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Coordinated with the Quality Assurance Office

Minutes №2, „1"„February ", 2018 year

Head of the office   /Dr. Diana Mtchedlishvili/

Reviewed at the Faculty Board

Minutes №6, „2"February ", 2018 year

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

Approved by the Academic Board

Minutes №2, „5"„February ", 2018 year

Rector   / Prof., Dr. Ilyas Ciloglu/

Doctorate Educational Program

Education Sciences

Tbilisi

2018 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: განათლების   მეცნიერებების დოქტორი / Doctor of Education Sciences

Qualification Code: 0301

Language of education: English

Credit Value of the Programme:180 ECTS

Structure of the programme: The programme involves two concentrations (the doctorate student chooses the concentration from the very beginning): that of English language teaching and that of education dministration. The taught courses involve 60 credits (44 credits – compulsory courses and 16 credits –

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concentration). The research component comprises 120 credits. From these the taught component (44 credits) and research component (120 credits) are compulsory for both concentrations. One course (professor's assistance – 5 credits) is elective for both concentrations, in fact, to choose it is necessary for those who do not have minimum experience in higher education teaching of one year. Those who have this experience on the education administration concentration choose Education Philosophy and those at English Language teaching concentration choose English for Specific Purposes. The 16 credits for concentrations (taught component) are compulsory.

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. The requirement of the program is to have either a Bachelor's or a Master's degree in Education / Psychology / English Philology (For ELT concentration) 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. The candidate should have at least one year pedagogical (teaching, education management) experience. 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 education at an English-language Master's program. 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, then 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, with major changes	Acceptable, with minor changes	Acceptable
Title: neither too narrow, nor too wide; terms used adequately; sounds contemporary	0	1-3	4-6	7-9	10-12
Significance and novelty: the topic is contemporary, less studied; the potential of novelty and value is presented	0	1-3	4-6	7-9	10-12
Theoretical and practical value: it is presented how the research can impact the field	0	1-3	4-6	7-9	10-12
Literature overview: presents	0	1-3	4-6	7-9	10-12

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main achievements and names; reference list includes at least 10 important titles					
Research questions / hypothesis are original and well-formulated	0	1-3	4-6	7-9	10-12
Research methods are adequate to the topic and well defined	0	1-3	4-6	7-9	10-12
Academic and clear language	0	1-3	4-6	7-9	10-12
Interview / oral presentation *: reveals a good knowledge of the topic ,arguments any point from the proposal	0	1-4	5-8	9-12	13-16
Total:					100

* A candidate who obtained at least 51 points in the previous items is admitted to the interview; the candidate who obtained 41-50 points, can resubmit an improved version within submission deadlines.
** A candidate who obtains at least 9 points from the oral interview will be admitted.

Purpose of the Programme: The purpose of the program is to train education personnel and researchers with a high level of qualification, who will be aware   of education concepts / terminology, 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 supervize other's research, to teach and assess students' knowledge by applying contemporary methods. It is essential that the graduates from the program follow the ideas of student-centered and humanistic pedagogy and psychology. The graduates should be able to work as teachers, lecturers, educational administrators, carry out the scientifically-approved novelties and spread the knowledge concerning them among the educationalists and the society at large.

Learning Outcomes:

Knowledge and understanding	• Student has the knowledge of educational concepts / terms and theories, which enables him / her to work independently on educational literature – course books, monograpgs, articles published in international journals; • Student is aware of innovative methods of teaching and assessment, global experience in education

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	administration and practice, the newest trends; • Student knows the assence of the current educational reforms, the requirements in Georgia and abroad; • Student is aware of the ways to refresh his/her knowledge dealing with education.
Applying knowledge	• Student has the capacity to select a contemporary research topic in the sphere of education, according to the chosen topic to find and analyze the literature, to pose problem questions, to select adequate methods of research and to work out a hypothesis, and further to test it out; • Student can independently plan and carry out research of educational process and its administration, present the obtained results for publication in international reviewed journals; • Student can supervize research held by other students.
Making judgements	• Student can critically analyze and assess the read literature and information obtained from the mass-media concerning education, is able to, based on the information obtained make decisions and solve problems; • Based on available methods of research, student can develop his/her own research platform (questionnaires, interview items, tests to assess knowledge); can plan and hold an educational experiment, as well as interpret its results
Communication skills	• Student can discuss in English contemporary education topics with educational cummunity, can participate in scientific-professional debates, present his/her own scientific work at a conference and during the dissertation defense, can answer the questions of interested parties and correspond in written of professional issues; • Student can effectively bring his/her ideas to the listener's / reader's mind, present them by contemporary information technologies, using effective body language (mimics, gestures)
Learning skills	• Doctorate student can effeciently plan his/her own studies, professional development, can carry it out and monitor it independently; • Doctorate student is ready to carry out various research (develop a project, publication, or conference paper).
Values	• Doctorate student shares the pathos of contemporary student-centered, democratic and humanistoc education; • Doctorate student deeply assesses the innovations in education; personally implements them in the educational process and participates in spreading them. • Doctorate student can contribute to sharing the contemporary educational values in educational community and develop innovative methods for their application.

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Learning Outcome Map:

სასწავლოკურსი / მოდული / პრაქტიკა/კვლევითი კომპონენტი	Criteria of Competencies					
	Knowledge and Understanding	Applying Knowledge	Making Judgments	Communication Skills	Learning Skills	Values
Advanced Research Methods	x	x	x	x	x	x
Contemporary methods of teaching	x	x	x	x	x	x
Educational Psychology	x	x	x	x	x	
Educational Technologies	x	x	x	x	x	x
Curriculum, Syllabus and Course Design	x	x	x	x	x	x
Seminar in Professional Development	x	x	x	x	x	x
Professor's assistance	x	x	x	x		x
Leadership in Higher Education	x	x	x	x	x	x
Higher Education Management and Administration	x	x	x	x	x	x

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Educational philosophy and reform	x	x	x	x	x	x
Sociolinguistics	x	x	x	x	x	x
Applied Linguistics	x	x	x	x	x	x
Teaching English for Specific Purposes	x	x	x	x	x	
Dissertation	x	x	x	x	x	x

Teaching / learning methods:

Lecture	• presentation • demonstration • induction • deduction • analysis • synthesis • case study • teaching though electronic sources
seminar	• presentation • discussion/debate • brain-storming • group work • induction • deduction • analysis • synthesis • teaching through electronic sources
Practice / lab work	• observation

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/ group work	• presentation • demonstration • task solving • 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 BA/MA students' theses / knowledge •
independent work	• 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 • writing practice report

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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.

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:

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 doctoral 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 (logial argumentation, structure of the presentation, clear speech, presenting the basic ideas of the dissertation)	15	
8	During the defense adequately answering the questions, argumenting 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 fiinally is done with the following wording:

a)   Excellent (summa cum laude) – 91points 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 doctoral thesis during the first year; and in case of getting the grade considered by item g) – the student has no right to present the same doctoral thesis.

Organization of educational and research process:

The PhD programme 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. During the 3rd– 6th semester the doctorate student is working on the doctoral dissertation and related publications; in the 6th semester the defense of doctoral dissertation should occur.

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The compulsory course load at the program is 6-8 ECTS. The majority of courses is compulsory for all doctorate students (totally 44 credits), 2 courses (10 credits) are compulsory for both concentrations, while one course (5 credits) is elective. In the 3rd - 6th semester the doctorate student is writing and defends the dissertation - totally 120 credits.

The educational process on the program is carried out in English, so that all study courses, besides the competencies, specific to the course, contributes to the development / maintaining of professional communication skills in English. Although the study component involves courses, the majority of courses involve a research component (writing a research proposal, an article, analyzing case study) which prepares the doctorate students for direct work on the dissertation.

Students admitted since February 2018 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.

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 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, and Elsevier. To be assessed positively, a Ph.D. dissertation has to be an original and independent work. It should involve a literature review, desirably with the history of the issue and its contemporary state, a discussion section and research proper (survey, case study, experiment, etc., carried out by the researcher him/herself, or software developed by the doctoral student) with data treated statistically. The dissertation should possess the following features: innovation (novelty), urgency (topicality), scientific/theoretical and practical value, etc. Research problem(s) and hypothesis should be defined properly. The suggested conclusions from) the analysis in the dissertation. 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.

Empolyment

Graduates of both concentrations 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. Graduates of the English Language Teaching concentration can basically teach English and other courses related to English philology; they can also deliver lectures on pedagogical-psychological courses. Graduates of the Education Administration concentration can first of all work as administration in education. They also can deliver lectures on education administration courses as well as on pedagogical-psychological courses.

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Information on material resources for the implementation of the program

IBSU material-technical base. 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 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

Study course	Name, surname	Qualification and position
Advanced Research Methods	Nikoloz Parjanadze / Ketevan Mamiseishvili	Dr. of Philology, Prof. in Education Direction, Affiliated Professor Dr. of Education, Professor at Arkanzas University (USA)
Contemporary methods of teaching	Natela Doghonadze /Maia Chkotua	Dr. of Pedagogical Sciences, Prof. in Education Direction, Affiliated Professor Dr. of Pedagogical Sciences, Affiliated Assoc. Professor
Curriculum, Syllabus and Course Design	Ekaterine Pipia / Jan Boehm	Dr. of Humanities, Prof. in Education Direction, Affiliated Professor Prof., Dr. of Education (Austria)
Educational Psychology	Natela Doghonadze	Dr. of Pedagogical Sciences, Prof. in Education Direction, Affiliated Professor
Educational Technologies	Ekaterine Pipia / Nikoloz Parjanadze	Dr. of Humanities, Prof. in Education Direction, Affiliated Professor Dr. of Philology, Prof. in Education Direction, Affiliated Professor
Seminar in Professional Development	Natela Doghonadze	Dr. of Pedagogical Sciences, Prof. in Education