

REVIEW

on the Educational and Scientific Program “Professional Education” of the third (educational and scientific) level in specialty A5 “Professional Education (by specializations)” in the field of knowledge A Education/Pedagogy of the Department of Psychology and Pedagogy of Alfred Nobel University

The educational and scientific program “Professional Education” for students of the third (educational and scientific) level of higher education in specialty A5 “Professional Education (by specializations)” in the field of knowledge A Education/Pedagogy was developed by the staff of the Department of Psychology and Pedagogy of Alfred Nobel University.

The goal of the educational and scientific program is defined as the training of highly qualified, competitive scientific and pedagogical personnel capable of independent research and innovative, scientific and pedagogical, and project activities, generation of new ideas and their implementation into the theory and practice of professional education; quality support of the educational process and creative solutions to current problems in the field of professional education, which involves a deep rethinking of existing and the creation of new holistic interdisciplinary knowledge and/or professional practice.

The educational and scientific program is based on the methodological principles of the educational field and the results of modern scientific research in the field of innovative development of the theory and practice of professional education. It is aimed at developing the theoretical and methodological as well as methodological and applied base of professional education and focuses on current specializations with an emphasis on the latest trends in the development of professional education, which deepens the professional scientific outlook and provides a basis for conducting scientific and pedagogical research and further scientific and pedagogical activities.

A thorough analysis of the program has shown that in accordance with the requirements of the National Agency for Higher Education Quality Assurance and the National Qualifications Framework for Doctors of Philosophy, the educational and scientific program has been reviewed, and the goals that correspond to the mission and strategy of the higher education institution have been updated. The program learning outcomes have been defined taking into account the positions and needs of stakeholders, taking into consideration the trends in the development of the specialty, the labour market, the sectoral and regional context, as well as the experience of similar domestic and foreign educational programs.

The volume of the educational and scientific program and individual educational components (in ECTS credits) meets the requirements of the legislation on the academic load for students of the third (educational and scientific) level of higher education – Doctor of Philosophy. The content of the program has a clear structure.

The educational component of the educational and scientific program provides for the allocation of educational components of two types: compulsory and elective educational components, which are divided into general and professional ones.

The total volume of the educational and scientific program “Professional Education” is 240 ECTS credits. The program contains educational (45 ECTS credits – 20%), and scientific and research (195 ECTS credits – 80%) components. The content of compulsory components of the educational component of the educational and scientific program “Professional Education” has been updated, and the list of elective components has been extended (from 4 to 6 courses). Thanks to this, the possibility for PhD students to form an individual educational trajectory has been expanded. The sequence of the studied courses, the plan and schedule of the educational process, the list and volume of normative and elective courses correspond to the structural and logical scheme of the training of students of the third (educational and scientific) level of higher education in specialty 015 “Professional Education (by specializations)” in the field of knowledge 01 Education/Pedagogy and are designed to ensure that the program learning outcomes meet the needs of employers.

It is impressive that the variable part is represented by a whole complex of educational components which includes a cycle of general training, namely: Professional Education: Comparative Analysis, Professional Education: Adult Learning Technologies, and Professional Education: Virtual and Augmented Reality Technologies, as well as a cycle of professional training: Pedagogical Mastery of Professional Education Institution Teacher, Academic Writing and Rhetoric, Professional and Pedagogical Communication, Leadership, Reflection and Personal and Professional Development of Modern Specialist, Pedagogical Experiment and Methods of Mathematical Statistics, ICT in Modern Scientific Professional and Pedagogical Research, Project Activities in the Field of Professional Education, Fundraising in the Field of Professional Education, and Academic Integrity and Quality of Education. We consider the possibility, which is provided in the educational program, to choose an elective course from the elective components of other educational and scientific programs of the University to be significant for the formation of an individual educational trajectory of students.

The approaches of the educational program developers to teaching and learning methods are impressive, and include: student-centred, self-learning, and problem-oriented learning; problem-solving, interactive (dialogic discussion teaching, situational, training, game-based learning, facilitation), project-based, information and computer, self-developing, collective (micro-group, and group) and integrative, as well as contextual learning technologies. Productive pedagogical interaction with scientific supervisors, scientific and pedagogical staff involved in the educational process, as well as consulting of PhD students by specialists in the field of professional education are provided.

We consider the two types of pedagogical internship provided by the developers of the educational and scientific program “Professional Education” to be an original approach: pedagogical workshop (3 credits) and scientific and teaching internship (4.5 credits).

The scientific component of the program involves conducting independent fundamental and/or applied scientific research under the guidance of one or two scientific supervisors with the appropriate formalization of the obtained scientific results in the form of a dissertation, and approbation of research results (in accordance with the current requirements). The features of the program are as follows: the possibility of performing individual components of scientific research during practical and seminar classes in professional training courses; the possibility of studying according to an individual curriculum; the possibility of supporting the academic mobility program thanks to the signed cooperation agreements; and the possibility of choosing English-language courses.

The program developers provide original approaches to assessing students: the educational component of the program (current reports, oral presentations, continuous assessment, oral and written exams (problems and scientific tasks), tests, defence of individual and micro-group projects, defence of the pedagogical internship report) and the scientific component of the program (scientific reports at public seminars (discussions) with an assessment of the findings. The final result is a properly formatted (based on the results of scientific research) manuscript of the dissertation, its public defence and awarding the degree of Doctor of Philosophy to the student.

The quantitative and qualitative structure of the personnel support for the training of students of the third (educational and scientific) level of higher education meets the licensing conditions for the implementation of educational activities.

Based on the above mentioned, we state that the educational and scientific program “Professional Education” for students of the third (educational and scientific) level of higher education in specialty A5 Professional Education (by specializations), developed by the project group of the Department of Psychology and Pedagogy of Alfred Nobel University, is innovative in content, forms of organization of the educational process, opportunities provided to higher education students, and complies with the current regulatory documents.

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