Г.К., Исаева З.А. Педагогика: Учебник для магистратуры университетов. – Алматы: Қазақ университеті, 2006. – 328 с.

2. Баширова Ж.Р. Развитие университетского образования в аспекте подготовки преподавателя высшей школы. Монография. –Алматы: АГУ им.Абая, 2003. -160 с.

3. Мынбаева А.К. Основы педагогики высшей школы: Учебное пособие. – Алматы, 2013. – 190 с.

4. Кредитная система обучения в вузе. – Алматы: Қазақ университеті, 2006. – 180 с.

5. Пионова Р. Педагогика высшей школы. – Минск: Университетское, 2002.

6. Педагогика и психология высшей школы. – Ростов н/Д: Феникс, 2002. - 544 с.

**Additional:**

1. Архангельский С.И. Лекции по теории обучения в высшей школе.- М., 1995.

2. Ахметов Н.К. Теория и практика игрового обучения в подготовке учителя.- Алматы, 1995.

3. Виленский М.Я., Образцов П.И., Уман А.И. Технологии профессионально-ориентированного обучения в высшей школе. – М.: Изд-во Российского педагогич. Общества, 2004. – 192 с.

4. Загвязинский В.И. Дидактика высшей школы. Текст лекций. Челябинск , 1990.

5. Исаева З.А., Мынбаева А.К., Садвакасова З.М. Активные методы и приемы обучения в высшей школе. – Алматы: Қазақ университеті, 2005. – 122 с.

6. Кожахметова К.Ж.,Таубаева Ш.Т., Джанзакова Ш.И. Методолгия общей и этнической педагогики в логика –структурных схемах: учебно-методическое пособие для студентов учебных заведений, магистрантов, аспирантов и докторантов в области педагогики. –Алматы, 2005. -174 с.

7. Мынбаева А.К., Садвакасова З.М. Инновационные методы обучения, или Как интересно преподавать. – Алматы, 2012. – 344 с.

8. Морева Н.А. Технологии профессионального образования. – М.: Академия, 2005. – 432 с.

9. Реформы образования в современном мире. Глобальные и региональные тенденции. М.,1995.

11.Оконь В. Введение в общую дидактику. М., 1990.

12. Freire P. “Pedagogy of the Opressed”-e-book.

13. Dewey J. Experience and Education. –e-book.

14. Основы педагогики и психологии высшей школы. / Под.ред. А.В. Петровского. М., 1986.

15. Хмель Н.Д. Теория и технология реализации целостного педагогического процесса. АГУ им. Абая, 2001.

**Academic policY of the course**

All types of works shall be implemented and defended within specified time limits. Students who have not handed their assignment or have received for their work less than 50 % of points, have the opportunity to complete such assignment according to additional schedule. Students who have not done all their assignments are not admitted to the examination. In addition, active participation in practical lessons and attendance of classes are taken into account when making assessment.

|  |  |  |  |
| --- | --- | --- | --- |
| Grades in letters | Numerical equivalent of points | Percentage | Grades according to the traditional system |
| А | 4,0 | 95-100 | Excellent |
| А- | 3,67 | 90-94 |
|  В+ | 3,33 | 85-89 | Good |
| В | 3,0 | 80-84 |
| В- | 2,67 | 75-79 |
| С+ | 2,33 | 70-74 | Satisfactory |
| С | 2,0 | 65-69 |
| С- | 1,67 | 60-64 |
|  D+ | 1,33 | 55-59 |
| D- | 1,0 | 50-54 |
| F | 0 | 0-49 | Unsatisfactory |
| I(Incomplete) | - | - | «Discipline not completed»(*disregarded in calculating GPA)* |
| P(Pass) | **-** | **-** | «pass»(*disregarded in calculating GPA)*  |
| NP(No Рass) | **-** | **-** | «No pass»(*disregarded in calculating GPA)*  |
| W(Withdrawal) | - | - | «Withdrawal»(*disregarded in calculating GPA)* |
| AW(Academic Withdrawal) |  |  | Academic withdrawal(*disregarded in calculating GPA)* |
| AU(Audit) | - | - | «Audit»(*disregarded in calculating GPA)* |
| Passed |  | 30-6050-100 | Passed for the course |
| Not passed |  | 0-290-49 | Not passed for the course |
| R (Retake) | - | - | Retake |