



EDUCATIONAL PROGRAM

Coordinated with the Quality Assurance Office

Minutes № „3“, June 5“, 2019 year

Head of the office /Dr. Nino Jojua/

Reviewed at the Faculty Board

Minutes №13, 10 June, 2019 year

Dean of the Faculty /Prof., Dr. Tamar Shioshvili/

Approved by the Academic Board

Minutes №8, „11 „June“, 2019 year

Rector / Prof., Dr. Ilyas Ciloglu/

Doctorate Educational Program

Education Sciences

Tbilisi

2019 year



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Direction: 03 Education

Field / Specialty: 0301 Education Sciences

Title of the program: Education Sciences (delivered in English)

Faculty: Education and Humanities

Program coordinator: Natela Doghonadze, Professor, Doctor of Education

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Education Cycle: Doctorate (Third Cycle of Higher Education)

Type of the Programme: Academic

Awarded Qualification: Doctor of Education Sciences / განათლების მეცნიერებების დოქტორი

Qualification Code: 0301

Language of education: English

Credit Value of the Programme: 180 ECTS

Structure of the programme: The program involves the study component involves compulsory study courses (50ECTS) and elective courses (totally 10 ECTS should be taken). The selected by the doctorate student courses enable him/her to deepen the knowledge of a particular sphere of education sciences. The selection



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of the courses “Sociolinguistics” and “Applied Linguistics”, besides the doctorate student’s interests, depends on his/her previous educational background: a BA or MA degree in philology; while “Curriculum, Syllabus and Course Design and Assessment” and “Legal Regulation of Education” can be chosen by anybody. Choosing the course in Professor’s Assistance (5ECTS) is compulsory for those students who do not have at least one-year experience of teaching at higher education institutions.

The research component (working on the dissertation) is compulsory and constitutes 120 ECTS.

Program admission precondition: According to Georgian legislation, the candidate for studying at this program should have a Master’s degree or a degree equaled to it. To provide the background knowledge necessary for the program, the requirement of the program is to have either a Bachelor’s or a Master’s degree in Education / Psychology / English Philology field, or a one-year 60 credit teacher-training certificate. The candidates to the program should also submit a published article (including conference proceedings) in the area of the studies. According to University regulations, the candidate should have the C1 level in English, which is certified by an international certificate of the corresponding level or by education at a Master’s program delivered in English. The candidate may also take a corresponding exam at IBSU. Also according to University regulations, the candidate to the program has to submit a dissertation proposal, the correspondence of which to the program requirements is assessed by a Dissertation Field Board commission consisting of minimum three people according to the rubric below, afterwards an interview based on the proposal is held.

The maximum number of yearly admission is 12 people.

The assessment criteria for the dissertation proposal are:

	Not reflected	Unacceptable	Acceptable, but requires major changes	Acceptable, but requires minor changes	Acceptable
Title: neither too narrow, nor too wide; terms used adequately; sounds contemporary	0	1	2	3	4
Significance and novelty: the topic is contemporary, less studied; the potential of novelty and value is presented	0	1	2	3	4



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Theoretical and practical value: it is presented how the research can impact the field	0	1	2	3	4
Literature overview: presents main achievements and names; reference list includes at least 10 important titles	0	1	2	3	4
Research questions / hypothesis are original and well-formulated	0	1	2	3	4
Research methods are adequate to the topic and well defined	0	1	2	3	4
Academic and clear language	0	1	2	3	4
Total: maximum 28					

Interview / oral presentation *: reveals a good knowledge of the topic, arguments any point from the proposal	Did not turn up at the interview	Dissatisfactory	Satisfactory	Good	Excellent
Total: maximum 4	0	1	2	3	4

*A candidate who obtained at least 15 points in the previous items is admitted to the interview; the candidate who obtained 13-14 points, can resubmit an improved version within submission deadlines.

** A candidate who obtains at least 2 points from the oral interview will be admitted (on condition that the group size does not exceed the maximum – 12 students; otherwise candidates with higher points will be admitted).

Programme goals: The goal of the program is to train education personnel and researchers with a high level of qualification, who will be aware of education theory and practice, will be able to apply the studied theories in practice, to analyze them critically, and to solve problems based on them, to discuss educational issues with colleagues and society at large, to maintain the professional self-development, to supervise other’s research, to teach and assess students’ knowledge by applying



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contemporary methods and to produce new knowledge. It is essential that the graduates from the program follow the ideas of student-centered and humanistic pedagogy and psychology.

Learning Outcomes:

Knowledge and understanding:

Upon graduation the doctorate student will have deep knowledge of education sciences theories, principles, practices, current changes and challenges, based on on the most recent developments in the field:

- a) deep and systemic knowledge of education sciences theories, principles, and practices that will enable the graduates to expand it and to apply innovative methods;
- b) such knowledge of research methods in education which will enable the graduates to write an article in refereed journals, research projects and the dissertation.

Assessment of outcomes:

indicators	levels of assessment			
	dissatisfactory	satisfactory	good	excellent
The doctorate student can discuss education-related theories, principles and practices.	The doctorate student (practically) does not know the theories, principles and practices in the field. (Reflected in closed-ended tests: the student cannot answer 2/3 or more questions; also in presentations and essays – while discussing the issue, the student does not refer to the studied theories)	The doctorate student satisfactorily knows the theories, principles and practices in the field, but s/he seldom or sometimes incorrectly applied this knowledge. (Reflected in closed-ended tests: the student cannot answer between 2/3 and a half of the questions; also in presentations and essays – while discussing	The doctorate student knows the theories, principles and practices in the field well enough, however, s/he sometimes incorrectly applies the knowledge. (Reflected in closed-ended tests: the student cannot answer between 1/3 and a half of the questions; also in presentations and essays – while discussing the issue, the student sometimes	The doctorate student knows the theories, principles and practices in the field. (Reflected in closed-ended tests: the student can answer between 90 and 100% of the questions; also in presentations and essays – while discussing the issue, the student always adequately refers to the studied theories)



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		the issue, the student seldom refers to the studied theories)	inadequately refers to the studied theories)	
The doctorate student demonstrates such knowledge of research methods in education which will enable the graduates to write an article in refereed journals, research projects and the dissertation.	The student (practically) is unaware of research skills in education. (Reflected in research projects, articles and/or dissertation – s/he does not name the method correctly, does not explain the choice of the method and/or does not really use it)	The student is basically aware of research skills in education. (Reflected in research projects, articles and/or dissertation – s/he sometimes names the method incorrectly, does not explain well the choice of the method and/or uses it superficially)	The student is well enough aware of research skills in education. (Reflected in research projects, articles and/or dissertation – s/he names the method adequately, more or less explains the choice of the method and/or quite effectively uses it)	The student is very well enough aware of research skills in education. (Reflected in research projects, articles and/or dissertation – s/he names the method absolutely adequately, explains the choice of the method and/or very effectively uses it)

Skills/capacities:

The graduate of the doctorate program has the following skills/capacities:

- to plan and to carry out research in education sciences, observing academic honesty principles;
- to work on one's own research platform (questionnaire items, questions for interview, test for knowledge assessment), to plan and carry out an experiment in the sphere of education; to interpret statistically the obtain results, which is oriented on creating new knowledge (on the level relevant to international refereed publication standards);
- to select a contemporary topic for education research (article, project, dissertation), find corresponding to the topic research literature of relevant level / quality, analyze it critically, ask problem questions, choose relevant research methods, work out hypothesis and then test its appropriacy, solve the analyzed problems; eventually, to prepare the obtained results for publication in an international refereed journal, as well as to present it to colleagues and society at large;
- to carry out some innovation in the sphere of education, to solve the complex problems existing in education in an innovative way, and to create new knowledge;



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- to carry out communication on educational topics clearly and academically, to take part in discussions with international and national professional and wider society.

Assessment of outcomes:

indicators	Assessment levels			
	dissatisfactory	satisfactory	good	excellent
The topic of article / dissertation is well selected (is contemporary and significant) and formulated	Has not been selected or has been selected / formulated in inappropriate way	The title is to a certain degree vague and does not involve the variable corresponding to the topic; the topic is not too contemporary	The title is formulated in clear academic language; the topic is contemporary and innovative enough	The title is formulated in clear academic language, it is simultaneously laconic and exhaustive; the topic is very significant and innovative
The research-based presentation, essay, project and dissertation has been well planned / structured and follows the developed plan	The plan offers very few details and does not cover the topic; the paper is chaotic and does not follow the plan	The plan is more or less detailed, it reflects the major issues dealing with the topic, the paper follows the developed plan satisfactorily	The plan is quite detailed and logical, the paper effectively reflects (almost) all parts of the plan	The plan views the topic from all imaginable points of view, it is absolutely logical; the paper follows the plan exactly and presents each item exhaustively
The references in the presentation, essay, project or dissertation are relevant thematically, by their quality and level	The references are poor or inadequately presented	The number of references is satisfactory, they are mostly relevant (reflect the topic of the essay/research)	The references are rather rich, thematically and by quality / level they are mostly appropriate to the paper/research	The references enable the reader to view the topic exhaustively, the works are research-based, contemporary and innovative



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The presentation, essay, project, and dissertation follows the required referencing / citation style	The referencing / citation style is not observed at all or involves numerous violations	The referencing / citation style is satisfactorily observed (the information is full, but there are some technical faults)	The referencing/citation is basically done adequately, however, there are few technical faults	The required referencing/citation style is fully observed
The questionnaire items, interview questions, and knowledge tests correspond to the requirements	The questionnaire items, interview questions, and knowledge tests do not correspond to the requirements (have not been piloted and standardized)	The doctorate student has more or less observed the requirements to the questionnaire items, interview questions, and test items and structure (the questions /items are clear, they require a thoughtful answer, however, they were only piloted)	The doctorate student has mostly observed the requirements to the questionnaire items, interview questions, and test items and structure (the questions /items are clear, they require a thoughtful answer); the items reflect well the research questions	The doctorate student has completely observed the requirements to the questionnaire items, interview questions, and test items and structure (the questions /items are clear, they require a thoughtful answer); the items exhaustively reflect well the research questions
The experiment in the dissertation / research article has been well planned and its realization follows the plan	The held research is not an experiment in reality	The held research may be viewed as experiment, a control and experimental group participated in it, knowledge/skills/viewpoints have been measured before and after the experiment and compared, however, the description of research lacks some necessary details	The held research is really an experiment, a control and experimental group participated in it, knowledge/skills/viewpoints have been measured before, during and after the experiment and compared, however, the research is well described	The held research is definitely and experiment, all requirements to an experiment have been observed; the description of research is exhaustive
The doctorate student is using statistical methods of research results' treatment	Statistical methods have not been applied	Statistics is limited to percentage and mean results	Relevant statistical software was applied to treat the obtained data	Relevant statistical software was applied to treat the obtained data; more than one way of assessing the results is applied



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<p>Presentation, essay, project, article and/or dissertation involves critical analysis</p>	<p>Only facts / viewpoints are presented, no analysis has been done</p>	<p>Other authors' views are compared to each other and summed up, the doctorate student expresses his/her views and gives argumentation</p>	<p>Other authors' views are compared to each other and summed up, the doctorate student expresses his/her attitude towards them and gives argumentation, s/he critically views the question under study (presents both its advantages and disadvantages)</p>	<p>Other authors' views are compared to each other and summed up, the doctorate student clearly expresses his/her attitude towards them and gives effective argumentation, s/he critically views the question under study (argumentatively presents both its advantages and disadvantages); as result of analysis a new idea is suggested or the existing views are viewed at an innovative angle</p>
<p>The article, project, dissertation involves scientific novelty, is characterized by innovation</p>	<p>The article, project, dissertation involves scientific novelty, is not characterized by innovation</p>	<p>The article, project, dissertation involves some scientific novelty (the known viewpoints / facts are discussed in a new way or a new idea is expressed / teaching method or approach is applied; however, the argumentation / explanation lacks depth)</p>	<p>The article, project, dissertation involves scientific novelty (the known viewpoints / facts are discussed in a new way or a new idea is expressed / teaching method or approach is applied)</p>	<p>The article, project, dissertation involves scientific novelty (the known viewpoints / facts are discussed in a new way or a new idea is expressed / teaching method or approach is applied). The discussion / argumentation is deep</p>
<p>The doctorate student effectively presents a conference paper, project and/or dissertation and during</p>	<p>The doctorate student does not participate or participates ineffectively in discussions (s/he has not taken part in conferences, is not involved or is inadequately</p>	<p>The doctorate student more or less actively participate in discussions during seminars and presentations</p>	<p>The doctorate student participates in conferences held at university, the student's paper at a conference held at the university caused</p>	<p>The doctorate student participates in an international conference, the student's paper at a conference held at the</p>



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the discussion provides relevant answers	involved in discussions during seminars and presentations)		interest, s/he was actively and basically effectively involved in discussions at seminars and presentations	university caused interest, s/he was very actively and effectively involved in discussions at seminars and presentations, provided deep analysis
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Responsibility and autonomy:

- The graduate of the doctorate program has the ability to carry out / supervise research projects related to education based on the newest achievements in academic and/or professional context or to take part in professional development, observing the principles of academic and professional integrity, and demonstrating novelty and autonomy

Assessment of outcomes:

indicators	Assessment levels			
	dissatisfactory	satisfactory	good	excellent
The doctorate student has prepared a research project or some professional development event (was a co-author or supervisor of BA or MA conference paper, organized a training, etc.)	The doctorate student has not carried out / taken part in any professional development event	The doctorate student has carried out / taken part in some research project or professional development event (was a co-author or supervisor of BA or MA conference paper, organized a training, etc.)	The doctorate student has carried out a good research project or professional development event (was a co-author or supervisor of BA or MA conference paper, organized a training, etc.)	The doctorate student has prepared a high-level research project and has effectively organized a professional development event (supervised or was a co-author of a BA or MA student's conference paper, held a training, etc.)
The doctorate student's work (essay, project, article, dissertation) has been checked for plagiarism	The checking revealed a high level of plagiarism	The work does not contain another person's ideas presented as one's own, however it is not too original.	The work is independent and original	The work is completely independent and original, it contains innovative ideas



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The map of program goals and learning outcomes:

Program goals / learning outcomes								
	<p>The student has deep and systemic knowledge of education sciences theories, principles, and practices that will enable the graduates to expand it and to apply innovative methods</p>	<p>The student has such knowledge of research methods in education which will enable the graduates to write an article in refereed journals, research projects and the dissertation.</p>	<p>The student has the capacity to plan and to carry out research in education sciences, observing academic honesty principles</p>	<p>The student has the ability to work out one's own research platform (questionnaire items, questions for interview, test for knowledge assessment), to plan and carry out an experiment in the sphere of education; to interpret statistically the obtain results, which is oriented on creating new knowledge (on the level relevant to international refereed publication standards)</p>	<p>The student can select a contemporary topic for education research (article, project, dissertation), find corresponding to the topic research literature of relevant level / quality, analyze it critically, ask problem questions, choose relevant research methods, work out hypothesis and then test its appropriacy; solve the analyzed problems; eventually, to prepare the obtained results for publication in an international refereed journal, as well as to present it to colleagues and society at large</p>	<p>The student can carry out some innovation in the sphere of education, to solve the complex problems existing in education in an innovative way, and to create new knowledge;</p>	<p>The student can carry out communication on educational topics clearly and academically, to take part in discussions with international and national professional and wider society.</p>	<p>The graduate of the doctorate program has the ability to carry out / supervise research projects related to education based on the newest achievements in academic and/or professional context or to take part in professional development, observing the principles of academic and professional integrity, and demonstrating novelty and autonomy</p>



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1. To educate highly-qualified education staff, who are aware of education theories and practice, will be able to apply practically the studied theories, solve problems, communicate with colleagues and society at large on educational topics, to teach and assess students' knowledge by applying contemporary methods.	x	x					x	
2. To train education researchers who will be able to critically analyze the studied theories, to maintain professional development, and supervise others' research, applying the newest methods.		x	x	x	x	x	x	x
3. Educate graduates who will share student-centered and humanistic platform in didactics and educational psychology.	x							
4. The graduates should be able to apply in practice the scientifically-based innovations and share the knowledge about them in educational and wider society.				x		x	x	x

Learning outcomes map



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(The applied symbols: 1 – getting acquainted with; 2 - deepening; 3 - strengthening)

course / research component	Competences		
	Knowledge and understanding	Skills	Responsibility and autonomy
	<p>The student has deep and systemic knowledge of education sciences theories, principles, and practices that will enable the graduates to expand it and to apply innovative methods.</p> <p>The student has such knowledge of research methods in education which will enable the graduates to write an article in refereed journals, research projects and the dissertation.</p> <p>The student has the capacity to plan and to carry out research in education sciences, observing academic honesty principles</p> <p>The student has the ability to work on one's own research platform (questionnaire items, questions for interview, test for knowledge assessment), to plan and carry out an experiment in the sphere of education; to interpret statistically the obtain results, which is oriented on creating new knowledge (on the level relevant to international refereed publication standards)</p> <p>The student can select a contemporary topic for education research (article, project, dissertation), find corresponding to the topic research literature of relevant level / quality, analyze it critically, ask problem questions, choose relevant research methods, work out hypothesis and then test its appropriacy, solve the analyzed problems; eventually, to prepare the obtained results for publication in an international refereed journal, as well as to present it to colleagues and society at large</p> <p>The student can carry out some innovation in the sphere of education, to solve the complex problems existing in education in an innovative way, and to create new knowledge;</p> <p>The student can carry out communication on educational topics clearly and academically, to take part in discussions with international and national professional and wider society.</p>	<p>The graduate of the doctorate program has the ability to carry out / supervise research projects related to education based on the newest achievements in academic and/or professional context or to take part in professional development, observing the principles of academic and professional integrity, and demonstrating novelty and autonomy</p>	



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Advanced Research Methods		lecture, seminar (2,3)	seminar (2,3)			seminar (2,3)	seminar (case) (2,3)	
Didactics and Educational Psychology	lecture (2,3)	seminar (1,2,3)	seminar (2,3)		seminar (case) (2, 3)		seminar (case, research-based presentation) (2,3)	seminar (2,3)
Educational Sociology	lecture (2,3)		seminar (2,3)		seminar (2,3)		seminar (case, research-based presentation) (2,3)	seminar (2,3)
Educational Technologies	lecture (2,3)		seminar (2,3)		seminar (2,3)	seminar (2,3)	seminar (project) (2,3)	
Education Philosophy and Reform	lecture (2,3)		seminar (2,3)		seminar (case) (2,3)	seminar (2,3)	seminar (case, project) (2,3)	
Seminar in Professional Development	lecture (2,3)	seminar (2,3)	seminar (writing an article) (2,3)	seminar (helping a BA student prepare a conference paper, co-authoring it) (2,3)	seminar (writing an article) (2,3)	seminar (2,3)	Writing an article (2,3)	Seminar (discussing, presenting and writing an article) (2,3)



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Introducing Innovations in Learning and Teaching	lecture (2,3)		seminar (2,3)		seminar (case) (2,3)	lecture, seminar (2,3)	seminar (case) (2,3)	
Dissertation	While writing the dissertation (2,3)	While writing the dissertation (3)	While planning the dissertation (2,3)		While writing the dissertation (2,3)	In introduction, literature review and research part (3)	While defending the dissertation (2,3)	While writing the dissertation (2,3)

Teaching / learning methods:

Lecture	<ul style="list-style-type: none"> • presentation • demonstration • induction • deduction • analysis • synthesis • case study • teaching through electronic sources
seminar	<ul style="list-style-type: none"> • presentation • discussion/debate • brain-storming • group work • induction • deduction • analysis



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	<ul style="list-style-type: none"> • synthesis • teaching through electronic sources
Practice / lab work /	<ul style="list-style-type: none"> • observation • demonstration • problem solving • group / cooperative / collaborative work • individual work • case studies • working with a course-book • consulting (consultations) • induction • deduction • analysis • synthesis • teaching through electronic sources • lecturing • assessment of bachelor/master theses / knowledge
independent work	<ul style="list-style-type: none"> • working with a course-book • induction • deduction • analysis • synthesis • problem-based teaching • case study • preparing a presentation • preparing a project • doing homework • learning through electronic sources • preparing lecture • test preparation



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	<ul style="list-style-type: none">• writing professor's assistance report
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Presentation – is held orally, with slides used: material presentation and/or explanation

Demonstration – showing an action / a sample

Induction – thinking from concrete (examples) towards general (rules)

Deduction – thinking from general (rules) to concrete (examples)

Analysis – detailed and critical viewing

Synthesis – creating a product, joining the details

Case Studies – a concrete educational situation (dealing with a certain country, educational institution, teacher, class)

Teaching with electronic resources – using Power Point or another demonstration software, audio-visual materials, submission of homework via e-mail, using materials available on the internet

Discussion / debates – oral discussion, expressing various views, bringing arguments, assessing

Brainstorming – quick revision/summing up of the existing knowledge/making up a plan in groups or by whole-class involvement

Group work / Cooperative / Collaborative work – fulfilling tasks in small groups of 3-5 students; the functions in the group may be distributed (idea generator, critic, etc.); in the process of such work strategies are shared

Observation – watching the study process, attending a class and assessing it in a certain way

Individual Work – task fulfilment by a student individually / independently

Working on the Book – basically done at home; however, may be applied in class; getting acquainted with the material in the books, its analysis and memorization

Consultation - ლექტორის დახმარებით აუდიტორიაში თუ მის გარეთ გარკვეული პრობლემური საკითხების გარკვევა, დაზუსტება

BA / MA student paper assessment - during Professor's assistance making up and using tests (under professor's supervision), assessing quizzes with the given by professor keys and rubric; assessing students' quizzes



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Preparation of / holding a lecture – during Professor’s Assistance, preparing / holding a lecture with Bachelor students under professor’s monitoring

Student assessment

The goal of evaluation is to determine student’s education results qualitatively in relation to academic program goals and parameters.

Student may be assessed orally and/or in a written way. A student’s knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.

Grading system allows:

- a) five types of positive grades:
 - 1) (A) Excellent – 91-100 points of assessment;
 - 2) (B) Very good – 81-90 points of maximal assessment;
 - 3) (C) Good - 71-80 points of maximal assessment;
 - 4) (D) Satisfactory - 61-70 points of maximal assessment;
 - 5) (E) Enough - 51-60 points of maximal assessment;
- b) two types of negative grades:
 - 1) (FX) Fail – 41-50 points of maximal assessment, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
 - 2) (F) Fail – 40 points and less of maximal assessment, meaning that the work of a student isn’t acceptable and he/she has to study the subject anew.

For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus (40% for midterm and 50% for final).

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements (both have to be fulfilled):

- a) Obtaining minimal competence levels set for midterm and final evaluations;
- b) Obtaining minimum 51 points out of 100 points of final grade.



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A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation.

Defense of dissertation

Dissertation is assessed by a jury during the defense.

During the **defense** of the doctorate dissertation, the assessment takes place according to the following rubric:

	criteria	maximum points	actually awarded points
1	Significance	10	
2	Practical value of research	10	
3	Theoretical value of research	10	
4	Novelty	10	
5	Depth of the analysis of the topic and originality of conclusions	15	
6	Reliability of results (statistical treatment of experiment, logical argumentation)	5	
7	During the defense: presentation (logical argumentation, structure of the presentation, clear speech, presenting the basic ideas of the dissertation)	15	
8	During the defense adequately answering the questions, arguing one's viewpoint, using terminology appropriately	15	
9	During the presentation efficiently using the visual aids	10	
Total		100	defended / did not defend



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Assessment criteria # 1-6 is done according to dissertation and publications.

The assessment of dissertation finally is done with the following wording:

- a) Excellent (summa cum laude) – 91 points and over of maximum point – an excellent performance;
- b) Very good (magna cum laude) – 81-90 points of maximum point – a result exceeding given requirements in all aspects;
- c) Good (cum laude) – 71-80% of maximum point – a result exceeding given requirements;
- d) Average (bene) – 61-70 points of maximum point – a result satisfying given requirements in all aspects;
- e) Satisfactory (rite) – 51-60 points of maximum point – a result satisfying given requirements despite some mistakes;
- f) Unsatisfactory (insufficienter) – 41-50 points of maximum point – a result not satisfying given requirements because of serious mistakes;
- g) Absolutely unsatisfactory (sub omni canone) – 40 points and less of maximum point – a result absolutely not satisfying given requirements.

The student is awarded the academic degree of doctor in case of obtaining any of the above mentioned grades considered by items from a) to e); in case of getting the grade considered by item f) – the student has a right to present the rewritten doctorate dissertation during the first year; and in case of getting the grade considered by item g) – the student has no right to present the same doctorate dissertation.

Organization of educational and research process:

The PhD program involves 3 academic years (6 semesters), one academic year involves 38 weeks, from which in study semester 15 weeks are lecture weeks and 4 weeks – exam sessions. Assessment is done in ECTS. According to ECTS 1 credit is calculated as 25 hours. Study courses are taken in the first year. The doctorate student is admitted to the research component only after all study courses have been passed. During the 3rd– 6th semester the doctorate student is working on the doctorate dissertation and related publications; in the 6th semester the defense of doctorate dissertation should occur.

The compulsory course load at the program is 7-8 ECTS. The majority of courses is compulsory for all doctorate students (totally 50 credits), there are 5 elective courses (5) ECTS each), student have to choose two courses. In the 3rd - 6th semester the doctorate student is writing and defends the dissertation - totally 120 credits.



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After the student has completed the study component, his/her dissertation title and supervisor will be approved through the procedure described in the Doctorate Studies and Dissertation Board regulation. The doctorate student will submit the dissertation plan including the future dissertation structure, its significance, theoretical and practical value, novelty, research goals, questions and/or hypothesis (depending on the topic), research methods and literature review with corresponding references. S/he will make a presentation in front of the Dissertation Field Board, and a discussion will follow. After that the title may be approved of, modified and approved of or rejected. If rejected, the procedure for the new title should take place.

Students admitted since September 2019 will have a potential supervisor from the enrollment moment, chosen during the admission interview, who will help the student to prepare research plan, which is needed to approve the title of dissertation. The supervisor and the topic of dissertation will be finally approved in the beginning of the third semester. If the potential supervisor's load permits it, s/he will continue as supervisor, if not – another supervisor will be approved of through negotiation between the student and the Dissertation Field Board. The supervisor's experience in the topic of doctorate student's research should enable him/her to fulfil the job.

At the end of three semesters the doctorate students will present what s/he has done during the semester in front of the Dissertation Filed Board, in order to obtain recommendations for future work. The recommendations are reflected in Filed Board minutes and monitoring forms. Also the doctorate student and the Supervisor fill in their monitoring forms, to reflect how the work on the dissertation is progressing.

At least three publications dealing with dissertation results are needed to submit the dissertation for defense, among which one should be in an international reviewed scientific journal or proceedings of an international scientific conference, one – in an international reviewed scientific journal, and one – in international peer-reviewed indexed journal. One of these indices should be applied: Clarivate (Thomson-Reuters), Copernicus, SAGE, Springer, Web of Science, or Elsevier. To be assessed positively, a Ph.D. dissertation has to be an original and independent work. It should involve an introduction, literature review, desirably with the history of the issue and its contemporary state, a discussion section, research proper (survey, case study, experiment, etc., carried out by the researcher him/herself) with data treated statistically, and a conclusion. The dissertation should possess the following features: innovation (novelty), significance (topicality), scientific/theoretical and practical value, etc. Research problem(s) and hypothesis should be defined properly. To check for plagiarism, a team is created by the Dissertation Board decision which involves supervisor, one of experts and an IT specialist to check the academic honesty with the help of corresponding software. A corresponding decision (whether the dissertation contains plagiarism) is written.

Empolyment

Graduates of the program can work in governmental and non-governmental educational organizations or be researchers in education sciences. Besides, they can work as lecturers or administration in higher education institutions.

Information on material resources for the implementation of the program



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IBSU has the material-technical base necessary for program delivery. The compulsory literature mentioned in the syllabi is available at IBSU library, electronic library (from Clarivate Analytics), on the university web-page. When the course is opened, the lecturer-made slides and other materials according to the topics studied are uploaded, all classrooms are equipped with projectors to show the slides.

Information on human resources for the implementation of the program

Besides the table below which contains information on regular academic staff, the so-called “guest lecturers” will be involved. These will be international experts with adequate qualifications, who will deliver several hours of classes relevant to particular taught courses.

Study course	Name, surname	Qualification and position
Advanced Research Methods	Nikoloz Parjanadze	Dr. of Philology, Affiliated Professor I Philology direction
Didactics and Educational Psychology	Natela Doghonadze /Maia Chkotua	Dr. of Pedagogical Sciences, Affiliated Prof. in Education Direction Affiliated Associate Professor in Education direction, Dr. of Pedagogical Sciences
Educational Sociology	Irma Mesiridze	Affiliated Associate Professor in Education direction, Dr. of Humanities
Educational Technologies	Ekaterine Pipia / Murat Erguvan	Dr. of Humanities, Affiliated Prof. in Education Direction Dr. of Education, Affiliated Associate Prof. in Education Direction
Educational Philosophy and Reform	Irine Bakhtadze	Doctor of Education, Affiliated Professor in Humanities Direction
Seminar in Professional Development	Natela Doghonadze	Dr. of Pedagogical Sciences, Affiliated Prof. in Education Direction
Introducing Innovations in Learning and Teaching	Nikoloz Parjanadze	Dr. of Philology, Affiliated Professor in Philology direction



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	Jacob Reid	Dr. of Education, invited lecturer, USA
Applied Linguistics	Tamuna Khetaguri	Doctor of Education, Assoc. Prof. in Education Direction
Legal Regulation of Education	Mariam Bandzeladze	Dr. of Education Sciences, Affiliated Associate Prof. in Education Direction
Curriculum, Syllabus and Course Design and Assessment	Ekaterine Pipia	Dr. of Humanities, Affiliated Prof. in Education Direction
Professor's assistance	Any professor involved in the program	Doctor, Associate Professor / Professor
Sociolinguistics	Lia Todua	Doctor of Education, invited lecturer
PhD Dissertation	Scientific supervisor	PhD, Assoc. Prof. / Professor

Curriculum (study plan)

№	Study courses / modules / research component	status	Number of credits	Hour distribution											Hours per week		
				1 st year		2 nd year		3 rd year		Contact hours				Independent work		Total hours	
				I semester	II semester	III semester	IV semester	V semester	VI semester	lecture	Seminar / practical work	Midterm exam(s)	Final exams				total contact hours
I	Study component	60															



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	Status	compulsory	50	29	21												15
1	Advanced Research Methods	Compulsory	8	x						15	28	2	3	48	152	200	3
2	Didactics and Educational Psychology	Compulsory	7	x						8	20	2	2	32	143	175	2
3	Educational Sociology	Compulsory	7	x						14	14	2	2	32	143	175	2
4	Educational Technologies	Compulsory	7	x						15	13	2	2	32	143	175	2
5	Educational Philosophy and Reform	Compulsory	7		x					15	13	2	2	32	143	175	2
6	Seminar in Professional Development	Compulsory	7		x					0	28	2	2	32	143	175	2
7	Introducing Innovations in Learning and Teaching	Compulsory	7		x					14	14	2	3	33	142	175	2
		Elective		10													4
1	Legal Regulation of Education	Elective	5		x					15	13	2	2	32	93	125	2
2	Curriculum, Syllabus and Course Design and Assessment	Elective	5		x					14	14	2	2	32	93	125	2
3	Professor's Assistance	Elective	5		x					0	30	0	2	32	93	125	2
4	Applied Linguistics	Elective	5		x					15	13	2	2	32	93	125	2
5	Sociolinguistics	Elective	5		x					15	13	2	2	32	93	125	2
II	Research component	120				120											
1	PhD Dissertation	120				x	x	x	x	0	120	0	0	120	2880	3000	2
Total		180	29	31		120				110	277	18	20	425	4075	4500	21



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Comment

- * Professor’s assistance is compulsory for those students who do not have experience of work at a higher education institution. Sociolinguistics and Applied Linguistics can be chosen by those doctorate students who have a BA/MA diploma in philology, while Curriculum, Syllabus and Course Design and Assessment and Legal Regulation of Education can be chosen by any doctorate student.
- To calculate the hours in the table, for elective courses, conditionally the distribution of hours for the first two courses is taken into consideration.

Table of pre-requisites

#	Course	ECTS	Pre-requisite	Semester (when the course is delivered)
1.	Advanced Research Methods	8	none	1
2.	Didactics and Educational Psychology	7	none	1
3.	Educational Sociology	7	none	1
4.	Educational Technologies	7	none	1
5.	Educational Philosophy and Reform	7	Didactics and Educational Psychology	2
6.	Seminar in Professional Development	7	Advanced Research Methods; Didactics and Educational Psychology	2
7.	Introducing Innovations in Learning and Teaching	7	Didactics and Educational Psychology; Educational Technologies	2
8.	Legal Regulation of Education	5	none	2



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9.	Curriculum, Syllabus and Course Design and Assessment	5	none	2
10.	Professor's assistance	5	Taking the course is compulsory if the student does not have experience of teaching in higher education Pre-requisite: Didactics and Educational Psychology; Educational Technologies	2
11.	Applied Linguistics	5	Advanced Research Methods	2
12.	Sociolinguistics	5	none	2
	Research component			
	Dissertation	120	All study courses completed	3-6

Additional table of curriculum

Nº	Course / module /practice / research component	code	semester	lecturer	Compulsory literature
	Advanced Research Methods	EDU 742	I	Prof.Dr. Nikoloz Parjanadze	<ul style="list-style-type: none"> Cohen, L., Manion, L., & Morrison, K. (2018). <i>Research methods in Education</i> (6th ed.). London: Routledge. Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). <i>Methods in Educational Research: from theory to practice</i>. San Francisco: Jossey-Bass. Scott, D., & Usher, R. (2011). <i>Researching Education: data methods and theory in educational enquiry</i> (2nd ed.). London: Continuum.



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				<ul style="list-style-type: none"> IBSU. (2015). <i>Guidelines for Thesis Writing - IBSU Regulations on Thesis Writing</i>. Tbilisi: International Black Sea University.
2.	Didactics and Educational Psychology	EDU 750	I	<p>Prof., Dr.Natela Doghonadze</p> <p>Assoc.Prof.Dr. Maia Chkotua</p> <ul style="list-style-type: none"> Eggen, P. and Kauchak, D. (2004). <i>Educational Psychology</i>. Pearson Education International. – მისაწვდომია შსსუ-ის ბიბლიოთეკაში Ambrose, S.A. et al. (2010). <i>How learning works</i>. San Francisco: Jossey-Bass - მისაწვდომია შსსუ-ის ბიბლიოთეკაში. Doghonadze, N. (2018). <i>Didactics and Education psychology + Reader</i>. Course notes. Tbilisi. IBSU – მისაწვდომია შსსუ-ს ბიბლიოთეკაში და SMART Learning პროგრამაზე (ვებ-გვერდზე) Esmer et al. (2016). Perceptions of education faculty students on teaching methods and materials. <i>Educational Research and Reviews</i>, p. 1093-1109 - მისაწვდომია შსსუ-ს ბიბლიოთეკაში (როგორც 2018 წ., ნ.დოღონაძის პუბლიკაციის ნაწილი) და SMART Learning პროგრამაზე (ვებ-გვერდზე) Fernando & Marikar (2017). <i>Constructivist Teaching/Learning Theory and Participatory Teaching Methods</i>. <i>Journal of Curriculum and Teaching</i>, 6,1, p. 110-122 , 6,1, p. 110-122 - <i>The articles are available at IBSU library as part of</i> Doghonadze, N. (2018). <i>Didactics and Education psychology + Reader</i>. Course notes. Tbilisi Benton & Li (2015). <i>Teaching Methods Associated with Student Progress in General Education Courses</i>. <i>IDEA</i>, 9, p. 1-11 (ERIC base) <i>The articles are available at IBSU library as part of</i> Doghonadze, N. (2018). <i>Didactics and Education psychology + Reader</i>. Course notes. Tbilisi
3.	Educational Sociology	EDU 751	1	<p>Assoc.Prof.Dr. Irma Mesiridze</p> <ol style="list-style-type: none"> Ballantine, J. H. (2018). <i>School and Society: A sociological Aproach to Education</i>. Saga Ballantine, J. (2017). <i>The sociology of Education - A systematic Analysis</i>. (F. M. Hammak & J. Stuber, Ed.) Pearson Education, Inc. 2011 Ballantine, J. (2017). <i>The sociology of Education - A systematic Analysis</i>. (F. M. Hammak & J. Stuber, Ed.) New York : Routledge. Schneider, B. (2018). <i>Handbook of the Scociology of Education in the 21st Century</i>. East Lensing: Springer. Smith E. (2012)- <i>Key Issues in Education and Social Justice</i>, California: Saga Anderson M. L. and Taylor H. F. (2012). <i>Sociology: The Essentials</i>. Wadsworth: Cengage Learning
	Educational technologies	EDU 734	1	<p>Prof.Dr. Ekaterine Pipia</p> <p>Assoc.Prof.Dr. Murat Erguvan</p> <ol style="list-style-type: none"> Cennamo K. & Ross J. & Ermer P. (2013), <i>Technology integration for meaningful classroom use: A standards-based approach</i>, Cengage Learning, second edition - ხელმისაწვდომია შსსუ-ის ბიბლიოთეკაში <p><i>The articles are available at IBSU library as Reader in Education Technologies)</i></p>



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				<ol style="list-style-type: none"> 2. Akele, F. E. (2014). Information and Communication Technology as Teaching and Learning Space for Teachers of English Language in Schools. <i>Journal of Emerging Trends in Educational Research and Policy Studies</i>, 5(1), 100-107. 3. Alfaki, I. M., & Khamis, A. H. A. (2018). Difficulties facing teachers in using interactive whiteboards in their classes. <i>American International Journal of Social Science</i>, 3(2), 136-158. 4. Başal, A., & Aytan, T. (2014). Using Web 2.0 tools in English language teaching. In <i>ICT for Language Learning</i> (pp. 372-375): Libreria University. 5. Chhabra, P. (2012). Use of e-learning tools in teaching English. <i>International Journal of Computing & Business Research</i>, 3, 1-7. 6. Cole, M. (2009). Using Wiki technology to support student engagement: Lessons from the trenches. <i>Computers & education</i>, 52(1), 141-146. 7. Davidson, L. Y. J., Richardson, M., & Jones, D. (2014). Teachers' perspective on using technology as an instructional tool. <i>Research in Higher Education Journal</i>, 24, 1-25. 8. Gilakjani, A. P., Lai-Mei, L., & Ismail, H. N. (2013). Teachers' use of technology and constructivism. <i>International Journal of Modern Education and Computer Science</i>, 5(4), 49-63. 9. Hafiz, K. D. (2013). An investigation into CALL in English language teaching through language laboratory. <i>IOSR Journal of Humanities and Social Science (IOSR-JHSS)</i>, 6(6), 8-14. 10. Hayati, D., & Hashemy, S. A. (2013). Communication Technologies and Virtual Learning Environment (VLE) in Teaching Literature. <i>International Journal of Innovation, Management and Technology</i>, 181-184. doi:10.7763/ijimt.2013.v4.387 11. Hjalmarsson, H. (2015). The effects of ICT on affective factors and teaching practices in the EFL and ESL classroom. 12. Honigsfeld, A., Giouroukakis, V., Cohan, A., & Walsh, M. (2009). Ten ways to incorporate technology into a TESOL teacher preparation program. <i>globe</i>, 9(2), 208-221. 13. Hung, D. W., & Chen, D.-T. (2001). Situated cognition, Vygotskian thought and learning from the communities of practice perspective: Implications for the design of web-based e-learning. <i>Educational Media International</i>, 38(1), 3-12. 14. Ilomäki, L. (2008). <i>The effects of ICT on school: teachers' and students' perspectives</i>. Annales Universitatis Turkuensis B 314, 15. Istifci, I., Lomidazde, T., & Demiray, U. (2011). An effective role of e-learning technology for English language teaching by using meta communication actors. In <i>5th International Conference on Application of Information and Communication Technologies (AICT)</i> (pp. 1-5): IEEE. 16. Liton, H. A. (2015). Examining students' perception & efficacy of using technology in teaching English. <i>Technology</i>, 1(1), 11-19.
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				<p>17. Mei-jung, W. (2014). The current practice of integration of information communication technology to English teaching and the emotions involved in blended learning. <i>TOJET: The Turkish Online Journal of Educational Technology</i>, 13(3), 188-201.</p> <p>18. Romaña Correa, Y. (2015). Skype™ Conference Calls: A Way to Promote Speaking Skills in the Teaching and Learning of English. <i>PROFILE Issues in Teachers' Professional Development</i>, 17(1), 143-156. doi:10.15446/profile.v17n1.41856</p> <p>19. Tafani, V. (2009). Teaching English through mass media. <i>Acta didactica napocensia</i>, 2(1), 81-96.</p> <p>20. Wang, G. (2010). The application of E-mail to college english teaching in china. <i>English Language Teaching</i>, 3(2), 129-134.</p> <p>21. Wang, M.-j. (2014). The Current Practice of Integration of Information Communication Technology to English Teaching and the Emotions Involved in Blended Learning. <i>Turkish Online Journal of Educational Technology-TOJET</i>, 13(3), 188-201.</p> <p>22. Warschauer, M. (2002). A developmental perspective on technology in language education. <i>TESOL quarterly</i>, 36(3), 453-475.</p>	
5.	Educational Philosophy and Research	EDU 741	2	Prof.dr.Irine Bakhtadze	<p>1. Noddings, N. (1998). <i>Philosophy of Education</i>. US: Westview Press.</p> <p>2. Shipka Th. and Minton, A. Eds. (2004). <i>Philosophy: Paradox and Discovery</i>. Boston Burr Ridge, Il. McGraw Hill.</p> <p>3. Newman, J.W. (1997). <i>America's Teachers: An introduction to Education</i>. US: Longman.</p> <p>4. Spring, J. Ed. (2009). <i>Globalization of Education: An Introduction</i>. New York, NY: Routledge</p> <p>5. N.Vasadze (Ed.). (2015). <i>Georgian Chronicles of Education</i>. Tbilisi.</p>
6.	Seminar in Professional Development	EDU 740	2	Prof., Dr.Natela Doghonadze	<p>The articles are available at IBSU library as Reader in Seminar in Professional development.</p> <p>1. Salo, P. (2008). Decision-making as a struggle and a play: on alternative rationalities in schools as organizations. <i>Education Management Administration & Leadership</i>. Vol. 36, p. 495-510 ხელმისაწვდომია http://ema.sagepub.com/content/36/4/495.full.pdf+html და SMART Learning-ზე</p> <p>2. Sabanci, A. School principals' assumptions about human nature: Implications for leadership in Turkey. <i>Education Management Administration & Leadership</i>. Vol. 36, p.511-529 ხელმისაწვდომია http://ema.sagepub.com/content/36/4/511.full.pdf+html და SMART Learning-ზე</p>



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				<p>3. Ossiannilsson, E., Altinay, F. & Altinay, Z. (2016). MOOCs as Change Agents to Boost Innovation in Higher Education Learning Arenas. <i>Education Sciences</i>, 6, 25. Available at https://files.eric.ed.gov/fulltext/EJ1116796.pdf და SMART Learning-ზე</p> <p>4. Seechaliao, Th. (2017). Instructional Strategies to Support Creativity and Innovation in Education. <i>Journal of Education and Learning</i>; Vol. 6, No. 4; p. 201-208. Available at https://files.eric.ed.gov/fulltext/EJ1148839.pdf და SMART Learning-ზე</p> <p>5. Liu, F. (2010). A Short Analysis of the Nature of Reading. <i>English Language teaching</i>. Vol. 3, no 3, p. 152-157 Available at www.ccsenet.org/elt და SMART Learning-ზე</p> <p>6. Ripley, D. (2012). Implementing Portfolio-Based Language Assessment in LINC Programs: Benefits and Challenges. <i>TESL CANADA JOURNAL</i>, Vol. 30, No 1, Winter 2012 ხელმისაწვდომია http://files.eric.ed.gov/fulltext/EJ1001891.pdf და SMART Learning-ზე</p> <p>7. Chi, F.-m. (2009). Reader stance and a focus on gender differences. <i>English Language teaching</i>. Vol. 2, no 4, p. 82-90 ხელმისაწვდომია http://ccsenet.org/journal/index.php/elt/article/view/7226/5577 და SMART Learning-ზე</p> <p>8. Chen, Y.-M. (). (2006). EFL instruction and assessment with portfolios: A case study in Taiwan. <i>Asian EFL Journal</i>. Vol. 8 iss.1, p. 1-15 ხელმისაწვდომია http://www.asian-efl-journal.com/March_06_ymc.php და SMART Learning-ზე</p> <p>9. Lei, S. (n.d.). Applying multiple intelligences theory in undergraduate EFL classroom. ხელმისაწვდომია http://www.celea.org.cn/pastversion/lw/pdf/SongLei.pdf და SMART Learning-ზე</p> <p>10. Rabbini, R. An Introduction to Syllabus Design and Evaluation. <i>The Internet TESL Journal</i>, Vol. VIII, No. 5, May 2002 ხელმისაწვდომია http://iteslj.org/Articles/Rabbini-Syllabus.html და SMART Learning-ზე</p>
7.	Introducing Innovations in Learning and Teaching	<u>EDU</u> <u>752</u>	2	<p>Prof.Dr. Nikoloz Parjanadze</p> <p>Shin, J. C., Arimoto, A., Cummings, W. K., & Teichler, U. (Eds.). (2014). <i>Teaching and Research in Contemporary Higher Education: Systems, Activities and Rewards</i>. Dordrecht: Springer.</p> <p>Scott, D. (2016). <i>New Perspectives on Curriculum, Learning and Assessment</i>. London: Springer.</p> <p>Scott, D. (2017). <i>Education Systems and Learners: Knowledge and Knowing</i>. London: Palgrave MacMillan.</p>



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8.	Legal Regulation of Education	<u>EDU</u> <u>753</u>	2	Assoc.Prof.Dr. Mariam Bandzeladze	<ol style="list-style-type: none"> 1. Kaplin, W.A. & Lee, B.A. (2007). <i>The law of higher education student version</i>. San Francisco: Jossey-Bass 2. Law and Ethics in Educational Leadership (2012). (2nd Edition) (Allyn & Bacon Educational Leadership 3. Laws on Education
9.	Curriculum, Syllabus and Course Design and assessment	EDU 743	2	Prof.Dr. Ekaterine Pipia	<ol style="list-style-type: none"> 1. Diamond, R.M. (2008). <i>Designing and assessing courses and curricula: A practical guide</i>. , Jossey-Bass; 3 edition- - ხელმისაწვდომია შუსუ-ის ბიბლიოთეკაში 2. "უმაღლესი განათლების შესახებ" საქართველოს კანონი- https://matsne.gov.ge/ka/document/view/32830?publication=75 3. "განათლების ხარისხის განვითარების შესახებ" საქართველოს კანონი- https://matsne.gov.ge/ka/document/view/93064?publication=15 4. საქართველოს განათლების, მეცნიერების, კულტურისა და სპორტის მინისტრის ბრძანება №69/5, 2019 წლის 10 აპრილი-ეროვნული კვალიფიკაციების ჩარჩოსა და სწავლის სფეროების კლასიფიკატორის დამტკიცების შესახებ- https://matsne.gov.ge/ka/document/view/4480034?publication=0&fbclid=IwAR1v1tgAUR2LaYHGMPdY9BguHHgGT0gLV2_vWKKbLbi1dx_xegOcDgJvvmI 5. უმაღლესი საგანმანათლებლო პროგრამების დარგობრივი მახასიათებლები- https://eqe.ge/geo/static/73/education-system/higher-education/benchmarks 6. უმაღლესი საგანმანათლებლო პროგრამების აკრედიტაციის სტანდარტების შეფასების სახელმძღვანელო <ul style="list-style-type: none"> • <i>The articles are available at IBSU library as Reader in Curriculum, Syllabus, and Course Design and Assessment.</i> <ol style="list-style-type: none"> 7. Mulenga, I. M., & Luangala, J. R. (2015). Curriculum Design in Contemporary Teacher Education: What makes Job Analysis a vital preliminary ingredient? <i>International Journal of Humanities Social Sciences and Education</i>, 2(1), 39-51. 8. Handler, B. (2010). Teacher as curriculum leader: A consideration of the appropriateness of that role assignment to classroom-based practitioners. <i>International Journal of Teacher Leadership</i>. Volume 3. ISSN: 1934-9726 9. Pipia E. & Doghonadze N. (2013). Writing program/course outcomes for an MA 'Higher Education Management' program. <i>Scientific Journal of Education</i>. 2(1), pp.14



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				<p>10. Levine, T. (2002). "Stability and Change in Curriculum Evaluation" in Studies in Educational Evaluation. No. 28, PP. 1-33.</p> <p>11. Pipia E. (2017). The Impact of Globalization and Internationalization on Education in Georgia. <i>European Journal of Education Sciences</i>, Bucharest, Romania. pp. 16-21.</p>	
	Professor's Assistance	EDU 743	2	Any (Assoc.) Prof. from education direction	-
11	Applied Linguistics	EDU 738	2	Assoc.Prof.Dr. Tamuna Khetaguri	<ol style="list-style-type: none"> Schmitt, N. (ed.). (2002). <i>An Introduction to Applied Linguistics</i>. Arnold. London Cook, G. (2010). <i>Applied Linguistics</i>. ed. H.G.Widdowson, Oxford University Press. Oxford, New York Common European Framework or Reference for languages: Learning, Teaching, Assessment (2001) Brussels: CUP
12	Sociolinguistics	EDU 741	2	Dr.Lia Todua	<ol style="list-style-type: none"> Wardhaugh, R. (2010). <i>An Introduction to Sociolinguistics</i>. Oxford: John Wiley & Sons-2. McKay, S. &2. Hornberger, N. (eds). (2010). <i>Sociolinguistics and Language Education</i>. Bristol, Buffalo, Toronto: Multilingual Matters. ხელმისაწვდომია ელექტრონულად SMART Learning-ზე, (უნივერსიტეტის ვებ-გვერდზე), ასევე უნივერსიტეტის ბიბლიოთეკაში