

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE**

**SUMY NATIONAL AGRARIAN UNIVERSITY**

**ORDER**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_2020 No. \_\_\_\_\_\_

***On approval***

***and implementation of the Regulation on pedagogical practice***

***of PhD applicants at Sumy National Agrarian University***

Based on the decision of the Academic Council of Sumy National Agrarian University, Minutes No.4 dated 26 October 2020

**I ORDER**

1. The Regulation on the pedagogical (teaching) practice of PhD applicants to be approved at Sumy National Agrarian University.

2. The Regulation to be implemented as from 28 October 2020.

3. The Head of the Department of Postgraduate and Doctoral Studies M.V. Kostel to inform the structural units about this Regulation and post it on the University website.

4. Vice-Rector for Research Work Yu.I. Danko to take control over the implementation of this Regulation.

**Rector,**

**Academician of NAAS of Ukraine Volodymyr LADYKA**

**APPROVED**

by the decision of the Academic Council

of Sumy National Agrarian University,

Minutes No.4 dated 26 October 2020

put into force by Rector’s Order

No.\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_

**REGULATION**

**ON PEDAGOGICAL (TEACHING) PRACTICE OF PhD APPLICANTS**

**AT SUMY NATIONAL AGRARIAN UNIVERSITY**

Sumy 2020

**1. General provisions**

* 1. The Regulation on the pedagogical practice of PhD applicants (hereinafter - the Regulation) has been developed in accordance with the Law of Ukraine "On Higher Education", the Procedure for training PhD applicants in higher educational establishments (scientific institutions), of 23 March 2016, No. 261), the Regulations on accreditation of educational programs providing training for higher education (order of the Ministry of Education and Science of Ukraine of 11 July 2019 No. 977), other regulations of the Ministry of Education and Science of Ukraine and the internal regulations of Sumy National Agrarian University (hereinafter the University).
  2. Pedagogical practice is a component of the training process of PhD applicants by intramural and extramural forms of education aimed at preparing for pre-teaching activities in higher educational institutions by specialty and / or field of study.
  3. This Regulation governs the requirements and content, reporting and procedure for pedagogical practice of PhD applicants.
  4. Pedagogical practice is a mandatory component of the educational constituent of the applicant’s educational and scientific program.
  5. The discipline, within which the applicant will implement the program of the pedagogical (teaching) practice, is usually chosen to be relevant to the scientific studies of the applicant’s research. If this course of study is taught in a term other than the one in which the pedagogical practice of the applicant is provided, the practice can be postponed.

**2. The aim and objectives of pedagogical practice of postgraduate students**

2.1. The purpose of pedagogical (teaching) practice is the development of teaching competencies of PhD applicants.

2.2. The tasks of pedagogical (teaching) practice is the applicant’s development of:

2.2.1. ability to work out and implement an educational component within their specialty (field of knowledge);

2.2.2. ability to form an effective learning-teaching-assessment strategy in accordance with the goals and learning outcomes, including the virtual educational environment;

2.2.3. ability to use knowledge in specialty in the teaching process, to integrate it into the course he teaches;

2.2.4. ability to apply different teaching methods and forms of reflection;

2.2.5. ability to analyze the learning process, including the assessment of their teaching ability in accordance with educational aims;

2.2.6. ability to work in purposeful interaction with students, using the interactive methods according to the situation;

2.2.7. ability to cooperate with various stakeholders of the educational process (academic community, students, administrative services, etc.).

2.3. The duration, scope and terms of pedagogical practice are determined in the syllabus and included in the individual syllabus of the applicant (usually the 4th or 5th term depending on which term (spring or autumn) course is provided, within which the practice program will be implemented) and agreed with the supervisor.

**3. Organization of pedagogical practice**

3.1. The management of pedagogical practice is carried out by the supervisor (supervisors) of PhD applicant at the department.

3.2. In agreement with the supervisor (supervisors), the Head of the department which the applicant is assigned to may initiate the appointment of another supervisor of pedagogical practice, in particular in cases where the applicant's supervisor is not a full-time employee of the University. The relevant decision of the department (with the minutes of the meeting, the justification and signature of the supervisor(s) of the applicant) is submitted to the Department of Postgraduate and Doctoral Studies no later than 1 month before the term providing pedagogical practice begins.

3.3. The program of pedagogical practice is approved in the appropriate manner in accordance with the requirements of the University to the working programs (syllabuses) of academic courses, taking into account the requirements for the aims and objectives set forth in this Regulation.

3.4. The centre of pedagogical (teaching) practice is usually the Department of the University, which the applicant is assigned to. In the motivated cases, the applicant may have practice in other Institution of Higher Education. In this case, the relevant decision of the department is submitted to the Department of Postgraduate and Doctoral Studies no later than 1 month before the term providing pedagogical practice begins.

3.5. The place of practice of foreign applicants may be at a Partner University, if provided by an agreement between the University and the Partner University. The organization of practice in this case is entrusted to the Partner University, on condition that the fulfillment of the tasks of pedagogical (teaching) practice provided by this Regulation is mandatory.

3.6. Pedagogical (teaching) practice usually involves the following stages:

3.6.1. Formation of a calendar business plan in accordance with the program of practice and taking into account the current schedule of classes in the course within which the applicant implements the tasks of pedagogical (teaching) practice.

3.6.2. Development of the educational component or its part, including formulation of learning outcomes, substantiation of the teaching-learning-assessment strategy, its coordination with the supervisor of practice.

3.6.3. Attending classes of the supervisor or the lecturer who teaches the course within which the practice program is implemented.

3.6.4. Conducting training classes (types and number agreed with the supervisor, but no less than five classes) with the obligatory presence of the practice supervisor in all classes.

3.6.5. On the initiative of the supervisor of practice, in agreement with the Head of the department, a demonstration lesson may be envisaged. The report on the demonstration lesson is attached to the report on pedagogical (teaching) practice.

3.6.6. Reporting and assessment .

3.7. During the last class, conducted by the applicant, the students learning this subject should be offered a feedback form to ensure that their opinion is taken into account. The content of the questionnaire can be developed by the applicant and agreed with the supervisor of practice in order to develop the applicant's skill in formative assessment. It is possible to use the questionnaire applied for interviewing the students in the internal quality assurance system of the University.

3.8. Postgraduate students who work during postgraduate studies at University or other Institution of Higher Education as members of research and teaching staff may apply to the Department of Postgraduate and Doctoral Studies in the name of the Vice-Rector for Research Work so that the results of their teaching practice based on the existing teaching experience in higher education should be taken into account (Appendix 5). If a positive decision is made, the applicant must provide the work program (syllabus) of the course developed by him or with his participation and the minutes of the demonstration lesson in the course he teaches. It must be coordinated with the supervisor of practice. In this case, the report on the results of pedagogical practice must contain the minutes of the demonstration lesson conducted by the applicant.

3.9. The applicant whose work during pedagogical (teaching) practice is recognized unsatisfactory is considered to have failed to fulfil the individual syllabus and is expelled.

3.10. The applicants who for valid reasons (illness, international internship, etc.) could not pass the pedagogical (teaching) practice in the scheduled time, must pass it at another time determined by the department and agreed with the Department of Postgraduate and Doctoral Studies.

**4. Rights and responsibilities of the supervisor of pedagogical (teaching) practice and PhD applicant**

4.1. The supervisor of pedagogical (teaching) practice forms the program of pedagogical (teaching) practice in accordance with this Regulation taking into account the interests of PhD applicant, provides organizational and methodological support to the applicant at each stage of performance of practical tasks, estimates the applicant’s achievements of the expected results provided by the program of pedagogical (teaching) practice.

4.2. The load for supervision is 5 hours of the academic load for every 1 ECTS credit provided by the syllabus for this type of training of PhD applicants.

4.3. The supervisor has the right to initiate the involvement of other research and teaching staff at any stage of practice (paragraph 3.6. of this Regulation), including the assessment stage, in order to ensure its objectivity and provide the applicant with the widest possible support.

4.4. During the pedagogical (teaching) practice the applicant has all the rights and responsibilities provided by the Law of Ukraine "On Higher Education" for persons studying in higher education institutions, as well as internal regulations governing the learning process at University.

**5. Requirements for the report on pedagogical (teaching) practice**

5.1. The report on pedagogical practice contains the following obligatory components:

5.1.1. Cover page (Appendix 1)

5.1.2. Time schedule approved by the supervisor of practice (Appendix 2).

5.1.3. The educational component or its part developed according to the work program (syllabus) approved at University.

5.1.4. Letter of formative assessment of the applicant based on the results of pedagogical (teaching) practice (Appendix 3).

5.1.5. Letter of summative (final) assessment of the applicant - the level of achievement of the expected results according to the results of pedagogical (teaching) practice (Appendix 4).

5.2. The following documents may also be attached to the report:

5.2.2. Feedback questionnaire, if it was developed by the applicant.

5.2.3. Minutes of the demonstration lesson, if it was held by decision of the department.

5.2.4. Other documents specified by the supervisor of practice.

Appendix 1

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

SUMY NATIONAL AGRARIAN UNIVERSITY

Faculty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**REPORT**

**ON PEDAGOGICAL (TEACHING) PRACTICE**

Applicant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name, surname)

Specialty Code, name

Educational and scientific program Title

Practice Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (name, surname)

Sumy 20\_\_\_\_

Appendix 2

**Time Schedule**

In the course of pedagogical (teaching) practice

Applicant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Specialty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Educational and scientific program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course within which the tasks of

pedagogical practice are implemented \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Educational program within which the discipline is taught:

Level of higher education: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| Types of work required within the pedagogical practice | Period | Notes |
| Acquaintance with the program learning outcomes to be provided by the discipline, the work program (syllabus) of the course |  |  |
| Partial development of the course, including PH, to be provided, teaching methods to be used to achieve |  |  |
| Development of assessment strategy, including formative assessment the applicant plans to apply |  |  |
| Agreement with the Supervisor, updating |  |  |
| Elaboration of a feedback questionnaire |  |  |
| Lesson 1, discussion with the supervisor |  |  |
| Lesson 2, discussion with the supervisor |  |  |
| Lesson 3 discussion with the supervisor |  |  |
| Lesson 4 discussion with the supervisor |  |  |
| Lesson 5, students’ questioning |  |  |
| Analysis of the questioning results, discussion of the questioning results with the supervisor |  |  |
| Preparation of the report |  |  |
| Supervisor’s assessment |  |  |

Appendix 3

The recommended form of formative assessment of the applicant

based on the results of pedagogical (teaching) practice

|  |  |
| --- | --- |
| Applicant’s forte | Needs improvement |
| Recommendations for further improvement | |
| Applicant's opinion (self-reflection) | |
|  |  |

The form can be expanded by the supervisor of practice if necessary according to the practice program, taking into account the peculiarities of the individual applicant, etc.

Appendix 4

The recommended form of summative assessment of the applicant based on the results of pedagogical (teaching) practice

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Component of teaching competence | Level | | | |
| insufficient | satisfactory | sufficient | high |
| Ability to develop an educational component within the specialty (field of knowledge) |  |  |  |  |
| Ability to develop an effective learning-teaching-assessment strategy in accordance with the aims and learning outcomes |  |  |  |  |
| Ability to use knowledge in specialty in the teaching process, to integrate it into the course he teaches |  |  |  |  |
| Ability to apply the adequate assessment tasks and assessment methods, including formative ones to ensure maximum progress in student’s learning |  |  |  |  |
| Ability to apply different teaching methods and forms of reflection |  |  |  |  |
| Ability to analyze the learning process, including the assessment of their teaching ability in accordance with educational aims |  |  |  |  |
| Ability to work in purposeful interaction with students, using the interactive methods according to the situation |  |  |  |  |
| Ability to cooperate with various stakeholders of the educational process (academic community, students, administrative services, etc.). |  |  |  |  |

The form can be expanded by the supervisor of practice if necessary according to the practice program, taking into account the peculiarities of the individual applicant, etc.

Appendix 5

To Vice-Rector for Research Work

of Sumy NAU \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

From PhD applicant \_\_\_\_\_\_\_ year of study

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Name, surname)

Application

Please count the teaching experience I have in the sphere of higher education as the study results of pedagogical (teaching) practice envisaged by my educational study program \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Institution of higher education I work |  |
| Position |  |
| The amount of academic load |  |
| Period of work as a research and educational worker |  |
| Course (work program (syllabus) added) |  |

*Agreed*:

Supervisor of pedagogical (teaching) practice

Head of the Department the applicant is attached to: