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# Training 7.

## Expertise of training programs for PhD students

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# After participation you will get:

- 
- knowledge of the technology of examination of educational programs
  - ability to conduct examination of educational programs; make a report on the results of the expert examination
  - informal communication and teamwork skills

# Key words

educational / training program;  
requirements for study programs;

scientific and methodical examination;  
examination of educational programs;

technology of expert examination;  
expert opinion.


# Plan

- I. Organizational part: introductory instruction, exercise to "warm up".
- II The main part: mini-lecture, work in groups "Examination of educational programs."
- III. Final part: final briefing, reflection, farewell ritual.



# Methodology for building an educational program: Tuning educational structures in Europe, TUNING

According to the Tuning methodology, the process of creating an educational one  
The program includes the following steps:

- 
- determine the needs and potential of the program
  - definition of the profile of the educational program
  - description of the purpose of the program and the final results of the training
  - definition of general and professional competencies
  - developing a curriculum
  - the development of modules and the choice of teaching methods



# Project CoRe 2 – «Competences in Recognition and Education 2»

According to CoRe 2, the design process of the educational program includes the following steps:

- determine the needs and potential of the program
- profile and key competencies
- formulation of program learning outcomes
- solving the issue of modularization of the educational program
- identification of competencies and formulation of learning outcomes for each module
- defining approaches to teaching, learning and evaluation
- verification of the coverage of key general and subject-specific competencies
- development of educational program and its structural units
- monitoring and improvement of the program in the process of its implementation

# The term "curriculum"

**The curriculum** is a description of the sequence of deployment of a subject in content and time

**The curriculum** is a normative document defining the content, volume, requirements for the results of learning, as well as the order of study and teaching of a particular discipline or its section.



# Functions of the curriculum

## Normative

- is a document obligatory for execution in full

## Objective

- defines the values and goals for which the program has been introduced into a particular educational field

## Defining the content of education

- fixes elements of the structure of the content to be mastered by the students, as well as the level of their complexity

## Procedural

- defines the logical sequence of assimilation of elements of content, organizational forms and methods, means and conditions of training

## Estimated

- reveals the level of assimilation of elements of the program, controls objects and criteria for assessing the level of academic achievement of students



# Requirements for programs

Compliance of the content of the curriculum with the requirements of educational standards, program competencies and learning outcomes

Taking into account the peculiarities of the organization of the educational process of the institution of education

Interconnection with educational programs within the educational branch

Sequence of placement and interconnection of all elements of the content of the program

Definition of methods, organizational forms and means of training, reflecting the unity of the content of education and the process of its implementation into practice

Completeness of the disclosure of the goals and objectives of the program

# Scientific and methodological expertise

**Scientific and methodological expertise** is an activity whose purpose is to research, test, analyze and evaluate the scientific and methodological level of objects of expertise and to prepare substantiated conclusions for making decisions on such objects.



**Scientific and methodological examination** of educational programs is conducted with the purpose of establishing significant differences between the program and the existing similar programs, determining the degree and direction of qualitative changes in the educational process, subject to the implementation of an innovative (author) or adapted program



# Scientific and methodological examination tasks

**The main tasks of the examination are:**

- objective, complex investigation of the object of expertise;
- verification of compliance of the object of expertise with the requirements of the current legislation;
- assessment of conformity of the object of expertise to the current level of development of science and education, trends in scientific and technological progress, principles of state policy in the field of education, requirements of economic feasibility;
- forecasting the consequences of realization of the object of expertise;
- preparation of scientifically grounded expert conclusions.

# Preparation and conducting of examination of educational programs

## Examination of the program includes four sections:

General characteristics of the program

- analyzes the structure of the program, its overall size and modular nature

Requirements for the content and structure of the program

- specific criteria list and indicators that should characterize the program expertise is provided

Recommendations to authors

- includes expert comments and recommendations for further improvement of the program

Conclusions

- the final conclusion about the possibility or impossibility of a positive appraisal of the program is submitted

# Methods of examination

Analysis of the  
document

Conversation

Questionnaire

Survey

Measurement

Expert  
assessments



# Technology of examination of educational programs


Parametric definition of  
a particular material as a  
subject of examination

Criteria  
description of  
the material

Qualitative  
assessment of  
compliance  
with the criteria



# Parametric definition of a particular material as a subject of examination

- 
- The structure of the program
  - Explanatory note
  - Thematic plan
  - Content of the program
  - Educational and methodological support of the program
  - Design of the program



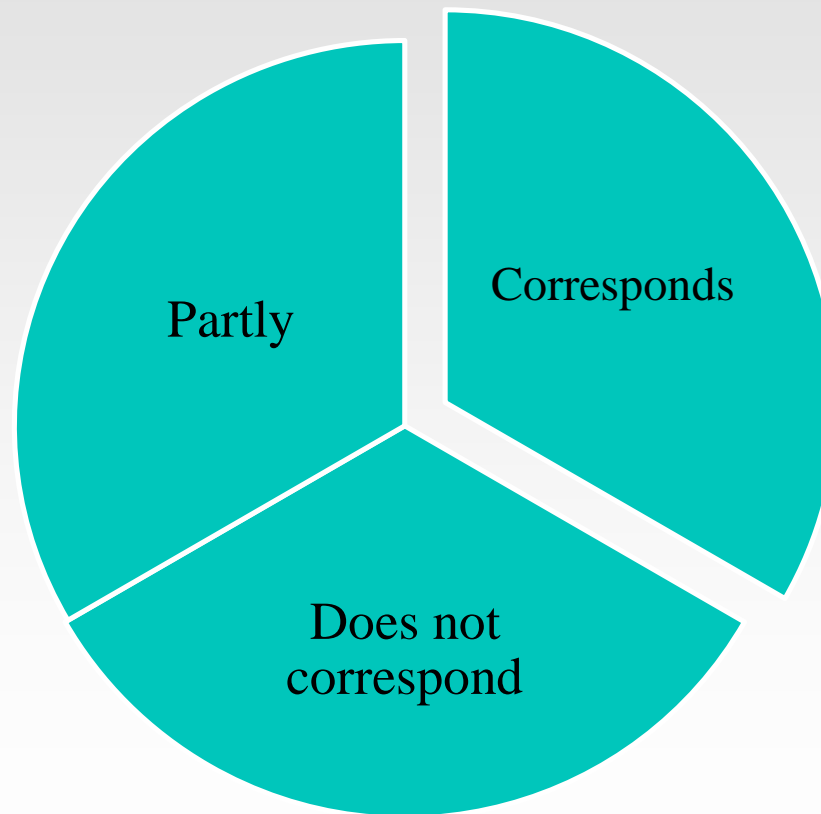


# Criteria description of the material

## Content of the program

- 1. Compliance of the content of the program with the goals of higher education, educational standards, modern science.
- 2. The validity of the place of this educational material in the overall structure of the educational process.
- 3. Completeness (sufficiency) of the contents of the educational material.
- 4. Correspondence of the complexity and volume of the program material to the possibilities of its assimilation at the proper level at the set time.
- 5. Motivated division of the educational material into the module, topics, their sequence, the existence of links between them; integral presentation of the material.
- 6. Correspondence of content with program competencies and predicted results.

# Qualitative assessment of compliance with the criteria



# Statistical analysis of results

Determining whether materials meet the requirements for the quality of creation and use of training programs

The value of coefficient of concordance	<u>Comply with the requirements</u>
Between 0,75 - 1,0	the material meets the requirements
Between 0,50 - 0,75	material can be viewed on subject of compliance, for terms of refinement
Between 0 - 0,50	the material does not meet the requirements



# Formation of expert conclusion

**The expert's conclusions** are a document containing the final opinion, the logical conclusion of the expert, made on the basis of consideration, analysis of the curriculum.

The findings should include a skilled analysis, a reasoned assessment, and substantiated recommendations. When evaluating the program, the expert should determine: відповідність поданого матеріалу стандартам, освітній програмі, навчальному плану;

- relevance;
- feature of this program;
- scientific and methodological value;
- correctness of scientific terminology;
- main points and disadvantages of work.

The comments and recommendations of the expert should be principled, substantiated, clearly formulated and aimed at improving the scientific and methodological level of the program.

# Work in groups

## “Examination of training programs”

- **Result:** the parameters of the examination are determined; criteria and indicators of program evaluation are developed; examination of educational programs; expert conclusions prepared.





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***Thank you for  
attention!***