



Co-funded by the
Erasmus+ Programme
of the European Union



**610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP
(2019-2023)**

SYLLABUS OF THE UPDATED COURSE



HISTORY OF PEDAGOGY (BA LEVEL)

Prepared by the MultiEd team

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein



Co-funded by the
Erasmus+ Programme
of the European Union



Summary of the updated course under the umbrella of the MultiEd project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP	
“History of Pedagogy”, BA	
Horlivka Institute for Foreign Languages SHEI Donbas State Pedagogical University	
Master / bachelor level	Bachelor level
Branch of knowledge	014. Secondary Education
Specialization	014.021 "Language and Literature" (English language and a West-European language)
Qualifications	Teacher of English, Foreign Literature and a West- European language
Form of education	Full-time
Status of the discipline	Elective course
Course prerequisites	English level B1 or higher
Semester of the course	3
Course Volume	4 ECTS 120 hours 36 hours of class work 84 hours of self-study and consultations
Form of final control	Credit (passed - A, B, C, D, E, failed - F)
Course language	English
Developers	Kokorina, Lyudmyla, Candidate of Pedagogy, Associate Professor, Horlivka Institute for Foreign Languages SHEI DSPU
Brief Course Description (up to 2000 symbols)	
<p>The course “History of Pedagogy” is intended for students doing a Bachelor degree. The course will provide students with a comprehensive idea of the educational genesis from ancient times up to the present. It covers the basic notions which help in forming analytical competency, outlines the main trends in the process of pedagogical development of the world societies. The course will help students improve their public speaking skills that are necessary to hold a discussion and build engaging communication.</p> <p>Course requirements: students are expected to attend classes on a regular basis, complete readings before each class, and be fully prepared for class discussions (with presentations, completed assignments, questions and contributions).</p>	
New, Updated, and Modified Components	
<ul style="list-style-type: none"> A. Key Terms and Notions B. Course Aim C. Competencies D. Learning Outcomes E. Assessment and Feedback Approach F. Course Quality Monitoring G. <i>Teaching and Learning Methods</i> H. <i>Literature and References</i> 	

A. Key Terms and Notions	
Pedagogy, Evolution, Pedagogical Thought, Pedagogical System, Education System, Antiquity, Medieval Age, Renaissance, Innovation.	
B. Course Aim	
The course aims to acquaint the students with the genesis of pedagogical thought from ancient times up to the present, to form the comprehensive idea of development of Pedagogy (its theory and practice) and to develop the abilities of comprehensive analysis of educational phenomena through the structure of pedagogical system.	
C. Competencies	
Generic competencies	ability to communicate in a second language; capacity to learn and stay up-to-date with learning; ability to work in a team; knowledge and understanding of the subject area and understanding of the profession; ability to evaluate and maintain the quality of work produced.
Specific competencies	ability to build base and special competences, as well as observe interdisciplinary connections while teaching; ability to use critical analysis, diagnostics and correction as to one's own professional activity; to assess one's pedagogic experience.
D. Learning Outcomes	
HP 1	to know and realize the basic historical facts of educational development, to practise basic pedagogical notions in professional activity
HP 2	to master the essentials of professional culture, to value diversity and multiculturalism, to act in accordance with ethic norms, tolerance and partnership
HP 3	to assure culture interaction in the educational process
HP 4	to refine and improve communication skills in the English language, to reflect on personal progress, choose appropriate learning strategies, apply strategies for self-improvement;
HP 5	to improve collaboration skills, to use the acquired skills in order to operate confidently in international and / or multilingual communities
E. Assessment and Feedback Approach	
50% of assessment tasks are given to content issues (facts, their chronology and analysis, case studies) 40% of assessment tasks are given to language skills (accuracy of comprehension and presentation) 10% of assessment tasks are given to peer assessment (ability of would-be teachers to evaluate the presentation)	
F. Course Quality Monitoring	
1. Feedback from enrolled students 2. Students' performance in the course	
G. Teaching and Learning Methods	
Method of instruction: the professor will conduct the course through case studies, PowerPoint presentations, and through students' active participation (individually, in small groups, and in class discussions).	