

## Education Sciences

<b>Name of the Educational Programme:</b>	<b>Education Sciences</b>
<b>Awarded Qualification:</b>	Doctor of Education Sciences
<b>Credit Value of the Programme:</b>	60 ECTS
<b>Language of Education:</b>	English
<b>Programme Admission Preconditions:</b>	<p>According to Georgian legislation, the candidate should have a Master's degree or a degree equal to it.</p> <p><b>Educational Background</b> The program requires either a Bachelor's or a Master's degree in the Education / Psychology / Philology field, or a one-year 60-credit teacher-training certificate.</p> <p><b>Working Experience</b> The candidates should have at least two years of experience in teaching or working in the education field.</p> <p><b>Scientific/Research Background</b> The candidates should submit at least one published article in the scientific journal/ conference proceedings in the area of the studies. The article should be written in English.</p> <p><b>Language Requirement</b> The candidate should have the C1 level in the English language according to the Common European Framework of Reference, which should be documented by the International Certificate (FCE (A grade), CAE, IELTS-7.0, TOEFL iBT-95, CERTUS, etc) or by the Master's Diploma (delivered in English).</p> <p><b>Dissertation Proposal</b> The candidate is requested to submit a dissertation proposal, which aims to check the candidate's research potential. The written dissertation proposal is evaluated by the Dissertation Field Board.</p> <p><b>Assessment criteria for the dissertation proposal</b></p> <ol style="list-style-type: none"> <li>1. Title: neither too narrow nor too wide; terms used adequately; sounds contemporary.</li> <li>2. Significance and Novelty: the topic is contemporary and less studied; the potential of novelty and value is presented.</li> <li>3. Theoretical and Practical Value: It presents how the research can impact the field.</li> </ol>

	<p>4. Literature Review: presents main achievements and names; reference list includes at least 10 important titles.</p> <p>5. Research Questions / Hypotheses are original and well-formulated.</p> <p>6. Research Methods are adequate to the topic and well defined.</p> <p>7. Academic and Clear Language</p> <p>The 7 items are evaluated according to the following criteria: Acceptable- 3 points, Acceptable, but requires minor changes- 2 points, Acceptable, but requires major changes-1 point, Unacceptable- 0 points. The maximum point is 21. The candidate needs at least 11 points to be admitted to the interview.</p> <p>Interview The Dissertation Field Board interviews the candidate. Interview / oral presentation: reveals a good knowledge of the topic, arguments for any point from the proposal. The assessment criteria are: Excellent- 3 points, Good- 2 points, Satisfactory- 1 points, Dissatisfactory- 0 points. The candidate who obtains at least 1 point from the oral interview will be admitted.</p>	
<b>Purpose of the Programme:</b>	<p>The pivotal purpose of the program is to equip graduates with a multifaceted skill set: a profound understanding and practical application of education theories for problem-solving, effective communication with peers and society, and modern teaching and assessment techniques; proficiency in research, active participation in research, ongoing professional growth, and supervision of others' research endeavors using cutting-edge methodologies; developing a student-centered and humanistic approach; and the capacity to introduce evidence-based innovations and disseminate this knowledge within the educational sphere and beyond.</p>	
<b>Learning outcome</b>	<b>Knowledge and Understanding</b>	<p>1. Knows theories, principles, and practices within the field of education sciences, empowering graduates to both extend this knowledge and apply innovative methodologies.</p> <p>2. Possesses a comprehensive understanding of research methodologies in education that equips graduates to author articles in peer-reviewed journals, undertake research projects, and complete dissertations.</p>
	<b>Skills</b>	<p>3. Designs and executes research endeavors in the field of educational sciences while upholding principles of academic integrity.</p>

		<p>4. Demonstrates proficiency in independent research by crafting tools like questionnaires, interview inquiries, or knowledge assessments tailored to the research focus, then conducting experiments within the education field. Applies statistical analysis to interpret gathered data, aiming to produce innovative insights that meet the criteria for publication in internationally recognized refereed journals.</p> <p>5. Demonstrates proficiency in choosing a contemporary educational topic for research, be it an article, project, or dissertation. This involves sourcing literature that aligns with the topic's significance and caliber, conducting critical analysis, posing essential inquiries, selecting suitable research methodologies, crafting a hypothesis, and evaluating its soundness. Subsequently, the individual interprets statistical data, resolves identified issues and ultimately enhances the findings for publication in a respected international journal, along with disseminating them through presentations to colleagues and the wider community.</p> <p>6. Demonstrates the ability to innovate within the field of education, addressing complex challenges through innovative approaches and contributing to the generation of new knowledge.</p> <p>7. Achieves proficiency in articulating educational concepts with clarity and academic rigor, actively engaging in discussions with professionals both domestically and internationally, as well as with the broader society.</p>
	<p><b>Responsibility and Autonomy</b></p>	<p>8. Exhibits the capability to conduct or oversee research initiatives in education, drawing from the latest advancements in academic or professional settings. Alternatively, they can engage in professional development activities while adhering to principles of academic and professional integrity, showcasing originality and autonomy.</p>
<p><b>Evaluation Criteria</b></p>	<p>The goal of evaluation is to determine a student's education results qualitatively concerning academic program goals and parameters. Students may be assessed orally and in a written way. A student's knowledge and skills</p>	

are assessed through a 100-point grading system. It consists of midterm and final evaluations, a sum of which makes up 100 points.

The grading system allows:

a) five types of positive grades:

(A) Excellent – 91-100 points;

(B) Very good – 81-90 points;

(C) Good - 71-80 points;

(D) Satisfactory - 61-70 points;

(E) Enough - 51-60 points;

b) two types of negative grades:

(FX) Fail – 41-50 points, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;

(F) Fail – 40 points and less, 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's minimal passing grade must not exceed 60% of the final evaluation grade. Midterm and final evaluation grade distribution, minimal competence levels, and assessment criteria are described in the corresponding syllabus (50% for midterm and 50% for final). Credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and the following requirements (both have to be fulfilled):

a) Obtaining minimal competence levels set for midterm and final evaluations;

b) Obtaining a minimum of 51 points out of 100 points of the final grade.

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

#### **Dissertation Defense**

c) The dissertation is assessed by a jury during the defense.

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

The assessment of the dissertation finally 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) Medium (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) Insufficient – 41-50 points of maximum point – a result not satisfying given requirements because of serious mistakes;
- g) Completely 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.

**Field of Employment:** Program graduates have the opportunity to pursue careers in governmental and non-governmental educational institutions or engage in research within the field of education sciences. Additionally, they may seek employment as educators or administrators in higher education establishments.

#	Course / Module / Internship / Research Component	Status	Cred it nu m b er	Distribution of credits per courses and semesters						Distribution of Hours			
				I Year	II Year	III Year	IV Year	V Year	VI Year	Contact Hours	Indep enden	Total number of hours	

				I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	VII Semester	VIII Semester	IX Semester	X Semester	XI Semester	XII Semester	Lecture	Seminar / Group Work / Laboratory Work / Practical work	Midterm exam(s)	Final exam	Total number of contact hours		
	<b>Study component</b>	<b>Compulsory</b>	<b>50</b>	<b>29</b>	<b>21</b>																	
1	Advanced Research Methods	Compulsory	8	X												15	28	2	3	48	152	200
2	Didactics and Educational Psychology	Compulsory	7	X												8	20	2	2	32	143	175
3	Educational Sociology	Compulsory	7	X												14	14	2	2	32	143	175

4	Educational Technologies	Compulsory	7	X										15	13	2	2	32	143	175
5	Educational Philosophy and Reform	Compulsory	7		X									15	13	2	2	32	143	175
6	Seminar in Article and Dissertation Writing	Compulsory	7		x									0	28	2	2	32	143	175
7	Introducing Innovations in Learning and Teaching	Compulsory	7		x									14	14	2	3	33	142	175
	<b>Study component</b>	<b>Elective</b>	10		10															
1	Legal Regulation of Education	Elective	5		x									15	13	2	2	32	93	125
2	Curriculum, Syllabus and Course Design	Elective	5		x									14	14	2	2	32	93	125
3	Professor's Assistance	Elective	5		x									0	30	0	2	32	93	125

4	Applied Linguistics	Elective	5	x										15	13	2	2	32	93	125
5	Sociolinguistics	Elective	5	x										15	13	2	2	32	93	125
6	Academic Writing for Education Sciences	Elective	5	x										15	13	2	2	32	93	125
7	Higher Education Management and Administration	Elective	5	x										14	14	2	2	32	93	125
8	Leadership in Education	Elective	5	x										14	14	2	2	32	93	125
9	Teaching English for Specific Purposes	Elective	5	x										14	14	2	2	32	93	125



<b>Total</b>		<b>60</b>	<b>29</b>	<b>31</b>										<b>110</b>	<b>157</b>	<b>18</b>	<b>20</b>	<b>305</b>	<b>119</b> <b>5</b>	<b>1500</b>
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