Program Name (In Georgian and English)	**განათლების მეცნიერებები** **Education Sciences**
Qualification to be awarded (In Georgian and English)	**განათლების მეცნიერებების დოქტორი** **PHD in Educational Sciences**
The volume of the program with credits and their distribution	**Duration of doctoral education program:** 3 years **Training component:** 40 credits **Compulsory courses:** 35 credits: 5 credits - Theory of Pedagogy 5 credits - History of Education 10 credits - Research Methodology and Methods in Education 5 credits - Doctoral student's seminar 5 credits – Assistantship to Professor 5 credits - Practical course of research **Elective courses - 5 credits**
Language of instruction	The program is taught in Georgian with English components
Head/Heads of the Program/Coordinator	Head of the Program - Ketevan Chkuaseli, Professor at the Department of Education Sciences of the Faculty of Psychology and Educational Sciences, TSU T: 539 33 12 18
Program Governing Board	Program Governing Board: **TSU** - Ketevan Chkuaseli, Professor, Ivane Mindadze, Associate Professor, Zakaria Kitiashvili, Associate Professor, **ATSU** - Imeri Basiladze, Professor, Vladimir Adeishvili, Associate Professor, **BSU** - Lela Turmanidze, Associate Professor, Lela Tavdgiridze, Professor, **TESAU** - Nino Modebadze, Professor, Nino Nakhutsrishvili, Professor.
Prerequisite for admission to the program	▪ Master's degree in any field; ▪ 3 years of work experience in the field of education - for those who do not have a master's degree in education; ▪ Exam in English at B2 level. ▪ If the applicant wants to continue his/her studies in English language teaching didactics, he/she will be required to have English language skills at C1 level; Anyone wishing to continue their studies in any other language teaching didactics will be required to have English language skills at B2 level and relevant language skills at C1 level; ▪ Exam in a specialty; ▪ A vision for the development of the research topic in writing; ▪ Interviewing around the research topic - taking into account motivation; ▪ Consent of the alleged thesis supervisor.
Description of the program	The creation of a joint doctoral program in education sciences is based on the overall vision of improving the situation in the field of education in the country. The four universities are clearly aware that the future of the country is unimaginable without the renewal and improvement of the educational/scientific space. Currently, there is a sheer lack of qualified staff in the field of education and decision-making based on education research. The joint efforts of the scientific/academic staff of all four universities are aimed at eliminating these shortcomings - integrating the research and teaching potential of the universities and training

	specialists in the field of education who will make a significant contribution to the development of the country's education system. The harmonization of the scientific/educational space of the four higher education institutions, the high requirements for doctoral students, the combination of the strengths of the universities provide the training of highly qualified specialists, researchers and scientists. Foreign experts from Italy/University of Bologna/, Czech Republic/Masaryk University/ and the USA/University of Arkansas/ are involved in the implementation of the program. The compulsory and elective courses of the program have been developed with the participation of the academic staff of all four universities. Elective courses will be developed and conducted taking into account the student's specific scientific research interest/Didactics of Teaching in the Field, Education Sciences/. Compulsory courses offered in the program - Theory of Pedagogy and History of Education, Research Methodology and Methods in Education, as well as elective courses will be held separately in all four universities, and practical research course (5 credits) will be held annually by a specially invited foreign specialist in a summer school format, for students from all four universities simultaneously. The aim of the course is to review and evaluate the research plan of each doctoral student's qualification thesis by group members and experts. The location of the school during the operation of the summer school is provided by one of the specific universities presented in the program. As for the rest of the doctoral student activities - seminar, assistantship, colloquia and dissertation defense – they will be held on the program board, which is compiled by representatives of all four universities implementing the program and with participation of foreign experts. In order to implement the scientific/educational process of the program with a common vision and principles, the implementing staff of the program will periodically gather at scientific seminars and conferences, where they will discuss news in the fields of education and teaching, problems in the educational space. The specific conditions for the implementation of the program are presented in the agreement formed between the universities.
The aim of the educational program	The Doctoral Program in Education Sciences aims to prepare a researcher who will be able to address the needs and challenges of the modern Georgian educational space based on scientific research. Also, following the sharing of experience and development of the international educational space, he/she will be able to create new knowledge and make a serious contribution to the development of the Georgian and international educational space. The aim of the program is conceptually based on the mission and vision of the universities implementing the program, in particular, to train a researcher in the field of education sciences, who will have fundamental knowledge of the field, research skills and professional competencies, will have understanding of his/her role in preserving the country's traditional values and innovative development. The aim of the doctoral program is to prepare a specialist in the field of education sciences, a researcher who can: ▪ Base the analysis of the needs and challenges in the field of education on the scientific knowledge of the fields of education sciences; ▪ Independently solve complex problems in the field of education based on the knowledge of the fields of education sciences;

	▪ Create an innovative scientific product based on the analysis and synthesis of the latest scientific achievements in the field of education sciences, promote the cultural and socio-economic development of the country; ▪ Participate academically and scientifically in the international space of education sciences; ▪ Effectively manage the learning process in high school on the basis of fundamental knowledge of the regularities of the teaching-learning process.
Learning Outcomes[1]	
A) Knowledge and understanding	Upon completion of the program, the doctoral student has the knowledge based on the latest achievements in the field of education, on the basis of which he/she is able to: • Generalize the existing theoretical knowledge about the theory and history of pedagogy, research methods and its formulation/evaluation according to situations; • Classify and modify learning-teaching principles, methods, technologies, assessment methods of general and relevant field didactics based on best practices in the international educational space; • Analyze and evaluate key trends in the country's education policy - historical perspective and modernity; • Integrate innovative methods for independent research into the problem of education in a multidisciplinary/interdisciplinary context; • Plan and implement appropriate actions/challenges in the field of education; systematize and combine existing and interdisciplinary knowledge in the field so that to create a new, logical unity/original product;
B) Skills	After completing the program, the doctoral student does: • Critically analyses, syntheses and evaluats scientific innovations or approaches in the field of education sciences; • In the process of pedagogical activities, the doctoral student, based on self-reflection and student-centered teaching approaches, properly uses modern teaching approaches, methods and technologies, and initiates their modification; • Plans and constructs research independently in the field of education, adhering to the principles of academic good faith; combines, constructs, and initiates research or analytical methods and/or approaches focused on creating new knowledge in academic circles (at the standard level required for international peer-reviewed publication); • Critically analyzes, synthesizes and initiates new, complex and conflicting ideas and approaches in the field of education (including education policy) to solve problems in the field, constructs scientific recommendations and normative proposals to promote development of the field;
C) Responsibility and autonomy	• In academic and/or practical professional activities in education, adhering to the principles of academic and/or professional good faith, implements research projects based on the latest achievements in science and presents them in professional circles by demonstrating innovation and independence; proves own approaches with solid arguments and offers them to stakeholders; • Reflects, evaluates and determines the stages of his/her own professional development.
Teaching-learning methods	**Oral methods** - *monologue, dialogue, discussion*; Methods of working on the book - *independent and explanatory reading;*

	Practical methods - *working group, professional practice;* Methods of nalysis and synthesis, induction and deduction; Case study; Problem-based learning; Action-oriented learning; Methods of written work, project development and presentation, e-learning.
Evaluation system[1]	The evaluation of the student's ***learning component*** within the program includes: • Student's activity at the lecture; • Midterm and final exam evaluation; • Student presentation/doctoral student's seminar/and project work skills / colloquium/; • Independent work; • Assessment is done with both oral and written components. The grading system allows for five types of positive assessment: a) (A) Excellent - 91-100 p. b) (B) Very good - 81-90 p. c) (C) Good - 71-80 p. d) (D) Satisfactory - 61-70 p. e) (E) sufficient - 51-60 p. There are two types of negative evaluation: f) (FX) Could not pass - 41-50 points of maximum grade, which means that the student needs more work to pass the examination and is allowed to retake the exam through independent work; g) (F) Failed[1] - 40 points or less of the maximum grade, the student has significant work to do, i.e. he/she has to redo the subject. ***Defense of the dissertation*** Prerequisite for defense - 2 scientific projects, 1 scientific article, publication of two scientific papers of the following type - peer-reviewed scientific articles in high-ranking international journals (or conference papers) that have ISSN code and have an International Editorial Board and which are spread internationally and are open to international cooperation. At least one of these two publications should be in an international journal (or conference paper) indexed in Scopus or Web of Science, or ERIH PLUS (ERIH PLUS only for doctoral students working in Kartvelology and Caucasology) bases. **Evaluation of the dissertation:** 1. The dissertation is evaluated by the members of the dissertation defense commission in a confidential, one hundred-scoring system. 2. For the final evaluation of the dissertation, the dissertation defense commission issues the arithmetic mean of the points, which is conformed to the evaluation according to the following system: A) Excellent (Summa Cum Laude) - excellent work - 91-100 points of the evaluation; B) Very good (Magna Cum Laude) - a result that exceeds the requirements in every way - 81-90 points of the maximum evaluation; C) Good (Cum Laude) - a result that exceeds the set requirements - 71-80 points of the maximum evaluation; D) Medium (Bene) - an intermediate level paper that meets the basic requirements - 61-70 points of the maximum evaluation;

	E) Satisfactory (Rite) - a result that, despite the shortcomings, still meets the requirements - 51-60 points of the maximum evaluation; F) Insufficient - a paper of unsatisfactory level, which fails to meet the requirements due to significant deficiencies in it - 41-50 points of the maximum evaluation; G) Completely unsatisfactory (Sub Omni Canone) - a result that does not fully meet the requirements - 40 points or less of the maximum evaluation. 3. In case of receiving the assessment provided for in sub-paragraphs "a" - "e" of paragraph 2 of this Article, the doctoral student shall be awarded the academic degree of Doctor. 4. In case of receiving the assessment provided for in paragraph 2 (f) of this Article, the doctoral student is entitled to submit a revised dissertation within one year. 5. In case of receiving the assessment provided for in paragraph 2 (g) of this Article, the doctoral student loses the right to submit the same dissertation. 6. The chairperson of the dissertation defense commission orally informs the doctoral student about the commission's conclusion (evaluation).
Areas of employment	After completing the doctoral program, the doctoral student will be able to be employed in any type/research or educational/governmental or non-governmental institution, to lead the educational-scientific process in high school;
Tuition fees for Georgian and foreign student citizens	The annual tuition fee for Georgian citizen students is 2250 GEL. The annual tuition fee for foreign citizen students is 5000 GEL.
Human and material resources required for the implementation of the program	The program involves 53 academic staff from 4 universities (18 professors, 31 associate professors, 1 emeritus professor, 3 assistant professors) and 7 visiting staff. A total of 60 persons. Also 2 visiting professors from Italy/Bologna/, 1 visiting professor from the Czech Republic/Masaryk and 1 visiting associate professor from the USA/Arkansas/ are participating in the program/See Appendix 16/. The program will be implemented on the basis of 4 universities - Ivane Javakhishvili Tbilisi State University, Akaki Tsereteli Kutaisi State University, Batumi Shota Rustaveli State University, Iakob Gogebashvili Telavi State University. The buildings used by the universities and the surrounding area fully meet the requirements for teaching and research, have the necessary material and technical bases for the successful implementation of the program, such as teaching and research space, technical equipment and software. The goals of the program are served by TSU National-Scientific Library, Libraries of the Universities, Scientific Libraries of relevant faculties, computer databases, resource centers, auditoriums and others. Continuous internet access is provided, including international scientific electronic resources. University libraries offer the following electronic resources to students and academic staff: Jstor, Ebsco, Erich, Scopus, Thomso (see Appendix 15).
Financial support of the program	The financial support of the program is written in the contract, Annex - #
Additional information (If necessary)	



Study Plan[1]

Faculty:

Institute/Department/Cathedra/Direction:

Name of the educational program:" Education Sciences "

Teaching Level: III Doctorate

Number of credits:

Head of the Educational Program /Supervisors /Coordinator: Ketevan Chkuaseli

Date of approval of the curriculum by the Academic Council, Resolution number: 67/2020, 09.07.2020

Curriculum implementation date (academic year): 2021/2022 academic year

Type of training courses/modules: Faculty/Compulsory/ Elective													
N	Code	Name of the study course	ECTS	Student hourly workload						Prerequisite for admission to the training course	Academic semester		lecturer / Lecturers
				Contact			Exam time	Independent	Total		Fall	Spring	
				Lecture	Seminar / Working group	Practice/Laboratory							
Compulsory Disciplines 35 credits													
1.		Theory of pedagogy	5	2	2			65	60		+		K. Chkuaseli, I. Basiladze, L.Tavdgiridze, N. Sherozia, D.Makhashvili
		History of education	5	1	2			80	45			+	K. Chkuaseli, I. Basiladze, L.Tavdgiridze, N. Sherozia, D.Makhashvili
2.		Research methodology and methods in education	10	2	4			160	6			+	R. Sanadze, I.BalanchivadzeT. Mikeladze L. Turmanidze
3.		Practical course of research	5										John Pijanowski
4.		Doctoral student	5					125	8		+	+	

[1]The study schedule can be presented in accordance with variants I, II or III of the program structure, depending on the characteristics of the educational program and/or the level of teaching.

		seminar											
5.		Doctoral student assistance	5					125	8		+	+	
6.		Elective disciplines	5										

Signature of the Program Manager (s) / Coordinator

Signature of the Head of the Quality Assurance Service of the Faculty

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Signature of the Head of the Academic Process Management Service of the Faculty

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Signature of the Dean of the Faculty

Signature of the Head of the Quality Assurance Service of the University

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Date: ———————————————

Seal of the Faculty: