

**Methodological guidelines for the discipline (module)**

**Б1.О.01 Philosophy**

Educational programme **31.05.01 General Medicine**  
Specialization **General Medicine (in a foreign language)**

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Methodological guidelines for the discipline (module) **Б1.О.01 Philosophy** were reviewed and approved at the Philosophy and Social Sciences Department meeting dated March 12, 2024, record no. 10.

## General provisions

The purpose of the present guidelines is to provide students with a well-organised learning process, including various self-study activities.

Mastering the discipline requires both in-class learning and self-study work. In-class learning includes lectures and seminars. In-class learning is specified in the programme curriculum and discipline (module) syllabus.

First, it is recommended to review the discipline (module) syllabus, its structure, contents and assessment methods prior to starting the course.

While reviewing the syllabus, pay attention to the following:

- Some topics and units are not covered during lectures instead students are required to do self-study according to the recommended list of main and supplementary literature and educational and methodological manuals;
- Covered theory, methodology and formulas included in the self-study topics and units should be self-assessed according to self-check questions;
- The content of self-studied topics is integrated in the formative and interim assessment.

Each discipline (module) syllabus is accompanied by methodological materials.

Some educational and methodological manuals for the discipline, such as study aids or lecture notes, guidelines to laboratory work and case study, etc., can be found on MAU Electronic Information and Educational Environment (LMS Moodle).

Students are also suggested to get educational literature needed for all types of in-class learning, as well as self-study work, from MAU library.

Types of academic work, scheduled deadlines, as well as assessment system are compiled in the discipline checklist.

**Table 1. Formative and interim assessment checklist B1.O.01 “Philosophy” (interim assessment – “credit”)**

№	Milestones	Credit points		Assessment period (weeks)
		min	max	
<b>Formative assessment</b>				
1	<b>Active participation on seminars</b>	35	50	as per the timetable
	Maximum number of points for one class – 10; for 5 classes – 50. Students are supposed to earn no less than 35 points by class participation. Students may earn additional points completing other tasks.			
2	<b>Class attendance</b>	0	10	as per the timetable
	More than 75% attendance – 10 pts; 50-75% - 7 pts; 25-50% - 5 pts; less than 25% - 0 pts			
3	<b>Report</b>	3	9	Up to the final seminar
	Report assessment: “excellent” – 9 pts, “good” – 6 pts, “satisfactory” – 3 pts			
4	<b>Essay</b>	1	5	Up to the final seminar
5	<b>Notes on original sources</b>	20	20	During the seminars
	Four sources for noting; each is assessed by 5 pts. Students should make notes on all four sources so as to be allowed to take credit.			
6	<b>Timely performance</b>	1	1	
	<b>Final credit score on the discipline</b>	<b>60</b>	<b>100</b>	Up to the end of the semester
<b>Interim assessment – credit</b>				

	<b>Final credit score on the discipline</b>	<b>60</b>	<b>100</b>	Assessment week
	If the student's final credit score is within the established range, the student is considered assessed. The final mark is written in the examination sheet and in student's record book.			
	<b>Final credit score on the discipline</b>	<b>60</b>	<b>100</b>	

*NB! Milestones are interchangeable. Students can compensate for their absence at classes and passivity on seminars by taking notes on a larger number of original sources and writing additional essays. In addition, participation in conferences, preparation of presentations (by agreement with the teacher), and participation in the work of MAU Student Philosophical Society are taken into account.*

Mastering the discipline (module) requires a systematic approach. It is necessary to regularly attend lectures, actively participate in class discussions, do written assignments, study lecture notes, and devote time and effort to self-study on the discipline (module) to successfully learn theoretical material on the discipline.

To successfully complete the course (module), students should independently manage the study load according to the study schedule.

### **1. Guidelines to lectures**

Lectures and similar sessions are presentations of study material given by a lecturer.

The purpose of lectures is to introduce students to the science, its basic categories, patterns of the studied discipline and its methodological foundations. All this determines the contents and characteristics of the whole student's study period.

From the very beginning of the lecture, you should prepare yourself for attentive listening. Do not waste space in your notebook (always leave margins), this will allow you to make comments and notes. Remember that any topic and its main ideas should be found in the shortest possible time. Good lecture notes greatly facilitate preparation for seminars, and subsequently for the examination.

Lecture notes are not a copy of a lecture but the representation of its main idea. The notes are written for later reading, meaning that they should be made in such a way that they can be easily and quickly read after some time. Notes help to understand and retain information.

It is recommended to ask the lecturer follow-up questions to deepen the understanding of the theoretical concepts and clarify controversial issues. When preparing for seminars, students can finish the lecture notes by adding relevant ideas from the studied literature indicated in the work program of the discipline.

Lecture topics are listed in the discipline (module) syllabus.

### **2. Guidelines to preparing for seminars**

Seminar sessions are an integral part of the study process at university. They include seminars, practical classes, case studies, laboratory work, colloquiums and similar activities.

The effectiveness of such classes highly depends on the quality of lectures and self-study. Seminar sessions are given within disciplines (modules) that require scientific and theoretical summary of literary sources, they provide advanced knowledge and skills to work with various sources of information.

Seminar sessions outlines, topics, recommended reading, learning goal and objectives are introduced during first classes, and in the methodological guidelines on MAU LMS Moodle.

A two-step approach to preparing for seminars is the following:

Step 1 – organisational. Students plan their work in the following way: understanding the task; identifying relevant reading; making an outline to set the milestones for preparation. Making outlines improves student's self-discipline and time-management skills.

Step 2 – consolidation and deepening of the theoretical knowledge. This step supposes preparation for the seminar. Students are advised to begin with recommended literature. Remember that only some material is covered in lectures. Therefore, working with the recommended literature is mandatory. Pay attention to the main concepts and conclusions, explanations of phenomena and facts, grasping practical application of theoretical material. Students should understand and memorise the main points of the material, examples, as well as examine visual aids. Finalise your preparation by making an outline (summary) of the material (topic). This allows you to get a concentrated, contracted knowledge of the studied chapters.

There are four types of notes:

*Outline notes* – a detailed plan that covers points that require explanation.

*Summary notes* – writing down the most important concepts and facts.

*Free-structure notes* - writing down clearly and briefly the main statement after comprehending the material. You may include extracts, citations, bullet-points; some material may be organized as an outline.

*Issue-related notes* – compiling the information from different sources on a particular diagram (issue).

**Practical classes** are designed for students to work on one or more practice assignments under the guidance of a teacher. While lectures mainly focus on the theoretical part of a course, practical classes teach methods of theory application. The main goal of such classes is to acquire methods of theory application and skills necessary to complete subsequent courses.

Preparation for a practical lesson should begin right after a lecture on the topic or consultation with a teacher. It is necessary to identify relevant reading for the class and review it. Students should comprehend theoretical problems, connect them with real life and possible ways of their implementation.

**Seminar.** Students are supposed to work actively during a seminar – present reports, answer teacher's questions, discuss issues collectively. A seminar topic is the same for the whole group of students, and each should prepare to answer any question if the teacher hasn't divided questions between the students individually. Reports presented at a seminar are discussed, and students may add or make remarks on something. This way the students learn to clearly form their ideas, give reasons for their thoughts, debate, as well as consider their opponents' points of view. Besides, there is an opportunity to identify students' weak points during the seminar.

### 3. Guidelines to organising self-study

Successful competencies development formed by the discipline implies efficient use of time for self-study work.

Self-study is a way of learning that involves studying alone under the teacher's assignment, guidance and observation. The competency-based model of education assumes a significant increase in the share of student's self-study activity to achieve the goal of the educational programme.

The teacher's task is to organize self-study work, allowing the student to develop the necessary knowledge, skills and abilities;

The student's task is to master the stated competence in the process of self-studying under the guidance of a teacher, as well as acquire and/or develop the ability to independently acquire knowledge, abilities, skills, as well as the ability to self-organize and self-reflection of educational and cognitive activities.

Possible types of student's self-study:

1. Working with dictionaries and manuals. Reading the main and supplementary literature.
2. Independent learning of the material by studying the original sources.
3. Working with library catalogues, independent selection of necessary literature.
4. Independent search for the necessary information on the Internet.
5. Note-taking of original sources.
6. Summarizing original sources.
7. Drawing up annotations.
8. Writing reviews.
9. Compiling a review of publications on the topic.
10. Compilation and development of a dictionary (glossary).
11. Compiling or filling out tables.
12. Listening to audio recordings, watching video material on the subject of the discipline.
13. Preparation of an oral report for presentation in class.
14. Writing a report. Preparation for the presentation of the report in class.
15. Preparing presentations
16. Preparing notes
17. Preparing to participate in a role-playing game.
18. Preparing for group discussion of the case assignment.
19. Completing test tasks. Preparation for various forms of intermediate and final certification.

Carrying out any type of self-study activity requires students to go through the following steps:

1. Setting the goal.
2. Specifying a learning (problem or practical) objective.
3. Self-assessing your preparedness to work independently on an assigned or selected objective.
4. Selecting a course of action to address the objective.
5. Planning (independently or with the instructor) self-study to address the solution.
6. Following the self-study plan.
7. Checking the progress of self-study, assessing the results.
8. Reflecting on your study performance.

### **Reviewing the scientific and educational literature**

Reviewing educational and scientific literature is the keynote of self-study; it is necessary to read for seminars, quizzes, tests, and "credit" assessments.

While reviewing educational and scientific literature, students can:

- make a short or detailed outline (make a list of the main issues);
- summarise (cite the most important information from an article or monograph, make a short summary of the key ideas expressed by the author);

- make abstracts (a short summary of the main issues);
- make notes (detailed information).

Upon selecting the appropriate resource, students should find the relevant chapter in the contents or index, as well as related lecture notes or chapter from a textbook. In case understanding the educational material is difficult, students may refer to other sources that may cover the issue more clearly. It should be noted that the skill of reviewing literature helps to gain better knowledge within a discipline and becomes a part of being a professional practitioner.

### **Oral report presentation**

Oral report presentation contains information and reflects the main idea of the issue or research on a particular topic, is an effective means of clarifying the result of the conducted research.

Usually, the teacher suggests topics that are not covered on lectures, as topics for reports. Therefore, the reports presented by students at seminars, on the one hand, make it possible to broaden the lecture material, and on the other, give the teacher opportunity to assess the students' ability to work independently with educational and scientific material.

Preparing a report requires independence and serious mental effort from the student. It will be more beneficial if it includes the following:

- study of the most important scientific works on this topic, a list of which, as a rule, is given by the teacher;
- analysis of the studied material, highlighting the most significant facts for elaborating on the topic of the report, opinions of various scientists and scientific positions;
- generalization and logical construction of the report material, for example, in the form of a detailed plan;
- writing the text of the report in compliance with the requirements of scientific style.

The structure of a report, like any other scientific work, traditionally includes three parts: introduction, main part and conclusion. The introduction indicates the topic of the report, establishes its logical connection with other topics or the place of the problem under consideration among other problems, provides a brief overview of the sources on which the topic is revealed, etc. The conclusion usually summarizes the results, formulates conclusions, emphasizes the significance of the problem considered, etc.

### **Writing a report**

The word “report” means a condensed presentation in oral or written form of the content of any issue or topic based on a critical review of information.

With the help of this form of studying educational material, the student learns to analyze, systematize educational material and present the acquired knowledge in writing. The work of writing a report begins with the student understanding the topic and drawing up a plan for the future report, as well as determining the area of the material being studied that will be sufficient to cover the topic. The second stage of working on the report is working with literature, which consists of selecting and studying the literature with the help of which all the issues of the chosen topic can be most fully revealed. In parallel with the study of literature, there is a stage of comprehension and systematization by the student of the acquired knowledge, after which it is presented in writing. The student's attention should be drawn to the fact that this form of presentation of the material does not always immediately acquire complete and perfect forms. It is

often necessary to make preliminary sketches in order to later use them to obtain a finished and complete version.

Report structure:

A. Title page.

B. Plan (consisting of the introduction, topics of the main part, conclusion, list of references, as well as the pages from which these sections of the report begin).

C. Introduction, in which the author introduces the reader to the problems being analyzed, sets the goals that he intends to achieve; defines the tasks that will be solved, and also indicates methods for solving them.

D. The main part, which contains the actual presentation and disclosure of the issues of the topic, the solution of the assigned tasks.

E. Conclusion, in which the student draws conclusions, makes comparisons and generalizations, and expresses his own judgments on certain problems considered in the work.

F. A list of references used in writing the report is given at the end and placed in alphabetical order. You should pay attention to the design of each publication in accordance with bibliographic requirements.

All pages of the report must be numbered, with the exception of the title page, which is considered the first page. When using quotations, footnotes are made: either directly in the text, or at the bottom of the page, or at the end of the report. You should also pay attention to the correctness of their design. The volume of an educational report is 10–15 pages of printed text (30 lines per page and 60 characters per line). Basic requirements for the report: correct formatting, the chosen topic must be fully disclosed, but at the same time it must not go beyond its scope, logical harmony and consistency of presentation, good style, the student must have independent thinking. The student includes only those sources in the list of references, which they used when writing the report. The annex to the report may include tables, graphs, diagrams and other supporting materials that are referenced in the text of the report.

Unlike theoretical seminars, during which students acquire, in particular, the skills of expressing their opinion and giving the authors' opinion from the reviewed literature, writing reports will give them the skills to do the same better, but in written form, in a proper language and fine style.

The time limit for the report presentation is 7-10 minutes.

### **Writing an abstract**

This is a type of students' self-study activity to write a brief description of a book, article, or manuscript. It outlines the main content of the work and provides information about the circle of readers it is intended for. Working on an abstract helps you navigate a number of sources on one topic, as well as when preparing a literature review.

The student should list the main ideas, problems raised by the author, their conclusions, suggestions, and determine the significance of the text.

*Student's task:*

- carefully study the information;
- draw up an abstract plan;
- briefly reflect the main content of the annotated information;
- prepare an abstract and submit it on time.

The abstract can be presented during a seminar or checked by the teacher.



### **Compiling the glossary**

Glossary presents a form of self-study that involves selection and systematization of terminology or unclear words and expressions that students come across while studying a topic. It helps students develop the skill of identifying key concepts in the topic and formulate them. The glossary is compiled in written form and includes terms and their meaning, words and expressions, all in the alphabetical order.

To compile a glossary, it is necessary to:

- read through the source material, pick key terms and unclear words;
- choose and write relevant definitions for the concepts;
- process the selected definitions and try to modify them (simplify them in terms of eliminating redundancy and repetition);
- lay out the work and present it before the scheduled deadline.

### **4. Guidelines to preparing for interim assessment**

B1.O.01 “Philosophy” discipline (module) ends in “credit” assessment according to the syllabus.

The interim assessment aims at checking the final outcomes of completing the discipline (module).

The “credit” assessment supposes competence development based on the results of formative assessments within the discipline (module) in accordance with the checklist.

Students receiving sufficient number of credit points within the discipline are considered assessed.

“Credit” courses mean preparing for in-class learning and out-of-class formative assessment.