

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
NATIONAL TECHNICAL UNIVERSITY
«KHARKIV POLYTECHNIC INSTITUTE»

Methodical Guidelines
for Seminar Classes and Independent Work on
"History of University Education"
for English-speaking Students of the Specialty 053 "Psychology"

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Методичні вказівки для семінарських занять і самостійної роботи з «Історії університетської освіти» для англомовних студентів спеціальності 053 «Психологія» / уклад. Є.К.Шишкіна. – Харків : НТУ «ХПІ», 2024. –18 с.

Methodical Guidelines for Seminar Classes and Independent Work on "History of University Education" for English-speaking Students of the Specialty 053 "Psychology" / ed. by Y.K. Shyshkina. – Kharkiv : NTU «KhPI», 2024. – 18 p.

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FOREWORD

The search for new opportunities for further civilizational development is one of the most pressing problems. In the past, the institution of higher learning has played an important part in shaping social, political, and cultural trends.

The discipline “History of University Education” covers the development of education from ancient times to the present. During its study, students will get acquainted with the most well-known Universities of the world and will be able to critically assess the role of high education in development of the world. The means to achieve this will be an essay on a proposed or self-selected topic in the form of an abstract.

The aim of this guide is to impart a basic understanding of the origins of Ukrainian and foreign educational institutions, to assess the role and demonstrate the significance of the largest and most prestigious universities in the cultural evolution of various nations, to broaden a horizon and cultivate intellectual, ethical and aesthetic qualities worthy of a highly educated specialist.

The competencies that formed as a result of studying of the discipline “History of University Education” are:

- awareness of the main cause-and-effect relationships and patterns of institutions of higher education evolution;
- understanding the trends in the development of university education in the past and at the present stage;
- acquisition of critical thinking skills, ability to systematize, summarize and evaluate information obtained from literature;

- mastering the basics of historical sources criticism;
- acquiring the skills of independent and creative writing of educational-scientific works;
- get the ability to logically argue and defend one's own position with evidence during a discussion.

As a **result** of studying of the discipline “History of University Education”, students are to **know**:

- the historical origin, stages of formation and features of the development of university education;
- the place of the Ukrainian university education in the system of world higher education in the past and present;
- the socio-economic features that determine the uniqueness of the main stages of the evolution of institutions of higher education;
- the historical and cultural specifics of university education.

Students are to be **able**:

- to analyse the most important events and phenomena of history of institutions of higher education;
- to dispute on significant social-economic issues and to maintain a personal position;
- to possess the methodology of historical criticism, to be able to identify information, explain and independently interpret the content of them as sources;
- to distinguish between views of university education in different eras;
- to apply the acquired theoretical knowledge to analyse university education in Ukraine and the world;
- to systematize and summarize information using charts, tables, multimedia presentations; present the results of research in the form of individual work.

Students are to familiarize themselves:

- with the latest historical, economic, philosophical and other research in the field of history of institutions of higher education.

The basic **methods** of studying and teaching in the discipline "History of University Education" are:

- *verbal*: conversation, discussion;

– *visual*: presentation, use of video and audio sources, on-line exhibitions of museums;

– *practical*: summarizing and discussing university education at seminars, performing individual creative tasks, writing individual paper.

Lecture – a method of training, which has the form of an oral presentation of the most difficult and important problems of the course "History of Ukraine". To enhance the educational and cognitive students' activity teachers can use: lecture-conversation, lecture-discussion, lecture-analysis of specific situations, lecture with the active feedback, lecture-consultation, problem lecture.

Seminar – a method of training designed to deepen and consolidate the knowledge gained during the lectures and self-study of the course. It has the form of discussion on a particular theme, for which all the students prepare talking points, reports, presentations and written individual tasks. As a rule, about 3-5 questions are submitted to the seminar. The discussion can take place both in the traditional form, and in the form of a discussion, conversation, conference, "round table" on the basis of the reports or fulfilled individual tasks.

Self-study – a method of training aimed to deepen the knowledge of the field and activate the learning of new material. Self-study helps to master analytical skills, develop the scientific approach and creative abilities. The main self-study activities are:

– to study and analyse historical sources, educational literature, scientific monographs and articles;

– to get ready for seminars and prepare presentations, reports, written individual tasks;

– to write the individual paper (abstract).

Individual preparing and defending of paper – a method that provides study of the actual problems of the course and allows students to master the research skills. Each student prepares only one paper. The themes of papers should be different in one academic group. Students choose the topic of the paper by themselves or ask for the teachers' recommendations. Teachers, who lead seminars, are the scientific advisors of the students. They provide constant and comprehensive help in writing the paper. Teachers set the deadlines individually. In the process of evaluation teachers have to

take into account not only the quality of the content of the written text, but also its defending by the student during the seminar. Authors of papers ought to be fluent in the selected themes, answer the additional questions of the teacher or students, show the ability to argue their own thoughts, substantiate their conclusions.

Consultation – a method aimed to increase the level of preparation and to develop individual creative abilities of students. The consultation can be individual or it can be conducted in a group of students, depending on whether the teacher advises students on issues related to the implementation of individual tasks or on theoretical issues of academic discipline.

Every section of these guidelines provide the variety of topics for the report (questions of the seminar), a number of individual tasks to complete in the form of written answers, they are also suitable for the group discussion in the class. The list of topics for the individual paper (abstract) is given in a separate section alongside with some formal requirements for the submission of the paper. The guidelines also include vast bibliography to give the students all the opportunities for deep autonomous study and a variety of ways to gain the knowledge.

THEME 1. FIST HIGHER EDUCATIONAL ESTABLISHMENTS.

Questions:

1. Allocation of a higher degree of education in the countries of the Ancient East
2. Schools of the advanced type in Alexandria in the V-III centuries.
3. Higher of education in ancient Greece

Individual Tasks:

1. Studying in institutions of higher education in China and India.
2. Peculiarities of the educational process in institutions of higher education in Ancient Greece.
3. The higher education in Ancient Rome.
4. The areas of higher education.
5. Plato as ideologue of the selection of a higher degree of education
6. Aristotle's role in the evolution of higher education
7. Isocrates – an influential classical Athenian orator.
8. Famous grammarians Lucius Orbilius Pupillus
9. The most famous of the orators Marcus Tullius Cicero

THEME 2. THE OLDEST UNIVERSITIES IN THE WORLD

Questions:

1. The appearance of the first universities in the world.
2. Structure and types of universities.
3. Peculiarities of the educational process in the first higher educational institutions

Individual Tasks:

1. The founding of the Magnavra Higher School in Constantinople.
2. The first higher education institution in Europe – the Salerno Medical School
3. The University of Bologna – the oldest university in the world
4. The University of Paris (Sorbonne)
5. The creation and evolution of the University of Oxford.

6. Lectures, debates and public discussions in the first universities
7. Privileges and financial assistance to universities
8. The University of al-Qarawiyyin
9. The formation and evolution of the Al-Azhar University
10. The evolution of the University of Cambridge

THEME 3. UNIVERSITY EDUCATION OF RENAISSANCE (14TH – 15TH CENTURIES).

Questions:

1. Dissemination of humanistic ideas and University education.
2. Features of educational process in Renaissance universities.
3. New disciplines and teaching methods.

Individual tasks:

1. The urban environment of Renaissance universities.
2. Decreased mobility of teaching staff in the Renaissance period.
3. The tutoring – individual training of students under the guidance of special teachers.
4. Multidisciplinary and specialized higher schools.
5. Renaissance universities as a means of training administrative personnel, religious and political elites.
6. Italian Renaissance Universities.
7. University education in Europe (1400-1600)
8. Florence and its University during the Early Renaissance
9. University and Church at the End of the Renaissance
10. Student councils at Italian universities of the Renaissance

THEME 4. MODERN UNIVERSITIES.

Questions:

1. University education in the age of the Great geographical discoveries
2. The invention of printing and University education

3. Trends and new methods of education in Modern time.
4. First statutes on general education. The secularization of European university education

Individual Tasks:

1. Scientific communication system of universities.
2. External organizational environment of European universities.
3. Confessional-oriented sub-systems of university education.
4. Practical training as an essential part of education.
5. Importance of the professional skills of the teacher.
6. Focus on the individual person in education.
7. Special education : orphan educational institutions, training of the blind and deaf.
8. University education in the Age of Enlightenment.
9. Johann Heinrich Pestalozzi and a new public school.
10. The charter of the Gothic principality.

THEME 5. ORGANIZATION OF UNIVERSITY EDUCATION NOWADAYS

Questions:

1. Ranking of world universities.
2. Famous Universities of Europa.
3. The most well-known Universities of America.
4. Higher educational establishments of Near East and Asia.

Individual Tasks:

1. University evaluation and “Qs world university rankings”.
2. “Academic ranking of world universities” as one of the most popular university evaluation systems.
3. Main evaluation criteria of “Times higher education world university rankings”.
4. The graduates of Imperial college London
5. The features of the educational process of University of Chicago
6. The major achievements and graduates of Columbia university

7. The achievements and graduates of Yale university
8. The current state of Princeton university
9. The features of the educational process of California institute of technology
10. The major achievements and graduates of Stanford university
11. The features of the educational process of University college London
12. The history and current state of Oxford University
13. The features of the educational process of Cambridge University
14. The achievements and graduates of Massachusetts institute of technology
15. The history of Harvard university

THEME 6. BOLOGNA PROCESS

Questions:

1. The beginning of program of European cooperation in the field of education in 1970s.
2. Sorbonne Joint Declaration of 1998. Signing of the Bologna Declaration in 1999.
3. Provisions of the Bologna declaration.

Individual Tasks:

1. European credit transfer system.
2. Development of student and teaching personnel mobility.
3. Promotion of European cooperation.
4. The Bologna process in the early 21st century (Prague (2001), Berlin (2003), Bergen (2005)).
5. Main goals of the Bologna process.
6. Diploma supplement in Bologna system.
7. Two-cycle training: undergraduate and graduate.
8. Standards for transnational education.
9. The government meetings within the framework of the Bologna process in London (2007), Leuven (2009), Budapest-Vienna (2010).
10. The Bologna meetings in Bucharest (2012), Yerevan (2015), Paris (2018) and Rome (2020).

THEME 7. UNIVERSITY EDUCATION IN UKRAINE.

Questions:

1. The first educational institutions focused on providing higher education
2. First universities of 19th century
3. University education in Ukraine in the 20th and 21st centuries

Individual Tasks:

1. The features of the educational process of Ostroh academy.
2. The creation and development of the Kyiv-Mohyla academy.
3. The founding of the first university in Lviv.
4. The establishment of Kharkiv University in 1804.
5. The founding of Kyiv University in 1834.
6. The creation of Odesa University in 1865.
7. The Ukrainian universities in world rankings.
8. The Bologna system in Ukrainian universities
9. The most well-known scientific researches in Ukrainian higher educational institutions
10. Daily life of a student in a modern Ukrainian university.

THEME 8. ORIGIN AND HISTORICAL DEVELOPMENT OF NTU “KHPI”.

Questions:

1. The founding of the Kharkiv Practical Technological Institute. KhPTI in the late 19th century.
2. KhPI in the 1st half of the 20th century.
3. The higher-educational institutions of KhPI during World War II.
4. KhPI scientific research and educational activity in the USSR.
5. The National Technical University "Kharkiv Polytechnic Institute" nowadays.

Individual tasks:

1. The organizer and first rector of KhPTI Viktor Kyrpychov.

2. The Institute of the ionosphere's history.
3. The Research and design institute "Molniya".
4. The Nobel laureate in physics Lev Landau.
5. Nikolay Beketov - one of the founders of physical chemistry and chemical dynamics.
6. The inventor of the photovoltaic effect and new properties of X-rays Nikolay Pilchikov.
7. The well-known Ukrainian architect Alexei Beketov.
8. KhPI's contribution to the creation of the T-34 tank.
9. The organizer of higher electrical engineering education Kopnyaev Pavel.
10. Development of the stability theory of a dynamical system by Aleksandr Lyapunov.

TOPICS OF ESSAYS

1. Medieval university as a social institution.
2. Nalanda University as a scientific centre of ancient India.
4. Student as an object of educational process in medieval university.
5. Bologna University as the first institution of higher education in Western Europe.
6. Features of higher medical education in medieval Western Europe.
7. Oxford as a scientific centre of medieval England.
8. Features of the formation of educational policy of Cambridge University.
9. The Bologna process as a system-forming factor of the pan-European educational space.
10. Sorbonne University of Paris as the first institution of higher education in France.
11. Salamanca University as the first institution of higher education in Spain.
12. Outstanding alumni of the University of Padua.
13. The University of Heidelberg as the leading university in Germany.
14. The University of Kraków (Jagiellonian) as one of the leading scientific centres of medieval Europe.
15. Features of the system of education at Harvard University.
16. Ostrog Academy as the first institution of higher education in Eastern Europe.
17. Kiev-Mohyla Academy as a centre of philosophical thought in Ukraine.
18. Ivan Franko University of Lviv as the oldest institution of higher education in Ukraine.
19. Peculiarities of Organisation of the Educational Process at Vasily Karazin Kharkiv National University.
20. Formation of higher education in Ukraine: from St Volodymyr's University to Taras Shevchenko Kyiv National University.
21. Outstanding scientists of the National Technical University "Kharkiv Polytechnic Institute".

SAMPLE TITLE PAGE

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
NATIONAL TECHNICAL UNIVERSITY “KHARKIV POLYTECHNIC INSTITUTE”**

Department of Ukrainian Studies, Cultural Studies and History of Science

ESSEY

the discipline “History of University Education”

on the theme:

ACADEMIC LIFE IN THE UNIVERSITIES OF MIDDLE AGES

Completed by Mehmet Yılmaz,
a student of the SGT-419iae group

Kharkiv 2024

QUESTIONS FOR CREDIT TEST

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Навчальне видання

Методичні вказівки

для семінарських занять і самостійної роботи з

«Історії університетської освіти»

для англomовних студентів спеціальності 053 «Психологія»

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Укладач:

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