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Developing Capacity of Case Lecture in Higher Education: Problematicity, Interactivity, Heuristics

Andrii VITCHENKO,
Doctor of Pedagogical Sciences, Professor of the Department of Social Sciences,
National Defence University of Ukraine named after Ivan Cherniakhovskyi,
28 Povitrianykh Syl Avenue, Kyiv 03049, Ukraine
https://orcid.org/0000-0002-1694-401X

Anastasiia VITCHENKO,
PhD in Pedagogical Sciences, Associate Professor of the Department of Methods of Teaching Foreign Languages and World Literature,
Ukrainian State University named after Mykhailo Drahomanov,
9 Pyrohova Street, Kyiv 01601, Ukraine
https://orcid.org/0000-0003-3009-993X

Svitlana KHRYSTIUK,
PhD in Historical Sciences, Associate Professor of the Department of Philosophy and International Communication,
National University of Life and Environmental Sciences of Ukraine,
15 Heroyiv Oborony Street, Kyiv 03041, Ukraine
https://orcid.org/0000-0002-4802-4891

Abstract. The article is devoted to the case lecture substantiation and its elaboration as the lecture method of instruction as well as technique of interactive learning in modern higher education. The empirical research result is that significant drawbacks in the modern university lecture methods have been ascertained and confirmed the urgency of its improvement. The article's focus is on defining the newly introduced concept, highlighting the case lecture principal specifics, identifying its substantial advantages, related to ensuring the symbiotic relationship of students' independent learning as well as classwork on a specific theme, problematicity of learning content, enhancing subjects' interaction in the course of interactive communication, searching ways and methods of the topical issues solving, discussing them, working out algorithms for applying the knowledge and solutions obtained. It has been found that interpretation of the problem-based situation described in the case is key to apply motivation for acquiring new theoretical knowledge, and provides a clear example for perceiving the ways and methods of their practical application in solving topical issues. The case lecture technological chain has been worked out; the methods of its implementation have been exemplified on the monographic culture-oriented linguistic topic "Two development patterns of English statehood in the second half of the 17th century: Mary or Elizabeth?" It has proved that the case lecture provides overcoming of stereotypes and oversimplifications in learning, students' consumer attitude to acquiring new knowledge; it provides theoretical learning of problematicity, interactivity, heuristics; contributes to the formation of students' conscious as well as concerned attitude to their own theoretical learning.

Keywords: case lecture, problematicity, theoretical instruction, tutoring system, interactivity, heuristics.

Introduction. In the terms of intense informatization and technologization of society, there is a growing demand for professionals with scientific sophistication, perceptual unity of processes and phenomena of the world around us, who show analytical abilities, critical thinking, predictability, readiness for interactive communication, public discourse on complex issues, generation of ideas, coordinated

problem solving.

This is exactly what explains the topicality of updating both the content and learning technologies in higher education, their direction to ensure a close connection between theory and practice, teaching and research, uptaking of scientific information and generation of new knowledge. It is no coincidence that the Roman Communiqué has highlighted the novel development agenda of the European Higher Education Area, focused on the prospects for introducing "new and better aligned learning, teaching and assessing methods and practices, closely linked to research" (Rome Ministerial Communique, 2020). This explains the urgency of the theoretical learning improvement in higher education, the search for new types and forms of lecturing, thus, the following scientific research' results are devoted to its thorough study.

Literature review. Fundamental ideas for overcoming knowledge-centrism, optimizing theoretical learning, as well as implementing the learning developmental capacity have been laid by B. Hershunskyi, J. Dewey, P. Freire, D. A. Kolb, C. Rogers, and others.

The famous Brazilian educator P. Freire has come under intense criticism the conventional learning model based on acquired knowledge, saying, "The banking concept of education, which serves the interests of oppression, is also necrophilic. Based on a mechanistic, static, naturalistic, spatialized view of consciousness, it transforms students into receiving objects. It attempts to control thinking and action, leads women and men to adjust to the world, and inhibits their creative power" (Freire, 2000: 77). In order to overcome problems and drawbacks raised, the author of the book "Pedagogy of the oppressed" has developed the concept of "liberating (domain-specific) education", characterized by conscious cognitive activity based on freedom of thought, dialogue and critical thinking (Freire, 2000: 79-86).

The principal highlights of Kolb's experimental learning theory (ELT) is the statement on the process of creativity: "Learning is the process of creating knowledge" (Kolb et al., 2005: 194). Hence, the conclusion of the research' authors "Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education" on "integrative approach to learning that balances feeling, thinking, acting, and reflecting" seems to be logical (Kolb et al., 2005: 200).

Recently, considerable attention of scientists has been attracted to the issue of updating the educational environment in modern information society. They rightly remarks that "learning is becoming more social and informal and less structured in contrast to the character of formal lecture halls and classrooms that teachers and teacher educators are at home with. As a matter of fact, modern learning spaces which can be physical or virtual are not as restrictive as the traditional learning space as they seek to provide freedom of access and interaction between learners and with peers and /or teachers within and outside the locality. This is because teaching and learning today is no longer limited to the four walls of the classroom rather it can take place anywhere and anytime, the classroom is equally flexible and collapsible. This increases the rate of interaction and collaboration in learning» (Afurobi et al., 2015: 142).

J. P. Mazer, J. A. Hess, M. W. Kramer, K. D. Stokes and others, covers common didactic and instructional aspects of the problem under consideration. Some researchers refer to the scientifically unsound dominance of lectures in higher education (Goffe & Kauper, 2014; Smith & Valentine, 2012), functional limitations of the lecture methods, focused mainly on teaching and pedagogical centrism (Kramer, 2017). Others see a lecture as "an instructional communication between lecturers and students where both communicate orally about course content" (Mazer, J. A. Hess, 2017: 236). Quite common in modern scientific research are proposals to overcome matter of form in lecturing, diversify learning with "typed min-lectures" (Hathaway, 2014), improve the methods of online lectures, develop new diagnostic tools for students, monitor knowledge levels during lectures (Pan et al., 2020). Despite some achievements, modern researchers reveal certain tendency in their views on lectures' place and role in higher education; they make mistakes in the use of scientific terminology. For example, they use unreasonably "online lecture" (Pan et al., 2020: 543) and "video

lecture" (Pan et al., 2020: 544) as synonymous terms.

M. Roshni, K. D. Stokes, and G. A. Vaughn have chosen lecture as a form of theoretical learning in higher education as research subject. In particular, the dissertation of K. D. Stokes rightly points out the urgency of taking into account some discipline specifics choosing among a large variety of lectures' types and forms as well. The author of the dissertation has highlighted on lecture advantage for teaching History, "where factual information forms the basis of knowledge, the lecture format provides the foundation that students need" (Stokes, 2020: 21).

G. A. Vaughn relies on his vision of the lecture method of instruction as "a direct form of instruction that involves manipulation, design, and delivery of course content by the instructor so that students can reach curriculum-defined outcomes" (Vaughn, 2020: 11). Analyzing modern approaches to teaching in universities with special vocational training, the author of the dissertation has concluded that advantage is given to "methods of collaborative learning, in-class activities, and problem-based learning than lecturing styles" (Vaughn, 2020: 46).

The dissertation of M. Roshni "Public Digital Note-Taking in Lectures" is devoted to the issue of students' work technologization in the process of keeping digital records at formal conventional lectures in various disciplines (Mathematics, Physics, or Social Sciences). The main idea of the research is to design a coherent information technology environment based on a combination of various resources, software and technologies, e.g., StuPad, Classroom Presenter, Ubiquitous Presenter, DyKnow, Classroom Response Systems, NoteBlogs, Livescribe technology, etc. in order to properly uptake the lecture content based on public digital notes. Based on the results obtained, the author of the dissertation has proved that "public digital notes are indeed democratic in nature and motivating to students. Technologies and applications to support public digital notes span the design space specified. Some guidelines for the design of future student-oriented technologies include minimizing the perceived changes to existing practices, encouraging students to participate voluntarily, selecting more than one student to generate public digital notes, providing an outlet for self-expression, and striving to make more immediate the long-term benefits» (Roshni, 2009: 123).

Expanding access to higher education, growing demand for skilled social interaction as well as interactive communication in the context of the global COVID-19 pandemic are causing an active search for new organizational forms of learning (distance, blended), improving the efficiency of lectures based on a technologized approach (Moschetti et al., 2021; Sadeghi et al., 2014; Tuma, 2021). According to American scientists, in order to overcome the quarantine negative consequences in medical schools, a "multi-institution web-based weekly collaborative, the Arthroplasty Consortium (AC) was developed to educate trainees through case-based discussion on complex arthroplasty topics. Other resources being utilized during the COVID-19 pandemic include online surgical videos, and webinars from the American Association of Hip and Knee Surgeons (AAHKS), the American Academy of Orthopedic Surgeons (AAOS), and industry. In addition, AAHKS sponsored the Fellows Orthopedic Continued AAHKSLearning (FOCAL) collaborative lecture series» (Moschetti et al., 2021).

F. Tuma does not object to the practicality of the use of lectures for training future doctors, since "lectures are used in most medical schools to teach large groups efficiently. They convey up-to-date information, clarify concepts, and guide students learning. Hence, fostering the quality of lectures will impact educational outcomes positively" (Tuma, 2021, 233). At the same time, the author of the article "The use of educational technology for interactive teaching in lectures" insists on the urgency of updating approaches to lectures in order to enhance students' learning and cognitive activities, and says that "Interactive learning in lectures can be enhanced with educational technology applications in a well-designed and structured format. Educators should choose the appropriate technology tool based on their educational needs and objectives" (Tuma, 2021: 233). At the same time, unfortunately, there is a certain tendency approach in the use of e-learning tools, which are identified with educational technologies.

"Examples of some of the educational technology tools that are widely used are: web-conferencing or webinars, video lecture capture technology (VLCT) for asynchronous activities, Course Management Systems (CMS) or platforms to organize the course interactions, wikis as a collaborative work to simulate group work, podcasting (a digital audio file shared via the web), real simple syndication (RSS) (system for distributing content from an online publisher to subscribed users), simulation in training, and digital learning objects (collection of digital content, including practice and assessment items combined into a single learning object)" (Tuma, 2021: 233). However, insufficient attention is paid to the issue of the synchronization of conventional and modern practices of theoretical instruction in F. Tuma's article.

Among the advantages of a case lecture, researchers note the creative teacher-students cooperation, their emotional interaction, the intensification of students' mental activity, significant informative value, the economy of uptaking substantial research findings, a variety of teaching methods, etc. (Smovzhenko, 2015: 48). In the context of the higher education re-orientation from uptaking scientific knowledge to its interpreting and applying as well, there is a growing interest in interactive lectures, which are identified by the following features: "they have two-way flow of information – both from the lecturer and students, contain topical issues that have signs of heuristics, it is also possible to discuss the issues concerned during the lecture encouraging different points of view" (Smovzhenko, 2015: 48). From our perspective, the proposed interactive lecture tools and its designated purpose are considered debatable: in addition to the "microphone", "brainstorming" and other interactive technologies, the author's method of "problem solving" has been used to develop "the ability to solve problems independently and make collective decisions or defend one's own point of view" (Smovzhenko, 2015: 49). Because of the technique implementation, an interactive lecture turns into a discussion or a seminar, and therefore does not achieve its main purpose – the presentation of structured theoretical ideas with personal perceiving, the identification of different views on certain issues, the exchange of views on the ways and means to solve knowledge-based issues.

The purpose of the article is to substantiate a case lecture as an interactive form and method of theoretical instruction in higher education, to determine its developing capacity, to ascertain the case lecture methods while studying the monographic culture-oriented linguistic topic ("Two development patterns of English statehood in the second half of the 17th century: Mary or Elizabeth?").

Material & Methods. In order to implement the stated purpose, a system of research methods and interactive tools was used, such as analyzing scientific publications on the issue raised in pedagogical theory; surveying, generalizing, Excel to collect, process and present empirical data, drawing intermediate and final conclusions; thinking, comparing, modeling, algorithm developing to substantiate the newly introduced didactic concept of "case lecture", matching different types of lectures and approaches to their practical application in higher education, developing case lecture methods.

To clarify the problem under consideration in modern university practice, an empirical study has been conducted, in which the attitude towards lectures as a form of theoretical instruction in higher education has been studied. During the interactive survey "Lecture through the eyes of lecturers and students", they were offered to answer the questions, the choice of answers to which was carried out on a scale: a) positively; b) neutrally; c) negatively. The formulated questions are reflected in Table 1.

Having analyzed all answers, a generally positive attitude to a lecture has been established by both lecturers (82%) and students (74%). At the same time, they have showed a tendency associated with the desire to update lecture methods, to overcome its focus on implementing a purely informational function (62% of lecturers and 76% of students), to provide theoretical instruction with appropriate flexibility, vividness, interactivity (68 % of lecturers, 74 % of students).

To study the issue raised comprehensively, an expert group of 32 people was formed, which involved scientists, lecturers, and administrators with more than

Table 1. Questions for the interactive survey
"Lecture through the eyes of lecturers and students"

Lecturers	Students
1. How do you feel about lecturing in modern higher education?	1. How do you feel at lectures?
2. Does a lecture allow you to achieve educational objectives, improve your own professionalism?	2. How does a lecture affect your attitude towards learning?
3. How appropriate is the focus on the lectures' informational function?	3. Are you satisfied with a lecture aimed at transmitting of acquired knowledge?
4. How should we perceive current trend of enhancing the lecturer-audience interaction, making it more interactive?	4. How do you assess the offer to be active in the course of lecture, in particular to ask some questions to the lecturer?
5. Is a lecture able to meet students' promising educational needs, to ensure high quality teaching in the future?	5. Is it advisable to leave a lecture as one of the forms to organize learning sessions in higher education?

The summarized results of the interactive survey are presented in charts (Fig. 1 & Fig. 2).

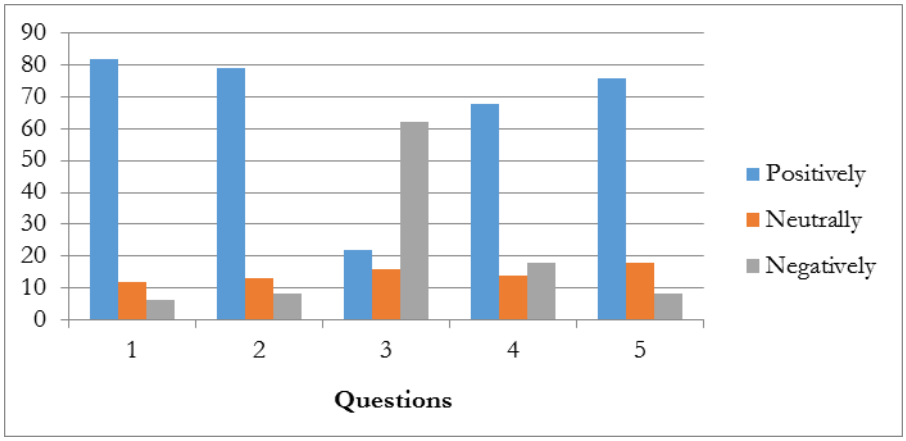

Fig. 1. Results of lecturers' interactive survey

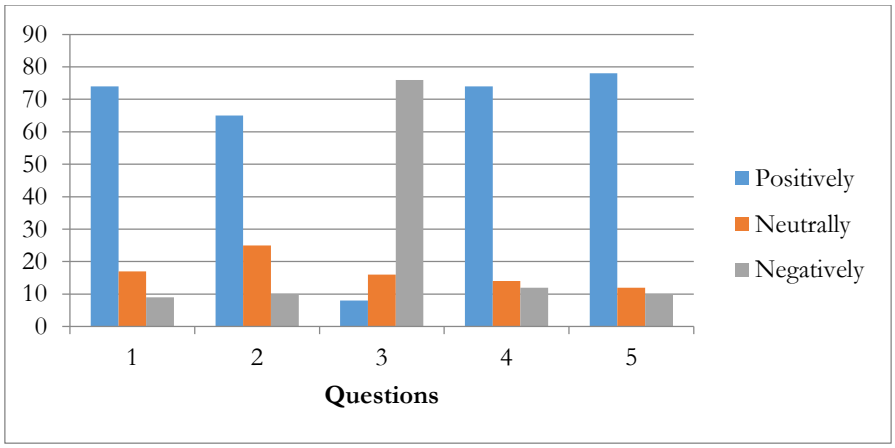

Fig. 2. Results of students' interactive survey

10 years of methodological experience in higher education. The experts were suggested answering the following questions:

- What is the purpose of modern academic lecture?
- What are the criteria for assessing the lecture quality and the lecturer proficiency?
- What factors influence students' success in uptaking lectures?
- What types of lectures are of priority importance for the further development of teaching methods in higher education, and which are outdated and unacceptable for modern practice?
- What conditions are required to motivate students to learn better and provide high quality theoretical instruction?

Most experts called a lecture the optimal form of theoretical instruction in

higher education, that is aimed at uptaking large amount of summarized and structured learning information with saving time, material and technical resources. Among the main criteria for lecture assessing, they highlighted the focus on the development of students' theoretical knowledge, analytical skills, critical thinking, and creativity, the ability to jointly identify and study problems, substantiate effective ways and means of solving them. Experts associated lectures' success with the readiness of students to apply practically the knowledge acquired in specific professional activities, e.g., diagnostics, planning, organizing, monitoring, results' analyzing, adjusting, etc. It depends on a number of factors: students' activity and concern, their wide reading and orientation in information sources, the topicality of a lecture, the ability to establish constructive learning relationships and interactive communication. At the same time, experts pointed out some drawbacks in the modern lecturing practice and academic lecture methods, such as lecturers' focus on the presentation of learning content, a low level of interaction with students; the uniformity of lecture types and forms, the oversimplification of methodological approaches to students' learning and cognitive activities (listening → taking notes → reproducing the stated theoretical content); stereotyped techniques and means of lecturing; the advantage of reproductive component in lecture content, monologic modes of its presentation (word, story, message); and insufficient connection of the lecture with students' preliminary and subsequent learning and cognitive activities (Fig. 3). In overcoming these drawbacks, experts see the main condition for increasing applicants' motivation for higher education, for successful learning at lectures and providing them with quality theoretical instruction.

Having analyzed and summarized the empirical data obtained, we concluded that it is necessary to improve the theoretical learning in higher education, to update methodological approaches to lectures, taking into account the following factors:

- To establish the construction lecture-students interaction.
- To diversify lecture types and forms.
- To think over the choice of methods and means of lecturing.
- To clarify the lecture problematicity, its debatable nature.
- To provide sufficient connection of the lecture with students' preliminary and subsequent learning and cognitive activities.

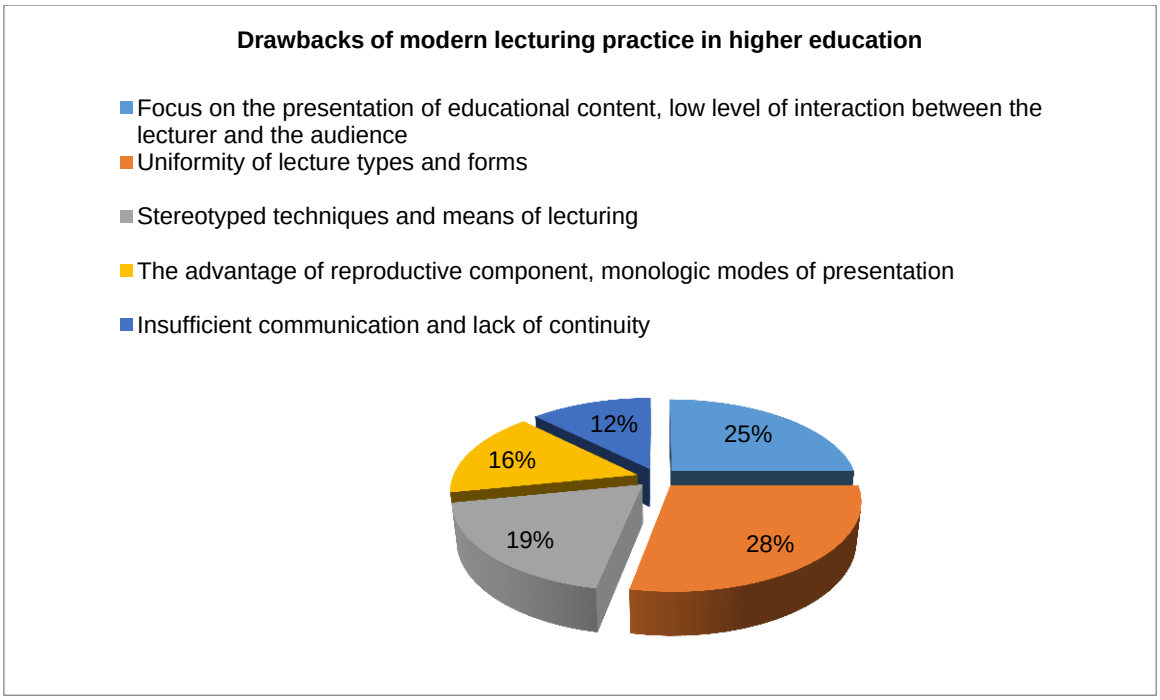

Fig. 3. Results of experts' interactive survey on drawbacks in the modern lecturing practice as well as methods of academic lectures

Results & Discussion. Many scientists are inclined to think that lecture is the least effective learning form and method compared to other ones. Anyway, they refer to "Learning Pyramid" developed by the US National Training Laboratories in Bethel, Maine based on "Dale's cone of experience". As a basis, American psychologists have chosen a conventional lecture based on lecturer's monologue presenting certain instructional medium and its reproductive uptaking by students. The rate of uptaking theoretical data at the lecture after two weeks at the Learning Pyramid is the lowest at just 5% (Magennis, & Farrell, 2005: 49; Lalley et al., 2007: 67). However, other types of lectures, such as problematic, true-false (binary), interactive, etc., were left without the attention of American researchers.

The findings of the US National Training Laboratory on the retention of auditory material as a learning method, despite criticism of "Learning Pyramid" (Letrud, 2012; Masters, 2020), negatively affected the attitude towards it in university circles. A chain reaction was the reduction of lecture courses, their replacement with other forms and types of classes. However, there is no alternative to lecture: it allows not only to achieve its optimum in complex and combined theoretical knowledge acquisition, but also to have a positive impact on students, through a variety of techniques ("contagion", "mass recollection", "dramatization", etc.); it increases learning motivation, develops mental activity and forms a culture of learning communication and discussion.

A lecture is a universal form of theoretical learning in higher education; lecture's application is expected in various systems and technologies, in particular, tutoring systems based on case technology. Undoubtedly, the advantage of advanced approach in students' auditory learning, providing for the context problematicity, its interactive uptaking in the survey of problematic situations, turn out to be due to the comparison of methodological approaches to lecturing on conventional and tutoring learning systems (Table 2).

Table 2. Comparative characteristics of lectures' methodological approaches according to conventional and tutoring learning systems

Phases	Types of students' learning and cognitive activities	
	Conventional system	Tutoring system
Preparatory	Repetition of pre-uptaken theoretical knowledge	Independent study of recommended sources, carrying out of advanced tasks
Principal	Perception of learning information, its processing and recording in summary form	Participation in the discussion of learning issues, presentation of the results of your own searches, exchange of views, development of simultaneous inferences and constructive solutions
Postanalytical	Independent study of additional sources, completion of lecture notes	Study of ways and means of practical application of the acquired theoretical knowledge, improvement of individual techniques and means, algorithms of actions

The retention of auditory learning is due not only to thoughtful and specific purposes, substantiated and structured content, but also to proven technological support, corresponds to the prospects for the personal and career development of future professionals, contributes to the activation of their learning and cognitive activities. This explains our appeal to the case lecture.

In our perspective, case lecture is a variety of the lecture method, the technique of interactive learning in higher education, aimed at purposeful uptaking of new theoretical knowledge based on an in-depth surveying of problematic situations, heuristic searching, comparing alternative ideas (proposals, solutions), their joint discussing, drawing reasonable conclusions and recommendations to solve similar problems in the future. The principal features of a case lecture include:

- *integrity* – focus on uptaking theoretical knowledge, developing research and general educational skills as well as critical thinking, culture of communication, creative skills;
- *problematicity* – focus on identifying and solving topical issues of educational,

scientific, professional and practical areas;

- *heuristics* – the exploring nature of learning, which involves the generation of ideas, the search for new approaches and ways to solve the raised problems;
- *complexity* – symbiotic and coordinated relationships of the main components of learning and professional training (educational, research, applied, etc.);
- *interactivity* – interpersonal interaction, cooperation, collaboration aimed at developing common views and approaches to implement problems raised;
- *dialogics* – the form of learning communication, based on the interchange of information, opinions, ideas and solutions, compliance with the interactive rules of communication;
- *technological effectiveness* – clear structuring of learning interaction with the help of curated tools (forms, techniques, activities, training resources), that provides effective lecturing. The technological effectiveness of the case lecture is manifested in the unity of stages, operations and procedures implemented under the guidance of a lecture to achieve the planned academic purposes.

Compared to a conventional lecture, a case lecture has a number of advantages, determined in the symbiotic relationships of students' independent learning as well as in-class learning on the specific theme, problematicity of learning content, focus on students' place and role in lecture comprehending, searching for ways and means of solving topical issues, their discussion, working out algorithms for applying the knowledge and solutions obtained. The problematic situation described in the case acquires a special functional stress during the case lecture, which motivates for uptaking new theoretical knowledge, and is a vivid example of clarifying the ways and methods of their practical application in solving topical issues.

The case lecture technological chain consists of a sequence of educatees' algorithm-driven actions, aimed at purposeful solving of learning problems (Table 3).

Table 3. Typical system of preparing and reading a case lecture in higher education

Phases	Tasks	Actions of lecturer	Actions of students
Preparatory	To motivate on lecture theme, to focus on key problems; To know publications on learning materials and sources of information; To concentrate on advancing the case, to carry out tasks to it.	To establish the case, supply it with additional learning information; To compose advanced tasks for all lectures; To develop a lecture plan.	To uptake the case and additional information sources; to carry out all tasks; To develop own ways of problem solving and substantiate them.
Principal	To discuss the case and develop solutions to the problematic situations; To study learning issues in-depth; To work out the ways and methods of the acquired knowledge' practical application.	To organize a brainstorming discussion of the case; To read lecture; To manage the learning discussion; To direct the audience to find the optimal problem solving; To make conclusions and identify individual learning tasks.	To participate in group learning discussions of the case; To represent own ways of problem solving; To uptake new theoretical knowledge; To generate ideas on ways and means of problem solving, practical applying of acquired knowledge; To ask questions on lecture items.
Postanalytical	To concentrate on additional information resources; To work out skills to apply the knowledge gained for further refining your own solutions.	To consult, to give systematic advice; To monitor the performance of additional creative tasks, to evaluate students' independent work.	To model different scenarios in the case; To work out own scenario for controlled problem solving; To perform some creative tasks related to the individual interpretation of events and decisions.

To elucidate the methods of case lecture, we have chosen the monographic culture-oriented linguistic topic "Two development patterns of English statehood in the second half of the 17th century: Mary or Elizabeth?"

At the preparatory phase, students were offered to independent study a case

“Two suns cannot shine in the sky” and a lecture plan consisting of the following questions:

1. The story of the struggle of Elizabeth Tudor and Mary Stuart for the English throne: confrontation over life and at the expense of life.

2. Is Elizabeth’s “Golden Age” a solid foundation of English statehood or a missed opportunity?

The case was based on the scene of Elizabeth’s imaginary meeting with Mary Stuart, recreated in F. Schiller’s tragedy “Mary Stuart” (act III, scene IV). Independent work of students on the case was organized using a system of questions and tasks:

1. Under what circumstances do two queens meet in Fotheringay Park?

2. Compare the emotional state of Elizabeth and Mary in certain drama situations, clear up the reasons for the excitement of each of them. How is the main characters’ general state reflected in their appearance, speech, actions and deeds?

3. What explains Elizabeth’s response to Mary’s request for generosity and help:

You are where it becomes you, Lady Stuart;
And thankfully I prize my God's protection,
Who hath not suffered me to kneel a suppliant
Thus at your feet, as you now kneel at mine (Schiller, 2006)

4. Comment on Mary Stuart’s remark, which reflects her personal perception of events, as well as views on the monarch place and role in world history:

See – I will throw the blame of all on fate,
There not your fault, no more than it was mine.
An evil spirit rose from the abyss,
To kindle in our hearts the flame of hate,
By which our tender youth had been divided.
It grew with us, and bad, designing men
Fanned with their ready breath the fatal fire:
Frantics, enthusiasts, with sword and dagger
Armed the uncalled-for hand! (Schiller, 2006)

5. Why does Elizabeth challenge the “House of Lorraine” and, accusing Mary of an insidious conspiracy against her, threatens with bloody revenge? Explain the role of the following monologue of the Queen of England in clearing up reasons for her hostility towards her cousin: “What’s kindred then to me, or nation’s laws? // The church can break the bands of every duty // It consecrates the regicide, the traitor; // I only practise what your priests have taught! // Force is my only surety; no alliance // Can be concluded with a race of vipers.” (Schiller, 2006)

6. Why was Mary forced to throw off the mask of humility and obedience, to reveal the contempt of the English queen, who she called a bastard, a hypocrite, a vulgar dancer? How did this affect Elizabeth and the further fate of her captive?

7. To what extent does the version of the tragedy “Mary Stuart” correspond to the logic of real historical events, your idea of the conflict? Make out your case using the F. Schiller’s script and featured resources.

8. Why does F. Schiller put such words in Elizabeth’s mouth, full of anger and contempt for her cousin:

The treacherous snare!
That in my life you might seduce my people;
And, like a sly Armida, in your net
Entangle all our noble English youth;
That all might turn to the new rising sun,
And I – (Schiller, 2006)

9. How do the quoted lines help predict the further course of events and the final denouement in the irreconcilable struggle between the two queens?

In the course of lecture, the lecturer is refreshing the monarch personality problem and his influence on the strengthening of English statehood, identifies England’s agenda in the second half of the 16th century as exemplified by Elizabeth Tudor and Mary Stuart. To do this, the introductory part provides a concise overview of the principal events that led to the royal confrontation; it summarizes facts and is briefly displayed by students in a concise form (Table 4).

By identifying major differences in the actions and deeds of queens, appropriate conditions are created for concentration on the circumstances that caused a struggle between Elizabeth I Tudor and Mary Stuart. For this purpose, during the main case lecture, a discussion of the case is carried out on issues and tasks addressed in advance;

Table 4. Comparative characteristics of the reign of Elizabeth Tudor and Mary Stuart

Areas of activity	The reign outcomes	
	Elizabeth I	Mary Stuart

the topical issues programmed are highlighted.

At the final phase, the lecturer concludes the lecture items, invites students to answer the topical issues formulated in the theme, explain their choice, exchange arguments and counterarguments in the course of the learning scholastic debate.

Conclusions. The use of case lectures allows you to optimize the auditory (theoretical) instruction in higher education due to the problematicity of learning, intensifying interactive communication between the lecturer and students, and fostering close integration between classroom work and independent learning. If a conventional academic lecture is aimed primarily at transmitting and uptaking knowledge acquired, then a case lecture involves mastering a relevant scientific knowledge based on an in-depth study of topical issues and conflict resolutions, identifying contradictions and causal relationships, searching ways and approaches to solving complex issues. Case lecture helps to overcome learning stereotypes and oversimplifications, the consumer attitude of students to acquiring new knowledge. With its help, theoretical learning obtains problematicity, interactivity, heuristics; the motivation for learning significantly increases, a conscious and concerned attitude of students to their theoretical learning is formed.

From our perspective, the prospects for further development of the topic raised are in the research of the interactive capacity of forms, methods and means of enhancing the learning and cognitive activities of students during case lectures, determining the efficiency of modern information and communication technologies in the process of students' independent work with a case.

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Розвиток потенціалу кейс-лекції у вищій освіті: проблематика, інтерактивність, евристика

Андрій ВІТЧЕНКО,
доктор педагогічних наук, професор кафедри суспільних наук,
Національний університет оборони України імені Івана Черняховського,
03049, Повітряних Сил, 28, Київ, Україна
https://orcid.org/0000-0002-1694-401X
Анастасія ВІТЧЕНКО,
кандидат педагогічних наук, доцент кафедри методики викладання іноземних мов і світової літератури,
Український державний університет імені Михайла Драгоманова,
01601, Пирогова, 9, Київ, Україна
https://orcid.org/0000-0003-3009-993X
Світлана ХРИСТЮК,
кандидат історичних наук, доцент кафедри філософії та міжнародної комунікації,
Національний університет біоресурсів і природокористування України,
03041, Героїв Оборони, 15, Київ, Україна
https://orcid.org/0000-0002-4802-4891

Анотація. Стаття присвячена обґрунтуванню та розробці кейс-лекції як лекційного методу викладання, а також методу інтерактивного навчання в сучасній вищій школі. У результаті емпіричного дослідження виявлено суттєві недоліки в сучасній університетській лекційній методиці та

підтверджено актуальність її вдосконалення. Основна увага у статті приділена визначенню нового поняття, висвітленню принципової специфіки кейс-лекції, виявленню її суттєвих переваг, пов'язаних із забезпеченням симбіотичного зв'язку самостійної навчальної роботи студентів з аудиторною роботою над конкретною темою, проблематикою змісту навчання, активізацією взаємодії суб'єктів у процесі інтерактивного спілкування, пошуком шляхів і методів розв'язання актуальних проблем, їх обговоренням, відпрацюванням алгоритмів застосування отриманих знань і рішень. Встановлено, що інтерпретація проблемної ситуації, описаної в кейсі, є ключовою для застосування мотивації до набуття нових теоретичних знань, а також надає наочний приклад для сприйняття шляхів і методів їх практичного застосування у вирішенні актуальних питань. Розроблено технологічний ланцюжок кейс-лекції, апробовано методику її проведення на прикладі монографічної культурологічної лінгвістичної теми «Дві моделі розвитку англійської державності у другій половині XVII століття: Марія чи Єлизавета?». Доведено, що кейс-лекція забезпечує подолання стереотипів і спрощень у навчанні, споживацького ставлення студентів до отримання нових знань; надає теоретичному навчанню проблемності, інтерактивності, евристичності; сприяє формуванню у студентів свідомого та зацікавленого ставлення до власного теоретичного навчання.

Ключові слова: кейс-лекція, проблематика, теоретичне навчання, тьюторська система, інтерактивність, евристика.