Establishing methodological aspects of an educational programmeme

Alte University

Establishing an educational programmeme methodological aspects

The academic educational programmeme should create a clear idea, in the given field of study, with what competences it will equip the graduate and how graduate will do it. The structure of the programme must be built in such a way that it responds to the requirements defined by the accreditation standard, and the content of the programme must confirm the possibility of both the implementation of the objectives and learning outcomes set by the given programme, the realization of the descriptors of the national qualification framework, as well as the ability to meet the requirements defined by the sectoral document (if any).

The programme document (hereinafter - the programme, the recommendation form is attached as an appendix) should indicate:

Level of education

Alte University currently offers 6th and 7th level (Bachelor and Master) higher academic educational programmes, one-cycle academic educational programmes (equal to 7th level).

Name of the programme

The name of the programme should match its content. It can be "marketingly attractive", but it must not be misleading. It is not necessary to repeat the formulation of the qualification to be awarded within the framework of the programme or the formulation of the field of study corresponding to the qualification without change.

Qualification to be awarded

The name of the qualification to be awarded by the relevant educational programme in higher education includes the corresponding general denominator of the level of higher education, the name of the field of study in the detailed field defined by the classifier of the qualification and study fields.

The general indicators of the relevant qualifications at the bachelor's and master's level are:

Bachelor	Master
Bachelor of Arts /BA Bachelor of Science /BSc Bachelor of Music /BMus Bachelor of Fine Arts/ BFA Bachelor of Business Administration /BBA Bachelor of Engineering /BEng Bachelor	Master of Arts /MA Master of Science /MSc Master of Music /MMus Master of Fine Arts / MFA Master of Business Administration /MBA Executive Master of Business Administration/EMBA Master of Engineering /Meng Master

Names of specific qualifications are determined according to the specific field of study. Fields of study according to the classifier

Broad Field	Narrow Field	Detailed Field		
00	001	0011		
		(First column) 0011.1.1	(Second column) 0011.2.1	(Third column for VET programmes) 0011.3.1

Qualification – "Bachelor" is awarded in the field of study indicated in the first column under the detailed field and Qualification – "Master" is awarded in the field of study indicated in the first or 2nd column under the detailed field.

The qualification designations for one-cycle programmes in medicine and dentistry are, respectively: Medical doctor (MD) and Doctor of Dental Medicine (DMD). The qualifications to be awarded must be given in Georgian and English languages.

Along with the qualifications, the prerequisites for its award are specified in the programme - 1) Passing the mandatory components of the programme and 2) obtaining the amount of credits (or more) established by the legislation in accordance with the level of education.

Language of instruction

The language of instruction is Georgian. In addition, individual component(s) of the educational programme may be offered in English, or the reading literature may be in English (In this case, it should be noted that if the above mentioned component/literature is mandatory, the prerequisite for admission to the programme must be the knowledge of the appropriate level of English, and the component /literature is optional/additional, then possessing the appropriate level of English will be a prerequisite for admission to the corresponding component).

The language of instruction may be foreign, if it is agreed with the Ministry of Education and Science of Georgia (if the programme is implemented in a foreign language, it must be prepared in the foreign language and in Georgian, indicating the relevant foreign language of instruction in the latter).

Prerequisite for admission to the programme

The prerequisite for admission to the programme is determined according to the knowledge, skills and experience of the persons required to be admitted to the programme. It should be derived from the needs necessary for successful learning in the programme and should be closely related to the content of the programme.

When determining the general prerequisite/prerequisites for admission to the programme, the requirements defined by the legislation of the relevant level (Bachelor and Master) and the specifics of the programme must be taken into account.

In accordance with the current legislation, general prerequisites for admission to the bachelor's level are complete general education and successful passing of unified national exams. In addition, in each exam subject of the unified national exams, the coefficient to be assigned to the result of the entrant is determined in relation to a specific programme. An additional exam subject may also be defined. The coefficients of examination subjects and additional examination subjects established by the university should be in accordance with the content and specificity of the programme.

For example, if the objective of the Bachelor programme in law is to:

1	The student acquires broad knowledge of the main features of the national legal system, legal theories, institutions, substantive and procedural law norms, basic legal principles, values in public, criminal and private law.
2	Formation of the ability to use the knowledge gained in the field of law in practical activities.
3	Carrying out practical activities responsibly and with a high degree of independence, taking into account legal principles and values.
4	Preparation of Bachelor of Laws corresponding to the standards of the first level of higher education and the labor market, whose qualification ensures its competitiveness in the employment market.
5	Creating a solid foundation for the student for better mastering of upper level academic programmes.

In this case, the prerequisite for admission to the programme may be:

A prerequisite for admission to the programme is the successful passing of the unified national exams. It is obligatory for the applicant to pass civic education as the fourth exam.

The general prerequisite for admission to the master's level is first to pass the general master's exams and then the successful passing of the internal university exams. Additional requirements may be imposed. Both the form, content and procedure of the intra-university examination, as well as additional requirements should be determined in order to select persons with the necessary knowledge, skills and experience for successful study in the programme.

For example, the objective of the master's programme in health care administration may be: training highly qualified administrators/managers for the health care system (primary health care, hospital and specialized medical services, health insurance), whose professional activities will contribute to the increase of the efficiency of the health care system in order to improve the well-being and health of the population.

A prerequisite for admission to the Master of Health Administration programme may be:

1	Bachelor's academic degree
2	Successfully passing the common master's exam
3	Successfully passing the prerequisites for intra-university admission, which includes: an application package, an exam in the specialty, a test to determine the level of language proficiency and an interview. The application package should include: 1. The applicant's CV (autobiography), with which the applicant confirms at least two years of experience in the field of education; 2. A letter of motivation (essay), in which the applicant describes the motivation to continue studying at the programme; 3. A previous thesis/project/article that best demonstrates the applicant's academic writing competencies. In the specialty exam, the applicant must be able to demonstrate a broad knowledge of the field. Applicants must have a B2 level of English. The level of the applicant's language proficiency will be checked through a test. The applicant will be exempted from testing if he/she presents an internationally recognized certificate confirming knowledge of the English language at the B2 level. At the interview, the applicant must: demonstrate communication and logical thinking skills.

Note: For citizens of foreign countries, the relevant prerequisites for admission to the programme must be specified, or an electronic address where they can find the aforementioned prerequisites (https://mes.gov.ge/content.php?id=6772&lang=geo).

Duration of the programme

Normally, the bachelor's programme lasts 4 years (8 semesters), and the master's - 2 years (4 semesters); One-cycle programme of medicine is carried out for 6 years (12 semesters), and dentistry - for 5 years (10 semesters); The Georgian language training programme is one year long and ends with the award of a certificate.

However, if the student is unable to complete the programme within the standard time, additional semester(s) may be assigned to complete the programme as indicated in the programme. Additional time may or may not be limited.

Programme volume (indicating credits and hours)

The bachelor's programme is 240 credits,

The master's programme is 120 credits,

The medicine programme is 360 credits,

The dentistry programme is 300 credits,

The Georgian language training programme is 60 credits

The legislation of Georgia takes into account the possibility of developing a bachelor's programme with at least 180 credits and a master's programme with at least 60 credits. The latter is created only to award the Master of Business Administration/Management (MBA) qualification.

One credit equals 25-30 hours. At Alte University, within the framework of one-cycle programmes in Medicine and Dentistry, the credit is equal to 30 hours (taking into account the international experience and the specifics of the programmes), and for other programmes the credit is equal to 25 hours.

1 hour is equal to 60 minutes (50+10, where 50 are devoted to study and 10 are provided for rest).

Programme structure

According to Classification of Fields of Study, the educational programme of the first level of higher education may be built according to the following principle:
a) educational courses/subjects/modules (not less than 120 credits) and free components with the content corresponding to the main field of study;

b) educational courses/subjects/modules (not less than 120 credits) with the content corresponding to the main field of study, additional programme (not less than 30 credits and no more than 60 credits)/additional programmes and free components;
c) educational courses/subjects/modules (not less than 120 credits) with the content corresponding to the main field of study, additional programme (not less than 30 credits and no more than 60 credits)/additional programmes.

Educational courses/subjects/modules with the content corresponding to the main field of study shall be presented as mandatory and optional modules. Additional programme and free components also shall include the mandatory as well as optional educational courses/subjects/modules.
The educational programme of the 2nd level of higher education, together with the content components corresponding to the main field of study (including the scientific-research component), if necessary, may also include independent component(s).
Concentration/concentrations can be considered in the educational programme of the first and second level of higher education… The concentration in the educational programme of the first level of higher education must consider no more than 30 credits including BA thesis, while in the educational programme of the second level of higher education - no less than 50% of the total amount of the programme credits"

! It should be emphasized that the main content of the programme (study courses/other components) should correspond to the detailed field in which the programme was developed, and the specific share of this detailed field in the programme (according to the amount of relevant credits) should be more than 50%. Only in this case the given educational programme and its qualification correspond to the respective fields of study classified in the given detailed field columns.

In addition, at least 75% of the regulated educational programme is devoted to the development of competencies necessary for the regulated profession.

In the structure of the programme, it is desirable to separate the main field of study and other (free) components, and within them - mandatory and optional components (with reference to the corresponding credits).

In this part of the programme, it is desirable to focus on a brief description and analysis of the structural parts of the programme, on the contribution of each of them to achieving the results of the programme.

Programme Objectives

The purpose of an educational programme is a broad and general statement of the intent of teaching. The objectives of the programme should reflect what the programme should achieve - what knowledge, skills and competences it aims to prepare a graduate, what contribution to the development of the field and society, and:

- must be consistent with the mission, goals and strategy of the university and/or school;
- be clearly defined, realistic and achievable;

- take into account local labor market requirements and international market trends, as well as science/field, state and/or society development requirements;
- (to reflect the issues of internationalization of the programme (if any)).

The objectives of the programme should be stated briefly and concisely.

Sample 1:

"The objective of the bachelor's programme in history is to introduce the student to the past and development history of world civilizations; to give student broad knowledge about the history of Georgia and the world; To develop in student the ability to analyze and critically evaluate historical sources, to discuss and comment on them from a cultural and historical point of view.

Sample 2:

"The objective of the programme is to prepare a bachelor of international relations, which has:

1	Broad theoretical knowledge of the system of international relations and global politics
2	In-depth knowledge of the main directions of the field of international relations
3	Skills necessary for studying important issues in the field of international relations and solving professional tasks
4	Ability to act in accordance with democratic values and principles of good governance in practical activities
5	The ability to analyze problematic issues and to establish professional communication in connection with this

and which ensures its competitiveness in the employment market".

Programme goals must be shared by those involved in the programme.

Learning outcomes of the programme

The learning outcomes of the programme describe the knowledge, skills and/or responsibility and autonomy that the student acquires upon completion of the programme.

Learning outcomes should be clearly defined, achievable and realistic, measurable (the latter implies their (determinative) assessment).

They must correspond to:

- ✓ Programme objectives (set through comparison);
- ✓ Qualifications to be awarded (must reflect the competence that a person with the qualifications defined by the programme should have) (determined according to the classifier of the fields of study and the National Qualifications Framework);
- ✓ Level of education (Bachelor and Master programme learning outcomes should vary in difficulty) (according to the National Qualifications Framework).

Considering:

- ✓ The content and development trends of the field of study in the corresponding detailed field, market (labor and educational) requirements (determined according to the classifier of the fields of study and the results of the relevant research/survey);
- ✓ The best practices at the international level (determined through a comparative analysis of similar programmes or sectoral characteristics).

If the programme is regulated, the sectoral characteristics must be taken into account when formulating the learning outcomes along with the national qualifications framework. In addition, it is recommended to take into account the sectoral characteristic even if the programme is not regulated, but there is a relevant sectoral characteristic.

In addition, see "Formation of educational programme learning outcomes and additional aspects"
Sample 1: After successfully completing the English Philology programme, the student:

1	Uses English language (writing, reading, listening, speaking, vocabulary, grammar, communicative competence) knowledge at C 1 level for written and oral purposes, in general and specific contexts, m. Sh. To solve complex and unpredictable problems
2	describes events, main principles, concepts, theories, methods of philology and uses them to solve practical problems
3	Discusses the specifics of the development of the English language in terms of British culture, history and geography (the area where the language is spread)
4	Uses any other foreign language (German/French/Chinese/Russian) at B 1 level
5	Analyzes a literary work using literary studies and stylistic methods

6	Creates texts of different content, conveys own responsible opinions and argumentative conclusions, following appropriate terminology, in Georgian and English, in a form appropriate for the context, effectively and clearly
7	Finds and critically thinks/analyzes information/material from different sources (a wide range of theoretical sources or informational resources) in compliance with ethical norms

Sample 2: After successfully completing the journalism education programme, the student:

	Knowledge and Understanding
1	Critically understands the foundations and basic concepts of journalism theory, history and modern experience, its role in the life of society
2	Explains the forms and features of print, electronic and online media
	Skills
3	Determines the relevance of the topic and creates different types of media content using relevant information/data
4	Uses audio-visual techniques of depiction/narration and creates competitive multimedia productions
5	Performs the function of a reporter/correspondent, presenter of a small-format news/thematic programme, including in non-standard situations
6	Manages relationships collegially, effectively and creatively in team or during individual activities
7	Studies problematic issues and develops ethically and professionally responsible conclusions based on analysis of relevant sources and synthesis of information
8	Clearly formulates own position and arguments in discussions/debates held in target audiences using modern means of communication, as well as in writing
Responsibility and autonomy	

9	Protects the professional and ethical standards regulating media freedom and activities, the rights of ethnic, religious, social, gender or other vulnerable groups
10	Cares about his/her own and others' professional development and acts responsibly

Learning outcomes should ensure the competitiveness of graduates in the employment and educational market.

Relevance of the programme to the mission of the university

The programme should briefly describe the connection of the programme with the mission of the university, their mutual compatibility should be presented succinctly.

Alte University's mission is to "provide students with complete knowledge and all the necessary skills to create additional, long-term value, both for themselves and for the society in which they live."

In the medicine programme, this interconnection can be expressed as follows:

"Based on the mission of the university, the educational programme "Medicine" will prepare and deliver to the local and international labor market a competitive doctor with education and qualification corresponding to international requirements, who will have the necessary knowledge and skills for successful work in the relevant field and will promote healthy and the growth of the working-age population in the world, taking into account professional ethics and responsibility".

Relevance and analogues of the programme

The programme should indicate why the given programme was developed, how relevant it is (in general, taking into account the market demand for the given qualifications and relevant knowledge, skills, competencies, and specifically - the content of the given programme). It is important to demonstrate the competitiveness of the programme. For this purpose, it is compared with its Georgian and, especially, foreign (at least two) analogues (by referring to the electronic addresses of the relevant programmes) and its advantages, if any (which is desirable), are presented.

Teaching-learning methods

The person implementing the component of the educational programme chooses what means of knowledge transfer to the student to use in order to achieve the best results. It can be: lecture, working in a working group, practical training, laboratory training, seminar, teaching with electronic

resources, electronic teaching, discussion, demonstration, presentation, explanation, cooperative teaching, etc. An incomplete list is given in the form of an appendix).

The programme should use methods that are student-centered and tailored to programme goals and learning outcomes. They should correspond to the level of education, the content of this or that component of the programme, learning outcomes (ensure their achievement).

The programme should contain a complete list of teaching methods with their definitions. And they should find an adequate reflection in the syllabus of the programme components.

Assessment of student achievement

In this part of the programme, the student evaluation system is described, "On approval of the rule of calculation of credits for higher education programmes" in accordance with the 3rd order of the Minister of Education and Science of Georgia. Here should be given general information about the evaluation rules: evaluation components and methods, relevant minimum competence thresholds, prerequisites for admission to the exam/defense, as well as evaluation criteria for practice or research/scientific-research component.

Detailed information on assessment components, methods and criteria are provided in the programme component syllabi. It is important that each of them/a combination of them effectively provides confirmation of the achievement of programme/programme component outcomes. The evaluation components and methods of each study course (other component) must take into account the specificity of the course and correspond to the learning outcomes of this course, the evaluation criteria must be correlated with the outcome(s) to be evaluated.

Evaluation should always be reliable, valid, objective and transparent. It is considered best to evaluate using rubrics (some evaluation methods with relevant criteria are presented as an appendix).

When developing the programme, keep in mind that the evaluation of the level of achievement of the student's learning outcome in each component of the programme is multiple and must include midterm and final evaluation, it is not allowed to grant credit using only one evaluation component (Midterm or final evaluation).

An exception is the evaluation of the master's thesis, which is one-time assessable.

The scope of employment of graduates of the programme and the possibility of moving to the next level of study

Indicate in which institutions, organizations, structures, in what position a graduate of the programme can be employed, taking into account the qualifications of the programme and acquired knowledge, skills, competencies. If necessary, specify additional prerequisites necessary for employment (qualification exam, etc.). Also indicate the possibility of moving to the next level of education.

Programme Resources

The programme should briefly present information about the academic/scientific and invited staff implementing the programme (detailed information should be given in the programme appendix), as well as the university's administrative and support staff.

An academic/scientific position may be held by a doctor or a person with an equivalent academic degree/doctoral candidate with teaching/scientific-research experience. The qualification of the academic/scientific staff is confirmed by a scientific work completed in the last 5 years (a monograph, a textbook, a scientific article published in a refereed journal, etc.) and/or a practical project that proves his/her competence in the relevant field. It is possible to occupy academic positions by qualified personnel on a professional basis. In this case, the qualification of the person can be confirmed by professional experience, special training and/or publications. A person who has the necessary competence to produce the learning outcomes provided by the programme is considered to have appropriate qualifications.

The qualification of the invited staff is confirmed by having the necessary knowledge, experience and competence to produce the learning outcomes provided by the programme.

The programme should also contain information about the material-technical and financial resources of the programme (the budget of the programme should be given as an appendix, as well as detailed information about specific techniques/equipment/programmes/materials (eg dental) etc.).

Programme Annexes

1. **Syllabus of programme components (study courses/practice/study or scientific research paper) (recommendation form in the form of the given appendix),** where it is given: name of the component, status, identity of the author, prerequisite, number of credits, hours and their distribution according to the student's workload, duration of implementation and semester, objectives and results of the component, teaching methods, content taking into account the peculiarities of teaching (time, duration, teaching and evaluation tools, etc.), evaluation system and rules (in detail), map of learning outcomes (relevant to the component and programme (if the component has a mandatory status has) with reference to learning outcomes and appropriate methods of assessment), a list of mandatory and additional literature, other resources (if necessary), etc.

It is desirable that the syllabus includes tests, case studies, open questions, scenarios of simulated situations, topics of essays, etc. Samples, "checklist", "portfolio" samples.

1. **Curriculum**, which includes: the name and status of all programme components, prerequisites, number of credits, hours and their distribution according to the student's workload, implementation semester, features of the educational process (if any).

2. **Map of learning outcomes,** where it is indicated, which component of the programme, at what level, corresponds for this or that learning outcome of the programme.

3. **The learning outcome assessment plan**, showing the timelines for each learning outcome assessment and implementation of relevant changes in the programme, target marks, and a map of the assessment process. Means, estimators, other desired information can be specified here.

4. **List of programme implementers**, indicating their status, affiliation, relevant study courses/components, other information (if desired).

5. List and brief description of **material and technical resources** of the programme.

6. **Programme budget,** with detailed indication of income and expenses (the budget must correspond to the needs of the programme).

The programme also includes:

a) External collegial formative assessment (feedback of specialists in the field on the programme) - at least 2 are required (1 from abroad and one from Georgia)

b) Summary of the changes implemented in the programme (no more than 1000 words) (does not apply to the new programme)

c) Comparative analysis with analog programmes in order to share best practices.

Annex 1

Educational programme document (recommendation form)

Annex 2

Separate methods of teaching and learning

In the teaching process, taking into account the specifics of a certain issue, the professor needs to select/combine specific methods. For example, in a lecture, the lecturer presents the lecture material in the form of a visual presentation accompanied by a verbal explanation; A discussion is held, a task is given to the student for independent work, which he completes in the form of working on a book, making a note, etc. Thus, in the process of teaching and learning, the methods complement each other and logically follow from one another.

The most common teaching methods are:

1. **Discussion/debate** – is one of the most common strategies of interactive teaching. The discussion process dramatically increases the quality and engagement of students. The discussion can turn into an argument. This process is not limited to the questions asked by the professor. This method develops the student's ability to argue and justify his opinion.
2. **Collaborative work** - involves dividing students into groups and giving them a learning task. Group members work on the issue individually and simultaneously share it with the rest of the group. Depending on the set task, it is possible to redistribute functions among the members during the work of the group. This strategy ensures maximum involvement of all students in the learning process.
3. **Problem-based learning (PBL)** - uses a problem as the initial stage of the process of acquiring and integrating new knowledge.
4. **Cooperative teaching -** is a teaching strategy where each member of the group is obliged not only to study, but also to help his teammate to study the subject better. Each group member works on the problem until all of them have mastered the issue.

5. **Heuristic teaching** - is based on the step-by-step solution of the task set before the students. This task is carried out in the teaching process by identifying the facts independently and seeing the connections between them.
6. **Case study** - during the lecture, the professor will discuss specific cases with the students, who will study the issue in every way and thoroughly. For example, in the field of medicine, it can be a discussion of the history of a specific patient's illness, in political science, it can be a specific, for example analysis of the Karabakh (Armenia-Azerbaijan) conflict, etc.
7. **Brain storming** - refers to promoting the formation and expression of as many, preferably radically different, opinions and ideas about a specific issue/problem within a specific topic. This strategy helps to develop a creative approach to the problem. It is effective in the presence of a large group of students and consists of several main stages:

- Defining the problem/issue from a creative angle;
- To write down ideas from the audience without criticism (mainly on the blackboard) in a certain period of time
- Distinguishing by exclusion those ideas that show the most relevance to the question;
- Outlining of evaluation criteria to determine the relevance of the idea to the purpose of the research;
- Evaluation of selected ideas with predetermined criteria;
- Revealing the idea with the highest evaluation as the best way to solve the set problem.

8. **Role-playing and situational games** - role-playing based on scenarios allows students to look at the issue from different points of view and helps them to develop an alternative point of view. Like discussion, role-playing also develops the student's ability to express his position independently and defend it in an argument.
9. **Demonstration** – it means presenting information visually, in many cases it is better to provide the material to the students in an audio way at the same time. This strategy is effective in terms of achieving results. It helps us to make visible the various stages of understanding the learning material, to specify what the students will have to do independently; At the same time, it visually presents the essence of the issue/problem. Demonstration may be simple, such

as solving a mathematical problem by displaying its steps on a whiteboard, or complex, such as conducting a multi-step science experiment.

It is possible to present information through an electronic presentation.

10. **Induction, deduction, analysis and synthesis:**

    ✓ **Induction** of teaching defines such a form of any subject knowledge, when the direction of thought in the learning process is directed from particular to concrete, from facts to generalization, that is, when conveying the material, the process proceeds from concrete to general.

    ✓ **Deduction** of teaching defines a form of transfer of any subject knowledge, which is a logical process of discovering new knowledge based on general knowledge, in other words, the process proceeds from the general to the specific.

    ✓ In the learning process, **analysis** helps us to break down the learning material as a whole into its component parts, thereby facilitating the detailed coverage of individual issues within complex problems.

    ✓ **Synthesis** implies the reverse procedure, i.e. grouping separate issues to form a single whole. This method helps to develop the ability to see the problem as a whole.

11. **Explanation** – based on reasoning around the given issue. When presenting the material, the professor cites a specific example, which is discussed in detail within the given topic.
12. **Action-oriented teaching** - requires the active involvement of the professor and the student in the teaching process, where the practical interpretation of the theoretical material acquires special importance.
13. **Learning by teaching** - the method involves preparing and conducting a lecture by students with the help of a professor - the student studies and then teaches what he has learned to the rest of the students. In this case, the professor is just a "conductor" who gives direction to the lecture. In this way, the entire lecture or a part of the lecture, all lectures or several (any) can be held.
14. **Expert assessment** - the procedure of obtaining an assessment of the problem based on the opinion of experts for the purpose of further decision-making (selection). Assessment can be individual (based on individual, mutually independent, expert opinion) and collective (based on collective expert opinion).

The expert approach provides an opportunity to solve such tasks as:

- Selection of the best solution option from the existing ones;
- process development forecasting;
- Searching for possible solutions to difficult and complex tasks.

15. **Teaching with electronic resources** - in the teaching process of various electronic platforms, programmes, materials, etc. The use makes the learning process more interactive and promotes learning material acquisition, development of communication skills, acquisition of broad knowledge, development of independent and individual work habits of students, formation of rational planning ability.
16. **Flipped learning** (the same as Socratic teaching) - involves introducing students to the learning material in advance, and then mastering the knowledge in depth through discussion and problem-based activities - involves actively involving students in the cognitive process, clarifying them in the construction of their own knowledge, bringing knowledge fragments to life and filling with new knowledge by asking targeted questions. It is used with the participation of the lecturer.

The following methods are a separate group:

1. Verbal, i.e. oral transmission.
2. Work on the book.
3. Written work, which involves making extracts and notes, summarizing material, drawing up theses, writing a report or essay, etc.
4. Laboratory teaching - includes the following activities: setting up tests, showing video materials, dynamic materials, etc.
5. Practical training - combines all the forms of training that provide the student with practical skills, here the student independently performs one or another activity based on the acquired knowledge, for example: practice, field work, etc.
6. Lecture - verbal transmission of information on the topic discussed by the lecturer, during which students ask questions and receive answers. A lecture can be interactive - when it is not limited to questions and answers and a discussion breaks out. The lecture may be supported by an electronic presentation.
7. Seminar - deep and comprehensive discussion of a report prepared around a specific topic, discussion of sources (usually used at the doctoral and master's level)
8. Work in a working group - detailed discussion of lecture issues within the framework of theoretical study courses

In addition to the given basic methods, there are many others that the lecturer can choose depending on the specific teaching task.

Useful links:

English language websites

http://www.tla.ed.ac.uk/resources/course-org/Chapter8.pdf
http://www.mondofacto.com/dictionary/contents/learning+method.html
http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/InductiveTeaching.pdf

French language websites

http://www.pedagonet.com/other/STRTGIE.htm
http://unesdoc.unesco.org/images/0013/001365/136583f.pdf
http://www.dismoitic.net/Trois-categories-de-methodes-d.html
http://www.sasked.gov.sk.ca/docs/francais/hygiene/elem/meth.html
http://www.sasked.gov.sk.ca/docs/francais/hygiene/elem/metha.html

German language websites

http://www.learnline.de/angebote/methodensammlung/liste.php
http://www.fachdidaktik-einecke.de/7_unterrichtsmethoden/hauptseite_unterrichtsmethoden.htm
http://www.uni-koeln.de/ew-fak/konstrukt/didaktik/frameset_uebersicht.htm
http://www.bpb.de/publikationen/034737554263774003226072360082 20,0,0,Methodenkiste.html http://www.wcer.wisc.edu/archive/cl1/CL/default.asp
http://www.sasked.gov.sk.ca/docs/health/health6-9/approach.html
http://www.verbraucherbildung.de/projekt01/d/www.verbraucherbildung.de/methodenkoffer http://de.wikipedia.org/wiki/Liste_der_Unterrichtsmethoden
http://www.neue-lernkultur.de/keynotes.php

Annex 3

Evaluation methods and criteria (Some samples)

Presentation

a) Content side of the presentation, use of sources - 2 points

2 points - the structure of the presentation is logical, the topic is fully covered, the conclusions are substantiated, a sufficient amount of relevant literature is used.

1 point - the structure of the presentation is flawed, the topic is partially covered, conclusions are not made, the literature used is scarce;

0 point - the topic is not covered correctly.

b) presentation design (decoration) - 1 point

1 point - the background of the presentation is well perceived, the slides are relevant to the theme of the presentation, various means are used in the decoration of the slides;

0 point - slides and other means of decoration are not used;

c) Presentation technology/contact with the audience - 2 points

2 points - contact with the audience is established and effective, the speech is fluent and interesting, the reaction of the audience is adequate;

1 point - contact with the audience is weak, sometimes uninteresting, problems are not raised, the audience experiences difficulties in the process of perceiving the presenter and the presentation;

0 point - the contact between the presenter and the audience is lost, the audience cannot perceive the presentation.

Abstract

A representation of the problem to be understood	It is hard to see logic and it is unclear (0 p.)	It is partially understandable and requires clarification (0.5 p.)	It is logically built, there are some minor errors (1 p.)	The problem is structured logically, the presented issues are clear and understandable (1.5 p.)
References/information	Not relevant (0 p.)	It is relevant (0.5 p.)	It is relevant and recent (1 p.)	It is sufficient, relevant and up-to-date (1.5 p.)

Analysis	not given (0 p.)	It is superficial (1 p.)	It is consistent but incomplete (1.5 p.)	It is comprehensive, in-depth and consistent (2 p.)
Conclusions	not done (0 p.)	The conclusions are disorganized and illogical (1 p.)	It is logical, well established (1.5 p.)	It is logical and justified in terms of the three relevant principles (2 p.)
Use of information and communication technologies	Presentation is not done (0 p.)	ineffectively uses techs (0.3 p.)	effectively uses techs (0.6 p.)	The student creatively uses techs (1 p.)
Speaking and interacting with the audience	Confused and unable to speak. Can't make contact (0 p.)	often stops and repeats the same thing. It is difficult to make contact (0.3 p.)	The conversation is clear and understandable. establishes contact (0.6 p.)	The conversation is clear and understandable, convincing, The student has communication skills (1 p.)
Answers to questions from the audience	Difficult to answer (0 p.)	Answers are not orginized (0.3 p.)	Answers almost all questions (0.6 p.)	The student answers all questions correctly and comprehensively (1 p.)

Essay

Establishing the main thesis/idea of the essay - maximum 2 points:

2 points: the main idea of the essay is clearly expressed;

1 point: The main idea of the essay is vague.

0 point: The main idea of the essay is not defined.

The **technical aspect** and organization of the essay (technical standard of the essay, structure-introduction, main part, conclusions) and the used resource on the basis of which the essay was created - maximum 2 points:

2 points: the technical standard is met. The structure of the essay is maintained , it is clear on what basis the student wrote the essay, the proposed bibliography is compiled with relevant literary sources;

1 point: the technical standard is not fully maintained. The structure of the essay is not protected, the resources on which the essay was based are scarce, the structure of the paper is incomplete, the bibliography of the essay is incomplete;

0 point: the technical standard is not maintained. The resources on which the essay was based are not highlighted, the paper has no structure, the essay does not have an adequate bibliography.

Correctness of content, **factual reliability** - maximum 2 points:
2 points: the student is familiar with mandatory, additional literature and has searched for other appropriate material. The stated facts are reliable because the source is correctly read; Mandatory, additional literature and other sources are properly processed, the student shows a (creative) critical attitude towards the source.
1 point: the searched material contains mandatory, additional literature and other sources. However, the presented sources are processed superficially, it means that the student only partially understands the material.
0 point: the searched material is very scarce, the student is not familiar with the mandatory literature and has not processed additional sources.

Supporting the proposed opinion with arguments - maximum 2 points:
2 points: demonstrates knowledge of the study course, using the processed material, formulates his/her own position well and supports it with arguments, argues boldly, gives an account, but does not blindly trust the opinions expressed by the authors;
1 point: tries to offer his own perspective on the issue, but finds it difficult to defend his own position;
0 point: does not have its own position.

Conclusions - maximum 2 points:
2 points: Summarizes the results of the essay, is able to convey it well.
1 point: The conclusions in the essay are unarguable and false.
0 point: no conclusions are given.

A theoretical issue

5 points: the issue is presented without errors and exhaustively; Terminology is maintained; The student has deeply and thoroughly mastered the relevant literature, logically and consistently discusses the issue, effectively uses comparative analysis, formulates substantiated conclusions;

4 points: the issue is presented exhaustively; Individual non-essential errors are noted; The terminology is largely maintained; the student has mastered relevant literature; Reasoning is consistent, comparative analysis is used, conclusions are formulated and an attempt to substantiate them is outlined;

3 points: the answer is slightly shortened; One essential error is fixed; Terminology is broken in some cases; the student has mastered relevant literature; Reasoning is less coherent; Conclusions are incomplete;

2 points: the answer is superficial; The terminology is mostly wrong; Several essential errors are noted; The student has partially mastered the relevant literature;

1 point: the answer is fragmentary; Terminology is not used, or is not appropriate; The answer is fundamentally wrong;

0 point: the answer is not relevant to the question or is not given at all.

An **open question** evaluates: factual knowledge and the ability to convey the idea adequately, the ability to outline the essentials.

3 points - the answer is given concisely, correctly and comprehensively, with correct accents; Appropriate terminology is used; The culture of writing is preserved.

2.5 points - the answer is concise and correct, the appropriate terminology is used, the culture of writing is preserved.

2 points - the answer is given succinctly, minor errors are fixed, appropriate terminology is used, the culture of writing is preserved.

1.5 points - the answer is given concisely, but essential errors are fixed, the terminology is lacking, the culture of writing is mostly preserved.

1 point - the answer is vague, the terminology is lacking, the culture of writing is broken.

0 point- the answer is incorrect or does not answer the question.

Simulation

The student's ability and quality of understanding the knowledge gained within the course and the principles and values characteristic of the study course, as well as their practical implementation during verbal communication, are checked. The simulation is evaluated considering 4 components:

- Knowledge of theoretical material - 1 point
- Demonstrating the rules of verbal communication (conveying information concisely, logically and comprehensibly, persuasiveness, using pauses, repeating theses, checking understanding, creating positive and negative virtual faces, summarizing results, time management) - 1.5 points
- Provision of appropriate electronic presentation (informative, but not overloaded, visually effective and relevant to the text, technically sound) - 1 point
- Compliance with communicative ethics (listening ability, correctness) - 1.5 points.

Imitated (Mock) Process

1 point - identification of violation of ethics rules

1 point - developing a thesis based on a multifaceted view and analysis of the problem

1 point - finding relevant normative bases for solving the problem and explaining them

1 point - forming a logical and reasoned conclusion based on the application of the norm

1 point - understanding of professional ethics standards

1 point - acting within the norm of ethical and professional behavior of a lawyer

1 point - establishing effective communication

1 point - compliance with the standard of behavior in the courtroom

1 point - use of professional vocabulary

1 point - group work

Discussion

1 point - the student is active, has thoroughly processed the study material, argues logically, justifies the position, answers questions without mistakes and exhaustively, asks counter-questions;

1 point - the student has partially processed the learning material, thinks superficially, makes factual mistakes;

0 point- the student is passive.

Casus

3 points - The student has correctly understood the plot of the case study and the essence of the question. The hypothesis is formulated correctly, the problems are identified and evaluated correctly, the sequence of reasoning is logical and the legal analysis is detailed. The final conclusion is complete and correct. The student thoroughly owns the theoretical material and uses it effectively. Legal terminology and language style are reserved.

2.5 points - The student has correctly understood the plot of the case study and the essence of the question. Hypotheses are formulated correctly, problems are defined and evaluated, sequence of reasoning is logical, and legal analysis is convincing. The final conclusion is correct. The student owns the theoretical material and uses it adequately. Legal terminology and language style are reserved.

2 points - The student has satisfactorily understood the plot of the case study and the essence of the question. The hypothesis is correctly formulated, the problems are defined and evaluated, but the reasoning is inconsistent and the legal analysis is superficial. The final conclusion is mostly correct. The student does not have sufficient knowledge of theoretical material, although he/she uses it adequately for the most part. Legal terminology and language style are sometimes broken.

1.5 points - The student has satisfactorily understood the plot of the case study and the essence of the question. The hypothesis is largely correct, the problems are clear, the reasoning is inconsistent, and the legal analysis is fragmentary. The final conclusion is mostly wrong. The student has a superficial knowledge of the theoretical material and finds it difficult to use it adequately. Legal terminology and language style are lacking.

1 point - The student has fundamentally misunderstood the plot of the case study and the essence of the question. The hypothesis is drawn up with significant errors. The sequence of reasoning and legal analysis is unsatisfactory. The conclusion is not formed. The student's knowledge is fragmented, legal terminology is not used, and language style is lacking.

0 point - The answer is not relevant to the plot of the case and the essence of the question or is not given at all.

Case study

0.3 points - the student discusses the practical task given by the lecturer (discussion of a specific case) using the theoretical material

0.3 points - looks for different ways of decision, substantiates and matches with the material provided by the lecturer

0.4 points - is active during discussion: asks essential questions, impartially evaluates the opinion of others.

0 point - it is difficult for him/her to discuss on practical tasks, does not use the studied material, can not find solutions, has no questions, cannot evaluate the thoughts of others.

Project:

0 point - advertising content adjusted to the target group (adjusted - 1 p; partially adjusted- 0.5 p; not adjusted - 0 p.)

1 point - effectively presenting the advantages and uniqueness of the product (fully presented - 1 p; partially presented - 0.5 p; not presented – 0.)

1 point - use of inspiring/persuasive psycho-technologies (effectively used - 1 p; used in individual cases - 0.5 p' not used – 0.)

1 point - Considering the stimuli in the user's subconscious (effectively takes into account - 1 p; partially takes into account - 0.5 p; does not take into account - 0 p.)

1 point - providing the maximum amount of information in the minimum time (does it - 1 point, can't do it - 0 point)

1 point - Selection of optimal time and place of advertisement (optimally selected - 1 p; mostly optimally selected - 0.5 p; not optimally selected - 0 p).

1 point - presentability (presentable - 1 p; not presentable - 0 p.)

1 point - providing comprehensive and reasoned answers to questions (Can do it- 1 point, Can do it but not always 0.5 p; Cannot do it - 0 p.)

SOLO Taxonomy

Multi-structure level - 1 point

Relative - 1.5 point

Abstract - 2 points

Solo 3: Multi-structure level

A student can consider several aspects of a key idea without understanding the relationships between them. Student can describe, combine; use of the structure of methods; do procedures, compliance with other requirements.

Solo 4: Relative level

The student can understand the relationships between several aspects, as well as how they relate to each other and create a whole. Understanding forms creates structure and thus has the ability to compare, relate, analyze, theorize, explain assumptions and actions in terms of cause and effect.

Solo 5: Advanced abstract level

The student can generalize the structure beyond what is given/suggested, perceive the structure from many different perspectives and transfer ideas to a new area. Student can generalize, hypothesize, criticize, or theorize.

Research report

The structure of the report is carefully followed - 3 points;

The research is interesting and relevant, which is justified in its introductory part - 3 points

The research question, hypothesis, methodology and theoretical basis of the research are clearly and clearly explained - 3 points

The obtained results and conclusion answer the research question, hypothesis and come in relation to the theoretical base - 3 points.

Recommendations are given and the perspective of future research is set - 3 points.

Experimental research report and its presentation

Report

1. Review and analysis of the literature on the issue: setting the issue logically follows from the analysis and summary of the literature — 3 points.
2. Setting the issue and formulating the hypothesis: the hypothesis/s are clearly and correctly formulated - 3 points.
3. Research design planning, selection of methods and detailed description of the research procedure: Selection of adequate research method/methods of the hypothesis and the posed question — 3 points.
4. Detailed description of the research procedure — 2 points.
5. Statistical analysis of research results: suitable statistical tests for research design are selected — 3 points.
6. Interpretation of the results: the results are interpreted in relation to the theoretical approaches described in the literature review — 3 points.
7. Designing the research report according to the academic standard: the style of the report corresponds to the requirements of the university - 3 points.

Evaluation scheme for 3-point items:

- Fully meets the criteria — 3 points.
- Meets the criterion, however, there are gaps — 2 points.
- Weakly meets the criterion — 1 point.
- Does not meet the criteria — 0 point.

Evaluation scheme for 2-point items:

- Meets the criterion — 2 points.
- Partially meets the criterion — 1 point.
- Does not meet the criteria — 0 point.

Presentation

- Preparation, speaking intelligibly: the student is thoroughly prepared and has enough repeated material to present; The student speaks clearly and comprehensibly. Important information is highlighted, the presentation is free of unnecessary, irrelevant information - 2 points
- Readiness for questions: the presenter is well able to answer questions, give explanations; It seems that he understands the topic deeply - 2 points.

- Interaction with the listener: makes eye contact with the audience, has selected and effectively uses the method of contact with the listener/group to mobilize the audience so that they pay attention to him/her - 1 point.
- Visual functionality of the presentation: the graphic-visual side of the presentation is adequately selected and effectively used to express the message, to create visibility, the inscriptions are easy to read, the presentation is not overloaded with unnecessary animations, there are no grammatical, typographical and formatting errors - 2 points.

Evaluation scheme for 2-point items:

• Meets the criterion — 2 points.

• Partially meets the criterion — 1 point.

• Does not meet the criteria — 0 point.

Evaluation scheme for 1-point items:

• Meets the criterion — 1 point.

• Does not meet the criteria — 1 point.

Written assignment

The written assignment will be considered completed if the student completes the task on a topic that is considered and purposefully pre-selected, taking into account the instructions given by the lecturer and the specified criteria (all criteria are met - 1 point, most of the criteria are met - 0.6 point, a small part of the criteria is met - 0.3 point. in other cases - 0 point).

Practical task - work in pairs/groups

1 point - the couple/group is aware of the purpose of the work and understands the problem, ideas and opinions focused on its solution are formed and shared in the group, the time limit is respected and the completed task is presented (using appropriate therapeutic means, methods and techniques/taking into account the indications and contraindications of group psychotherapy).

0 point - the pair/group could not complete the task

Appendix 4

Study course syllabus (recommendation form)