

**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ СЕМЕНА КУЗНЕЦЯ**

"ЗАТВЕРДЖУЮ"

Заступник керівника
(проректор з навчально-методичної роботи)

Каріна НЕМАШКАЛО

Мистецтво тренінгу

робоча програма навчальної дисципліни

Галузь знань	<i>Усі</i>	
Спеціальність	<i>Усі</i>	
Освітній рівень	<i>перший (бакалаврський) рівень</i>	
Освітня програма	<i>Усі</i>	
Статус дисципліни		<i>вибіркова</i>
Мова викладання, навчання та оцінювання		<i>англійська</i>
Завідувач кафедри		
Міжнародних економічних відносин		Ірина ОТЕНКО

Харків
2021

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF ECONOMICS**

"APPROVED"

Vice-Head
(Vice-Rector on Studying and Methodological Work)

Karyna NEMASHKALO

The Art of Training

syllabus of the educational discipline

Field of knowledge	<i>All</i>
Specialty	<i>All</i>
Educational level	<i>First (Bachelor) degree</i>
Educational program	<i>All</i>

Discipline type	<i>Elective</i>
Teaching, learning and assessment language	<i>English</i>

Department Head		
<i>International economic relations</i>	_____	Iryna OTENKO

APPROVED

At the meeting of the International Business and Economic Analysis Department
Protocol № 1 from 5 January 2021.

Compiled by

Andrii Pastushenko, PhD in History, Associate Professor of the Department of International
Economic Relations

Letter of renewal and re-approval of the syllabus of the educational discipline

Academic year	Date of the meeting of the department - the developer of syllabus	Number of Protocol	The Department Head's signature

Abstract of the discipline

The academic discipline "The art of training" is concentrated on training strategies which can be effectively used in any business career whether for providing exciting outside trainings for external stakeholders and wider society or for making inside training for company staff, for example, in business ethics or in specific professional skills and knowledges. Apart from this, involved students will have a good opportunity to develop their own soft skills, such as leadership, teamwork, communication, problem-solving, decision-making, critical thinking, adaptability, creativity, persuasion, openness to criticism, and resourcefulness.

Characteristics of the discipline

Year of study	3
Semester	6
Кількість кредитів ECTS	5
Форма підсумкового контролю	Pass/ not pass test

Structural and logical scheme of studying the course

Prerequisites	Post requisites
English language	Research methods
Economics	Internship
Management	International relations

Competences and discipline results

Competencies	Results
Knowledge and understanding of the subject area and understanding of professional activity	Ability to analyse various sources of information, conduct comparative analysis and synthesis.
Ability to leadership work within national and international context	Ability to organize and encourage people and plan a collective work.
Ability to speak a foreign language	Improved language skills.
Ability of teamwork in different contexts, including political, security, law, economic, social, cultural and information ones	Solving problems with the effective help of other people.
Ability to analyze and think critically	Ability to write a scientific review and analyse errors in own work.
Ability to make decisions	Ability to solve problems and dilemmas in business. Ability to secure own standpoint with proofs.

Course Content

Content Module 1. Schedule, lecture and the audience "touch"

Theme 1. Forming the plan of training and making an interactive lecture

Syllabus Like a Sales Brochure. Big Picture Question(s) and Opening. Topics, Readings, and Assignments. Objectives and Outcomes. Language optimization. Feature Boxes and Sidebars. Design for Visual Appeal. Art of Presentation. Jigsaw and other interactive approaches in lecture. Online lecturing.

Theme 2. Mini-games in classroom

Starter activities. Plenaries. Instant connections. Making own mini-games. The power of emotions in teaching plenaries.

Theme 3. Debates

Hard bargaining and problem solving. Definition and tasks of debates. Different debate strategies.

Content module 2. Big tutorials

Theme 4. Socratic seminar

Socratic seminar: definition, historical background, evaluation of method effectivity. Socratic questioning. Socratic circles: discussion (inner circle) and feedback (outer circle).

Theme 5. Role-playing games

Description of role-playing. Complex role-playing and simple role-playing. Examples of role-playing in classroom.

Theme 6. Classroom simulations

Definition of classroom simulation. Simulation elements and logics. Follow-up activity. Business simulations. Negotiation simulations. Intercultural simulations. Making own simulation.

The list of practical classes, as well as questions and tasks for individual work, is given in the table “The rating plan of the discipline”.

Teaching and learning methods

In the course of the academic discipline includes different interactive strategies of study, such as discussion, case-study, role-playing, tests, creative tasks, small groups, problematical questions. Doing module assignments students solve problem questions, expressing their opinions in the form short essay.

The classes include discussions on the problem issues in the form of Socratic seminar, debates, simulations, pair work (buzz groups, when twos discuss the issue for 2 minutes, reporting then to the whole class), debates (“four corners” or “barometer”, when students are proposed to choose the place in room according to their thoughts with possibility to change the place if the standpoint has been changed), jigsaw (reading texts and answering questions on the text in small groups with the follow-up discussion by the whole class), presentations, etc. Students will not only take part in activities managed by teacher but also themselves will have an opportunity to make interactive activities.

The procedure for evaluating learning outcomes

Simon Kuznets KhNUE uses accumulative (100-grade) system of evaluation. Current learning outcomes are awarded minimum 60 points and maximum 100.

The evaluating process is built up in the way of points giving for active work during interactive lectures and the practical lessons. Each interactive lecture student can receive 2 points maximum. During every practical lesson students can gain different, from 1 to 3 points. The activities include discussions, question-answer sessions, simulations, debates and presentations, etc. Totally students can receive 30 points for the excellent performance of assignments during interactive lectures and 40 for performance during practical lessons.

The module assignments are given in the form of essay writing with 15 points allocated for each module assignment. In sum for two module assignments students can collect 30 points. Totally for the current work students have to collect minimum 60 points to pass.

The final grade is provided according to the rate presented in table “The grading rate: national rate and ECTS”.

The forms of evaluation and point allocation are given in table “The rating plan of the academic course”.

Teacher's tutorial assignments: maximum 30 points

Teamwork assignments: maximum 40 points

Module test assignments: maximum 30 points

National and ECTS scale of evaluation

Total score on a 100-point scale	ECTS assessment scale	Assessment on the national scale	
		for exam, differentiated test, course project (work), practice, training	for pass
90 – 100	A	excellent	pass
82 – 89	B	good	
74 – 81	C	satisfactory	
64 – 73	D		
60 – 63	E	unsatisfactory	not pass
35 – 59	FX		

The rating plan of the discipline

Theme	Forms and types of assignments		Forms of assessment	Max points
Theme 1.	<i>Class work</i>			
	Lecture and tutorial	Forming the plan of training and making an interactive lecture	tutorial	2
	Practical lesson	Interactive presentation	Teamwork assignment	3
	<i>Individual work</i>			
	Questions and tasks for individual work	Lecture material Create the presentation with interactive elements		
Theme 1.	<i>Class work</i>			
	Lecture and tutorial	Forming the plan of training and making an interactive lecture	tutorial	2
	Practical lesson	Interactive presentation	Teamwork assignment	3
	<i>Individual work</i>			

	Questions and tasks for individual work	Lecture material		
		Problem question: "Is the United Nations really effective?"		
Theme 1.	Lecture and tutorial	Forming the plan of training and making an interactive lecture	tutorial	2
	Practical lesson	Interactive presentation	Teamwork assignment	3
	<i>Individual work</i>			
	Questions and tasks for individual work	Lecture material Problem question: "Is the United Nations really effective?"		
Theme 2.	<i>Class work</i>			
	Lecture and tutorial	Mini-games in classroom	tutorial	2
	Practical lesson	Doing student's own mini-game	Teamwork assignment	3
	<i>Individual work</i>			
	Questions and tasks for individual work	Lecture material Making mini-games following instructions		
Theme 2.	<i>Class work</i>			
	Lecture and tutorial	Mini-games in classroom	tutorial	2
	Practical lesson	Doing student's own mini-game	Teamwork assignment	3
	<i>Individual work</i>			
	Questions and tasks for individual work	Lecture material Making mini-games following instructions		
Theme 3.	<i>Class work</i>			
	Lecture and tutorial	Debates	tutorial	2
	Practical lesson	Doing debate activity	Teamwork assignment	3

	<i>Individual work</i>			
	Questions and tasks for individual work	Lecture material Making debate activity		
Theme 3.	<i>Class work</i>			
	Lecture and tutorial	Debates	tutorial	2
	Practical lesson	Module work	essay	15
	<i>Individual work</i>			
	Questions and tasks for individual work	Lecture material Preparing for module work		
	<i>Class work</i>			
Theme 4.	Lecture and tutorial	Socratic seminar	tutorial	2
	Practical lesson	Doing Socratic circles	Teamwork assignment	3
	<i>Individual work</i>			
	Questions and tasks for individual work	Lecture material Preparing Socratic circles		
	<i>Class work</i>			
Theme 4.	Lecture and tutorial	Socratic seminar	tutorial	2
	Practical lesson	Doing Socratic circles	Teamwork assignment	3
	<i>Individual work</i>			
	Questions and tasks for individual work	Lecture material Preparing Socratic circles		
	<i>Class work</i>			
Theme 4.	Lecture and tutorial	Socratic seminar	tutorial	2
	Practical lesson	Doing Socratic circles	Teamwork assignment	3
	<i>Individual work</i>			
	Questions and tasks for individual work	Lecture material Preparing Socratic circles		
	<i>Class work</i>			
Theme 5.	Lecture and tutorial	Role-playing games	tutorial	2
	Practical lesson	Doing Role-playing games	Teamwork assignment	3
	<i>Individual work</i>			
	Questions and tasks for individual work	Lecture material		

	individual work	Lecture material Preparing role playing activity		
Theme 5.	<i>Class work</i>			
	Lecture and tutorial	Role-playing games	tutorial	2
	Practical lesson	Doing Role-playing games	Teamwork assignment	3
	<i>Individual work</i>			
	Questions and tasks for individual work	Lecture material Preparing role playing activity		
Theme 6	<i>Class work</i>			
	Lecture and tutorial	Classroom simulations	tutorial	2
	Practical lesson	Doing simulation	Teamwork assignment	3
	<i>Individual work</i>			
	Questions and tasks for individual work	Lecture materials Preparing simulation		
Theme 6	<i>Class work</i>			
	Lecture and tutorial	Lecture and tutorial	tutorial	2
	Practical lesson	Module work	essay	15
	<i>Individual work</i>			
	Questions and tasks for individual work	Lecture materials Preparing for muddle work		
Theme 6	<i>Class work</i>			
	Lecture and tutorial	Lecture and tutorial	tutorial	2
	Practical lesson	Practical lesson	Teamwork assignment	3
	<i>Individual work</i>			
	Questions and tasks for individual work	Lecture materials Preparing simulation		
Pass/ not pass test			Pass or not pass	

Recommended literature

Primary

1. Basic lecture notes on the discipline “Art of training” compiled by Andrii Pastushenko [electronic resource] – Access mode: <https://pns.hneu.edu.ua/>

Secondary

2. Copeland M. Socratic Circles. Portland, Maine: Stendhouse Publishers, 2005. – 163 p.
3. Eng N. Create an Engaging Syllabus: A Concise, 7-Step Guide for Professors / Norman Eng. – New York, 2018. – 61 p.
4. Eng, Norman. Teaching College: The Ultimate Guide to Lecturing, Presenting, and Engaging Students. – New York, 2017. – 319 p.
5. Paul, Richard. Thinker's Guide to the Art of Socratic Questioning (Thinker's Guide Library). – New York: Foundation for Critical Thinking, 2019. – 101 p.
6. Plevin, Rob. Attention-Grabbing Starters & Plenaries for Teachers: 99 Outrageously Engaging Activities to Increase Student Participation and Make Learning Fun (Needs-Focused Teaching Resource Book 2). – New York: Life Raft Media Ltd., 2017. – 136 p.
7. Sherrin, David. The Classes They Remember. – New York, London: Taylor and Francis, 2016. – 230 p.

Internet resources

8. Course “Art of training” on Moodle: access mode: <https://pns.hneu.edu.ua/>