

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ
ІМЕНІ СЕМЕНА КУЗНЕЦЯ

ЗАТВЕРДЖЕНО

на засіданні кафедри
педагогіки, іноземної філології та перекладу
Протокол № 9 від 01.09.2023р.



ОСВІТОЛОГІЯ

робоча програма навчальної дисципліни (РПНД)

Галузь знань	всі
Спеціальність	всі
Освітній рівень	другий (магістерський)
Освітня програма	всі

Статус дисципліни
Мова викладання, навчання та оцінювання

вибіркова
англійська

Розробник:
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/Підписано КЕП/

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Гетяна ПОГОРСЛОВА

Харків
2023

INTRODUCTION

The task of further improvement of the entire general educational system is training of educators in all its links, i.e. transfer, assimilation, multiplication and use of knowledge, skills and other competences from a certain specialty as well as the formation of professional qualities, self-education and self-improvement among student youth. A special place in the educational system is occupied by training third (educational and scientific) level students as highly qualified specialists capable of applying professionally modern forms in practice, methods and techniques of teaching in higher education, which determines a number of relevant pedagogical tasks that require scientific justification. Nowadays, while preparing applicants of the third (educational and scientific) level of higher education, the issues of formation of general and professional competences are forwarded, because they make it possible to determine whether this or that graduate of a higher educational institution has skills for the modern labor market. This, in turn, significantly increases the role of such an educational discipline, as "Educology".

The course "Educology" is one of the minor subjects of the educational program. Studying the discipline is aimed at preparing students for professional and pedagogical activity in a higher educational institution, competence formation and abilities to apply acquired knowledge and skills in the professional (analytical, teaching, research, advisory, communicative, organizational-methodical, educational) activity, to solve current problems in pedagogy.

The **purpose** of the course is to provide in-depth theoretical training in understanding the field of education in its sustainable development and to promote formation of knowledge about achievements and contradictions in theory and practice functioning of modern educational systems; professional development competencies of education managers based on the study of education as a field interdisciplinary scientific knowledge.

The **object** of the course is the education system in its sustainable development.

The **subject of the** course is the existing educational systems in its sustainable development, conditions and factors affecting the development of the educational system, dominant development of modern education, which determine the vector of the development of educational systems.

The learning outcomes and competencies formed by the course are defined in table 1.

Table 1

Learning outcomes and competencies formed by the course

Learning outcomes	Competencies
<p>Know the conceptions of education and pedagogy development as well as the methodology of relevant research at the level of the latest achievements.</p> <p>Use modern digital technologies and resources in professional, innovative and research activities.</p>	<p>Ability to analyze theoretical and practical issues of pedagogy, particularly the history and the current situation of pedagogy development, critical analysis of basic pedagogical concepts, applying professional terminology;</p> <p>Ability to critical thinking, generate innovative ideas, analyze and synthesize holistic knowledge;</p> <p>Ability to determine the current situation and predict the further development of the educational system in HEI, in particular, mastering the methodology for analyzing educational activities in an educational institution, conducting pedagogical diagnostics and monitoring the quality of education.</p>
<p>Use modern digital technologies and resources in professional, innovative and research activities.</p>	<p>Ability to ensure the quality assurance in education, as well positive dynamics of learners' educational achievements;</p> <p>Ability to apply innovative teaching methods into the educational process;</p>
<p>Design and teach educational courses in higher education institutions, using the methods, tools and technologies necessary to achieve the course goals.</p>	<p>Ability to conduct a pre-design analysis, develop a draft educational course, evaluate the quality of the course, develop measures to improve the content, pedagogy and technologies applied in the course;</p> <p>Ability to teach and carry out advisory activities in the field of educational</p>
<p>Organise the educational process on the basis of student-centered, competency-based, contextual approaches and modern achievements of educational, pedagogical sciences; manage educational and cognitive activities; objectively assess the learning outcomes of students.</p> <p>Make effective, responsible decisions on educational/pedagogical management, particularly in new or unfamiliar</p>	<p>Ability to act based on ethical norms and procedures as well academic integrity, to be responsible for professional activity.</p> <p>Ability to ensure the quality assurance in education, as well positive dynamics of learners' educational achievements;</p> <p>Ability to apply innovative teaching methods into the educational process;</p>

environments, with multiple criteria and incomplete or limited information.	
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COURSE CONTENT

Content module 1. EDUCOLOGY IS A SCIENTIFIC DIRECTION AND INTEGRATED RESEARCH IN THE FIELD OF EDUCATION.

Topic 1. Educology and its scientific origins.

- 1.1 The history of the term Educology.
- 1.2 Subject and tasks of the discipline "Educology".
- 1.3 How is educational theory different from educology?

Topic 2. History and etymology of the term educology

- 2.1 Essence and components of the term educology.
- 2.2 Examples of sub-funds of educology.
- 2.3 Origin of the term educology.

Topic 3. Components of educology training.

- 3.1 Study, education and educology: the difference between the terms.
- 3.2 Theory and educology. Disciplines requisite for producing educology.
- 3.3 Education as the dependent variable.

Topic 4. Educology as an interdisciplinary subject.

- 4.1 Aspects and components of educology.
- 4.2 Critical categories for arrangement of educology into sub funds.

Topic 5. Education as a social institution and a specific segment of legal and economic space

- 5.1 Education as a social institution. Interaction of education with other social institutions. Classification of social institutions, their features and purpose. Social norm.
- 5.2 Social policy in the field of education. Social subjects are participants' educational process, their needs and relationships. Legal relations in the field of education. Educational policy.
- 5.3 The sphere of education as an independent branch of economy, spiritual production and material accumulation. Education as an economic phenomenon and the economic growth factor.

Content module 2. EDUCATIONAL PRINCIPLES OF FUNCTIONING EDUCATIONAL SYSTEMS.

Topic 6. Competitiveness of educational systems.

- 6.1 Concept of competition and competitiveness of educational systems.

- 6.2 The main factors of global competition in the educational services market.
- 6.3 The impact of globalization on educational reforms.
- 6.4 Education as a field of projecting.
- 6.5 Monitoring of education.
- 6.6 Standardization and convergence of education.
- 6.7 Methods of evaluating the innovation policies efficiency of higher education institutions.

Topic 7. Innovative development of educational systems

- 7.1 European strategies for the development of educational systems.
- 7.2 Factors affecting the development of educational systems.
- 7.3 Educational innovations.
- 7.4 Innovative educational activity.
- 7.5 The peculiarities of innovative education.
- 7.6 Innovative policy of the higher education institution.

Topic 8. Critical Categories for Forming Analytic, Normative and Empirical Meta-Educology

- 8.1 Responsibilities of educological researchers.
- 8.2 Knowledge about education or knowing about education.
- 8.3 Transience of knowing or permanence of knowledge and representations of knowing.
- 8.4 The range of educological knowing.
- 8.5 Range of knowing as combinations of levels, kinds and forms of knowing.
- 8.6 Educological understanding.

Topic 9. Professional education in the context of educational research.

- 9.1 The structure of global higher education.
- 9.2 Types of educational systems.
- 9.3 The system of education in France.
- 9.4 The system of education in Great Britain.
- 9.5 The system of education in Germany.

Topic 10. Educational innovations and their characteristics.

- 10.1 The peculiarities of distance learning.
 - 10.2 Model types of educational institutions.
 - 10.3 Distance learning experience in Europe.
 - 10.4 System of distance learning assessment in different European universities.
- The list of practical (seminar) studies in the course is given in table 2

The list of practical (seminar) studies

Name of the topic and/or task	Content
Topic 1.	Task 1. Acquisition of foreign communicative competence on the following topics: «The history of term educology», «Subject and tasks of the discipline», «How is educational theory different from educology». Active participation in practical classes.
Topic 2.	Task 2. Acquisition of foreign communicative competence on the following topics: «Essence and components of the term educology», «Examples of sub-funds of educology», «Origin of the term educology». Active participation in practical classes.
Topic 3.	Task 3. Acquisition of foreign communicative competence on the following topics: «Study, education and educology: the difference between the terms», «Theory and educology. Disciplines requisite for producing educology», «Education as the dependent variable». Active participation in practical classes.
Topic 4.	Task 4. Acquisition of foreign communicative competence on the following topics: «Aspects and components of educology», «Critical categories for arrangement of educology into sub-funds». Active participation in practical classes.
Topic 5.	Task 5. Acquisition of foreign communicative competence on the following topics: «Education as a social institution. Interaction of education with other social institutions. Classification of social institutions, their features and purpose. Social norm», «Social policy in the field of education. Social subjects are participants' educational process, their needs and relationships. Legal relations in the field of education. Educational policy», « The sphere of education as an independent branch of economy, spiritual production and material accumulation. Education as an economic phenomenon and the economic growth factor». Active participation in practical classes.
Topic 6.	Task 6. Acquisition of foreign communicative competence on the following topics: «Concept of competition and competitiveness of educational systems», «The main factors of global competition in the educational services market», «The impact of globalization on educational reforms», «Education as a field of projecting», «Monitoring of education», «Standardization and convergence of education», «Methods of evaluating the innovation policies efficiency of the higher education institutions». Active participation in practical classes.
Topic 7.	Task 7. Acquisition of foreign communicative competence on the following topics: «European strategies for the development of educational systems», «Factors affecting the development of educational systems», «Educational innovations», «Innovative educational activity», «The peculiarities of innovative education», «Innovative policy of the higher education institution». Active participation in practical classes.

Topic 8.	Task 8. Acquisition of foreign communicative competence on the following topics: «Responsibilities of educological researchers», «Knowledge about education or knowing about education», «Transience of knowing or permanence of knowledge and representations of knowing», «The range of educological knowing», «Range of knowing as combinations of levels, kinds and forms of knowing», «Educological understanding». Active participation in practical classes.
Topic 9.	Task 9. Acquisition of foreign communicative competence on the following topics: «The structure of global higher education», «Types of educational systems», «The system of education in France», «The system of education in Great Britain», «The system of education in Germany». Active participation in practical classes.
Topic 10.	Task 10. Acquisition of foreign communicative competence on the following topics: «The peculiarities of distance learning», «Model types of educational institutions», «Distance learning experience in Europe», «System of distance learning assessment in different European universities». Active participation in practical classes.

The list of self-studies in the course is given in table 3.

Table 3

List of self-studies

Name of the topic and/or task	Content
Topic 1.	Task 1. Studying the material, preparing for the practical class, reviewing the theoretical material on the following topics: «The history of term educology», «Subject and tasks of the discipline "Educology"», «How is educational theory different from educology». Completing an individual task.
Topic 2.	Task 2. Studying the material, preparing for the practical class, reviewing the theoretical material on the following topics: «Essence and components of the term educology», «Examples of sub funds of educology», «Origin of the term educology». Completing an individual task.
Topic 3.	Task 3. Studying the material, preparing for the practical class, reviewing the theoretical material on the following topics: «Study, education and educology: the difference between the terms», «Theory and educology. Disciplines requisite for producing educology», «Education as the dependent variable». Completing an individual task.
Topic 4.	Task 4. Studying the material, preparing for the practical class, reviewing the theoretical material on the following topics: «Aspects and components of educology», «Critical categories for arrangement of educology into sub-funds». Completing an individual task.
Topic 5.	Task 5. Studying the material, preparing for the practical class, reviewing the theoretical material on the following topics: «Education as a social institution. Interaction of education with other social institutions. Classification of social institutions, their features and purpose. Social

	norm», «Social policy in the field of education. Social subjects are participants' educational process, their needs and relationships. Legal relations in the field of education. Educational policy», « The sphere of education as an independent branch of economy, spiritual production and material accumulation. Education as an economic phenomenon and the economic growth factor». Completing an individual task.
Topic 6.	Task 6. Studying the material, preparing for the practical class, reviewing the theoretical material on the following topics: «Concept of competition and competitiveness of educational systems», «The main factors of global competition in the educational services market», «The impact of globalization on educational reforms», «Education as a field of projecting», «Monitoring of education», «Standardization and convergence of education», «Methods of evaluating the innovation policies efficiency of the higher education institutions». Completing an individual task.
Topic 7.	Task 7. Studying the material, preparing for the practical class, reviewing the theoretical material on the following topics: «European strategies for the development of educational systems», «Factors affecting the development of educational systems», «Educational innovations», «Innovative educational activity», «The peculiarities of innovative education», «Innovative policy of the higher education institution». Completing an individual task.
Topic 8.	Task 8. Studying the material, preparing for the practical class, reviewing the theoretical material on the following topics: «Responsibilities of educological researchers», «Knowledge about education or knowing about education», «Transience of knowing or permanence of knowledge and representations of knowing», «The range of educological knowing», «Range of knowing as combinations of levels, kinds and forms of knowing», «Educological understanding». Completing an individual task.
Topic 9.	Task 9. Studying the material, preparing for the practical class, reviewing the theoretical material on the following topics: «The structure of global higher education», «Types of educational systems», «The system of education in France», «The system of education in Great Britain», «The system of education in Germany». Completing an individual task.
Topic 10.	Task 10. Studying the material, preparing for the practical class, reviewing the theoretical material on the following topics: «The peculiarities of distance learning», «Model types of educational institutions», «Distance learning experience in Europe», «System of distance learning assessment in different European universities». Completing an individual task.

The number of hours of lectures, practical (seminar) studies and hours of self-study is given in the technological card of the course.

TEACHING METHODS

The following teaching methods are used during training and teaching of the academic discipline:

Explanatory and illustrative - to provide new knowledge and methods of action (lectures 1, 2, 3, 6, 9). Reproductive - for learning new knowledge and typical ways of acting, memorizing and reproducing the learned material according to a sample (practical lessons 6).

Problem presentation - for the formation of the ability to apply knowledge and methods of action in typical situations, analysis, development of critical thinking (lectures 3, 6, 9; lecture-dialogue 1; practical classes 4, 5, 7, 8, 10). Heuristic (partial search) for the formation of the ability to independently solve problem situations, find non-standard solutions (practical lessons 4, 5). Research - for the formation of skills of independent formulation of the problem and its solution, independent implementation of research (practical lesson 7).

Methods are also used in the educational process: verbal (explanations, conversations, lectures); practical (exercises, practical works, presentations); methods of stimulating and motivating educational and cognitive activities (gaming, training, interactive, discussions). Practical seminar classes are focused on students' independent preparation of projects, creative works, situational exercises, their presentation and discussion in group, analysis of pedagogical situations, fragments of educational process from the standpoint of theoretical ideas, concepts, own pedagogical views, organization of micro-teaching students.

FORMS AND METHODS OF ASSESSMENT

The University uses a 100-point cumulative system for assessing the learning outcomes of students.

Current control is carried out during lectures, practical and seminar classes and is aimed at checking the level of readiness of the student to perform a specific job and is evaluated by the amount of points scored:

– for courses with a form of semester control as grading: maximum amount is 100 points; minimum amount required is 60 points.

The final control includes current control and assessment of the student.

Semester control is carried out in the form of grading.

The final grade in the course is determined:

– for disciplines with a form of grading, the final grade is the amount of all points received during the current control.

During the teaching of the course, the following control measures are used:

Current control: competence-oriented tasks on topics (maximum score – 10 points (six competence-oriented tasks during the semester, total maximum number of points – 60); presentation of an individual task (project) (two presentations during the semester,

total maximum score – 20 points); final control work (two final control works, total maximum score – 20 points).

Semester control: Grading including a Credit (100 points).

More detailed information on the assessment system is provided in the technological card of the course.

An example of an exam card and assessment criteria.

RECOMMENDED LITERATURE

Main

1. Педагогічний словник для здобувачів вищої освіти другого (магістерського) рівня [Електронний ресурс] / уклад. Т. А. Борова, Г. Ю. Кравченко, О. І. Деменко, О. О. Почуєва; Харківський національний економічний університет ім. С. Кузнеця. — Електрон. текстові дан. (925 КБ). — Харків : ХНЕУ ім. С. Кузнеця, 2021. — 207 с. — Режим доступу : <http://repository.hneu.edu.ua/handle/123456789/30024>

2. Бурдонос Л.І., Малишко В.В. Менеджмент і маркетинг в освіті: навчально методичний посібник. Переяслав-Хмельницький. ФОП Домбровська Я.М., 2019. – 90 с.

3. Вступ до освітології: навчальний посібник / Упорядники: В.О.Огнев'юк, С.О.Сисоєва. Київ: ВП «Едельвейс», 2017. – 382 с.

Additional

4. Вітакультурна методологія: антологія: кол. моногр. / наук. шк.: А.В.Фурман, О.Є.Фурман, С.К.Шандрук та ін. Тернопіль: ТНЕУ, 2019. – 980с.

5. Дебич М.А. Теоретичні засади інтернаціоналізації вищої освіти: міжнародний досвід: монографія. Ніжин: ПП Лисенко. 2019. – 408 с.

6. Agadzhanova R. The importance of students' autonomous learning ability./ S. Kuznets KhNUE PTS website [Electronic resource]. – Access mode: <http://repository.hneu.edu.ua/handle/123456789/25854>

7. Christensen J. E. Educology: An Overview. [Electronic resource]. – Access mode: <https://jamesechristensen.com/educology-an-overview>

8. Educology Website at Indiana University. Knowledge of education. [Electronic resource]. – Access mode: <http://educology.iu.edu>

9. Frick T. W. Importance of educology for improving educational systems. [Electronic resource]. – Access mode: https://www.researchgate.net/publication/337735132_Importance_of_Educology_for_Improving_Education_Systems

10. Frick T. W. (2021). Educology Is Interdisciplinary: What Is It? Why Do We Need It? Why Should We Care? / T. W. Frick // Intersections across disciplines:

Interdisciplinarity and learning. Association for Educational Communications and Technology (AECT) and Springer. 2021. PP. 27-42.

Information resources

11. Сайт ПНС імені С. Кузнеця. Дисципліна : EDUCOLOGY (English) / A.Shevchuk. [Електронний ресурс]. – Режим доступу : <https://pns.hneu.edu.ua/course/view.php?id=10302>

12. Освітній портал [Електронний ресурс]. – Режим доступу: <http://www.osvita.org.ua> (дата звернення: 24.02.2024).

13. Офіційний сайт МОН України [Електронний ресурс]. – Режим доступу: <https://mon.gov.ua/ua> (дата звернення: 24.02.2024).