

Ministry of education and science of Ukraine
Sumy national agrarian university
Faculty of economics and management
Department of Management named after Professor L.Mykhailova

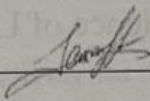
Syllabus of the educational component

PEDAGOGICAL PRAXIS

(mandatory)

Specialty	D3 Management
Educational program	Management
HE level	doctor of philosophy the third (educational and scientific) level of higher education

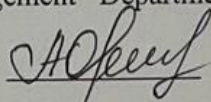
Author:


(Inna SOKHAN, D. of E.S., Professor)

Module syllabus agreed
at the Department of
Management named by
Professor L.I.
Mykhailova meeting

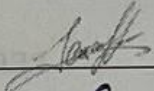
Protocol № 14 dated 05.06.2024

Head of Management Department named by Professor L.I.
Mykhailova

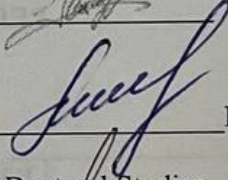
 (A. Oriekhova)

Approved by:

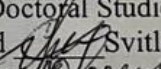
Guarantor of the Academic program


Inna SOKHAN

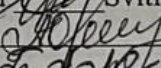
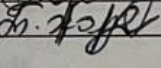
Dean of the Faculty


Marharyta LYSHENKO

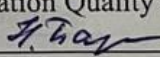
Head of the Department of Postgraduate and Doctoral Studies,
where the educational program is implemented


Svitlana YAROSHCHUK

Syllabus review (attached) is provided by :

 (A. Oriekhova)
 (P. Chornenko)

Representative of the Department of Education Quality assurance,
licensing and accreditation

 (N. Baranish)

Registered in electronic data base

 2024

Information on viewing the work program (syllabus):

Academic year in which the changes are made	The number of the annex to the work program with a description of the changes	The changes were reviewed and approved		
		Date and number of the protocol of the meeting of the department	Head of department	Guarantor of EP

1. GENERAL INFORMATION ABOUT THE EDUCATIONAL COMPONENT

1.	Name of EC	Pedagogical praxis		
2.	Faculty/Department	Faculty of Economic and Management / Department of Management named by L.Mykhailova		
3.	State of EC	Obligatory		
4.	Program/Specialty (programs) of which the OC is a component (to be filled in for mandatory OCs)			
5.	Program/Specialty	Scientific and educational program «Management». The third (educational and scientific) level of higher education. Level of higher education: doctor of philosophy. Field of study: «Management and administration». Specialty: 073 - «Management».		
6.	Level of NFC	8		
7.	Semester and studying duration	Full-time 4 weeks, 4 semester		
8.	ECTS credits number	4		
9.	Total workload and time allotment Language of instruction	Directed study		
		Lectures	Seminars	Self-directed study
		-	-	120
10.	Lecturer/Leader of educational component	English		
11.	Tutor	Professors/lecturers of Management department named after L .Mykhailova Alvina Oriekhova		
11.	Contacts	Consultations hours – every Tuesday at 12.15, online; inna.sokhan@snau.edu.ua		
12.	Educational component description	In the process of completing pedagogical practice, postgraduate students must master the basics of scientific and methodological and educational and methodological work, various educational technologies for conducting educational classes. During the course of attending classes of teachers of the relevant disciplines, postgraduate students must familiarize themselves with various ways of structuring and presenting the educational content of educational disciplines, ways of activating educational activities, features of professional rhetoric, with various ways and techniques of evaluating educational activities in higher education.		
13.	Educational component aim	Formation of competencies necessary for effective pedagogical activity in higher education institutions, as well as acquisition of practical skills in teaching disciplines in the field of management, among students of the third (educational and scientific) level of higher education.		
14.	Prerequisites for educational component studying,	1. The educational component is based on the following courses: EC1, EC2, EC5, EC7, EC12		

	connection with other educational components of EP	2. The educational component is the basis for the preparation of the dissertation
15.	Policy of academic integrity	According to the Code of Academic Integrity of the Sumy NAU, academic integrity is a set of principles, rules of behavior of participants in the educational process, aimed at forming an independent and responsible personality, capable of solving tasks in accordance with the educational level in compliance with the norms of law and social morality. Observance of academic integrity by students of higher education involves independent performance of educational tasks, tasks of current and final control, learning results. It is expected that students of higher education will adhere to the principles of academic integrity, being aware of the consequences of its violation, which is determined by the regulatory documents of the Sumy National Agrarian University, in particular the Code of Academic Integrity, the Regulations on the Prevention and Detection of Academic Plagiarism at the Sumy NAU (a full list of regulatory documents is posted on the university's website. https://snau.edu.ua/viddil-zabezpechennya-yakosti-osviti/zabezpechennya-yakosti-osviti/akademichna-dobrochesnist/). For violation of academic integrity, students of higher education may be held to the following academic responsibility: - repeated assessment (test, exam, credit, etc.); - repeated completion of the training course; - warning; - issuing a reprimand; - expulsion from the university; (Part 5 of Article 48 of the draft Law of Ukraine "On Education"); - arrest or restriction of liberty, or deprivation of liberty, with deprivation of the right to hold certain positions or engage in certain activities with a fine.
16.	Moodle link	
17.	Keywords:	Learning, teaching, pedagogy, postgraduate student, methods, science, education seeker

2. LEARNING OUTCOMES UNDER THE EDUCATIONAL COMPONENT AND THEIR RELATIONSHIP WITH PROGRAM LEARNING OUTCOMES

Learning outcomes for EC (MLOs): On successful completion the educational component, the student will be able...	Program learning outcomes, PLOs (specify the number according to the numbering given in EP) ¹			How is assessed
		PLO ₅	PLO ₈	
MLOs 1. Be able to apply general principles and methods of management sciences, as well as scientific research methodology, in their own research in the field of management and in teaching practice.	X			Individual task
MLOs 2. Use analytical tools and scientific research methods to develop educational components or parts thereof		X		

PLO₀₅ To deeply understand the general principles and methods of management sciences, as well as the methodology of scientific research, and to apply them in one's own research in the field of management and in teaching practice.

PLO₀₈. Develop and teach special management disciplines in educational institutions.

3. CONTENT OF THE EDUCATIONAL COMPONENT (CURRICULUM PROGRAM)

Topic. List of issues to be considered within the topic	Distribution within the general time budget	Learning resources
	Individual work	
Drawing up an individual calendar plan of the origin of pedagogical practice at the department	4	5-9,13,16
Getting acquainted with the organization of teaching OK	2	5-9,13,16
Getting acquainted with the structure and content of the program and syllabus OK	2	5-9,13,16
Getting acquainted with the principles of development, structure and content of methodological recommendations OK	8	5-9,13,16
Attendance of lectures and practical classes of leading teachers of the department, discussion with teachers of the methods used	50	5-9,13,16
Development of a draft program and syllabus for a selective OK on the topic of the dissertation work	10	5-9,13,16

Development of a plan and outline of a practical lesson (for 2 academic hours) OK	6	5-9,13,16
Development of didactic material for knowledge control (tests, situational tasks, cases) OK	6	5-9,13,16
Creation of a multimedia presentation of the lecture OK. Work as a lecture assistant	8	5-9,13,16
Practice of the methodology for conducting practical (seminar) classes OK	4	1,2,5-9,13,16
Preparation, writing, defense of the report	20	1-16
Total	120	

4. TEACHING AND LEARNING METHODS

MLO	Teaching methods (work to be carried out by the teacher <u>during</u> consultations)	Teaching methods (what types of educational activities should the student <u>perform independently</u>)
MLOs 1. Be able to apply general principles and methods of management sciences, as well as scientific research methodology, in their own research in the field of management and in teaching practice.	Visual methods: demonstration Method of formation of abilities and skills Practical methods: practical works, individual calculation and analytical tasks Research method Method of tutoring Methods of checking and evaluating knowledge, abilities and skills	
MLOs 2. Use analytical tools and scientific research methods to develop educational components or parts thereof	Visual methods: demonstration Method of formation of abilities and skills Practical methods: practical works, individual calculation and analytical tasks Research method Method of tutoring Methods of checking and evaluating knowledge, abilities and skills	

The following teaching methods will be used during lectures and practical classes:

Explanation. Interpretation of concepts, phenomena, principles, terms, etc., mainly during the teaching of new material.

Educational discussion. This is a discussion of an important issue, an exchange of ideas between students of higher education and/or a teacher, aimed not only at the assimilation of new knowledge, but also at the creation of an emotionally saturated atmosphere that would contribute to a deep penetration into the truth.

Illustration. Using presentations and other media content to reinforce material being explained, discussed or tasks being performed.

Demonstration. Presentation by the teacher of educational materials in dynamics (use of professional programs, situations, etc.).

Written and oral test tasks. Independent concentration and reproduction of acquired knowledge and skills in conditions of limited time and sources of information.

Cases. Algorithmic search for a solution through the use of typical methods, which, unlike the solution of cases, does not require identification of the problem and original approaches to its solution.

Demonstration and discussion of presentations. Visual display of the media accompaniment of the oral presentation with elements of the discussion.

Comparison. With its help, common and distinctive features of objects and phenomena are established.

Exercises. In their essence, they are multiple repetitions of certain actions or types of activity with the aim of their assimilation, which is based on understanding and is accompanied by conscious control and correction. The following types of exercises are used in the educational process: preparatory (they prepare students of higher education to perceive new knowledge and ways of applying it in practice); introductory (contribute to the assimilation of new material based on the distinction of related concepts and actions); trial (first tasks to apply newly acquired knowledge); training (contribute to the formation of skills in standard conditions: according to a sample, instruction, task); creative (the content and method of execution are close to real life situations); control (mainly educational: written, graphic, practical exercises).

Analysis method. Its essence consists in the study of objects or phenomena according to individual signs and relations, in the division into elements, and the understanding of the connections between them.

5. EVALUATION BY THE EDUCATIONAL COMPONENT

5.1.1 To assess the expected learning outcomes, it is provided:

№	Methods of summative assessment	Points / Weight in the overall assessment	The date of compilation
1.	Individual task	100 units/30%	On 16 week

5.1.2 Evaluation criteria

Component	Unsatisfactory	Satisfactory	Good	Excellent
Individual task	<60 points	60-74 points	75-89 points	90-100 points
	the correct answer was provided for less than 60% of the tasks	the correct answer was provided for 60%-74% of the tasks	the correct answer was provided for 75%-89% of the tasks	90% or more tasks were answered correctly

5.2. Formative assessment:

5.2.1 To evaluate the current progress in education and understand the areas of further improvement, is provided

№	Elements of formative assessment	Date
1	Verbal feedback from the teacher during praxis	constantly
2	Individual task`s presentation	On 16 week

Self-assessment can be used as an element of summative assessment and formative assessment.

5.3 Total number of points for EC and rating scale

The total number of points for the educational component is 100 points.

5.3.1 Evaluation scale operating at the University:

11. Evaluation scale operating at the University:			
The sum of points for all types of educational activities	Evaluation on a national scale		
	For an exam, course project (work), practice, qualification work	For a credit	
	90 – 100	excellent	passed
	82-89	good	
	75-81		
	69-74		
	60-68		
satisfactory			
35-59	not satisfactory with the possibility of retaking	not passed with the possibility of retaking	
0-34	not satisfactory with obligatory repeated study of the discipline	not passed with obligatory repeated study of the discipline	

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Preferred:

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Additional:

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Softs:

MS Office, Tableau public, BI analytics

Рецензія на робочу програму (силабус) ОК **Pedagogical praxis**

Розроблену викладачем кафедри менеджменту Сохань І.В.

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента гарантом або членом проєктної групи	Так	Ні	Коментар
Результати навчання за освітнім компонентом (ДРН) відповідають НРК			
Результати навчання за освітнім компонентом (ДРН) відповідають передбаченим ПРН (для обов'язкових ОК)			
Результати навчання за освітнім компонентом дають можливість виміряти та оцінити рівень їх досягнення			

Член проєктної групи ОП _____ (назва) _____ (ПІБ) _____ (підпис)

Параметр, за яким оцінюється робоча програма (силабус) освітнього компонента викладачем відповідної кафедри	Так	Ні	Коментар
Загальна інформація про освітній компонент є достатньою			
Результати навчання за освітнім компонентом (ДРН) відповідають НРК			
Результати навчання за освітнім компонентом (ДРН) дають можливість виміряти та оцінити рівень їх досягнення			
Результати навчання (ДРН) стосуються компетентностей студентів, а не змісту дисципліни (містять знання, уміння, навички, а не теми навчальної програми дисципліни)			
Зміст ОК сформовано відповідно до структурно-логічної схеми			
Навчальна активність (методи викладання та навчання) дає змогу студентам досягти очікуваних результатів навчання (ДРН)			
Освітній компонент передбачає навчання через дослідження, що є доцільним та достатнім для відповідного рівня вищої освіти			
Стратегія оцінювання в межах освітнього компонента відповідає політиці Університету/факультету			
Передбачені методи оцінювання дозволяють оцінити ступінь досягнення результатів навчання за освітнім компонентом			
Навантаження студентів є адекватним обсягу освітнього компонента			
Рекомендовані навчальні ресурси є достатніми для досягнення результатів навчання (ДРН)			
Література є актуальною			
Перелік навчальних ресурсів містить необхідні для досягнення ДРН програмні продукти			

Рецензент (викладач кафедри) _____ (назва) _____ (посада, ПІБ) _____ (підпис)