



## Educational Program

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Coordinated with the Quality Assurance Office

Report №8, July 7<sup>th</sup>, 2017

Head of the Office /Dr. Diana Mchedlishvili/

Reviewed at the Faculty Board

Report №15, July 11<sup>th</sup>, 2017

Faculty Dean /Prof. Dr. Tamar Shioshvili/

Approved by the Academic Council

Report №9, August 22<sup>nd</sup>, 2017

Rector /Prof. Dr. Ilyas Ciloglu /

Master's Educational Program

**General Education Administration**

Tbilisi  
2017



## Educational Program

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**Direction:** 03 Education

**Field / Speciality:** 0301 Educational Studies

**Name of the Educational Program:** General Education Administration /ზოგადი განათლების ადმინისტრირება

**Faculty:** Education and Humanities

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**Education Cycle:** Graduate (II stage of the higher education)

**Type of the Program:** Academic

**Awarded Qualification:** Master of Education in Education Administration

**Code of Qualification:** 030108

**Language of Instruction:** Georgian

**Credit Value of the Programme :** 120 ECTS



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**Program Structure:** In order to successfully complete the program a student has to obtain 120 credits (ECTS). Majority of the educational courses are compulsory – 5 courses are of 8 credits each, 1 course of 10 credits and 2 courses of 6 credits, 62 credits in total. Compulsory component worth of 10 credits, the practice, is envisaged in the 3rd semester. The volume of the compulsory components of the program (except the graduate thesis paper) is 72 credits. The program is comprised of 7 elective courses, each worth of 6 credits, respectively. Students have to elect 3 (three) courses – in total 18 credits. The overall volume of the compulsory and elective courses is 90 credits. In the 4th semester of the graduate program student will be required to write and defend thesis paper, worth of 30 credits.

**Programme Admission Precondition:** Students are admitted to the graduate program in accordance with Georgian legislation based on the Graduate Record Exam results (in cases stipulated by the Georgian legislation, without passing Graduate Record Exam).

A person holding Bachelor's Degree or its equivalent academic decree may become the students at the Graduate Program. Besides, the potential candidate should pass internal university exam in speciality and English Language (B2 level). Even though the language of instruction on the program is Georgian, it is essential for the student to have competency in English language as the scientific literature on the specific issues of the educational management is scarce. Therefore, it is crucial for the student to get acquainted with the recent educational resources existing in English language.

A person will be exempt from passing exam in English Language if she/he has obtained Bachelor's degree after the completion of the English language educational program or holds international certificate (TOEFL IBT, IELTS, and FCE) of B2 level in English Language.

### **Purpose of the Program:**

The purpose of the General Educational Administration Graduate Program is:

- To equip students with the knowledge about the field of general education and provide qualification for administering general education in accordance with modern requirements;
- To equip students with relevant (pedagogical) knowledge and skills in the field of education, since the person administering the educational process should be the one having necessary knowledge in process management, as well as have the profound understanding of the teaching context, methodologies and approaches;



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- To prepare the administrator in the field of education who is familiarized with general pedagogical and psychological aspects, as well as with the specific issues of education administration – leadership and administration of the educational field, educational policy, local and international experience of managing general education system;
- To share international experience existing in the field of general education. Despite the fact that program is concentrated on the Georgian context, it is common in the modern environment to share/adapt educational policies and initiatives (Georgia is not an exception in this case); Therefore, analyzing of the individual contexts will ensure better understanding of the specific educational approaches. International experience will assist educational field specialists to work out timely and effective educational strategies, approaches and initiatives;
- To inspire students to continue education on the next (Doctoral) level. For this purpose, it is necessary to create specific theoretical basis (pedagogical, psychological, educational administration) that is ensured through various educational courses;
- To equip students with relevant knowledge and skills for working in the school administration, in different institutions responsible for managing and organizing general education process;
- To develop values in the students that encourages deep interest towards research and practical work in the field of general education administration, respect towards humanistic and student oriented pedagogical principles.

**Learning Outcomes:** After completing the program students will possess the following general and field-specific competences:

<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>✓ Knowledge and understanding of the field of general education – structure of the general education system of Georgia and knowledge of its specificity, legislative framework, issues to be considered within the education process in accordance to the National Educational Plan;</li> <li>✓ Knowledge and understanding of the specific issues in the field of general education administration – relevant knowledge necessary for the daily administration of the education process, understanding of the process and components of strategic planning necessary for school development;</li> <li>✓ Knowledge and understanding of the education administration, pedagogical and psychological terminology, and concepts;</li> </ul>
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	<ul style="list-style-type: none"> <li>✓ Knowledge and understanding of educational leadership and administration theories;</li> <li>✓ Knowledge of the English terminologies in the field of education for enabling students to get acquainted with the scientific literature, international experience existing in the field;</li> <li>✓ Knowledge of the necessary electronic programs (PowerPoint, Microsoft Word, Excel, EndNote, Zotero).</li> </ul>
<b>Ability to use knowledge in practice</b>	<ul style="list-style-type: none"> <li>✓ Based on the obtained theoretical knowledge, ability to solve field specific problems – organizing learning environment in accordance with the Georgian legislation on General Education, understanding of the National Educational Plan and its realization in practice;</li> <li>✓ Ability to support theoretical argumentation with practical examples;</li> <li>✓ In case of necessity, the ability to plan and implement research independently using modern methods and approaches – ability to conduct research in the specific educational environment for analysing daily education practice for the purpose of improving individual academic components.</li> </ul>
<b>Ability to make conclusions</b>	<ul style="list-style-type: none"> <li>✓ Application of induction and deduction, analysis of analogues while making conclusions regarding the specific issues related to the general education;</li> <li>✓ Analytical ability that will ensure making informed decisions based on specific information and data;</li> <li>✓ Ability to make conclusions regarding the important research issues in the field of education;</li> <li>✓ Identifying problems existing in the field of general education and determining the ways of solving those;</li> <li>✓ Ability of argumentation based on the studied material;</li> <li>✓ Ability to make conclusions based on the constructive argumentation and analysis;</li> <li>✓ Considering Georgian and international experience, ability to argument and verify his/her opinions;</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>✓ The skills of expressing and reasoning one’s opinion, ability of logical argumentation;</li> <li>✓ Skills of sharing information, opinions and conclusions with specialists and nonspecialists coherently.</li> </ul>



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	<ul style="list-style-type: none"> <li>✓ Skills of applying modern informational-communication technologies while presenting information (presentations, reports, projects or dissemination of research findings);</li> <li>✓ Skills of formulating one’s opinion coherently and clearly orally or in a written form within formal (For example reports, speeches) or informal contexts;</li> <li>✓ Skills of creating interactive communication environment and ability to ensure inclusion of the audience;</li> <li>✓ Skills of presenting one’s opinion clearly and coherently using professional terminology.</li> </ul>
<b>Learning skills</b>	<ul style="list-style-type: none"> <li>✓ Ability of planning and leading one’s learning process;</li> <li>✓ Ability to organize learning process based on the existing conditions;</li> <li>✓ Time management skills for ensuring efficiency;</li> <li>✓ Ability to use technologies in the academic process (ability of a student to obtain information from different sources – internet, library, academic database, such as, ERIC, EBSCO, Google Scholar) with the purpose of learning and research;</li> <li>✓ Strategies of remembering material;</li> <li>✓ Ability of self-evaluation and mutual evaluation.</li> </ul>
<b>Values</b>	<ul style="list-style-type: none"> <li>✓ Aspiration to obtain new, practical and theoretical knowledge and interest towards research;</li> <li>✓ Academic integrity;</li> <li>✓ Respect towards modern Georgian society and state’s ethical and moral values;</li> <li>✓ Respect towards moral and ethics of the education field;</li> <li>✓ Compliance with the professional ethichs norms;</li> <li>✓ Tolerance and understanding of other cultures’ spcificities;</li> </ul>



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	✓ Understanding and acknowledging necessity of professional growth and development.
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### Learning Outcome Map:

№	Course / Module / Internship / Research Component	Criteria of Competencies					
		Knowledge and Understanding	Applying Knowledge	Making Judgments	Communication Skills	Learning Skills	Values
1	Research Methods in Education	X	X	X	X	X	X
2	Project Management	X	X	X	X	X	
3	School Administration	X	X	X	X	X	X
4	Financial Issues in General Education	X	X	X		X	
5	General Education Legislation	X	X	X	X	X	X
6	Quality Assurance of Education and Assessment in General Education	X	X	X	X	X	X



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7	Practice	X	X	X	X	X	X
8	Educational Sciences	X	X	X	X	X	X
9	General Education Policy and Sociology	X	X	X	X	X	X
10	Informational Communicational Technologies (ICTs) in Education	X	X		X	X	
11	Human Resources Management	X	X	X	X	X	X
12	Educational Leaders and Administrative Issues	X	X	X	X	X	X
13	Global Education and History of Georgian Education	X	X	X		X	X
14	Education of Special Needs Children	X	X	X	X	X	X
15	The English Language for Educational Professionals	X	X	X	X	X	
16	Educational Psychology	X	X	X	X	X	X
17	Master's Thesis	X	X	X	X	X	X





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**Methods of Attainment of Learning Outcomes:** The following teaching and learning methods are used in the academic process:

**Lecture** – Lectures involve discussion of major theoretical material, concepts, terms, etc. through ensuring students’ active involvement. It is basically oriented on thorough teaching scientific theories and approaches of study material. During lectures subject related issues are deeply explained, students are actively involved in the discussions and clear perception and comprehension of topics using brain-storming and other interactive methods.

**Group work** – Group work develops the knowledge and skills of planning and fulfillment of specific tasks under cooperative environment. Group work includes discussion of case studies, quizzes, practical assignments, different examples, through which students obtain skills of problem resolution in teams that in turn ensures development of team working skills and the possession of competencies of considering and accepting others opinion.

**Practice / lab work** – In order to ensure deep understanding and perception of the issues, practice/lab work concentrates on accurate discussion of relevant examples, cases, video materials, exercises and the ways of their resolution, which ensures the formation of students’ ability to use the obtained theoretical knowledge in practice and develop analytic and creative thinking.

**Seminar** – The aim of seminars is to create the context for students which enables them to get the details, and better understand and realize the issues and topics discussed during lectures. Seminar is the means of knowledge transfer, involves discussion and drawing conclusions, and it is coordinated by a lecturer with certain specific objectives. Seminars are conducted in accordance to specific aims and are in line with the material covered throughout lecturers.

**Independent work** – Through independent work students deepen and internalize the knowledge obtained throughout the lecturers. Independent work involves searching for the materials through course-books or other sources of information, realizing and learning the obtained information; it also involves completing home-tasks. All these activities deepen the interest in certain issues, the wish to study these issues independently, they help students develop the ability of thinking independently, analyze the obtained information and draw conclusions.

The teaching and learning methods mentioned above are fulfilled using following activities



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**Presentation (by lecturer)** – The method consists of narration and speaking through which the information is provided by a teacher to a learner. Through this process teacher transfers knowledge verbally, explains the material and students obtain this knowledge through listening, memorizing and comprehension. It is important to make sure that understanding occurs and information is perceived correctly. In case of necessity additional instruction should be provided. A teacher is giving specific examples and provides detailed explanation.

**Demonstration** - It demonstrates information visually. It's sufficiently effective when reaching the result because it takes into consideration the interests of different students. Learning material can be demonstrated by lecturer or student. This method helps different steps of learning process to be seen visually and concretize, what should student do independently. At the same time, this strategy visually demonstrates the main point of the subject/problem.

**Induction** – modern, one of the most effective student-oriented methods. Major objective of this method is to collect much data and by generalizing the observed perspectives discover general principles through which it is possible to discuss the facts, cases and events and explain them. Learning is oriented at relying on facts and developing rules through generalizing these facts, thus, moving from specific facts to general rules.

**Deduction** – a traditional method of teaching and learning which sees a teacher as a major source of information and students learn general theories through a teacher's supervision. Deductive method of learning determines that kind of any subject knowledge, which presents the process when depending on general knowledge we discover new knowledge, so the process goes from general to concrete.

**Analysis** – In the modern world majority of disciplines have become complex; accordingly, courses in these fields require complex approaches. The method of analysis helps us to dismantle multi-disciplinary and inter-disciplinary courses into parts which allows dividing an issue under the study into separate aspects. This helps to discuss separate issues in details.

**Synthesis** - Method of synthesis means back-procedure, using some parts and making the whole with them. This method helps to see the whole problem.

**Case Study** – active problem-situation analysis method, which presupposes discussing real cases and discussing them which allows students to look at the issues from different perspectives, analyze possible solutions of the problem and choose and justify specific strategies, objectives and expected outcomes. A case presents a context and it is an instrument by itself which allows a student to use specific knowledge obtained through the course and put it into practice in the context which is close to real-life situation.



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**Brain Storming** - collecting as many/various ideas about the topic/issue as possible. The method enhances development of creative approach towards the problem. It supports the development of creative approaches when students try to see an issue from different perspectives. This approach ensures that every person is involved in the learning process. It is efficient for a large group and is used in stages.

**Discussion / Debates** – one of the most broadly spread interactive methods; discussion raises the level of student involvement; while discussion different opinions are confronted and the discussion is not limited to the questions asked by a teacher. Overall aim is to synthesise different views. This method develops students' ability of reflection and argumentation.

**Project** – This approach is a unity of perceptive methods, which makes it possible to solve a problem through students' independent work and presenting the achieved solutions. This approach raises students' motivation and responsibility; working on the project involves planning, research, practical activities and presenting the results; the projects are complete if the outcomes are presented in a convincable manner through exemplifying specific results; a project could be done individually, in peer or group work; upon completion, the project is presented to a broader audience.

**Presentation (by student/students)** – Taking into consideration the development of technology presentation is one of the most interactive and effective ways of teaching. It is a combination of teaching and learning methods which allows a student to solve a problem through independent work and presenting the outcomes. This method raises students' motivation to work independently; it also develops specific skills – planning, researching, and presenting data in an effective manner; it develops skills to work in groups or individually.

**Teaching though Electronic Sources** – The method implies teaching through internet and the means of multimedia. It consists of all the components of teaching process that are realized through specific means of internet and multimedia.

**Problem Solving** – The method of teaching that enables employment of newly obtained knowledge by students through study, analysis and solution of specific problem. While employing this method it is important to assess and analyze the results received through the solution of a specific problem. By using this method the skills and the ability of a student to use obtained knowledge in practice is developed.



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**Group Work** – Teaching method through which students are divided into the groups and the assignments are given to each of the groups. Group members process the information individually and share their ideas to other group members at the same time. Group members may be assigned different functions depending on the objective defined by the task. This method ensures active involvement of each student in the process of teaching.

**Individual Work** – The method when a student individually performs the tasks and the assignments determined through the academic process.

**Working with a Course-Book** – Actively used method in a process of learning through which a student process given material by using given literature and other sources.

**Problem-based Learning** – a method which uses a specific problem from the field in order to help a learner to acquire new knowledge and integrate it with specific skills.

**Preparing a Presentation** – Students' independent work through which a specific issue or topic is studied and the skills like planning, research, processing and analyzing data as well as presenting the results of study and arguments in a persuasive manner is developed. The method develops students' individual working skills.

**Preparing a Project** - Students' independent work through which projects are prepared. Working on the project involves planning, research, practical activities and presenting the results. The projects are complete if the outcomes are presented in a convincable manner through exemplifying specific results.

**Doing Homework** – Independent work when students do the home assignments determined through the academic process. Doing home assignments implies reading, processing and studying material determined through the study course as well as doing given assignments in written form or presenting them orally.

**Learning though Electronic Sources** – The method implies learning through internet and the means of multimedia. It consists of all the components of learning process that are realized through specific means of internet and multimedia.



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**Student Knowledge Evaluation System:** The goal of evaluation is to determine student's education results qualitatively in relation to academic program goals and parameters.

A 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 (60 points maximum) and final (40 points maximum) evaluations, sum of which makes up 100 points.

Grading system allows:

a) Five types of positive grades

- 1) (A) Excellent – 91 and over of maximum point;
- 2) (B) Very good – 81-90 of maximum point;
- 3) (C) Good – 71-80 of maximum point;
- 4) (D) Satisfactory – 61-70 of maximum point;
- 5) (E) Acceptable – 51-60 of maximum point.

b) Two types of negative grades

- 1) (FX) Fail – 41-50 of maximum point, 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 and less of maximum point, meaning that the work of a student is not acceptable and he/she has to study the subject anew.



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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.

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.

Considering its specification, the format and the assessment criteria of mid-term and final evaluations can be determined in the specific module/course syllabus.

The means of the evaluation are following:

- Test/quiz/written exam;
- Classroom activities/classroom participation;
- Home assignment;
- Discussion;
- Oral assessment;
- Written assessment;



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- Essay question;
- Seminar;
- Presentation;
- Group / individual project;
- Midterm and final exams.

Among assessment components, taking into consideration the nature of the course, are: correctness, exactness, completeness, adequacy of theoretical foundation and examples, relevance of applied terminology, degree of participation in discussion, and the logic of arguments.

**Specificities of the Organization of the Teaching Process:** In order to successfully complete the program a student has to obtain 120 credits (ECTS) (3000hrs) which is distributed on two academic years, four semesters and student can accumulate 30 credits per semester.

Credits are calculated based on the European Credit Transfer System (ECTS): 1 credit = 25 hrs that covers contact and independent work hours. One academic year is comprised of 38 weeks, out of which 15 weeks (including midterm exam) is allocated for lectures. Final exam is conducted in the 17<sup>th</sup> - 19<sup>th</sup> week.

Majority of the courses are compulsory (62 credits in total), while student undertakes practice in the 3<sup>rd</sup> semester (10 credit); Master's thesis is prepared and defended in the concluding semester, which covers 30 credits.

Out of elective 18 credits students are entitled to choose 6 credits. Within these credits, he/she is free to choose any course(s) from the graduate level of the university. In the final fourth semester, student drafts master's thesis and defends it.

### Field of Employment:



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Administrative employee in the field of education – middle and upper level administrator at school, primary and secondary school principal, administrative personnel of the educational institution. Alumni of the faculty can get employed at governmental and non-governmental organizations and institutions that work in the field of education. They also have the perspective of continuing education on the doctoral level.

**Information Concerning Material Resources Necessary for the Implementation of the programme:** International Black Sea University is fully equipped with all the necessary material resources aimed to fulfil the educational program successfully:

- ✓ Classrooms equipped with projectors and different educational resources;
- ✓ Computer laboratories with full access to internet;
- ✓ University library equipped with modern technologies, internet, and rich paper and electronic books;
- ✓ Lecturers' slides, corresponding to the courses relevant themes in the electronic database of the university (Smart).
- ✓ Other material resources owned by the university.
- ✓ Learning space allocated for the students.

Compulsory literature indicated in syllabuses is available in the university's library.





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### Information Concerning Human Resources Necessary for the Implementation of the programme

#	Study course	Bame and surname of the Lecturer	Lecturer's Qualification
1	Research Methods in Education	Ketevan Sikharulidze	Assoc. Prof. Doctor (Philology)
		Nikoloz Parjanadze	Prof. Doctor (Philology)
2	Education Science	Natela Doghonadze	Professonr, Doctor (Education)
		Maia Chkotua	Assoc. Prof. Doctor (Education)
3	Project Management	Goderdzi Buchashvili	Assoc. Prof. Doctor (Education)
4	School Administration	Nino Tvalchrelidze	Associate Professor, Doctor (Education)
		Nino Tsereteli	Invited Lecturer, MA
5	Financial Issues in Education	Tamar Kakutia	Invited Lecturer, Doctor, (Education)
		Manana Turkadze	Invited Lecturer, MA
6	General Education Legislation	Mariam Bandzeladze	Associate Professor, Doctor (Education)
		Nino Berelidze	Invited Lecturer, MA



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7	Quality Assurance of Education and Assessment in General Education	Diana Mchedlishvili	Assoc. Prof. Doctor (Education)
8	Practice	Nino Balanchivadze	Invited Lecturer, Doctor (Education)
9	General Education Policy and Sociology	Nikoloz Parjanadze	Prof. Doctor, (Philology)
		Lia Gumberidze	Invited Lecturer, MA
10	Informational Communication Technologies	Nino Bitskinashvili	Invited Lecturer, MA
11	Human Resources Management	Goderdzi Buchashvili	Assoc. Prof. Doctor (Education)
12	Educational Leaders and Administrative Issues	Nino Tsereteli	Invited lecturer, MA
		Nino Berelidze	Invited lecturer, MA
13	Global Education and History of Georgian Education	Nino Balanchivadze	Invited Lecturer, Doctor (Education)
14	Education of Special Needs Children	Shorena Kuchukhidze	Invited Lecturer, Doctor (Education)
15	The English Language for Educational Professional	Ekaterine Pipia	Prof. Doctor (Humanities)
16	Education Psychology	Shorena Kuchukhidze	Invited Lecturer, Doctor (Education)
17	Master's Thesis	All full and associate professors of the faculty	



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## Study Plan

Course / Module / Internship / Research Component	Status	Number of Credits	Distribution of credits per courses and semesters				Distribution of hours							
			I s.y.		II s.y.		Contact Hour					Independent work	Total number of hours	Number of hours per week
			I Semester	II Semester	III Semester	IV Semester	Lecture	Seminar / Practical work	Midterm exam(s)	Final exam	Total number of contact hours			
Study Component	Compulsory/Elective	90	30	30	30		246	329	23	27	627	1623	2250	
Compulsory to the Specialty	Compulsory	72	24	24	24		202	291	17	18	528	1272	1800	
School Administration	Compulsory	8	8				27	16	2	2	47	153	200	3
General Education Legislation	Compulsory	8	8				28	15	2	2	47	153	200	3
Education Sciences	Compulsory	8	8				29	13	3	3	48	152	200	3



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Research Methods in Education	Compulsory	10		10			28	30	2	3	63	187	250	4
Education for Special Needs Children	Compulsory	6		6			15	13	2	2	32	118	150	2
Quality Assurance of Education Assessment in General Education	Compulsory	8		8			28	15	2	2	47	153	200	3
Educational Leaders and Administrative Issues	Compulsory	8			8		28	15	2	2	47	153	200	3
Practice	Compulsory	10			10			150			150	100	250	4
Financial Issues in General Education	Compulsory	6			6		19	24	2	2	47	103	150	3
Special Education Course	Elective	18	6	6	6		45	39	6	9	99	351	450	4
Human Resources Management	Elective	6	6				15	13	2	3	33	117	150	2
Project Management	Elective	6	6				15	13	2	3	33	117	150	2
Informational Communication Technologies in Education	Elective	6		6			15	13	2	3	33	117	150	2
The English Language for Educational Professionals	Elective	6		6			15	13	2	2	32	118	150	2
Education Psychology	Elective	6		6			15	13	2	2	32	118	150	2
General Education Policy and Sociology	Elective	6			6		15	13	2	3	33	117	150	2
Global education and History of Education in Georgia	Elective	6			6		18	10	2	2	32	118	150	2



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<b>Compulsory Research Component</b>	<b>Compulsory</b>	<b>30</b>				<b>30</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>30</b>	<b>720</b>	<b>750</b>	<b>2</b>
<b>Master's Thesis</b>	<b>Compulsory</b>	<b>30</b>				<b>30</b>	<b>30</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>30</b>	<b>720</b>	<b>750</b>	<b>2</b>



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**Note:** Since the elective courses do not have the same distribution of hours, data indicated in the first field of the course is calculated for summing up the total number of hours.

**Additional Table of Study Plan and Information Concerning Human Resources Necessary for the Implementation of the programme:**



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№	Course / Module / Internship / Research Component	Code	Semester	Prerequisites	Lecturer	Obligatory Literature
1	Research Methods in Education	350132 GEA106	II	None	Ketevan Sikharulidze – Assoc. Prof. Doctor (Philology), Nikoloz Parjanadze - Professor, Doctor (Philology)	<ol style="list-style-type: none"> <li>1. Cohen, L. Manion, L., Morison, K. (2007). Research Methods in Education, 6<sup>th</sup> Edition, New York. Routledge Publications. (Translated from English))</li> <li>2. K. Gochitashvili, G. Shabashvili, N. Sharashenidze, Academic Writing, Tbilisi, 2014.</li> <li>3. N. Doghonadze, Research Methods, Tbilisi – Telavi, 2009</li> </ol>
2	Education Sciences	350129 GEA103	I	None	Natela Dohonadze – Professor, Doctor (Education)  Maia Chkotua, Assoc. Prof. Doc. (Education))	<ol style="list-style-type: none"> <li>1. Sh. Malazonia. (2001), Pedagogy. Tbilisi – Available at the university library</li> <li>2. M. Mindadze (2009). Advice for the Beginner Teachers. Teachers #1, pp 37-40, available on internet <a href="http://issuu.com/tkvintradze/docs/maszavlebeli-1">http://issuu.com/tkvintradze/docs/maszavlebeli-1</a></li> <li>3. Teachers’ Professional Standard – Available on internet <a href="http://www.ganatileba.ge/upload/text/geo/1252764579_mascavleblis%20...">www.ganatileba.ge/upload/text/geo/1252764579_mascavleblis%20...</a> · PDF</li> <li>4. J. Ternbul. (2009). 9 Characteristics of a Professional Teacher. Continuum. National center for Teachers’ Professional Development. P. 206, available on internet <a href="http://www.tpdg.ge/images/stories/9maxasiatebeli.pdf">http://www.tpdg.ge/images/stories/9maxasiatebeli.pdf</a></li> <li>5. National Exam Center. (2008) How to get prepared for teachers’ certification exams. Professional Skills. Tbilisi – Available on internet <a href="http://www.mes.gov.ge/upload/editor/file/Brdzanebebi/2009/Ivnisi/841.pdf">http://www.mes.gov.ge/upload/editor/file/Brdzanebebi/2009/Ivnisi/841.pdf</a></li> <li>6. T. Gagoshidze, T. ChinCharauli, K. Pilauri, M. Bagrationi. (2008). Principles of Inclusive Education. Tbilisi: Nekeri, Available on internet <a href="http://www.osgf.ge/files/publications/2009/gagoshidza-2008-bolo...">www.osgf.ge/files/publications/2009/gagoshidza-2008-bolo...</a> · PDF file</li> </ol>



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						<p>7. N. Janashia, N. Imedadze, S. Gorgodze. (2008). Development and Teaching Theories. Tbilisi – Available at the university library and on internet <a href="http://www.tsu.edu.ge/data/file_db/saswavlo/mascavleblis%20profesiuli%20...">www.tsu.edu.ge/data/file_db/saswavlo/mascavleblis%20profesiuli%20...</a> · PDF file</p> <p>8. 4 Aims of the School Education – available on internet <a href="http://rcs.ge/?p=760">http://rcs.ge/?p=760</a></p> <p>9. N. Chachiashvili. Concept of School Education – Criticism and Proposals. Available on internet <a href="http://www.liberali.ge/ge/liberali/articles/114202/">http://www.liberali.ge/ge/liberali/articles/114202/</a></p> <p>10. Law of Georgia on General Education. Available on internet <a href="http://www.mes.gov.ge/old/upload/publication/geo/1192002089...">www.mes.gov.ge/old/upload/publication/geo/1192002089...</a> · PDF file</p> <p>11. Concept of Teacher Preparation and Professional Development. (2006). Available on internet <a href="http://www.mes.gov.ge/upload/publication/geo/1192002260 !ProfesiuliGanvitarebisKoncepti a.pdf">http://www.mes.gov.ge/upload/publication/geo/1192002260 !ProfesiuliGanvitarebisKoncepti a.pdf</a></p> <p>12. T. Topuria (2009). Evaluate Teacher Objectively. P. 8-10. Teacher #1, pp 37-40, available on internet <a href="http://issuu.com/tkvintradze/docs/maszavlebeli-1">http://issuu.com/tkvintradze/docs/maszavlebeli-1</a></p> <p>13. Sh. Budiladze, (2009). Implementation of Teacher Evaluation System at School. Teacehr #1, pp. 11-14, available on internet <a href="http://issuu.com/tkvintradze/docs/maszavlebeli-1">http://issuu.com/tkvintradze/docs/maszavlebeli-1</a></p> <p>14. Teacher Evaluation at School – Pathway to Professional Development, Teacher #1, pp 15-17, Available on internet</p> <p>15. Indicators of Evaluating School Teacher, Teacher #1, pp 28-29, available on internet <a href="http://issuu.com/tkvintradze/docs/maszavlebeli-1">http://issuu.com/tkvintradze/docs/maszavlebeli-1</a></p>
3	Project Management	350131 GEA105	III	None	Goderdzi Buchashvili, Assoc. Prof. Doc. (Education) ბს	M. Sulaberidze, Basics of Project Management, Tbilisi, 2008
4	School Administration	350127 GEA101	II	None	Nino Tvaltchrelidze- Assoc. Prof. Doct (Education)	<p>1. Owens, R, G.; Valesky, T. C. Organizational Behavior in Education: Leadership and School Reform (10<sup>th</sup> Edicion). (Translated)</p> <p>2. Hoy, W. K.; Miskel, C, G. Educational Administration: Theory, Research, and Practice. (6<sup>th</sup> Edition). (Translated)</p>





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					Nino Tsereteli, Invited Lecturer	<ol style="list-style-type: none"> <li>3. Gorton, R. A; Alston, J. A.; &amp; Snowden, P. E. School Leadership and Administration: Important Concepts, Case Studies, and Simulations (7<sup>th</sup> Edition) (Translated)</li> <li>4. School Management Textbook, Institute of Liberty, 2007</li> </ol>
5	Financial Issues in General Education	350142 GEA116	III	None	Tamar Kakutia, Invited Lecturer, Doc. (Education)  Manana Turkadze, Invited Lecturer, MA	<ol style="list-style-type: none"> <li>1. Chachkhiani K. Narindoshvili M., Gogelia V., Tutberidze T., Zurabishvili T., Gabisonia T., Batiashvili A. Turmanidze K. (200), Textbook of School Management, Tbilisi</li> <li>2. School Financial Management, Lecture Course</li> </ol>
6	General Education Legislation	350128 GEA102	I	None	Mariam Bandzeladze – Doc., Invited Lecturer (Education)  Nino Berelidze, Invited Lecturer, MA	<ol style="list-style-type: none"> <li>1. Consitution Of Georgia</li> <li>2. Law of Gerogia on General Education <a href="http://www.mes.gov.ge/uploads/Licenzireba/kanoni%20zogadi%20ganatlebis%20shesaxeb.pdf">http://www.mes.gov.ge/uploads/Licenzireba/kanoni%20zogadi%20ganatlebis%20shesaxeb.pdf</a></li> <li>3. Authorization and Accreditation Standards of Educational Institutions</li> <li>4. Law of Georgia on the Vocational Education</li> <li>5. “Legal entity of public low - National Center for Teacher Professional Development“ Approval of the Regulations (Order #714</li> <li>6. Order of the Minister of Education and Science of Georgia №90/5 Approval of Teacher Professional Development Scheme</li> <li>7. Order of Approval of Teacher Certification Regulations and Teacher Certificates Sample #1101</li> <li>8. Regulations and Fees of Accreditation of educational programs in educational institutions (order)</li> <li>9. Order of the Government of Georgia N84 Approving “National goals of general education”</li> <li>10. Safe School without community participation, (2011), project "Safe School Civic Monitoring“</li> </ol>



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						11. A guidebook for school directors, Teacher Professional Development Center, 2011
7	Quality Assurance of Education and Assessment in General Education	35013 4 GEA1 08	II	None	Diana Mchedlishvili - Assoc. Prof. Doc. (Education)	<p>Bregvadze T. (2009), Internal Institutional Mechanisms for Quality Assurance, Ministry of Education and Science of Georgia</p> <p>Janashia S. (2009), General Education Quality Assurance System in Georgia, Policy Report, The Caucasus Institute for Peace, Democracy and Development</p> <p>Janashia S. Et.al. National Curriculum and Assessment Center Studies, 2005-07. National Curriculum and Assessment Center. 2007.</p> <p>Study of educational resources market for school textbooks and the National Curriculum and Assessment Center. National Curriculum and Assessment Center.2009.</p> <p><a href="http://eqe.ge/geo/education/legal_acts">http://eqe.ge/geo/education/legal_acts</a></p> <p><a href="http://eqe.ge/uploads/LawsRegulaions/4_02_2013/xarixsis_ganvitarebis_shesaxeb.pdf">http://eqe.ge/uploads/LawsRegulaions/4_02_2013/xarixsis_ganvitarebis_shesaxeb.pdf</a></p> <p><a href="http://eqe.ge/geo/accreditation/teachers/standarts?info=34">http://eqe.ge/geo/accreditation/teachers/standarts?info=34</a></p> <p><a href="https://matsne.gov.ge/index.php?option=com_ldmssearch&amp;view=docView&amp;id=1131547&amp;lang=ge">https://matsne.gov.ge/index.php?option=com_ldmssearch&amp;view=docView&amp;id=1131547&amp;lang=ge</a></p> <p>9. Tkemaladze R. &amp; Dalakishvili N. &amp; Topadze K. &amp; Pachkoria T. &amp; Butsashvili T. (2008), Teaching and evaluation, Teachers Professional Development Center</p> <p>Law on General Education- <a href="http://www.mes.gov.ge/uploads/Licenzireba/kanoni%20zogadi%20ganatlebis%20shesaxeb.pdf">http://www.mes.gov.ge/uploads/Licenzireba/kanoni%20zogadi%20ganatlebis%20shesaxeb.pdf</a></p> <p>Professional standard of teacher (2014): <a href="http://tpdc.ge/?action=page&amp;p_id=100&amp;lang=geo">http://tpdc.ge/?action=page&amp;p_id=100&amp;lang=geo</a></p>
8	Practice	350139 GEA113	III	None	Nino Balanchivadze, Invited	<p>School Management Guide. Tbilisi. 2007</p> <p>Participatory Budgeting in Schools. Tbilisi. 2004</p> <p>Forms and methods of public participation. Tbilisi. 2008</p>



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					Lecturer, Doc.(Education )	<b>Practical Manual for School Principles. National Center for Teacher Professional Development, 2011</b> <a href="#">Ministry of Education and Science report2013</a> <a href="#">Strategic directions of the Ministry of Education and Science</a>
9	General Education Policy and Sociology	350140 GEA114	III	None	Nikoloz Parjanadze, Prof. Doc. (Philology)  Lia Gumberidze, Invited Lecturer	<ol style="list-style-type: none"> <li>1. Young Pai (2010). Cultural Foundations of Education. Ilia State University Edition.</li> <li>2. Paulo Freire. (2005). Pedagogy of Oppressed. Open Society Georgia Foundation</li> <li>3. Immanuel Kant; Michel Foucault. (2012) What is Enlightenment? Ilia State University Edition.</li> <li>4. Neil Postman. (2007) The End of Education. Ilia State University Edition.</li> <li>5. Ernest Gellner (2003). Nations and Nationalism. Necker.</li> <li>6. Michael Fullan (2010). The New Meaning of Educational Change</li> </ol>
10	Informational Communication Technologies	350135 GEA109	I	None	Nino Bitskinashvili – Invited Lecturer	<a href="#">Teacher Information-Communication Technology Training Program</a>  <a href="http://mastsavlebeli.ge/uploads/IT/Book-IST.pdf">http://mastsavlebeli.ge/uploads/IT/Book-IST.pdf</a>  <a href="http://mastsavlebeli.ge/uploads/IT/Book-IST-2-2011-small.pdf">http://mastsavlebeli.ge/uploads/IT/Book-IST-2-2011-small.pdf</a>
11	Human Resources Management	350130 GEA104	II	None	Goderdzi Buchashvili - Assoc. Prof. Doc. (Education)	<ol style="list-style-type: none"> <li>1. Geert Hofstede and Geert Jan Hofstede (2011) Cultuired and Organizations, Ilia State University Edition, Tbilisi.</li> <li>2. Oleg Ejibadze. Management. Publishing House „Tsozne“</li> <li>3. Lamara Kokiauri (2013). Intellectual Capital, Tbilisi Technical University.</li> <li>4. Human Resource Management Manual in Public Institutions, Civil Service Bureau, Tbilisi 2013</li> </ol>



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12	Educational Leaders and Administrative Issues	350138 GEA112	II	None	Nino Tsereteli, Invited Lecturer  Nino BRelidze, Invited Lecturer	1. Gorton, R. A; Alston, J. A.; & Snowden, P. E. School Leadership and Administration: Translated from English)
13	Global Education and History of Georgian Education	350141 GEA115	III	None	Nino Balanchivadze - Assoc. Prof. Doc. (Education)	<ol style="list-style-type: none"> <li>1. Philosophical basics of pedagogy, R. Balanchivadze, Viktor Asatiani, 1997;</li> <li>2. Philosophical basics of pedagogy, Revaz Balanchivadze, Viktor Asatiani , 1997;</li> <li>3. General Basics of Pedagogy, I.Chkuaseli, TSU, 1986;</li> <li>4. Pedagogy, TSU, TB.1994;</li> <li>5. Pedagogy, Natela Vasadze, TB. 200 ;</li> <li>6. Lecture course in pedagogy, Zurab Tsutskiridze, 1997, Tbilisi</li> <li>7. History of Pedagogy, Natela Vasadze, TB.1998;</li> <li>8. Anthropological Pedagogy, Revaz Balanchivadze, 2011;</li> <li>9. Ulrich Beck, Globalization, Elph Edition, 2003. <a href="https://saba.com.ge/books/details/1706">https://saba.com.ge/books/details/1706</a></li> <li>10. Globalization and National Ideology in Georgia <a href="http://geurasia.org/geo/1330/globalizacia-da-erovnuli-ideologia-saqartveloshi.html">http://geurasia.org/geo/1330/globalizacia-da-erovnuli-ideologia-saqartveloshi.html</a>,</li> <li>11. Joseph E Stiglitz, "Globalization and Its Discontents"- <a href="http://european.ge/globalizacia/">http://european.ge/globalizacia/</a>;</li> </ol> <p>Revaz Balanchivadze, Globalization, Education Reform and National School. Education chronicle, 2015;</p>
14	Education of Special Needs Children	350133 GEA107	I	None	Shorena Kuchukhidze- Assoc. Prof. Doc.	<ol style="list-style-type: none"> <li>1. Pachkoria T., Chincharauli T., and others (2011) Guideline or Teachers on Inclusive Education according to 2011-2016 National Education Plan, National center for National Educational Plans and Assessment, Tbilisi *</li> <li>2. Gagoshidze T., (2007), Child's Psychic Development Impairments, Neker, Tbilisi</li> <li>3. Wulfork A. (2009), Education Psychology, Ilia State University Publication, Tbilisi</li> </ol>



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					(Education Science)	
15	The English Language for Educational Professional	350136 GEA110	I	None	Ekaterine Pipia - Prof. Doc. (Humanitarian Sciences)	<ol style="list-style-type: none"> <li>1. Spratt M. (1994), <i>English for the Teacher</i>, A Language Development Course, Cambridge University Press</li> <li>2. Porter D. (2007), <i>Check your Vocabulary for Academic English</i>, A &amp; C Black Publishers, London</li> </ol>
16	Education Psychology	350137 GEA111	III	None	Nino Tvalchrelidze Assoc. Prof. Doc. (Humanitarian Sciences)	<ol style="list-style-type: none"> <li>1. Imedadze N., Gorgodze S., Janashia N. (2008) <i>Theories of Development and Learning</i>. National Center of Teachers' Professional Development, Tbilisi</li> <li>2. Melikishvili M., (2013). <i>Motivation</i>, Center of Teachers' Professional Development, Tbilisi</li> </ol>
17	Master's Thesis	350143 GEA117	IV	None	All full and associated professors of the faculty	Literature will be indicated in students' individual papers