

Ministry of Education and Science of Ukraine
Sumy National Agrarian University
Faculty of Economics and Management
Department of Management named after Professor L.I. Mikhailova

Work program (syllabus) of the educational component

INTRODUCTION TO TEACHING AND LEARNING


(compulsory EC)

Specialty H1 Agronomy? 201 Agronomy

Educational program Agronomy

Level of higher education Third (PhD)

Sumy – 2025

Developers  Sklyar I.D., Ph.D., professor, professor of the Department Management

Approved:
Guarantor of the Educational Program



A. V. Melnyk

GENERAL INFORMATION ABOUT THE EDUCATIONAL COMPONENT

1.	Name of EC	Introduction to Teaching and Learning		
2.	Faculty/Department	Faculty of Agricultural Technology and Environmental Management		
3.	EC status	Mandatory		
4.	Program/Specialty (programs) that comprise of which EK is a component	Educational and scientific program Agronomy H1		
5.	OK may be proposed for (<i>to be filled in for selective ECs</i>)	–		
6.	NRK level	8 level		
7.	Semester and duration of study	2 semesters, 10 weeks		
8.	Number of credits ECTS	3 ECTS credits		
9.	Total number of hours and their distribution Full-time	Contact work (classes)		Independent work
		Lectures	Practical /seminars	
		20	20	
10.	Language of instruction	Ukrainian		
11.	Teacher/Coordinator of the educational component	I.D. Sklyar, Ph.D., Professor		
11.	Contact	I.D. Sklyar, Iryna.Sklyar@rau.ac.uk Consultations are available online every Wednesday, 3:00-4:00 p.m. https://us04web.zoom.us/j/5612957262?pwd=cVVybXNGOnBnb2h4MHYrdE1zdDNydz09		
12.	General description of the educational component	<p>Discipline is an essential component of PhD training, particularly in preparing doctoral candidates for teaching activities. The discipline is based on the requirements, standards, and recommendations of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015), as well as on the principles of constructivism as a teaching theory and modern pedagogical concepts such as student-centered learning and the competency-based approach.</p> <p>The discipline has been developed taking into account experience gained through participation in international educational projects (in particular the TEMPUS project “ALIGN”). It also relies on the Professional Standard for the group of professions “Higher Education Teachers” approved by the Ministry of Education and Science of Ukraine (https://mon.gov.ua/ua/news/zatverdzheno-standart-na-grupu-profesij-vikladachi-zakladiv-vishoyi-osviti), as well as on international frameworks, particularly the UK Professional Standards Framework (UKPSF) for teaching and supporting learning in higher education (https://www.advance-he.ac.uk/knowledge-hub/uk-professional-standards-framework-ukpsf).</p>		
13.	Purpose of the educational component	The purpose of the discipline is to develop teaching competencies in PhD students necessary for the implementation of modern teaching and learning approaches aligned with the competency-based approach and the principles of student-centered learning, taking into account the requirements of the Professional Standard for the group of professions “Higher Education Teachers.”		
14.	Prerequisites for studying the EC, connection with other educational components of the educational program	This discipline is a prerequisite for the course “Pedagogical Practice.”		
15.	Academic integrity policy	If a student submits another person’s work as their own, the assignment will be considered invalid and must be completed again. In cases of plagiarism, the corresponding assignment must be resubmitted. If text borrowings are used without proper citation (academic plagiarism), the work will be considered invalid.		
16.	Link to Moodle	https://cdn.snau.edu.ua/moodle/course/view.php?id=5333		

3. CONTENTS OF THE EDUCATIONAL COMPONENT (ACADEMIC DISCIPLINE PROGRAM)

Issues to be covered	Distribution within the overall time budget			Self-study	Recommended reading
	Classroom work				
	Lectures	Practical sessions	Lab. sessions.		
<p>Topic 1. Development of the modern higher education space: national and international context. Introduction to the discipline, its place in the training of doctoral candidates. How assessment is organized. Features of the learning process in the modern information environment. The process of transformation of the European Higher Education Area. Qualifications frameworks and educational continuity. Quality of higher education. Standards and recommendations for quality assurance in the European Higher Education Area. Student-centered learning. Lifelong learning life.</p>	2	2		6	[3-5] [6-9]
<p>Topic 2 Learning theories Behaviorism, constructivism, connectivism. Pedagogy, andragogy, hytagogics</p>	2	2		6	5.1, 5.3
<p>Topic 3. Approach based on learning outcomes (competence-based approach). Concepts of learning outcomes and competences. General and professional competences. Bloom's taxonomy. The principle of constructive alignment in planning educational components. The link in the chain "learning – teaching – assessment" chain.</p>	4	4		8	[1-3] [18, 20, 21, 28]
<p>Topic 4. Learning-teaching-assessment: role in effective learning. Methods of learning and teaching: principles of forming an effective learning strategy. The concept of assessing students' learning outcomes. The role of assessment in modern higher education. ESG requirements for the assessment system. Types of assessment: assessment of learning, assessment for learning, assessment as learning (formative, summative, self-assessment). The role of the teacher in assessment. Types assessment: diagnostic, normative, synoptic, objective, by criteria. Principles of developing an assessment strategy. Programme Focused Assessment (PFA). Teaching and learning methods in different educational environments.</p>	6	6		10	[18] [1-3]

Topic 5. Educational programs in higher education: development, implementation, monitoring, periodic review. Concepts and types of educational programs. International Standard Classification of Education (ISCED). Monitoring and periodic review of educational programs. Higher education standards.	2	2		6	[1-5]
Topic 6. Sustainable Development Goals and Education for Sustainable Development: the role and tasks of higher education Sustainable Development Goals and experience of their implementation in learning, teaching, and assessment. Education for Sustainable Development (ESD) for Sustainable Development – ESD)	2	2		8	[5.2, 62] [41, 42, 44, 48, 49, 51]
Topic 7. Ethical principles of teaching in higher education. Academic integrity and mechanisms for ensuring it. Ethics of teaching at university. Artificial intelligence: issues of technology and ethics	2	2		6	[22-27]
Total	20	20		50	

4. TEACHING AND LEARNING METHODS

Programme Learning Outcomes	Teaching methods (work to be by the teacher <u>during classroom sessions</u> , consultations)	Number of hours	Learning methods (types of learning activities to be completed by <u>the student independently</u>)	Number of hours
PLOs 1. Develop and plan learning activities based on a competency-based approach, the principle of constructive alignment, and the results of research on issues related to learning, teaching, and assessment in higher education in the context of the specialty	Flipped classroom, lecture-presentation Group discussion Teacher consultations Simulation, group work	16	Reading (studying theoretical material) and studying video materials Learning through action Learning through research	24
PLOs 2. Assess students, provide feedback and support to students in different learning environments, valuing equality, diversity, and inclusiveness	Flipped classroom, lecture-presentation Case study method Group work Teacher consultations Simulation	16	Reading (studying theoretical material) and studying video materials Peer-to-peer learning Peer review of the educational component program Learning by doing	14
PLOs 3. Understand the broader context in which higher education operates, including society's focus on Sustainable Development Goals, recognizing its implications for higher education as a whole and teaching practice in particular	Flipped classroom, lecture-discussion Case study method Consultations with the teacher Peer-to-peer learning	8	Reading (studying theoretical material) and studying video materials / Learning through research	12

5. ASSESSMENT BY EDUCATIONAL COMPONENT

5.1. Diagnostic assessment – testing applicants' understanding of the provisions of the Law of Ukraine "On Higher Education," Standards and Recommendations for Quality Assurance in the European Higher Education Area, and the National Qualifications Framework.

5.2. SUMMATIVE ASSESSMENT

5.2.1. To assess the expected learning outcomes for the discipline, the following is provided

No	Methods of summative assessment	Points / Weight in the overall assessment	Date of completion
1.	Draft program of the educational component	40 points / 40%	7 th and 10 th week
2.	Review (based on rubrics) + feedback on the draft educational component program component	20 points /20%	Week 8
3.	Written exam (multiple choice and short answer questions)	40 points /40%	Weeks 11-13 (according to schedule)
	Total	100 points	

5.2.2. Assessment criteria

<i>Program project of the educational component</i>	<i><24 points</i>	<i>24-29 points</i>	<i>30-35 points</i>	<i>36-40 points</i>
	Not all components of the program have been developed and/or the information is presented in an unstructured manner, there is no understanding of the logical structure of the educational component, and the results are presented in an inappropriate format. The requirements for formatting have not been met.	All components are present without detailed justification. 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 fully demonstrated. The program is designed in accordance with the requirements	The learning outcomes are formulated in accordance with the SMSRT principle and are consistent with the teaching, learning, and assessment methods. The document is presented in the appropriate format, in compliance with the requirements.	Learning outcomes are formulated in accordance with the SMART principle, and constructive coordination is fully implemented. The program is based on benchmarking and includes innovative teaching and learning practices resulting from the applicant's research (education for sustainable development, active learning methods, etc.). The results are presented in the appropriate format.
<i>Review (based on the basis of headings) + feedback on the program's of the educational component</i>	<i><12 points</i>	<i>12-14 points</i>	<i>15-18 points</i>	<i>18-20 points</i>
	The review was not provided on time, comments and recommendations are missing, only sections with obvious inconsistencies in the assessment criteria were filled in.	Feedback is unstructured, no recommendations or comments provided. Assessment is mostly formal – not based on the criteria for evaluating the educational component of the program.	Provided on time. The author demonstrates an understanding of how to apply the criteria for evaluating the work. Contains comments that make it possible to understand why the work was assessed in this way for each section.	Provided on time. Demonstrates an understanding of how to apply the criteria for evaluating the work, which are fully applied. Contains comments that make it possible to understand why each section was assessed in this way, as well as recommendations for improving the

				work. Recommended reading for improvement
Written exam	<60% correct answers, problematic tasks not completed	60-74% correct answers, problem tasks completed superficial with significant	75-89% correct answers, challenging tasks completed with minor inaccuracies	90-100% correct answers, challenging tasks completed with fully reasoned answers

5.3. Formative assessment:

To assess current progress in learning and understand areas for further improvement, the following is provided

No.	Elements of formative assessment	Date
1	Oral feedback at each seminar session, which includes group work, discussion, or simulation	Each seminar session
2	1) Verbal feedback from the instructor during work on the program project, 2) written feedback on the program project from the instructor and fellow applicants	1) during classes, 2) within 2 weeks after completion
3	Preliminary testing	9 week

The course includes **peer-to-peer assessment** as part of the summative assessment. This approach allows students to develop assessment, self-assessment, and responsibility skills, which are critically important for them as future teachers.

LEARNING RESOURCES (LITERATURE)

Basic

1. Formation of learning outcomes in environmental sciences: training course / Yu. V. Rybalko, O. V. Zazymko. – NUBiP, 2017. – Odessa: NU "OMA", 2017. – 50 p.
https://nubip.edu.ua/sites/default/files/1._formuvannya_rezultativ_navchannya_v_naukah_pro_navkolishnie_seredovishche.pdf
2. Development of educational programs. Methodological recommendations / Authors: V.M. Zakharchenko, V.I. Lugovoy, Yu.M. Rashkevich, Zh.V. Talanova / Edited by V.G. Kremen. – Kyiv: DP "NVC Priorities, 2014. – 120 p.
3. Rashkevych Yu. M. The Bologna Process and the New Paradigm of Higher Education: Monograph / Yu. M. Rashkevych. – Lviv: Lviv Polytechnic Publishing House, 2014. – 168 p.
4. Training course Qualifications Framework: Purpose, Development, and Implementation. – Available at: http://onma.edu.ua/wp-content/uploads/2017/01/QFs_Trenyng-kurs_11-11-2016.pdf
5. Introduction to the TUNING Project – Harmonization of Educational Structures in Europe. Contribution of Universities to Bologna process. – Access mode http://www.unideusto.org/tuningeu/images/stories/documents/General_Brochure_Ukrainian_version.pdf
- 5.1. Marchuk, A. V. Andragogy: textbook. Lviv: Lviv State University of Internal Affairs, 2020. 300 p.
- 5.2. Global Sustainable Development Goals: Case Studies for Management Decision-Making: Textbook / Edited by Yu. M. Petrushenko. Sumy: Sumy State University, 2020. 122 p.
- 5.3. Zhou, M., & Brown, D. (Eds.). (2017). Educational learning theories. Retrieved from <https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1000&context=education-textbooks>

Legislative and regulatory documents

6. Law of Ukraine "On Higher Education" dated July 1, 2014, No. 1556-VII. – Available at: <http://zakon5.rada.gov.ua/laws/show/1556-18>
7. National Qualifications Framework. Approved by Resolution of the Cabinet of Ministers of Ukraine dated November 23, 2011, No. 1341. – Access mode: <http://zakon3.rada.gov.ua/laws/show/1341-2011-%D0%BF>
8. ECTS – User Guide 2015. – Access mode: <http://www.erasmusplus.org.ua/novyny/1161-yekts-dovidnyk-korystuvacha-2015-r-ukrainskoiu-movoiu-vzhe-dostupno.html>
9. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) Adopted by the

Ministerial Conference in Yerevan, May 14-15, 2015 – Access mode: Access:

http://www.britishcouncil.org.ua/sites/default/files/standards-and-guidelines_for_qa_in_the_ehea_2015.pdf

10. European Qualifications Framework – <https://www.cedefop.europa.eu/en/projects/european-qualifications-framework-eqf>

11. ISCED (International Standard Classification of Education, ISCED) 2011 – <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>

12. Methodological recommendations for the development of higher education standards. Approved by the Higher Education Sector of the Scientific and Methodological Council of the Ministry of Education and Science of Ukraine, protocol dated 29.03.2016 No. 3. – Access Access: <http://edumns.org.ua/img/news/8635/Nakhttp://uis.unesco.org/en/topic/international-standardclassification-education-isced-5>.

13. ISCED-F (International Standard Classification of Education – Fields, ISCED-F) 2013 – <http://uis.unesco.org/sites/default/files/documents/international-standardclassification-of-education-fields-of-education-and-training-2013-detailed-fielddescriptions-2015-en.pdf> MON_1254_19.pdf

Additional

14. Iryna Skliar, Mykola Kostel', Olena Melnyk and Kseniia Bliumska-Danko (2025). Double degree programs and education for sustainable development implementation: Experience of Ukrainian and UK universities cooperation in wartime. *Problems and Perspectives in Management*, 23(2-si), 86-99. doi:10.21511/ppm.23(2-si).2025.07

15. Olena Orzhel, Olena Melnyk, Yuriy Danko, Iryna Skliar, and Olena Lytovchenko (2024). Possibilities of implementing HEI's third mission in Ukraine before a full-scale war and correction of these processes in wartime. *Knowledge and Performance Management*, 8(1), 32-48. doi:10.21511/kpm.08(1).2024.03

16. Skliar, I., Melnyk, O., & Kostel, M. (2021). Cooperation between Ukraine and the European Union in the field of higher education: challenges and prospects, *Ukrainian Yearbook of European Integration Studies*, pp. 133-144

17. National glossary: higher education, 2014 – <http://erasmusplus.org.ua/korysna-informatsiia/korysni-materialy/category/3-materialynatsionalnoi-komandy-ekspertiv-shchodo-zaprovadzhennia-instrumentiv-bolonskohoprotsesu.html?start=80>

18. Cedefop (2016). Application of learning outcomes approaches across Europe: a comparative study. Luxembourg: Publications Office. Cedefop reference series; No 105. https://www.cedefop.europa.eu/files/3074_en.pdf

19. Guide for Busy Academics Using Learning Outcomes to Design a Course and Assess Learning <http://sweb.cityu.edu.hk/teachingandlearning/new/resources/OBTL%20Action%20Verb.pdf>

20. Bowe Brian and Fitzmaurice Marian Guide to Writing Learning Outcomes <https://www.dit.ie/lttc/media/ditlttc/documents/Microsoft%20Word%20-%20LearningOutcomesGuide.pdf>

21. Declan Kennedy, Áine Hyland, Norma Ryan Writing and Using Learning Outcomes: a Practical Guide https://www.fibaa.org/fileadmin/uploads/content_uploads/Writing_and_Using_Learning_Outcomes_02.pdf

22. Accept Jonathan Deller (2019) The Ultimate Guide to Understanding Bloom's Taxonomy. Available at: <https://kodosurvey.com/blog/ultimate-guide-understanding-blooms-taxonomy#:~:text=The%20six%20levels%20of%20the%20original%20Bloom's%20taxonomy%20%2D%20Knowledge%2C%20Comprehension,for%20higher%20levels%20of%20thinking>.

23. Stadny, E. Some recommendations for the implementation of codes of ethics in Ukrainian higher education institutions <https://ntb.pstu.edu/images/files/rekomendazij.pdf>

24. Methodological recommendations for higher education institutions on supporting the principles of academic integrity https://drive.google.com/file/d/1IJtjefmfqO1uNCn4p9cT5g6_58h0Cxq9/view

25. Review of the Education Sector in Ukraine Moving Toward Effectiveness, Equity, and Efficiency (RESUME3) <http://documents1.worldbank.org/curated/en/884261568662566134/pdf/Review-of-the-Education-Sector-in-Ukraine-Moving-toward-Effectiveness-Equity-and-Efficiency-RESUME3.pdf>

26. Recommendations for higher education institutions on developing and implementing a university system for ensuring academic integrity. Available at: <https://naqa.gov.ua/>

27. Bloom's Taxonomy: The Ultimate Guide <https://tophat.com/blog/blooms-taxonomy/>

28. Yanniris C. (2021). Education for Sustainability, Peace, and Global Citizenship: An Integrative Approach. *Education Sciences* 11(8):430. <https://doi.org/10.3390/educsci11080430>