

Ministry of Education and Science of Ukraine
Sumy National Agrarian University
Faculty of Agricultural Technologies and Environmental
Management

Syllabus of the educational component

TEACHING PRACTICE

(mandatory)

Educational program ____ Agronomy ____

Specialty _____ H1 Agronomy _____

HE level doctor of philosophy the third (educational and scientific)
level of higher education

Sumy – 2025

Developers:

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Approved:

Guarantor of the Educational Program



A. V. Melnyk

1. GENERAL INFORMATION ABOUT THE EDUCATIONAL COMPONENT

1	Name of EC	TEACHING PRACTICE		
2	Faculty/ Department	Agrotechnology and Environmental Management / Horticulture, Forestry and Landscape Management; Agrotechnology and Soil Science; Breeding and Seed Production, named after M.D. Goncharov; Biotechnology and Chemistry; Plant Protection named after A.K. Mishnev		
3	EK status	Mandatory		
4	Program/specialty (programs) that include EK for <i>(to be filled in for mandatory EK)</i>	ONP Agronomy		
5	EK may be offered for <i>(to be filled in for optional EKs)</i>			
6	Semester and duration of study	Full-time education – 2nd year, 4th semester		
7	Number of ECTS credits	4.0 ECTS credits, 120 hours		
8	Total number of hours and their distribution / full-time study	Contact work (classes)		Independent work
		Lectures	Practical	
			10	110
	Total number of hours and their distribution / part-time form of study	Contact work (classes)		Independent work
		Lectures	Practical	
9	Language of instruction	English		
10	Coordinator of the educational component	<p>The pedagogical practice is supervised by the PhD candidate's scientific supervisor(s) of the PhD candidate at the department.</p> <p>With the agreement of the scientific supervisor(s), the head of the department to which the applicant is assigned may initiate the appointment of another supervisor for the teaching practice, particularly when the applicant's scientific supervisor is not a full-time University employee. The relevant decision of the department must be formalized by an extract from the minutes of the department meeting, with justification and the signature of the applicant's scientific supervisor(s), and submitted to the postgraduate and doctoral department no later than 1 month before the start of the semester in which the teaching practice is scheduled.</p>		

	Contact	<p>Consultative assistance to higher education applicants is provided depending on the conditions in the following forms:</p> <ul style="list-style-type: none"> – a personal meeting between the teacher and the student at the department according to the semester consultation schedule; – correspondence by e-mail; – video meetings, audio communication, or messages via Viber or Zoom (according to the teacher's consultation schedule).
11	General description of the educational component	<p>When training PhDs in agronomy, it is important to consolidate theoretical knowledge and improve teaching skills through teaching practice. During teaching practice, students have the opportunity to master modern methods, forms, and means of teaching, to build on the knowledge gained in basic psychological and pedagogical disciplines to develop professional skills and abilities for solving specific educational and training tasks when teaching educational components in higher education institutions, and to cultivate the need to systematically update their knowledge and apply it creatively in practical activities.</p>
12	The purpose of the educational component	<p>The purpose of pedagogical practice is to develop the teaching competencies of applicants for the degree of Doctor of Philosophy.</p> <p>The tasks of pedagogical practice are to develop in the candidate:</p> <ul style="list-style-type: none"> - the ability to develop and implement the educational component within their specialty (field of knowledge); - the ability to develop an effective teaching-learning-assessment strategy in accordance with learning objectives and outcomes, including in a virtual educational environment; - ability to use knowledge in the specialty in teaching, integrate <p>It is incorporated into the educational component being taught.</p> <ul style="list-style-type: none"> - ability to apply different methods, teaching approaches, and forms of reflection; - ability to analyze the learning process, including evaluating one's own teaching in accordance with learning objectives;

		<ul style="list-style-type: none"> - ability to work in purposeful interaction with students, using interactive teaching methods appropriate to the situation; - ability to collaborate with various stakeholders in the educational process (academic community, students, relevant departments, etc.).
13	Prerequisites for studying EK, connection with other educational components of OP	Prerequisites: educational components, general training: Philosophy of Science, Modern Information Technologies, Introduction to Teaching and Learning
14	Academic Integrity Policy	<p>Compliance with academic integrity for higher education applicants involves: independent completion of educational tasks and current and final assessment tasks; referencing sources when using ideas, statements, or information; compliance with copyright laws; and providing accurate information about the results of one's own educational or scientific activities.</p> <p>Violations of academic integrity in the study of EK include: academic plagiarism; academic fraud (cheating, deception, passing off someone else's work as one's own); and the use of electronic devices during the final assessment of knowledge.</p> <p>For violations of academic integrity, students may be subject to the following academic penalties:</p> <p>Academic plagiarism – grade 0, retake the assignment.</p> <p>Academic fraud – cancellation of points earned; retaking the assessment; redoing work that was not done independently.</p> <p>Use of electronic devices during final assessment – removal from the task, grade of 0, retaking the final assessment</p>
16	Keywords	<i>professional competence, teaching skills, teaching methods, educational work, educational process, professional development, higher education seekers, future teachers, theoretical knowledge, practical activities.</i>

**2. LEARNING OUTCOMES FOR THE EDUCATIONAL COMPONENT
AND THEIR RELATIONSHIP TO THE PROGRAMME LEARNING
OUTCOMES**

Learning outcomes for the educational component: After studying the educational component, the student is expected to be able to...	Program learning outcomes that the EC is aimed at achieving (indicate the number according to the numbering given in the OP)				How the RND is assessed
	PRN1	PRN5	PRN7	PRN8	
DRN 1 develops and implements the educational component within their specialty, determines the goals and objectives of various types of educational activities, selects appropriate content, forms, methods, and means of educational interaction with higher education seekers, taking into account knowledge of the specialty in teaching, and integrates them into the discipline	+	+		+	Draft program for the educational component
DRN 2 Develop an effective learning/teaching and assessment strategy in line with the principle of constructive alignment, combining current research on learning, teaching, and assessment with your own experience as a teacher and student.				+	Draft program for the educational component.+ Mutual assessment
DRN 3: Prepare and conduct a lecture/practical (seminar) class on professional disciplines for bachelor's students using various teaching methods and forms of reflection		+		+	Simulation, mutual assessment, practical report
DRN 4 analyzes the learning process, including evaluating their teaching in accordance with educational goals, independently, creatively,			+	+	Practical report, peer assessment

and proactively makes decisions on the problems of modern education, and determines and justifies optimal teaching methods using modern information technologies and innovative techniques in accordance with the tasks facing the teacher in the educational process					
DRN 5 works in purposeful interaction with students, using interactive methods appropriate to the situation, as well as cooperating with various stakeholders in the educational process		+		+	Feedback questionnaire

Note

PRN1. Apply advanced conceptual and methodological knowledge in the philosophy of science, agronomy, and related fields, as well as research skills to plan and conduct relevant applied scientific research.

PRN5. Freely present and discuss with specialists and non-specialists the results of research, scientific and applied problems of agronomy in the state and foreign languages, and competently reflect the results of research in scientific publications in leading international scientific journals.

PRN7. Have a deep understanding of the general principles and methods of agricultural sciences, as well as the methodology of scientific research, and apply them in their own research in the field of agronomy and teaching practice.

PRN8. Develop and teach professional disciplines in agronomy at higher education institutions using modern teaching technologies.

3. CONTENT OF THE EDUCATIONAL COMPONENT

Topic: list of issues covered within the topic	Distribution within the overall time budget		Recommended reading
	Software	SR	
Formation of a work schedule in accordance with the syllabus practices and taking into account the current schedule of classes in the discipline within which the applicant implements the tasks of pedagogical practice;		20	1– 2, additional literature

Development of the educational component or part thereof, including the formulation of learning outcomes, justification of the teaching-learning-assessment strategy, and agreement with the practice supervisor;		40	10, 12, additional literature
Attending classes of the supervisor or other scientific and pedagogical workers. Analyzing the learning process, including evaluating one's teaching in accordance with educational goals, independently, creatively, and proactively making decisions on the problems of modern education.		40	1-12, additional literature
Conducting training sessions (types and number to be agreed with the supervisor, but <u>no less than 5</u> sessions) with the mandatory presence of the internship supervisor at all sessions.	10	10	3,8,9,10,12, additional literature
Preparation of a report and assessment.	10	110	

4. TEACHING AND LEARNING METHODS

PRN	Teaching methods (work to be done by the teacher <u>during</u> classroom sessions, <u>consultations</u>)	Number of hours	Learning methods (what types of learning activities should be performed by <u>the student</u> <u>independently</u>)	Number of hours
DRN 1 Develop and implement the educational component within their specialty, determine the goals and objectives of various types of educational activities, select appropriate content, forms, methods, and means of educational interaction with higher education seekers, taking into account knowledge of the specialty in teaching, and integrate them into the discipline				
×	group discussion, explanation, counseling	2	Designing educational activities, independent work with scientific and methodological literature,	25
DRN 2 Develop an effective teaching-learning and assessment strategy in accordance with the principle of constructive alignment, combining current research on teaching, learning, and assessment with your own experience as a teacher and student				
	Thematic discussion, round table, analysis of specific pedagogical situations of learning through action, and teacher consultation	2	Study of theoretical material, personalized learning,	25

DRN 3 Prepare and conduct a practical (seminar) class for bachelor's students using various teaching methods and forms of reflection.				
×	simulation, group work, teacher consultation, peer-to-peer learning	2	Reading (studying theoretical material), learning through research, and conducting training sessions	23
DRN 4 analyzes the learning process, including evaluating one's teaching in accordance with educational goals, independently, creatively, and proactively making decisions on contemporary educational issues, and identifying and justifying optimal teaching methods using modern information technologies and innovative techniques in accordance with the tasks facing the teacher in the educational process				
	group discussion, explanation, consultation	2	Reading (studying theoretical material), learning through research, and preparing a report	25
DRN 5 Work in purposeful interaction with students, using interactive methods appropriate to the situation, and collaborate with various stakeholders in the educational process				
	discussions, conversations, round tables	2	Reading (studying theoretical material), learning through research	20
	Total hours	10		11

5. ASSESSMENT BY EDUCATIONAL COMPONENT

5.1. Summative assessment

Summative assessment summarizes learning activities at a specific point in time, usually at the end of modules (module 1, module 2), certification, and exams. Summative assessment can be described as an assessment at the end of a course that allows you to determine the level of student achievement, summarizing a specific stage of learning.

5.1.1. The following methods are provided for assessing expected learning outcomes

Methods of summative assessment	Points / Weight in the overall assessment	Date of completion
Educational practice		
Educational component program project	30 points /30%	1st day of practice
Simulation, mutual assessment	15 points /15%	Daily during the internship period
Feedback questionnaire	20 points / 20%	Week 3
Internship report	35 points/35%	Week 3

5.1.2. Assessment criteria

Component	Unsatisfactory	Satisfactory	Good	Excellent
	<i>Number of points for:</i>			
Educational component program project	<i><18 points</i>	<i>18-22 points</i>	<i>23-26 points</i>	<i>27-30 points</i>
	Not all components of the program have been developed, and/or the information is not presented in a structured manner, there is no understanding of the logical structure of the educational component, and the results are presented in an inappropriate format.	All components are present, but no detailed justification is provided. Learning outcomes are not always formulated in accordance with the SMART principle, information on teaching methods is not structured, and compliance with the principle of constructive alignment is not demonstrated. The draft program is presented in the appropriate format.	Learning outcomes are formulated in accordance with the SMSRT principle and are consistent with teaching, learning, and assessment methods. The results are presented in the appropriate format.	The learning outcomes are formulated in accordance with the SMART principle and are consistent with the teaching, learning, and assessment methods. The program is based on benchmarking and includes innovative teaching and learning practices developed through the applicant's research. The outcomes are presented in the appropriate format.
Simulation + peer assessment	<i><9 points</i>	<i>9-11 points</i>	<i>12-13 points</i>	<i>14-15 points</i>
	Applicants do not participate in group discussions, provide feedback, or express their opinions on the issues raised by others.	Applicants participate in group discussions, but their feedback is unstructured, and no recommendations are	Applicants participate in the simulation, thoroughly formulate recommendations and proposals. During the	Applicants participate in simulations, thoroughly formulate recommendations and suggestions. During peer assessment,

		provided. During peer assessment, the assessment is not in line with the criteria.	assessment of colleagues, the assessment is clearly in accordance with the criteria.	evaluations are provided clearly in accordance with the criteria.
Feedback questionnaire	<i>0 points</i>	<i>1-9</i>	<i>10-19</i>	<i>20</i>
	The assignment was not completed by the instructor's deadline or completed in violation of academic integrity standards.	The assignment was not prepared on time. Presentation of assessment criteria in a way that does not reveal their content and results	The assignment was prepared on time. Presentation of assessment criteria in the appropriate format.	The assignment was completed on time. Presentation of research results in a manner that is most appropriate in the circumstances, using various forms of information presentation
Analytical review (credit)	<i><18 points</i>	<i>18-25 points</i>	<i>26-31</i>	<i>35</i>
	Partially completed work; formatting does not meet requirements	The work is completed in full; the graduate student demonstrates basic knowledge of certain provisions of pedagogical practice, compares, generalizes, and analyzes information, processes, and interprets data, and presents the results obtained; the formatting of	The work is completed in full; the graduate student reasonably presents the results of the practice, analyzes, synthesizes, generalizes, and evaluates information, processes, and logically interprets the data and results obtained; the formatting of the text and	The work is completed in full; the graduate student freely, independently, and reasonably presents the results of the practice, deeply and comprehensively reveals its content, searches for, analyzes, synthesizes, generalizes, and critically evaluates information; the formatting of

		the work partially meets the requirements	references meets the requirements	the text and literature meets the requirements
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5.2. Formative assessment:

Formative assessment provides information on the achievement of learning outcomes for both teachers and the applicant. Formative assessments are usually conducted during the EK study. The results of the applicants' assessment tasks help the teacher determine the nature of further training.

Elements of formative assessment	Date
Oral feedback from the teacher while working on situational tasks during classes	During the internship
Discussion of selected ways to solve the chosen problem.	During the internship
Observation of the applicant in the process of completing the task.	Weekly, throughout the internship
Careful review and analysis of completed tasks	Weekly, throughout the internship

6. EDUCATIONAL RESOURCES (LITERATURE)

6.1. Main sources:

1. On the approval and implementation of the Regulations on teaching practice for doctoral candidates at Sumy National Agrarian University. Order of the Rector of Sumy National Agrarian University No. 414-k dated 28.10. 2020 URL: <http://science.snau.edu.ua/wp-content/uploads/2020/10/PedPracticaAsp.pdf>
2. Regulations on teaching practice for third (educational and scientific) level higher education students at Sumy National Agrarian University. Order of the Rector of Sumy National Agrarian University No. 72/1/od dated February 28, 2025 URL: <https://drive.google.com/file/d/19ic4k1-eXxVOW9G1OTL76Rw7-iwoZU78/view>
3. On Higher Education: Law of Ukraine No. 1556-VII dated July 1, 2014 (current version dated September 22, 2025) [Electronic resource] // Database "Legislation of Ukraine" / Verkhovna Rada of Ukraine. URL: <https://zakon.rada.gov.ua/laws/show/1556-18#Text>.
4. On approval of the Procedure for training candidates for higher education degrees of Doctor of Philosophy and Doctor of Science in higher education institutions (scientific institutions): Resolution of the Cabinet of Ministers of Ukraine No. 261 dated March 23, 2016 (as amended on January 1, 2024) [Electronic resource] // Database "Legislation of Ukraine" / Verkhovna Rada of Ukraine. URL: <https://zakon.rada.gov.ua/go/261-2016-%D0%BF/ed20240101>.
5. Andrus, O. I. Teaching practice: recommendations for completing it [Electronic resource]: a textbook for graduate students (Doctor of Philosophy) / Igor Sikorsky Kyiv Polytechnic Institute; compiled by O. I. Andrus. Kyiv: Igor Sikorsky Kyiv Polytechnic Institute, 2020. 56 p. URL: <https://ela.kpi.ua/handle/123456789/43475>
6. Polishchuk L. K., Savulyak V. I., Shylina O. P. Pedagogical practice. Organization and completion of practice by doctoral degree candidates...: textbook. Vinnytsia: VNTU, 2021. 43 p. ISBN 978-966-641-880-0. URL:

<https://ir.lib.vntu.edu.ua/bitstream/handle/123456789/36001/90107.pdf?isAllowed=y&sequence=2>

7. On the National Strategy for the Development of Education in Ukraine for the Period until 2021: Decree of the President of Ukraine No. 344/2013 of June 25, 2013. URL: <http://zakon2.rada.gov.ua/laws/show/344/2013>.

8. Regulations on distance learning (Approved by Order of the Ministry of Education and Science of Ukraine No. 40 dated 21.01.2004) URL: <http://zakon4.rada.gov.ua/laws/show/z0703-13#n18>

9. Regulations on the organization of the educational process at Sumy National Agrarian University. Entered into force by order of the rector No. 350/OD dated 28.08.2024, amendments introduced by order No. 111/OD dated 18.03.2025, amendments introduced by order No. 414/OD dated 01.10.2025. URL: <https://drive.google.com/file/d/14fbXVDBWDnSkitS03cZ8tAguBv0cXHst/view>.

10. Regulations on the procedure for considering student appeals at Sumy National Agrarian University were introduced by order of the rector of Sumy NAU No. 410-k dated October 28, 2021. URL: <http://surl.li/vvgtjm>

11. Regulations on the work program (syllabus) of the educational component of SNAU. <https://drive.google.com/file/d/1jlcFsk7JGBNQLxK5J3071VW6USqGVnq-/view>

12. Teaching practice: Methodological recommendations for third-level higher education students majoring in H1 Agronomy / Melnyk A. V., Melnyk T. I., Trotsenko V. I., Horbas S. M., Bakumenko O. M., Onychko V. I. Sumy: SNAU, 2025. 26 p. https://agro.snau.edu.ua/wp-content/uploads/2026/03/%D0%9C%D0%B5%D1%82%D0%BE%D0%B4_%D0%9F%D0%95%D0%94_%D0%9F%D0%A0%D0%90%D0%9A%D0%A2%D0%98%D0%9A%D0%90_%D0%90%D1%81%D0%BF%D1%96%D1%80%D0%B0%D0%BD%D1%82%D0%B8-3.pdf.

Scientific articles

12. Pascual-Arias C., Molina Soria M. Evaluating to learn in the Practicum: a proposal for Formative and Shared Assessment during Initial Teacher Training // Publications: Faculty of Education and Humanities, Melilla Campus. 2020. Vol. 50, no. 1. P. 183–206. DOI: 10.30827/PUBLICACIONES.V50I1.15959.

13. Kovalcikiene K., Buksnyte-Marmiene L. Doctoral Students as Future Teachers at Universities: Factors Related to Professional Identity // Journal of Teacher Education for Sustainability. 2021. Vol. 23, Issue 2. P. 45–61. Published online: 21.01.2022. DOI: 10.2478/jtes-2021-0016.

14. Smith, C. R., Delgado, C. Developing a Model of Graduate Teaching Assistant Teacher Efficacy: How Do High and Low Teacher Efficacy Teaching Assistants Compare? // CBE—Life Sciences Education. 2021. Vol. 20, no. 1. Art. ar2. DOI: 10.1187/cbe.20-05-0096.

15. Bale R., Moran H. Reflections on Peer Facilitation of Graduate Teaching Assistant Training // Journal of Perspectives in Applied Academic Practice. 2020. Vol. 8, issue 1. P. 157–162. DOI: 10.14297/jpaap.v8i1.419.

16. Gallardo-Fuentes F., Carter-Thuillier B., Peña-Troncoso S., Pérez-Norambuena S., Gallardo-Fuentes J. Perceptions of Learning Assessment in Practicum Students vs. Initial Teacher Education Faculty in Chilean Physical Education: A Comparative Study of Two Cohorts // Education Sciences. 2025. Vol. 15. Art. 459. DOI: 10.3390/educsci15040459.

Software

Software (for supporting distance learning (Moodle), (Kahoot, LearningApp), etc.