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Erasmus + Jean Monnet Module
Ministry of Education and Science of Ukraine
Sumy Makarenko State Pedagogical University

PROGRAMME OF THE MODULE

Europeanization of doctoral studies in the field of education: interdisciplinary and inclusive approaches

Major 01 Education

Sumy - 2018





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DEVELOPED AND PREPARED FOR IMPLEMENTATION:

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I. Explanatory Note

Doctoral studies in Ukraine as well as in EU are undergoing considerable reformation, caused by their transformation into tertiary education cycle in the framework of EHEA. The active phase in reforms of doctoral studied in European countries commenced in 2005, following Bergen Summit of ministers of education of Bologna Process member countries, it involved both cultural and structural changes. The reforms in Ukraine started in 2016, when the period of the program was changed to 4 years instead of 3, the set of doctoral candidate's competences was defined, the required amount of theoretical and practical training (60 credits) and new prerequisites to defence of dissertations were established. The cultural changes in doctoral education in Ukraine include formation of a developed interdisciplinary inclusive research environment, which is necessary for PhD candidates' research and communicative competences formation.

The proposed module consists of three interdisciplinary courses "Comparative Higher Education: National, European and Global Contexts" (30 hours), "Researcher's Academic Culture: European and National Contexts" (30 hours), "Academic Writing" (30 hours), which include an active European Studies component. Additionally, intensive courses for development of research and communicative competences for doctoral students: "Quality Monitoring" (10 hours) and "Research Mentorship Culture" (10 hours) are offered. Extracurricular activity of emerging researchers involves trainings in professional mastery and leadership, participation in annual conferences, work in research laboratories.

The materials are developed and piloted with the support of Erasmus+ programme of the European Union as Jean Monnet Module.

The Module is targeted at post-graduate students whose research deals with education.

The aim of the module is Europeanization of content, methodological and organizational fundamentals of doctoral studies programs by means of introducing European standards of doctoral research in Ukraine and forming inclusive research environment.

Objectives. By the end of the module, postgraduate students will have:

- knowledge on EU educational policy issues, theories and technologies of innovative development of higher education in European countries and Ukraine,





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educational programs of international organizations such as EU, OECD, UNESCO;

- knowledge of academic ethics;
- academic writing skills, academic communication in the conditions of a digital creative environment;
- ability to conduct effective dialogue communication in the process of presentation of materials and research results, in particular, within the framework of the scientific community and an interdisciplinary and/or international expert environment based on subject-subject relations;•
- readiness to apply modern methodology of interdisciplinary European Studies
- the facility to carry out pedagogical researches, the constituent of which is the question of education development in European countries
- values of academic culture, in particular the standards of academic integrity

The suggested Module is innovative due to the innovative content, and due to the use of innovative educational methods and learning modes relying on constructing knowledge and critical dialogue.

2. The Module Structure. The 110 hours Module implies delivering the 3 Training courses and 2 intensive courses on specific EU educational issues.

The Training courses of the Module are:

Course 1. **Comparative Higher education: Global, European and National Contexts** (Prof. Alina Sbruieva) - 30 hours;

Course 2. **Researcher's Academic Culture: European and national Contexts** (Prof. Olena Semenog) – 30 hours;

Course 3. **Academic writing** (Prof.assistant Zhanna Chernyakova) – 30 hours;

The intensive courses of the Module are:

Course 4. **Intensive course for doctoral students: Research Mentorship Culture** (Prof. Olena Semenog) – 10 hours;

Course 5. **Doctoral seminar: “Monitoring Quality of Doctoral Research Work”** (Prof. Alina Sbruieva) – 10 hours;

3. Indicative content

Course 1. **Comparative Higher education: Global, European and national Contexts.**

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The **teaching content** is distributed in the following way:

Section 1 Comparative Higher Education (CompHEd) as a branch of scientific knowledge (2 hours)

1. Subject of CompHEd.
2. Historical stages of development and functions of CompHEd.
3. Research methods and sources of CompHEd
4. Actual research topics in CompHEd in EHEA.

Section 2. Historical origins of modern higher education: global, European and national contexts (2 hours)

1. Historical origins of the development of European and Ukrainian higher education.
2. Development of university education in Europe, Ukraine and in the world.
3. Models of the classical university and their theoretical substantiation.
4. Post-classical university: structural models.

Section 3. Socio-political, socio-economic, cultural and educational factors in the development of higher education in knowledge society (4 hours)

1. Political and economic globalization as a factor in the development of higher education in the world, EU and in Ukraine.
2. Europeanization as a factor in the development of higher education in Ukraine.
3. Internationalization of higher education in the world, EU and in Ukraine.
4. Massification of higher education in the EU and in Ukraine
5. Diversification and universitization of higher education in the globe, EU and in Ukraine

Section 4 Educational activity in higher education in EU and Ukraine: modernization tendencies (4 hours)

1. Traditional approaches to the definition of the content and organization of the educational process in European higher education.
2. Innovative professional competences in knowledge society.
3. Innovative approaches to the construction of curricula in modern European higher education (competence-centered, student-centered).
4. Technologization of the educational process in the modern higher education: on-line, distance and mixed forms and models of teaching: European and global experience.
5. Interactive teaching methods in modern HEI: European and global experience.





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Section 5. Scientific and innovative activities of the HEIs in the world, EU and in Ukraine: development trends (4 hours)

1. University research activity. Stages of development. Functions.
2. Models of state support of university research: practices of different countries.
3. University in the innovative system of society: global, European and national spaces.
4. Organizational principles of interaction of educational and research activity of the modern university: global, European and national experience.
5. Problems of research integrity in the modern scientific environment.
6. Traditions and innovations in the management of research activity of modern university: global, European and national experience.

Section 6. Quality Assurance in Higher Education: European, National and Institutional Dimensions. (4 hours).

1. Dynamics of development of EU policy in the field of QA in Higher education.
2. The structure of the QA in HEd processes in the EU countries and in Ukraine.
3. Formation of a culture of quality at the university as a problem of the EHEA development.
4. University ranking as a tool for higher education quality control.

Section 7. Bologna Process as a strategy for modernization of national higher education systems and formation of the European Higher Education Area (4 hours).

1. Ideological foundations and motives of European integration in the field of education.
2. Subjects of realization of European integration processes in the field of education.
3. Stages of development of the Bologna Process.
4. Leading principles and directions of Bologna Process development.
5. Dimensions of changes in European higher education in the context of the Bologna Process implementation

Section 8. Innovative approaches to the management of higher education in the contemporary world (2 hours).

1. Concepts and practices of new managerism in HEd.
2. University development management.
3. Risk management in modern higher education.
4. Management of university international activity.

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5. Fundraising activity at the university.

Section 9. Trends in the development of national higher education systems in selected European countries and in Ukraine: comparative analysis (4 hours).

1. Comparative and retrospective analysis of historical origins of higher education systems in the EU and Ukraine.
2. Comparative analysis of specifics of structural transformations in higher education systems and quantitative characteristics of recruiting in higher education in the EU and Ukraine.
3. Comparative analysis of higher education management models and features of financing HEd in EU countries and in Ukraine.
4. Comparative analysis of procedures for ensuring the quality of higher education in EU countries and in Ukraine.
5. Comparative analysis of programs and quantitative characteristics of the academic mobility of European, American and Ukrainian universities.

The Activity implies the use of the following approaches to teaching and research: interactive lectures, task-based sessions, discussions, workshops, micro-research, self-study.

Course 2. Researcher's Academic Culture: European and national Contexts.

The **teaching content** is distributed in the following way:

Section 1 Researcher's academic culture: subject, tasks, values (2 hours)

1. Europeanization as a factor in the development of higher education in Ukraine and researcher's academic culture.
2. Methods of studying academic culture
3. Principles and values of academic culture
4. Adaptation of Ukrainian academic culture to European.

Section 2. Historical origins of the formation of the researcher's academic culture: global, EU and national contexts (4 hours)

1. Historical origins of the formation of academic culture in higher education in Europe, in Ukraine, in the world.
2. Models of classical university and academic culture of the university.
3. Post-classical university and academic culture.
4. European standards of academic culture

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Section 3 The essence and structure of academic culture (4 hours)

1. The essence of academic culture
2. Axiological, motivational, ethical, narrative-digital, praxeological and behavioral-interactive components of academic culture.
3. Linguocultural, cognitive, creative and technological aspects of academic culture.

Section 4 Academic culture and ethics in higher education: European, national and institutional dimensions. (4 hours).

1. Problems of research integrity in the modern scientific environment: global, European and national experience.
2. Moral and ethical values of the researcher: professional duty, social responsibility, academic honor, respect for another person.
3. Ethical principles of the teacher-researcher in the implementation of academic communication on the subject-subjective, humanistic basis.
4. Academic codes of values

Section 5 The narrative-digital component of academic culture (4 hours)

1. Digital creative environment. Digital Narratives
2. Narrative culture of the researcher.
3. Technologies of electronic, mobile, mixed and widespread learning.
4. Cognitive-visual technologies.
5. Digital-operational processing and modeling of academic texts of different genres.
6. Development of competitive educational projects by means of digital technologies.
7. Personal media resources (blogs), as tools for disseminating the results of scientific research in social networks.

Section 6 Praxeological and behavioral-interactive components of academic culture (4 hours)

1. Culture of study at the university.
2. Skills and habits constructed through critical thinking.
3. Communicative technology.
4. Professional leadership in research.

Section 7 Linguistic and cultural aspect of academic culture (4 hours)

1. Language culture is a component of academic culture.
2. Text and genre approach to the formation of academic culture.
3. Architectonics of different genres of scientific discourse.





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4. Academic communication: communicative strategies and tactics: means of cohesion and coherence; argumentation and persuasiveness.
5. Visual rhetoric in oral and written communication. The most effective rhetorical methods: verbal and nonverbal.
6. Non-rhetoric and scientific dialogue.
7. Non-rhetoric and mediation of knowledge.
8. Professional variability of the means of argumentation.

Section 8 Conceptual foundations of academic culture formation (4 hours)

1. System-subjective approach to the formation of academic culture.
2. Axiological approach to the formation of academic culture.
3. Acmeologic approach to the formation of academic culture.
4. Praxeologic approach to the formation of academic culture.

Section 9. Innovative approaches to management of research projects (4 hours).

1. Concepts and practices of academic management in HEd.
2. University development management.
3. Management of academic and educational projects.
4. Fundraising activity of the university.
2. Risk management in research projects.

Section 10. Linguopersonology. Culture of scientific mentoring (2 hours)

1. The practice of mentoring or mentoring as a social institution of adaptation.
2. Linguopersonology of a research mentor
3. The culture of research partnership

Section 11. Ensuring the quality of academic culture: European, national and institutional dimensions. (4 hours).

1. Formation of a quality culture at the university as a problem of the development of the EHEA.
2. University ratings as a tool for controlling the quality of academic culture
3. Comparative analysis of procedures for ensuring the quality of academic culture in EU countries and in Ukraine.

Course 3. Academic writing

The **teaching content** is distributed in the following way:

Section 1. Communication in the academic environment

Topic 1. Personal and professional identification. (4)

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1. The Nature of Writing
2. Cultural Differences in Writing
3. Strategies of Writing in English
4. Genres and Writing

Topic 2. Transfer and exchange of scientific information on the basis of reading texts on specialty. (2)

1. Formal Style
2. Cautious Writing
3. Academic Vocabulary

Topic 3. Participation in conferences, scientific disputes(2)

1. Application form
2. Reports
3. Discussions on professional topics

Topic 4. Written communication of academic character. (2)

1. Paragraphs and Paragraph Division
2. Academic Names
3. Titles
4. Citations

Topic 5. Submission of an application for a grant, an interview (grant-winning).(2)

1. Application for a grant, an interview, a conference

Theme 6. International conferences, meetings, discussions.(2)

1. The Curriculum Vitae (CV)
2. Bio-data

Section 2. Academic foreign language

Topic 1. Questions of a professional and academic nature.(2)

1. Writing electronic messages, letters of an academic nature.
2. Interviewing

Topic 2. Features of the mediation of academic information.(4)

1. Features of the mediation of academic information.
2. Features of grammatical structures typical of academic writing.

Topic 3. Work with professional literature and business documentation.(4)

1. Foreign language referencing of professional literature.
2. Foreign language annotation of professional literature.
3. Preparation of business documentation (reports, reviews).





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Topic 4. Participation in conferences, scientific disputes (presentations).(2)

1. Preparation and conducting of presentations (speeches, reports).
2. Preparation of texts of presentations and reports.
3. Technical facilities and visibility.

Topic 5. Employment (resume, cover letter, etc.).(2)

1. Writing a resume
2. Filling in the documents required for employment and job search.

Course 4. **Intensive course for doctoral students: Research Mentorship Culture**

The **teaching content** is distributed in the following way:

Section 1. Phenomenology of research mentorship: genesis and modern state of European and national experience (2 hours)

1. The essence, types, functions of mentoring
2. Retrospective analysis of the origins of academic mentorship
3. Mentoring in research and education
4. Values of the institute of mentorship.
5. Criteria of research mentorship:

Section 2. Research mentorship in reforms of Ukrainian education on the basis of European values (4 hours)

1. Mentoring as one of the components of Continuous Professional Development (CPD)
2. The culture of mentoring at Ukrainian and European universities
3. Practice of research mentoring for effective research and teaching: European, national and institutional dimensions
4. Research and pedagogical mentorship as a support in forming professional mastership
5. Scientific and pedagogical mentoring as one of the components of adaptation and of a beginner-teachers.
6. Specific qualities of a research mentor: identity, democracy, dialogue, research, leadership, social orientation, cooperation.
7. Functions of mentors: social-pedagogical, consultative, spiritual.

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Section 3 Linguopersonology of a scientific tutor (4 hours)

1. Academic linguistic personality.
2. The style of research mentor.
3. Scientific dialogue - a dialogue of personalities.
4. Linguistic behavior of research mentor.

Course 5. Doctoral seminar: “Monitoring Quality of Doctoral Research Work”

The **teaching content** is distributed in the following way:

Section 1. Methodology of comparative education research: comparative analysis of European and national approaches (2 hours).

Section 2. Source base of comparative education research: relevance, interdisciplinary approach. (2 hours).

Section 3: Conditions for ensuring the novelty of comparative education research in European and global contexts (2 hours)

Section 4. Peculiarities of the application of the method of scientific extrapolation in the comparative pedagogical research: cultural-historical, socio-political, socio-economic and educational contexts (2 hours).

Section 5. Approbation of the results of comparative education research at the national and European education areas (2 hours).

4. Teaching approaches. The Module implies the use of the following approaches to teaching and research

- Interactive lectures
- Task-based sessions
- Discussions
- Self study
- Workshops
- Researcher’s Portfolio

5. Learning outcomes. As a **result** of learning on this module, doctoral students should have demonstrated:

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- a system of knowledge on EU education policy, theories and technologies of innovative development of higher education in European countries and in Ukraine, education programs of international organizations (EU, OECD, UNESCO); on academic ethics, culture of academic writing, academic communication in the context of digital creative environment;
- an ability to apply modern methodology of interdisciplinary research, to carry out a comparative education research on development higher education in European countries;
- professionally oriented communicative linguistic competences (linguistic, sociolinguistic and pragmatic) for ensuring effective communication in the academic environment.

6. The form of final control: credit.

7. Diagnostic tools the success of training: tests, oral answers during practical classes.

