

**Ministry of Education and Science of Ukraine  
National Technical University  
«Dnipro Polytechnic»**

**Institute of Humanitarian and Social Sciences  
The Department of History and Political Theory**

**«APPROVED»**

Head of the Department

Pervy G.L.

31.08.2021

**DISCIPLINE CURRICULLUM**

**«Civilization processes in Ukrainian society»**

Field of study .....	14 Electrical engineering
Specialty .....	141 Electric Power Engineering, Electrical Engineering and Electromechanics
Educational Level.....	First (bachelor's)
Educational-Professional program	Electric Power Engineering, Electrical Engineering and Electromechanics
Status .....	compulsory
Total volume	3 credits ECTS (90 hours)
Form of final control	dif. credit
Term of teaching	First semester
Language of teaching	English

Teacher: Yehorova O.V.

Prolonged: for 20\_\_/20\_\_ a.y. \_\_\_\_\_ (\_\_\_\_\_) «\_\_» 20\_\_ year.  
(signature, last name, first name, date)

for 20\_\_/20\_\_ a.y. \_\_\_\_\_ (\_\_\_\_\_) «\_\_» 20\_\_ year.  
(signature, last name, first name, date)

**Dnipro  
DUT  
2021**

Discipline curriculum «Civilization processes in Ukrainian society» for Bachelor Speciality 141 «Electric Power Engineering, Electrical Engineering and Electromechanics» / I.O. Kochergin, N.V. Chentsova, P.O. Chornobai / Nat. Tech. Univ. «Dnipro Polytechnic», the Department of History and Political theory – D.: DUT, 2021. – 12 p.

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The Curriculum regulates:

- Purpose of the discipline;
- Discipline learning outcomes formulated on the basis of curriculum's anticipated learning outcomes' transformation;
- Basic subjects;
- Volume and distribution by forms of organization of the educational process and types of training classes;
- Program of the discipline (thematic plan by types of training sessions);
- algorithm for assessing the level of achievement of disciplinary learning outcomes (scales, tools, procedures and assessment criteria);
- tools, equipment and software;
- recommended sources of information.

The program is designed to implement a competence-based approach to planning the educational process, teaching the discipline, preparing students for control activities, control of educational activities, internal and external quality control of higher education, accreditation of educational programs within the specialty.

Approved by the decision of the Scientific-Methodical Committee of specialty **141 Electric Power Engineering, electrical engineering and electromechanics** (protocol № 21\22-01 dated 30.08.2021).

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### 1 PURPOSE OF THE COURSE

In the educational and professional program of the National Technical University "Dnipro Polytechnic" of specialty 141 " Electric Power Engineering, Electrical Engineering and Electromechanics " the distribution of program learning outcomes (PLO) is done by organizational forms of the educational process. In particular, the following learning outcomes have been linked to discipline 32 "Civilization processes in Ukrainian society"

ІІР14	To understand the principles of European democracy and respect for the rights of citizens, take them into account in decision-making.
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The purpose of the discipline is the formation of the civil position of the student as a member of society, who is aware of its main values and achievements, makes efforts to increase them and to provide sustainable development.

Achieving the goal requires the transformation of program learning outcomes into disciplinary and adequate selection of the content of the discipline according to this criterion.

## 2. EXPECTED DISCIPLINARY LEARNING OUTCOMES

Code of PLO	Disciplinary learning outcomes (DLO)	
	Code of DLO	content
ΠP14	ΠP14-1-32	to understand society as a holistic system, be able to identify the basic trends of its development and implement the acquired knowledge and skills
ΠP14	ΠP14-2-32	to comprehend basic values and achievements of modern society for practical implementation in professional activities
ΠP14	ΠP14-3-32	to be aware of the relationship between the development of society and scientific and technological development
ΠP14	ΠP14-4-32	to be aware of the values of civil (free democratic) society, the need for its sustainable development, the ability to exercise their rights and responsibilities as a member of society;
ΠP14	ΠP14-5-32	to adopt moral and cultural values and achievements of the Ukrainian society on the basis of understanding of history and laws of its development

## 3. BASIC DISCIPLINES

Absent

## 4. VOLUME AND DISTRIBUTION BY FORMS OF ORGANIZATION OF THE EDUCATIONAL PROCESS AND TYPES OF EDUCATIONAL CLASSES

Type of training sessions	Volume, hours	Distribution by forms of study, hours					
		Full-time		Part-time		extramural	
		Class work	Individual work	Class work	Individual work	Class work	Individual work
lecture	60	12	48	-	-	6	54
practical	-	-	-	-	-	-	-
laboratory	-	-	-	-	-	-	-
seminars	30	12	18	-	-	-	30
TOTAL	90	24	66	-	-	6	84

## 5 DISCIPLINE PROGRAM BY TYPES OF EDUCATIONAL CLASSES

Code of DLO	Types and topics of training sessions	Volume of components, hours
	Lectures	60
ΠP14-1-32	1. Introduction. The concept of civilization and social processes	8
ΠP14-2-32	2. The formation of modern society	8

<b>Code of DLO</b>	<b>Types and topics of training sessions</b>	<b>Volume of components, hours</b>
ПІП14-3-32	<b>3. Social structure of Ukrainian society</b>	8
ПІП14-4-32	<b>4. Socio-economic development of Ukrainian society</b>	8
ПІП14-5-32	<b>5. Political processes in Ukrainian society</b>	10
ПІП14-5-32	<b>6. Formation of civil society and ensuring human and citizen rights and freedoms</b>	10
ПІП14-5-32	<b>7. Ethnic and cultural trends in modern Ukraine</b>	10
	<b>PRACTICAL CLASSES</b>	<b>30</b>
ПІП14-1-32 ПІП14-2-32 ПІП14-3-32 ПІП14-4-32 ПІП14-5-32	<b>Seminar, colloquium, conference</b>	
<b>TOTAL</b>		<b>90</b>

## **6. EVALUATION OF LEARNING OUTCOMES**

Certification of student achievement is carried out through transparent procedures based on objective criteria in accordance with the Regulations of the University "On the evaluation of learning outcomes of higher education." The achieved level of competencies relative to the expected ones, which is identified during the control activities, reflects the real result of the student's study in the discipline.

### **6.1 Scales**

Assessment of academic achievements of students of NTU "DP" is carried out on a rating (100-point) and institutional scales. The latter is necessary (in case of the official absence of a national scale) for the conversion (translation) of grades of mobile students.

#### ***Scales for assessing the academic achievements of students of NTU "DP"***

<b>Rating</b>	<b>Institutional</b>
90...100	відмінно / Excellent
74...89	добре / Good
60...73	задовільно / Satisfactory
0...59	незадовільно / Fail

Credits of the discipline are credited if the student received a final grade of at least 60 points. The lower grade is considered to be an academic debt that is subject to elimination in accordance with the Regulations on the organization of the educational process of NTU "DP".

## 6.2 Means and procedures

The content of diagnostic tools is aimed at controlling the level of knowledge, skills, communication, autonomy and responsibility of the student according to the requirements of the NQF to the 8th qualification level during the demonstration of learning outcomes regulated by the work program. The student must perform tasks aimed exclusively at demonstrating disciplinary learning outcomes at control activities (Section 2).

Diagnostic tools provided to students at control activities in the form of tasks for current and final control, are formed by specifying the initial data and the method of demonstrating disciplinary learning outcomes. Diagnostic tools (control tasks) for the current and final control of the discipline are approved by the department. The types of diagnostic tools and assessment procedures for the current and final control of the discipline are given below.

### *Diagnostic tools and evaluation procedures*

CURRENT CONTROL			FINAL CONTROL	
Educational class	diagnostic tools	procedures	засоби діагностики	procedures
lectures	control tasks for each topic	performing the task during lectures	complex control work (CCW)	determination of the average result of current controls
practical	control tasks for each topic	performing the task during practical classes		performing of CCW during the exam at the request of the student
	or an individual task	performing the task during individual work		

During the current control, lectures are evaluated by determining the quality of specific control tasks. Practical classes are assessed by the quality of the control or individual task.

If the content of a certain type of classes is subject to several descriptors, the integral value of the assessment can be determined taking into account the weights set by the teacher.

If there is a level of results of current controls in all types of classes at least 60 points, the final control is carried out without the participation of the student by determining the weighted average of current grades.

Regardless of the results of the current control, each student during the exam has the right to perform the CCW, which contains tasks that cover key disciplinary learning outcomes.

The number of specified tasks of the CCW should correspond to the allotted time for execution. The number of CCW options should provide individualization of the task.

The integral value of the assessment of the implementation of the CCW can be determined taking into account the weights set by the department for each component of the description of the qualification level of the NQF.

### **6.3 Criteria**

Actual student learning outcomes are identified and measured relative to what is expected during the control activities using criteria that describe the student's actions to demonstrate the achievement of learning outcomes.

To assess the performance of control tasks during the current control of lectures and practical classes the coefficient of mastery is used as a criterion, which automatically adapts the assessment indicator to the rating scale:

$$O_i = 100 a/m,$$

where  $a$  is a number of correct answers or significant operations performed in accordance with the decision standard;  $m$  is the total number of questions or significant operations of the standard.

Individual tasks and complex tests are assessed expertly using criteria that characterize the ratio of requirements to the level of competencies and indicators of assessment on a rating scale. The content of the criteria is based on the competency characteristics defined by the NQF for the master's level of higher education (below).

***General criteria for achieving learning outcomes  
for the 6th qualification level for NQF (bachelor)***

<b>Description of the qualification level</b>	<b>Requirements for knowledge, skills, communication, autonomy and responsibility</b>	<b>Indicator of evaluation</b>
<b><i>Knowledge</i></b>		
<ul style="list-style-type: none"> <li>♦ conceptual knowledge acquired in the process of learning and professional activity, including certain knowledge of modern achievements;</li> <li>♦ critical understanding of basic theories, principles, methods and concepts in teaching and professional activities</li> </ul>	The answer is excellent - correct, reasonable, meaningful. Characterizes the presence of: <ul style="list-style-type: none"> <li>- conceptual knowledge;</li> <li>- high level of mastery of the content of the issue;</li> <li>- critical understanding of basic theories, principles, methods and concepts in teaching and professional activities</li> </ul>	95-100
	The answer contains minor errors or omissions	90-94
	The answer is correct, but has some inaccuracies	85-89
	The answer is correct, but has some inaccuracies and is insufficiently substantiated	80-84
	The answer is correct, but has some inaccuracies, insufficiently substantiated and meaningful	75-79
	The answer is fragmentary	70-74
	The answer demonstrates the student's vague ideas about the object of study	65-69
	The level of knowledge is minimally satisfactory	60-64
	The level of knowledge is unsatisfactory	<60
<b><i>Skills</i></b>		
<ul style="list-style-type: none"> <li>▪ solving complex problems and problems that require updating and integration of knowledge, often in conditions of incomplete / insufficient information and conflicting requirements; conducting research and / or innovation activities</li> </ul>	The answer characterizes the ability to: <ul style="list-style-type: none"> <li>- identify problems;</li> <li>- formulate hypotheses;</li> <li>- solve problems;</li> <li>- update knowledge;</li> <li>- integrate knowledge;</li> <li>- to carry out innovative activity;</li> <li>- to carry out scientific activity</li> </ul>	95-100
	The answer characterizes the ability to apply knowledge in practice with minor errors	90-94
	The answer characterizes the ability to apply knowledge in practice, but has some inaccuracies in the implementation of one requirement	85-89
	The answer characterizes the ability to apply knowledge in practice, but has some inaccuracies in the implementation of the two requirements	80-84
	The answer characterizes the ability to apply knowledge in practice, but has some inaccuracies in the implementation of the three requirements	75-79
	The answer characterizes the ability to apply knowledge in practice, but has some inaccuracies in the implementation of the four requirements	70-74
	The answer characterizes the ability to apply knowledge in practice when performing tasks on the model	65-69



Description of the qualification level	Requirements for knowledge, skills, communication, autonomy and responsibility	Indicator of evaluation
	The answer characterizes the application of knowledge in performing tasks on the model, but with inaccuracies	60-64
	The level of skills is unsatisfactory	<60
<b>Communication</b>		
<ul style="list-style-type: none"> <li>♦ clear and unambiguous presenting of own conclusions, as well as knowledge and explanations that substantiate them, to specialists and non-specialists, in particular to students;</li> <li>♦ use of foreign languages in professional activities</li> </ul>	Clarity of the answer (report). Language: <ul style="list-style-type: none"> <li>- correct;</li> <li>- clean;</li> <li>- clear;</li> <li>- accurate;</li> <li>- logical;</li> <li>- expressive;</li> <li>- concise.</li> </ul> Communication strategy: <ul style="list-style-type: none"> <li>- consistent and consistent development of thought;</li> <li>- the presence of logical own judgments;</li> <li>- relevant reasoning and its compliance with the defended provisions;</li> <li>- correct structure of the answer (report);</li> <li>- correct answers to questions;</li> <li>- appropriate technique for answering questions;</li> <li>- ability to draw conclusions and formulate proposals;</li> <li>- use of foreign languages in professional activities</li> </ul>	95-100
	Sufficient clarity of the answer (report) with minor errors; Appropriate communication strategy with minor flaws	90-94
	Good clarity of the answer (report) and appropriate communication strategy (three requirements in total are not realized)	85-89
	Good clarity of response (report) and appropriate communication strategy (four requirements not implemented in total)	80-84
	Good comprehensibility of the answer (report) and appropriate communication strategy (five requirements in total are not fulfilled)	75-79
	Satisfactory clarity of response (report) and appropriate communication strategy (a total of seven requirements not implemented)	70-74
	Satisfactory comprehensibility of the answer (report) and communication strategy with errors (nine requirements are not implemented in total)	65-69
	Satisfactory comprehensibility of the answer (report) and communication strategy with errors (a total of 10 requirements are not implemented)	60-64
	The level of communication is unsatisfactory	<60
<b>Autonomy and responsibility</b>		
♦ responsibility for the development of	Excellent competence: <ul style="list-style-type: none"> <li>- use of principles and methods of organizing team</li> </ul>	95-100

<b>Description of the qualification level</b>	<b>Requirements for knowledge, skills, communication, autonomy and responsibility</b>	<b>Indicator of evaluation</b>
professional knowledge and practices, assessment of the strategic development of the team; ♦ ability to further study, which is largely autonomous and independent	activities; - effective distribution of powers in the team structure; - maintaining a balanced relationship with team members (responsibility for the relationship); - stress resistance; - self-regulation; - work activity in extreme situations; - the level of personal attitude to the case; - mastery of all types of educational activities; - degree of possession of fundamental knowledge; - the appropriate level of formation of general educational skills and abilities	
	Confident mastery of the competencies of autonomy and responsibility with minor flaws	90-94
	Good mastery of autonomy and responsibility competencies (two requirements not met)	85-89
	Good mastery of autonomy and responsibility competencies (three requirements not met)	80-84
	Good mastery of autonomy and responsibility competencies (four requirements not met)	75-79
	Satisfactory mastery of autonomy and responsibility competencies (five requirements not met)	70-74
	Satisfactory mastery of autonomy and responsibility competencies (six requirements not met)	65-69
	Satisfactory mastery of autonomy and responsibility competencies (fragmentary level)	60-64
	The level of autonomy and responsibility is unsatisfactory	<60

## 7. TOOLS, EQUIPMENT AND SOFTWARE

Technical training tools.

## 8. Recommended sources of information

1. Serhii Plokyh, The Gates of Europe: a History of Ukraine. – Penguin. 2016. – 432 p.
2. Ihor Ševčenko, Ukraine Between East and West. Essays on Cultural History to the Early Eighteenth Century. – CIUS, 1999. – 254 p.
3. Ukraine and Europe: Cultural Encounters and Negotiations, edited by Giovanna Brogi Bercoff, Marko Pavlyshyn, and Serhii Plokyh. – University of Toronto Press. 2017. – 480 p.
4. Andrew Wilson, the Ukrainians: Unexpected Nation. – Yale University Press. 2000. – 384 p.
5. Ukraine: A History by Orest Subtelny. – UNIVERSITY OF TORONTO PRESS. 2009. – 887 p.
6. Балушок В.Г. Етногенез українців. – К., 2004. – 231 с.

7. Грицак Я. Нарис історії України: формування модерної української нації XIX – XX ст. – К.: Генеза, 2000. – 360 с.
8. Єсельчик С. Історія України: становлення сучасної нації. – К.: Laurus, 2011. – 376 с.
9. Історія українського суспільства: навчальний посібник / За ред. І.Д. Дудко. – К.: КНЕУ, 2011. – 597 с.
10. Касьянов Г. Україна 1991–2007: Нариси новітньої історії. – К.: Наш час, 2008. – 432 с.
11. Магочій П.-Р. Україна: історія її земель та народів. – Ужгород: Вид-во В. Падяка, 2012. – 794 с.
12. Попович М. Нарис історії культури України. – К.: АртЕк, 1998. – 727 с.
13. Кочергін І.О. Україна між Сходом і Заходом: Навчальний посібник. – Д., 2015. – 112 с.
14. Політична історія України / Під ред. Швидько Г.К. – Д.: НГУ, 2002. – 259 с.

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DISCIPLINE CURRICULUM

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