

**ENGLISH FOR EDUCATIONAL  
AND PEDAGOGICAL SCIENCES:  
SELF-STUDY GUIDE  
FOR MASTER'S DEGREE STUDENTS**

**МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ**  
**Харківський національний медичний університет**

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AND PEDAGOGICAL SCIENCES:  
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**ЗАВДАННЯ  
З ДИСЦИПЛІНИ «АНГЛІЙСЬКА МОВА»  
ДЛЯ САМОСТІЙНОЇ РОБОТИ  
МАГІСТРАНТІВ ФАХУ  
«ОСВІТНІ, ПЕДАГОГІЧНІ НАУКИ»**

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## Unit 1

1. Read the text, look up the new words, if necessary, and learn them

### Medical University Education

The medical profession is one of the most essential in modern society, so it stands to reason that medical degrees are lengthy, demanding and altogether among the most challenging and competitive paths to embark upon. Very few other subjects rely so heavily on your confidence in yourself, absolute commitment to the field, and desire to make a difference in real people's lives.

Those who choose to study medical degrees will need a strong interest in the sciences, along with a passion for helping others – and it's a combination of these two factors that provides the motivation needed to keep going through the many years of training required to become a fully qualified doctor.

Given the prestige associated with the medical professions, and the extremely challenging nature of most medical careers, it's unsurprising that getting into medical school is extremely competitive. In order to gain a place at a top medical school, it's necessary to demonstrate exceptional grades in science subjects (especially chemistry and biology), as well as showing evidence of commitment to the field. This will usually mean gaining work experience, perhaps at a local healthcare center, private consultancy or another type of care facility such as an elderly care home.

If you have managed to gain the grades and the work experience necessary to secure a place on a medical course, then the chances are you're no stranger to hard work. Despite this, you'll need to be prepared for even more challenges, both during your studies and in the years ahead. This is a profession that can demand a lot both intellectually and emotionally, with an intensive and time-consuming workload. As well as allowing you to specialize in a particular division of medicine, medical degrees also provide students with the practical skills needed for specialized hands-on tasks (from taking a blood sample to complex surgical procedures), and the 'people skills' needed for interaction with patients and relatives.

Many top medical schools today consider practical development a key focus of their programs. This means that as well as attending seminars and lectures, you will have the opportunity to observe professional healthcare practitioners, and increasingly to start gaining practical experience yourself.

Finally, it is important to remember that medical training is structured differently in different countries, and medical qualifications gained in one country are not necessarily recognized in others. So before deciding on a location for your medical studies, make sure you think carefully about where you'd like to go on to work, and the process required to complete your qualification.

*(from the 'TOP UNIVERSITIES Course Guide')*

2. *Mark true or false:*

1. The medical profession is for self-confident and dedicated people.
2. A desire to help others is harmful for the future doctor.
3. It's rather easy to get into medical school.
4. The most important subjects for medical students are English and History.
5. Having chosen medical profession, you will have to work hard.
6. Higher medical education is not only theoretical but also a practical one.
7. 'People skills' are necessary for the future doctor to get the most well-paid job.
8. The practical part of medical education tends to become unnecessary nowadays.
9. Different countries have different structures of medical education.
10. It's important to choose the country you are going to work in beforehand.

## **Unit 2**

1. *Read the text, look up the new words, if necessary, and learn them:*

### **Oxford University**

The University of Oxford is the oldest university in the English-speaking world and the world's second oldest surviving university. While its exact founding date is unknown, there is evidence that teaching took place as far back as 1096.

Located in and around Oxford's medieval city center, the university comprises 44 colleges and halls, and over 100 libraries, making it the largest library system in the UK.

Students number around 22,000 in total, just over half of whom are undergraduates while over 40 per cent are international, representing 140 countries between them.

Called the 'city of dreaming spires' by Victorian poet, Matthew Arnold, Oxford has the youngest population of any city in England and Wales: nearly a quarter of its residents are university students, which gives Oxford a noticeable buzz.

Oxford has an alumni network of over 250,000 individuals, including more than 120 Olympic medalists, 26 Nobel Prize winners, seven poets laureate, and over 30 modern world leaders (Bill Clinton, Aung San Suu Kyi, Indira Gandhi and 26 UK Prime Ministers, among them).

The university is associated with 11 winners of the Nobel Prize in Chemistry, five in physics and 16 in medicine. Notable Oxford thinkers and scientists include Tim Berners-Lee, Stephen Hawking and Richard Dawkins. The actors Hugh Grant and Rosamund Pike also went to Oxford, as did the writers Oscar Wilde, Graham Greene, Vikram Seth and Philip Pullman.

Oxford's first international student, named Emo of Friesland, was enrolled in 1190, while the modern day university prides itself on having an 'international character' with connections to almost every country in the world and 40 % of its faculty drawn from overseas.

As a modern, research-driven university, Oxford has numerous strengths but cites particular prowess in the sciences, having recently ranked number one in the world for medicine (if its Medical Sciences division was a university in

its own right, it would be the fourth largest in the UK) and among the top ten universities globally for life sciences, physical sciences, social sciences, and the arts and humanities.

*(from The World University Rankings website)*

2. Read the above text and answer the questions:

1. Is Oxford the oldest university in the world?
2. When was it founded?
3. How many libraries does the university have?
4. Does the population of Oxford consist of elderly people?
5. How many nationalities do Oxford students represent?
6. What famous people studied there?
7. Are there any celebrities among the Oxford alumni?
8. What does an 'international character' mean?
9. Is medical education given at Oxford?
10. What is the percentage of foreign students at Oxford?

### Unit 3

1. Read the text, look up the new words, if necessary, and learn them:

#### Medical School Courses

There are various types of courses: standard, five-year programs; programs that include a foundation year; courses for graduates e.g. four-year accelerated programs; overseas programs; courses that include an intercalated degree, that is the degree in a subject related to medicine which takes one extra year of study.

#### Entry requirements

Medical schools set their own academic entry requirements, so it's important to check these with individual schools. However, for all courses entry means:

- gaining high grades in your A level or equivalent qualifications
- passing an interview
- demonstrating that you have developed some understanding of medicine, for example through relevant paid or unpaid experience and/or work shadowing
- usually taking an admissions test
- health and background checks
- you'll be asked to show how you think the NHS values would apply in your everyday work as a doctor.

#### Skills and interests

You need to prove that you:

- have the capacity to learn and retain lots of information
- have a genuine understanding of, interest in and commitment to medicine
- have the necessary analytical and reasoning skills, the ability to think quickly and have an enquiring mind
- have excellent people skills

- have other skills such as time management and leadership skills
- are a well-rounded person (e.g. by having some non-academic interests)

### **Financial support while studying at university**

Students on university courses in medicine (recognized by the General Medical Council) and dentistry (recognized by the General Dental Council) may be eligible for financial help from the NHS as part of their course. Funding for medical and dental courses varies between England, Wales, Northern Ireland and Scotland. If you are accepted onto an approved course, you might be eligible to receive financial support from the NHS. The timing of when this is provided depends on the type of course you are doing.

### **Funding for undergraduate students on standard five-year courses**

Gaining admission to the standard five-year courses means you are entitled to receive student loans from Student Finance England for maintenance and tuition fees in the first four years. From year five onwards, tuition fees will be paid by the NHS Student Bursary Scheme and you will be eligible to apply for a means-tested NHS bursary to cover maintenance costs and a reduced maintenance loan from Student Finance England. Students will also have access to a non-means tested grant of £1,000 as part of their NHS Bursary award.

### **Graduates on five year courses in medicine and dentistry**

The arrangements for graduate medical and dental students on a five-year course are different. In the first four years of the course, they would not be eligible to receive a loan for tuition fees or a maintenance grant regardless of whether or not they have previously received funding. However, students may be able to apply for a full, income based, maintenance loan from Student Finance England. From year five of the training, graduate medical and dental students receive the same support as undergraduate medical and dental students (see above).

*(adopted from The Health Careers)*

### *2. Mark true or false:*

1. The UK medical school has the easiest entering requirements in the world.
2. Medical school is the last step of higher education in medicine.
3. Different courses are provided by the school.
4. All the medical school applicants are usually interviewed.
5. There are special programs for foreign students.
6. The medical school applicant needn't have any special personal qualities.
7. In any case you pay for education in medical school by yourself.
8. Students may also be awarded a grant of £1,000 by NHS.

## Unit 4

1. Read the text, look up the new words, if necessary, and learn them

### So Much to Do, So Little Time

Professors work long days, on weekends, on and off campus, and largely alone. Responsible for a growing number of administrative tasks, they also do research more on their own time than during the traditional work week. The biggest chunk of their time is spent teaching.

Those are the preliminary findings of an ongoing study at Boise State University – a public doctoral institution – of faculty workload allocation.

On average, faculty participants reported working 61 hours per week – more than 50 percent over the traditional 40-hour work week. They worked 10 hours per day Monday to Friday and about that much on Saturday and Sunday combined. Perhaps surprisingly, full professors reported working slightly longer hours both during the week and on weekends than associate and assistant professors, as well as chairs

“Being a faculty member appears to be a lonely occupation,” investigators say. “faculty may feel generally isolated even though they work in a setting that is full of people, including colleagues and students.”

John Curtis, director of research and public policy for The American Association of University Professors, said there currently is “a lot of pressure on faculty members to increase the time they spend on all three aspects of their work.”

Legislators and the general public emphasize teaching as a priority, he said, “because that’s what they think of as the primary, if not exclusive, work of faculty members, and it’s very visible.” Tuition also brings in additional revenue in for colleges and universities in some situations,” he said, “which administrators like.”

At the same time, institutions value research because it brings in external funding. It’s also the “primary source of visibility and rewards,” such as publication, tenure and promotions, for faculty members.

Many tasks fall under the “broad heading” of service, Curtis said, and there’s also administrative reporting to the institution: student learning assessment exercises and reports; committees for hiring, promotion, curriculum, and budget planning; departmental, school or college, and university administration; student activities; and service to disciplinary associations and community service organizations.

So the best answer to the question, “How do faculty members get anything done?” is “most often that they work longer hours” he said.

*(adopted from Inside Higher Ed)*



2. Read the above text and complete the following statements:

1. Professors work largely....
  - a) in large groups
  - b) alone
  - c) in small groups
2. On average they worked
  - a) 1–2 hours a day
  - b) 10 hours per day
  - c) more than 20 hours a day
3. There is a lot of pressure on faculty members to increase the time they spend on...
  - a) research work
  - b) lectures
  - c) all three aspects of their work
4. .... is the primary, if not exclusive, work of faculty members, and it's very visible."
  - a) university administration
  - b) teaching
  - c) student learning assessment
5. Institutions value research because it ...
  - a) takes a lot of time.
  - b) is a source of additional income.
  - c) is unnecessary work.

## Unit 5

1. Read the text, look up the new words, if necessary, and learn them:

### Is Current Academic Grading Helpful in Performance?

Tests and grading may force a student to comprehend a concept. The idea that there are consequences to learning or not-learning a concept may prompt students to try to learn. It may force students to take steps towards comprehending a concept rather than simply exposing themselves to the concept. Some students are receiving poor grade because they are bad at taking tests and not because they have failed to understand a concept. Sadly, since students are going to pass or fail based on their tests, it is likely that a student who is a bad test taker will also fail at the end of his or her qualification. On the other hand, if a student is a poor test taker and is receiving poor grades, then that student may experiment with learning how to improve his or her test-taking skills.

An increasingly common problem with testing and grading is that colleges and higher-education establishments are having to manage their reputation. This means they need to produce students who score well. This gives such establishments a very good reason to make tests easier and to make grading a little more lax. Grading may become a tool of the educational establishment so that it may make itself appear more effective than it actually is.

Grading students based on a test is fine in theory, but one must examine the quality of the exam. One of the biggest criticisms of IQ tests is that the quality of the test always affects the end result, which can lead to people appearing to be more intelligent than they are. If used correctly, exams and grades can help to improve a student's performance, and it may help a teacher or professor hone his or her teaching skills. Being aware of the downsides to testing and grades and possible flaws relating to them, he or she may use tests in moderation to help improve a student's performance.

*(Adopted from the Scholar Advisor)*

2. Read the above text and complete the following sentences:

1. Tests and grading make the student....
  - a) Give up learning the subject.
  - b) Miss classes.
  - c) Study hard and understand the subject better.
  - d) Get disappointed.
2. Some students are receiving poor grades because...
  - a) They don't care.
  - b) They don't understand the concept
  - c) They don't want to write it well.
  - d) They are bad test takers.
3. An increasingly common problem with testing is that colleges and universities ....
  - a) Don't want their students to have high grades.
  - b) Try to help their students.
  - c) Don't want to seem better than they are.
  - d) Have to make tests very complicated.
4. .... exams and grades can help to improve a student's performance.
  - a) If they are used properly,
  - b) If they are hard enough,
  - c) If the teacher is skilled,
  - d) If the circumstances are appropriate.
5. Tests can be used in moderation to help improve a student's...
  - a) Results.
  - b) Mood.
  - c) Knowledge.
  - d) Efficiency.

## Unit 6

1. Read the text, look up the new words, if necessary, and learn them:

### Stages and Transitions in Medical Education around the World Clarifying Structures and Terminology

In a world that increasingly serves the international exchange of information on medical training, many students, physicians and educators encounter numerous variations in curricula, degrees, point of licensing and terminology. To the outside world, no profession seems as well defined worldwide as that of a doctor, and no training as universal as medical training. This is, however, not the case. Medical educators describe an array of pathways and terminology globally leading to potential confusion.

There are several reasons why clarification of structures and terminology is useful. One reason is the increasing mobility of medical students and graduates. Many trainees now do part of their medical training abroad. They often discover unexpected differences in the educational structures. For instance, a fourth year medical student in Europe may suddenly appear to be equal to a second year medical student in the USA. Also, for institutions it is important to value students' academic level: how many years of education have they attended? What does the diploma mean regarding their knowledge and experience?

Another reason is the mobility of doctors, which requires similar information about the educational systems. While several countries around the world have agreements regarding mutual recognition of medical diplomas, it is not always clear whether educational programs and graduation levels are equal.

Third, an issue in debate within Europe is the harmonization of higher education. The purpose of the Bologna Agreement, signed by 46 countries, is to make European higher education comparable and competitive by applying uniform academic degrees and quality assurance standards. One major objective of the Bologna Process is the adoption of a Bachelor and Master system. There is ongoing discussion and uncertainty whether this two-cycle system is suitable for medical schools. 'While some countries have adopted this model, others will not do so. Bologna aims to harmonize higher education across Europe but in practice, for medical curriculum models, it leads to divergence rather than convergence' Worldwide, the World Federation of Medical Education (WFME) has also launched an initiative to reduce the differences between medical programs. This is called the global standards program and provides standards for quality improvement in basis medical education as well as postgraduate training and continuing professional development.

*(From "Stages and transitions in medical education around the world.  
Clarifying structures and terminology")*

2. *Mark true or false:*

1. The education is the same around the world.
2. No profession is as well defined worldwide as that of a doctor.
3. It's necessary to clarify the structures and the terminology.
4. The structures of medical education are not the same in different countries.
5. The educational programs and graduation levels are equal in some countries.
6. The purpose of the Bologna Agreement was to standardize higher education.
7. Bachelor and Master system of higher education is the best one for medical schools.
8. The results of Bologna process in medical education turn out to be unpredictable.
9. The World Federation of Medical Education also aims to make medical education more uniform.
10. The global standards program does not provide any standards in the field of higher education.

## **Unit 7**

1. *Read the text, look up the new words, if necessary, and learn them:*

### **Content Based Instruction**

In recent years content based instruction has become increasingly popular as a means of developing linguistic ability. It has strong connections to project work, task based learning and a holistic approach to language instruction. The focus of a CBI lesson is on the topic or subject matter. During the lesson students are focused on learning about something. This could be anything that interests them from a serious science subject to their favourite pop star or even a topical news story or film. They learn about this subject using the language they are trying to learn, rather than their native language, as a tool for developing knowledge and so they develop their linguistic ability in the target language. This is thought to be a more natural way of developing language ability and one that corresponds more to the way we originally learn our first language.

Content based instruction makes learning a language more interesting and motivating. Students can use the language to fulfil a real purpose, which can make students both more independent and confident. They can also develop a much wider knowledge of the world through CBI which can feedback into improving and supporting their general educational needs. CBI is very popular among EAP (English for Academic Purposes) teachers as it helps students to develop valuable study skills such as note taking, summarizing and extracting key information from texts. Taking information from different sources, re-evaluating and restructuring that information can help students to develop very valuable thinking skills that can then be transferred to other subjects. The inclusion of a group work element can also help students to develop their collaborative skills, which can have great social value.

Although here are some negative factors to be taken into consideration: because CBI isn't explicitly focused on language learning, some students may feel confused or may even feel that they aren't improving their language skills. Deal with this by including some form of language focused follow-up exercises to help draw attention to linguistic features within the materials and consolidate any difficult vocabulary or grammar points. Particularly in monolingual classes, the over use of the students' native language during parts of the lesson can be a problem. Because the lesson isn't explicitly focused on language practice students find it much easier and quicker to use their mother tongue. Try sharing your rationale with students and explain the benefits of using the target language rather than their mother tongue.

It can be hard to find information sources and texts that lower levels can understand. Also the sharing of information in the target language may cause great difficulties. A possible way around this at lower levels is either to use texts in the students' native language and then get them to use the target language for the sharing of information and end product, or to have texts in the target language, but allow the students to present the end product in their native language.

Some students may copy directly from the source texts they use to get their information. Avoid this by designing tasks that demand students evaluate the information in some way, to draw conclusions or actually to put it to some practical use. Having information sources that have conflicting information can also be helpful as students have to decide which information they agree with or most believe.

While CBI can be both challenging and demanding for the teacher and the students, it can also be very stimulating and rewarding. The degree to which you adopt this approach may well depend on the willingness of your students, the institution in which you work and the availability of resources within your environment. It could be something that your school wants to consider introducing across the curriculum or something that you experiment with just for one or two lessons. Whichever you choose to do I would advise that you try to involve other teachers within your school, particularly teachers from other subjects. This could help you both in terms of finding sources of information and in having the support of others in helping you to evaluate your work. Lastly, try to involve your students. Get them to help you decide what topics and subjects the lessons are based around and find out how they feel this kind of lessons compares to your usual lessons. In the end they will be the measure of your success.

*(Adopted from BBC / British Council Teaching English)*

2. Read the above text and complete the following sentences:

1. The key point of CBI class is....
  - a) grammar.
  - b) subject matter.
  - c) pronunciation.

2. CBI is very popular among ... teachers.
  - a) primary school
  - b) English for Academic Purposes
  - c) natural sciences
3. The method is thought to be effective because...
  - a) it's very easy.
  - b) it is a more natural way of developing language.
  - c) it's rather complicated.
4. Teachers like this method for it helps students....
  - a) to waste their time.
  - b) to pass tests and exams.
  - c) to develop valuable study skills.
5. CBI also develops collaborative skills as a result of ... work.
  - a) independent
  - b) group
  - c) creative
6. One of the possible problems with CBI is the use of ....
  - a) to many foreign languages.
  - b) none of the languages used.
  - c) mother tongue.
7. The teacher should use text matter with conflicting information to prevent students from....
  - a) sleeping
  - b) citing
  - c) copying out the parts of the source texts.

## **Unit 8**

*1. Read the text, look up the new words, if necessary, and learn them:*

### **Role-Playing**

It is the spontaneous acting out of situations, without costumes or scripts. The context for the role-play is presented and roles are selected. Students have minimal planning time to discuss the situation, choose different alternatives or reactions and plan a basic scenario. At the conclusion, students discuss how they felt and what they learned about that particular situation. The most important part of role-play is the follow-up discussion.

Role-playing can be an effective strategy for practicing new skills and exploring new ideas in the Knowledge and Employability classroom. It addresses several of the multiple intelligences, and can be a motivating and memorable learning activity. In a trusting atmosphere, students can practice answering and asking questions, dressing and speaking professionally, and using verbal and nonverbal communication skills. Because the scenario is meaningful but nonthreatening, students are also better able to accept feedback

or coaching tips. The interview could even be taped so students have a chance to review their own performance.

*(from Knowledge and Employability Studio Instructional Strategies Teacher Workstation Role-play and Simulation 1/4 ©Alberta Education, Alberta, Canada)*

2. Read the above text and answer the following questions:

1. What is role-playing?
2. How much time do students have for planning and discussing?
3. Do students discuss the results at the conclusion?
4. Is role-playing an effective strategy for practicing new skills?
5. What kind of learning activity is role-playing?
6. Why are students able to accept feedback?
7. How can students review their own performance?

## **Unit 9**

1. Read the text, look up the new words, if necessary, and learn them:

### **Simulations**

Simulations can be used to explore key themes, issues or events, often in an integrated cross-curricular manner. Generally, simulations of this kind operate like more structured role-plays. All students in the class are assigned specific roles and interact with each other in the context of the established scenario. Simulations can be commercially purchased or locally developed, and can be used continuously or at intervals. They do not necessarily require a lot of materials, complicated rules or many days to implement.

Simulations allow students to explore concepts, practice skills, relate to others, see multiple perspectives and engage in multiple modes of learning. Because simulations generally explore complex real-world issues and events, they can be excellent opportunities to strengthen critical thinking, problem-solving and conflict-resolution skills.

*(from Knowledge and Employability Studio Instructional Strategies Teacher Workstation Role-play and Simulation 1/4 ©Alberta Education, Alberta, Canada)*

2. Mark true or false:

1. Simulations are used to improve writing skills.
2. Simulation can be represented as a kind of role-play
3. All the students engaged in simulation play certain roles.
4. You can buy a simulation or create your own one.
5. Simulations are to be used every week.
6. They teach students to think critically.
7. Simulations are intended to develop conflict-resolution skills.

## Unit 10

1. Read the text, look up the new words, if necessary, and learn them:

### The Case Method

The case method combines two elements: the case itself and the discussion of that case. A teaching case is a rich narrative in which individuals or groups must make a decision or solve a problem. A teaching case is not a "case study" of the type used in academic research. Teaching cases provide information, but neither analysis nor conclusions. The analytical work of explaining the relationships among events in the case, identifying options, evaluating choices and predicting the effects of actions is the work done by students during the classroom discussion.

Effective cases are usually based on real events, but can be drawn from both the present and the past, even the distant past. Cases require students to make choices about what theory or concepts to apply in conducting the analysis, which is distinct from the one to one correspondence between theory and application that they see in their textbooks or hear in lectures.

*(Adopted from Pedagogy in Action, SERC portal for educators)*

2. Read the above text and answer the following questions:

1. How many elements does the case method combine?
2. What are these elements?
3. Does teaching cases provide any analysis nor conclusions?
4. What analytical work does it provide for students?
5. What are effective cases usually based on?
6. What is the main difference between cases and traditional teaching methods?
7. What does case method require students to do?

## Unit 11

1. Read the text, look up the new words, if necessary, and learn them:

### The Project Method

The project method is an educational enterprise in which students solve a practical problem over a period of several days or weeks. The projects may be suggested by the teacher, but they are planned and executed as far as possible by the students themselves, individually or in groups. Teaching by engaging students in a long-term activity in which they gather information and develop a product of some kind, such as a written report, oral presentation, or model.

Some educators believe that students learn more, understand the content more thoroughly, and remember information and skills longer when they work on a project. Project work focuses on applying, not imparting, specific knowledge or skills, and on improving student involvement and motivation in order to foster independent thinking, self-confidence, and social responsibility. The "project method" involves choosing a particular theme or topic and weaving several activities, spanning multiple subject areas, in the effort to integrate and combine all the information about the chosen topics.

*(Adopted from <https://education.stateuniversity.com/>)*



2. Read the above text and complete the following statements:

1. The project method is intended for....
  - a) several years.
  - b) several days or weeks.
  - c) one lesson.
2. The projects are planned and executed by....
  - a) the teacher.
  - b) the students.
  - c) other people.
3. Educators believe that students remember information and skills ....
  - a) for a long time.
  - b) forever.
  - c) till the next lesson.
4. Project work ... motivation.
  - a) doesn't concern.
  - b) improves
  - c) prevents
5. It's an effort to ... all the information about the chosen topics.
  - a) eliminate
  - b) put together
  - c) neglect

## Unit 12

1. Read the text, look up the new words, if necessary, and learn them:

### What Is Distance Learning?

Distance learning is a way of learning remotely without being in regular face-to-face contact with a teacher in the classroom. In the UK such learning has its roots in students learning through correspondence courses. More than 270,000 undergraduate students are taking their first degrees via distance learning, together with some 108,000 postgraduate students. In recent years the advent of the internet and widespread use of the computer has led to a huge growth in distantly delivered tuition and study. At undergraduate level distance learning usually means students engaging with learning materials at home or work. These materials are produced by the university, college or learning provider and are either sent directly to the student or more usually today accessed via the internet. Tutorial support is provided via a virtual learning environment, telephone, email or other electronic means. There may be occasional face-to-face encounters with tutors and attendance at week-long summer schools. The majority of UK undergraduate students study with the Open University (although many universities offer distance learning programs); postgraduates study elsewhere.

## Advantages and Disadvantages – Why Choose Distance Learning?

The main advantage of distance learning is that it allows you to fit your learning around your work and home life. You can usually also set your own pace of study. It is your decision as to when and where you study. It doesn't matter where you live – you can gain a degree from anywhere in the world. As with a full-time degree, students may find that they gain useful, transferable skills, such as planning and research. A distance learning course often costs less than a full-time degree. The downside is that you will not enjoy the conviviality of being on a campus and rubbing shoulders with fellow students on a daily basis. Loneliness and feelings of isolation should be avoided however by frequent online contact with tutors and taking part in virtual forums, virtual help groups and discussion rooms. Distance learning providers usually offer dedicated support to their online or distance learning students.

*(From the Complete University Guide Ltd.)*

2. *Mark true or false:*

1. Distance learning is a way of being in contact with a teacher in the classroom.
2. It's not up to you to decide when and where to study.
3. Distance learning doesn't provide the same skills and opportunities as a full-time degree does.
4. Recent development of the Internet makes distance learning even more popular.
5. The main advantage of distance learning is that it can be successfully combined with other important activities.
6. A distant course and a full-time degree cost the same.
7. The materials for distance learning course are produced by the students themselves.

3

## Unit 13

1. *Read the text, look up the new words, if necessary, and learn them:*

### Blended Learning

There are a lot of different strategies for learning. The education sector has benefited from a great many pioneers and the way our students are taught today is very different to how they were taught fifty or even twenty-five years ago.

Much of this innovation has been related to the growth of technology. Computers have become extremely valuable teaching tools and have opened up a whole new world of online learning. Some of the most effective educational establishments are using dynamic digital tools such as E-learning software alongside more traditional classroom practices to create blended learning models.

Blended learning is defined as a formal education program that's made up of in-person classroom time as well as individual study online using E-learning software. It is a type of multichannel method that incorporates tutor-led activities, images, video, digital tasks and face-to-face discussion.

Classes that follow the blended learning model often take place in a real 'brick and mortar' classroom with a dedicated tutor, but offer additional

learning opportunities by way of a digital platform. Digital learning elements are often open to self-pacing by each individual student and can usually be logged in to at any time and in any place.

Why is it so effective?

More and more education establishments are coming to rely on the blended learning model. Their reasoning is simple: a multichannel teaching method offers the best of classroom and online learning all in one place.

Each student has a range of different strengths and requirements and a blended learning approach allows tutors to acknowledge this. When they are given there is an ability to use tools from both traditional and digital spheres, tutors are able to present necessary information in a range of different ways designed to suit the varying learning styles of their students.

*(from CAE Team | CAE Innovative learning solutions)*

2. *Mark true or false:*

1. There are a lot of different strategies for learning.
2. The way our students are taught today is the same to how they were taught fifty years ago.
3. Computers have become extremely valuable teaching tools.
4. Blended learning is defined as a formal education program.
5. Classes that follow the blended learning model don't take place in a real brick and mortar' classroom.
6. The blended learning model is becoming more and more popular.
7. Tutors can present necessary information in different ways.

## **Unit 14**

1. *Read the text, look up the new words, if necessary, and learn them:*

### **Computer Technology in Medical Education**

Computers can be compared to other medical aids upon which the physician has come to depend. In many cases, computers have replaced other, less reliable technologies. Computer technology can assist in, and help manage, educational activities, assessment activities, help in diagnostic, prognostic, and therapeutic processes in patient care and help manage large amounts of data for a variety of purposes.

Computers save time, improve efficiency and skills, and provide unique learning opportunities. Due to their ability to store, process, and retrieve information almost instantaneously, computers can be used in ways that make comparisons with the capabilities of other methods difficult or impossible. Such unique uses include individualization, simulation, inquiry, interpretation, and data management.

Computers permit a wide range of learning responses in tutorial sessions and can respond to individual learner backgrounds and needs. Computers enable students to pace their progress through a curriculum. The independent study programs in the basic medical sciences are examples of computer uses in

medical education that take advantage of these capabilities to create a flexible curriculum. They are capable of storing and rapidly searching and processing huge volumes of data. This capability permits simulations of some aspects of the patient-physician encounter.

Computers, however, cannot assess the quality of the physical examination conducted by the physician; they can only present the findings of such examinations. “Body language” cues that may be apparent in a live physician-patient interaction also cannot be duplicated by a computer because it uses electronically printed words as the predominant communications device.

However, simulations can provide student exposure to specific diseases or clinical situations that are rarely encountered, as well as familiarize the user with the many variations by which even common diseases can be manifested. Simulations also can be used in examinations and tests to overcome some of the subjectivity inherent in other techniques (e.g., essay questions, oral exams, clinical rounds, and student “treatment” of patient actors).

Finally, as in teaching, simulations permit uniform nationwide testing of aspects of the patient-physician encounter that previously were not effectively or economically measured.

*(Adopted from the background report “Computer technology in medical education and assessment”, Congress of the United States)*

2. Read the above text and answer the following questions:

1. What can computer be compared to?
2. In what fields do computers help people?
3. What are their most outstanding abilities?
4. How are computers usually used?
5. Can computers respond to individual learner backgrounds and needs?
6. What are the examples of computer uses in medical education?
7. What does “flexible curriculum” mean?
8. Which capability of computers helps simulate the patient-physician encounter?
9. Will computers fully replace people in the future?
10. What are the main advantages of computer simulations in medicine?

*Навчальне видання*

**ЗАВДАННЯ  
З ДИСЦИПЛІНИ «АНГЛІЙСЬКА МОВА»  
ДЛЯ САМОСТІЙНОЇ РОБОТИ  
МАГІСТРАНТІВ ФАХУ  
«ОСВІТНІ, ПЕДАГОГІЧНІ НАУКИ»**

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Відповідальні за випуск                    Т. В. Баглаєнко



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