MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

SUMY NATIONAL AGRARIAN UNIVERSITY

PEDAGOGICAL PRACTICE

Methodological guidelines

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MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

SUMY NATIONAL AGRARIAN UNIVERSITY

Faculty of Food Technologies

PEDAGOGICAL PRACTICE

(EC)

for 2nd year students
specialty "Food Technologies"
higher education degree "Doctor of Philosophy"

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P 69 Methodological guidelines for pedagogical practice: for 2nd year students of the EP "Doctor of Philosophy" specialty "Food Technologies" /compiled by O.Yu. Melnyk, O.G. Sereda, I.K. Mazurenko. - Sumy, 2025 - p. 26

Methodological guidelines for pedagogical practice are aimed at forming teaching competencies of postgraduate students, developing the ability to implement the educational process, apply modern teaching methods and approaches, analyze and evaluate their own pedagogical activities, and effectively interact with students and other stakeholders of the educational process.

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CONTENT

INTRODUCTION

Pedagogical practice is a mandatory component of the educational and scientific program for the preparation of candidates for the degree of Doctor of Philosophy of the third level of higher education in the specialty 181 "Food Technologies" and is the final stage of practical training of postgraduate students. The practice is carried out in the second year in the second semester and lasts three weeks in accordance with the curriculum and regulations on practical training of candidates for higher education at the university.

The purpose of pedagogical practice is to form in applicants the professional competencies necessary for teaching activities in higher education institutions, to gain experience in independently conducting lectures, laboratory, practical classes, as well as to develop pedagogical thinking, culture and ethics of the teacher. During the practice, postgraduate students consolidate and deepen their knowledge of professional disciplines, form the ability to plan the educational process, develop educational and methodological materials and evaluate the results of student learning.

Pedagogical practice at the Faculty of Food Technology is carried out on the basis of two graduate departments - the Department of Food Technology and the Department of Food Technology and Safety, which provide professional training for applicants in educational and scientific programs in food technology. Experienced scientific and pedagogical staff of the departments are involved in the management of the practice, who provide methodological support, consulting and evaluation of the work of postgraduate students.

During pedagogical practice, candidates for the degree of Doctor of Philosophy have the opportunity to test their own readiness for teaching, realize their scientific and pedagogical potential, and master modern methods of teaching professional disciplines in the specialty "Food Technologies". Special attention is paid to the integration of the results of postgraduate research into the content of the educational process, which contributes to the renewal of educational courses and the increase of their practical significance.

The result of the pedagogical practice is the assimilation by the applicants of the principles of academic integrity, pedagogical ethics, tolerance, responsibility for the results of educational activities, as well as the formation of skills for self-analysis of their own pedagogical activities. The experience gained during the practice will contribute to the further professional growth of postgraduate students, the improvement of their pedagogical skills and the development of scientific and pedagogical thinking.

Methodological recommendations for organizing, conducting and reporting on pedagogical practice are intended for candidates for the degree of Doctor of Philosophy in specialty "Food Technology" of all forms of study.

1. PURPOSE, TASK AND CONTENT OF PEDAGOGICAL PRACTICE

The goal of pedagogical practice is to develop teaching competencies in PhD candidates.

The objectives of pedagogical practice are to form in the applicant:

– the ability to develop and implement an educational component within one's specialty (field of knowledge);

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

– the ability to use knowledge from the specialty in teaching, to integrate it into the educational component taught;

– the ability to apply different methods, teaching approaches and forms of reflection;

– the ability to analyze the learning process, including evaluating one's teaching in accordance with learning objectives;

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

– ability to collaborate with various stakeholders of the educational process (academic community, students, relevant departments, etc.).

Scientific and pedagogical practice consolidates ***general and professional competencies in postgraduate students***. In particular, *general* competencies:

GC 1. Ability for abstract thinking, analysis and synthesis.

GC4. Ability to generate new ideas (creativity),

and *professional* competencies:

PC4. Ability to critically analyze and evaluate the current state and trends in the development of food technologies.

PC6. Ability to carry out scientific and pedagogical activities in higher education institutions

PC7. Ability to apply knowledge to establish patterns of losses during the implementation of a technological process, when conducting technological calculations; ability to use in practice knowledge of the principles of resource and energy conservation when developing or improving food technology.

and allows you to achieve the following *program learning outcomes:*

PLO1. Freely present and discuss research results, scientific and applied problems in the field of food technology with specialists and non-specialists in the state and foreign languages, competently reflect research results in scientific publications while adhering to the principles of professional ethics and academic integrity.

PLO8. Develop and teach special disciplines in food technology in higher education institutions, provide educational and methodological support for the

educational process.

PLO 10. Know and understand the philosophical methodology of scientific knowledge and the psychological and pedagogical aspects of professional and scientific activity. Plan and implement the educational process based on modern methodological principles, demonstrate leadership and self-regulation skills based on self-knowledge.

As a result of the teaching practice, the applicant must:

- to master the basic principles of organizing pedagogical activities;
- to familiarize yourself with the scope of duties of a scientific and pedagogical employee;
- attend classes of the lead teacher (course supervisor) and study his/her approaches, experience, and pedagogical ideas regarding conducting training sessions;
- to learn modern and innovative teaching methods and techniques;
- prepare and conduct a lecture or practical or laboratory session if necessary;
- acquire skills in developing methodological documentation and tasks for the ongoing control of candidates' knowledge;
- organize, reflect on and evaluate one's own pedagogical activities;
- present educational material clearly, logically, and accessiblely, select and apply appropriate tools for implementing learning technologies;
- analyze educational and teaching-methodological literature and use it to build your own presentation of program material;
- to master the methodology of conducting classes using multimedia tools;
- apply various types, forms and methods of working with students;
- organize effective educational and pedagogical interaction with applicants to achieve the set goals;
- professionally respond to changing conditions, make independent decisions and be responsible for them, forming and improving one's own soft skills.

The content of the pedagogical practice of doctors of philosophy encompasses two interrelated components: *scientific and educational and methodological work* . Despite the fact that the main goal of the practice is the professional development of the future teacher, elements of scientific activity support the development of skills necessary for high-quality teaching in higher education.

The scientific component of the practice may include:

- preparation of a review material or a fragment of a dissertation related to the experimental part of the study;
- participation in the work of the department, in particular in the preparation of collections, conferences and other events;
- mastering methods for processing statistical data obtained within the framework of one's own research;

- writing an article or abstract of a report together with the practice supervisor;

- preparing reports for scientific seminars and speaking at them;

- participation in the organization and holding of scientific conferences for applicants;

- reviewing lecture texts or scientific articles of fellow trainees;

- scientific editing of educational and methodological and scientific materials;

- applying scientific approaches, methods and principles when preparing and conducting one's own classes.

Educational and methodological work constitutes the main part of pedagogical practice and is aimed at forming the professional competence of the future teacher. It includes:

- familiarization with the methodological system of the department and the work of the supervisor to whom the intern is assigned;

- studying the principles of planning and organizing training sessions;

- mastering methods of organizing and controlling the work of applicants during the educational process;

- mastering methods of managing the independent work of applicants;

- working out the methodology of preparing for classes and teaching methods through attending classes with teachers and conducting your own classes under the guidance of a mentor.

Types of pedagogical practice

1. Passive practice. At this stage, the trainee:

- attends lectures, seminars, and teacher consultations;

- observes the classes of fellow interns and participates in their review;

- gets acquainted with the organization of the educational process and the methodological activities of the department;

- receives specific tasks for preparing their own lectures and teaching materials.

Passive practice creates the foundation for moving on to active work.

2. Active practice. At this stage, the intern independently:

- conducts laboratory and practical classes;

- gives lectures on the disciplines of the department;

- provides consultations and performs tasks on educational and methodological work.

Before being admitted to classes, the intern submits lecture texts and materials for laboratory classes to the thesis supervisor for review. Lecturers of the department (faculty) may be present at the classes. and other interns. After the intern conducts the classes, a discussion takes place, which analyzes strengths and weaknesses, methodological solutions, the use of visualization and techniques for activating learning.

2. ORGANIZATION OF TEACHING PRACTICE

The pedagogical practice of candidates for the degree of Doctor of Philosophy in specialty "Food Technology" is supervised by scientific supervisors and heads from the departments of Food Technology or Food Technology and Safety of the Faculty of Food Technology.

In agreement with the academic supervisor, the head of the relevant department may initiate the appointment of another head of pedagogical practice, in particular in cases where the applicant's academic supervisor is not a full-time employee of the university.

The decision of the department is formalized by an extract from the minutes of its meeting with the appropriate justification and signature of the applicant's scientific supervisor(s). The document is submitted to the Department of Postgraduate and Doctoral Studies no later than one month before the start of the semester in which the teaching practice is planned.

The program of pedagogical practice for candidates for the degree of Doctor of Philosophy is approved in accordance with the established procedure in accordance with the university's requirements for work programs (syllabuses) of academic disciplines. It takes into account the goal, objectives and expected results defined *by the Regulations on pedagogical practice for candidates of the third (educational and scientific) level of higher education at Sumy National Agrarian University*, and is developed by the project group of the educational and scientific program of specialty "Food Technologies".

The basis for the pedagogical practice is, as a rule, the department of the Faculty of Food Technology, to which the applicant is assigned. In the case of production or research cooperation with other higher education institutions or scientific institutions, the applicant may undergo pedagogical practice in another higher education institution. The decision to change the practice base is submitted to the Department of Postgraduate and Doctoral Studies no later than one month before the start of the semester.

For foreign applicants studying under academic mobility agreements, the place of teaching practice may be a partner university. In this case, the practice is organized at the partner university, provided that the mandatory tasks specified in the teaching practice program are completed.

The teaching practice of PhD candidates at the Faculty of Food Technology involves the following main ***stages***:

1. Formation of a work schedule in accordance with the syllabus of pedagogical practice, taking into account the class schedule of the discipline within which the applicant implements the practice tasks.

2. Development of an educational component or part thereof, including formulation of learning outcomes, justification of teaching-learning-assessment strategy, preparation of a work program (syllabus), teaching materials, presentations, tests, etc.

3. Attending training sessions of the department's scientific and pedagogical staff, observing their teaching methods, the use of interactive technologies, means of controlling knowledge, and the development of students' cognitive activity.

4. Conducting training sessions (lectures, laboratory, practical, consulting), agreed with the practice supervisor. The practice supervisor's presence is mandatory at all sessions.

5. Conducting an open session, which can be initiated by the practice supervisor in agreement with the head of the department. The results of the open session are recorded in a protocol and attached to the report.

6. Preparation of a report on pedagogical practice, including a description of the tasks performed, self-assessment of the results achieved, methodological materials and analytical conclusions.

At the final stage, the applicant organizes a survey of students, if necessary, who participated in his classes, in order to obtain feedback. The questionnaire can be developed by the applicant independently and agreed with the practice supervisor or used from the university's internal education quality assurance system.

Postgraduate students who, during their postgraduate studies, work at Sumy National Agrarian University or other higher education institutions as research and teaching staff may submit an application to the Vice-Rector for Research and International Activities for the transfer of the results of pedagogical practice based on documented teaching experience.

The following shall be attached to the application:

- a copy of the work book or a certificate from the human resources department;
- a work program (syllabus) for the discipline, developed by the postgraduate student or with his/her participation;
- protocol of an open class in the discipline he teaches, signed by the practice supervisor.

In this case, the report on the results of teaching practice must contain all supporting documents and a self-analysis of teaching activities.

If the applicant's performance during the internship is deemed unsatisfactory, he/she is considered to have failed to fulfill the individual plan of the educational and scientific program for the preparation of a Doctor of Philosophy degree. Applicants who, for valid reasons (illness, scientific internship, family circumstances) did not complete the pedagogical internship within the planned period, complete it at another time determined by the department and agreed with the postgraduate department.

Rights and obligations of participants in pedagogical practice

The head of pedagogical practice carries out:

- organizational and methodological support for the applicant;
- consulting on preparation for classes and development of teaching materials;
- formative and summative assessment of practice results;
- monitoring compliance with pedagogical ethics, academic integrity requirements, and the Anti-Corruption Program of Sumy NAU.

The head has the right to involve other scientific and pedagogical employees of the department in observing and evaluating the applicant's classes.

A candidate for a Doctor of Philosophy degree during pedagogical practice has all the rights and obligations defined by the Law of Ukraine "On Higher Education" and internal regulations of Sumy NAU.

He is obliged to adhere to academic integrity, fulfill an individual practice plan, submit reporting documentation on time, and ensure an appropriate level of pedagogical culture that meets the modern requirements for training specialists in the field of food technology.

3. ORGANIZATION OF INDEPENDENT WORK DURING PEDAGOGICAL PRACTICE

Independent work of a PhD candidate is an important component of pedagogical practice aimed at forming professional competencies of a future teacher of a higher education institution. It involves the active involvement of the postgraduate student in the educational process, mastering the methodology of teaching academic disciplines, mastering pedagogical technologies, forms and methods of organizing education in higher education institutions.

Independent work is carried out according to an individual plan and involves completing a number of tasks that ensure the practical implementation of theoretical knowledge, the acquisition of teaching experience, as well as the development of skills to plan, analyze and improve the educational process.

3.1. Clarifying the purpose and objectives of the practice

The initial stage of pedagogical practice is to clarify its purpose, objectives, structure and expected results. At this stage, the postgraduate student is familiarized with the Regulations on pedagogical practice, the practice program, the individual plan and the requirements of the department for its implementation. It is important that the applicant realizes the importance of practice as a component of the training of a future scientific and pedagogical worker, which combines theoretical training with real pedagogical experience.

The postgraduate student analyzes the purpose and objectives of the internship,

determines their relationship with his own educational and scientific program, the topic of the dissertation research and future teaching activities. Based on this, he formulates personal goals for the internship**,** which may include:

- improving knowledge of teaching methods in the discipline in the specialty;
- developing skills in organizing the educational process and working with students;
- development of the teacher's communicative culture;
- mastering modern educational technologies and methods of assessing students' academic achievements;
- formation of an analytical approach to the assessment of pedagogical situations.

In addition, the postgraduate student specifies the expected results of the practice - knowledge, skills and competences that should be formed in the process of completing the tasks. At this stage, it is advisable to carry out a self-assessment of the initial level of pedagogical training and identify areas for its improvement.

Clarifying the goal and objectives of the internship is the basis for further effective organization of the applicant's activities, determining work priorities, and planning time and resources.

3.2. Drawing up a calendar plan for completing the internship

After familiarizing himself with the purpose and objectives of the teaching practice, the postgraduate student proceeds to draw up a calendar plan for its completion, which is the main organizational document regulating his activities throughout the entire period of practice.

The calendar plan determines the sequence, content, and deadlines for performing all types of work provided for by the program, and contributes to the rational distribution of time between theoretical training, methodological activities, conducting classes, and preparing reporting documentation.

When drawing up a calendar plan, the postgraduate student takes into account:

- the total duration of the internship (3 weeks) and the number of academic hours provided for by the syllabus;
- schedule of the educational process of the department or educational program;
- the presence of methodological and scientific events in which it is necessary to participate (attending classes, department meetings, scientific seminars, etc.);
- deadlines for completing intermediate and final tasks, including preparing a syllabus, a practice report, conducting classes, and defending results.

It is advisable to clearly reflect the stages of practice in the calendar plan, in particular:

1) Organizational and preparatory stage (familiarization with the department,

documentation, planning of activities).

2) The main stage (participation in the educational process, completion of pedagogical tasks, attendance at classes).

3) Final stage (preparation of a report, self-analysis, defense of the practice).

The calendar plan must be agreed with the practice manager and approved by the department. It can be drawn up in the form of a table, which indicates specific types of work, their content, deadlines, reporting forms and responsible persons.

Careful planning contributes to the systematic completion of tasks, increases the effectiveness of practice, and allows the graduate student to rationally allocate time to implement an individual educational trajectory.

3.3. Familiarization with the organizational, educational, methodological and scientific work of the department

This stage involves the active inclusion of the postgraduate student in the activities of the department, on the basis of which pedagogical practice takes place. The applicant must familiarize himself in detail with the organizational structure of the department, its main areas of work, staff, academic disciplines provided by the department, as well as with educational and methodological documentation.

During the introduction, the postgraduate student studies:

- curricula and educational and professional programs for student training;
- syllabi of academic disciplines and methodological materials for independent work of students;
- forms and criteria for assessing academic achievements;
- innovative approaches to organizing the educational process.

In addition, the postgraduate student participates in department meetings, scientific seminars, pedagogical discussions, and discussions of educational and methodological issues. He or she may participate in the development of educational and methodological materials, updating syllabi, recommendations for students, or electronic educational resources.

Special attention is paid to familiarization with the scientific direction of the department's work. The postgraduate student analyzes the subject of scientific research, its connection with the educational process, and participates in scientific discussions, which contributes to the integration of his own scientific activity into pedagogical practice.

The result of this stage is the formation in the applicant of a holistic understanding of the functioning of the department as a structural unit of a higher education institution, combining educational, methodological and scientific activities.

3.4. Attendance at classes of the practice manager and other members of the

department

During the internship, the postgraduate student must attend classes of experienced teachers of the department (lectures, practicals, laboratory, seminars), which is an important stage of observation and analysis of the pedagogical process.

The purpose of this type of activity is to study the style of pedagogical communication, teaching methods, class structure, forms of activating students' educational activities, as well as familiarization with knowledge control technologies and the use of innovative educational tools.

After each class attended, the postgraduate student writes an analytical description, which records the strengths and peculiarities of the class, the teacher's pedagogical techniques, the students' reaction, and the effectiveness of the methods used. This analysis is discussed with the practice supervisor, who provides recommendations for improving the candidate's pedagogical skills.

Such observation allows the graduate student to more deeply understand the specifics of organizing the educational process in a higher education institution, develop analytical thinking, and prepare for conducting their own educational classes.

3.5. Preparation of the syllabus of the educational component

Syllabus development is one of the key tasks of pedagogical practice, allowing the graduate student to demonstrate an understanding of modern approaches to planning the educational process.

The postgraduate student independently prepares a draft syllabus for an academic discipline in a specialty or topic agreed with the department. In the process of preparation, he masters the methodology for forming learning outcomes, defining content modules, and distributing study hours between different types of student activities.

The syllabus should reflect:

- the goal and expected learning outcomes (taking into account the competency approach);
- the content of the educational material, divided into modules or topics;
- forms of conducting classes (lectures, practical, laboratory, independent work);
- assessment criteria and methods of monitoring learning outcomes;
- recommended reading and additional resources.

When performing this task, the postgraduate student coordinates the structure and content of the syllabus with the internship supervisor, takes into account the characteristics of the target audience, the specifics of the educational program, and current trends in higher education.

Developing a syllabus helps students develop skills in pedagogical design,

strategic planning of the educational process, and preparation of educational and methodological documents at the level of modern standards.

3.6. Preparation of the internship report

The final stage of pedagogical practice is the preparation of a final report, which summarizes the results of the implementation of the individual plan and reflects the level of formation of the postgraduate student's professional competencies.

The report should present the following structural elements:

- a brief description of the practice base (department, educational institution);
- description of tasks and activities performed;
- analytical observations of educational sessions;
- characteristics of participation in the methodological and scientific work of the department;
- your own draft syllabus or teaching and methodological material;
- generalization of results and self-assessment of acquired skills.

The report is prepared in accordance with the requirements established by the department, in printed or electronic form, in compliance with the norms of academic integrity. The report may include appendices: calendar plan, syllabus, observation letters, analytical reviews, and other supporting documents.

A well-prepared report is not only a form of reporting, but also a reflection tool that allows a postgraduate student to analyze their own pedagogical experience and identify areas for further professional development and self-improvement.

3.7. Defense of the internship report

The final stage of pedagogical practice is the defense of a report, during which the postgraduate student summarizes the experience gained and demonstrates the formed pedagogical competencies. The report should contain a description of the tasks performed, an analysis of the lessons conducted, a description of the educational and methodological work of the department, as well as personal conclusions regarding the improvement of the teacher's professional training.

An element of final control, if necessary maybe Conducting a lecture session by a postgraduate student in the presence of all the teachers of the department. This session is a kind of culmination of practice, which allows you to demonstrate the level of pedagogical skills, the ability to organize the educational process, apply modern teaching methods and technologies, and maintain contact with the student audience.

of the practice defense Recommendations are provided for further improvement of pedagogical activities.

4. BASIC REQUIREMENTS FOR WRITING A REPORT

The report on teaching practice is the main document that reflects the content, scope and results of the applicant's work during the practice. Its design must meet the established requirements of the university, be clear, logically structured and meaningful.

General requirements. The collection of material for the report is carried out systematically throughout the entire period of practice in accordance with the calendar plan. The postgraduate student must record all types of activities, observations, classes held, participation in the methodological and organizational work of the department.

Upon completion of the internship, the report should summarize the results obtained, reflect one's own achievements, analyze the formed pedagogical competencies, and provide an assessment of the effectiveness of the classes conducted and the scientific and methodological activities carried out.

The report must be written in the state language, without grammatical and stylistic errors, and in compliance with the scientific and methodological style of presentation.

Report structure. The report on teaching practice must contain the following *mandatory components* (in accordance with the Regulations on Teaching Practice of Candidates for the Degree of Doctor of Philosophy approved by the University):

1. Cover letter (Appendix A).
2. Work schedule approved by the practice manager (Appendix B).
3. A developed educational component or its parts (work program, syllabus, lecture material, methodological recommendations, tasks for independent or practical work, etc.).
4. Letter of formative assessment of the applicant based on the results of teaching practice (Appendix B).
5. Summative (summary) assessment sheet for achievement of expected learning outcomes (Appendix D).

Additional documents may be attached to the report, including:

– feedback questionnaire developed by the applicant;

– protocol of the open class (if there is a decision of the department to hold it);

– other documents determined by the practice manager.

Recommended structure of the main part of the report. The main part of the report should logically reflect the content of the pedagogical activity and contain the following indicative sections:

- general characteristics of the practice base**:** brief information about the department or educational program within which the practice takes place, areas of training, contingent of education seekers, educational and methodological support;

- organization of pedagogical activity: participation in lectures, practical and laboratory classes; types of educational work performed during practice; applied teaching methods and technologies;

- development and testing of the educational component: description of the created educational and methodological materials (syllabus, presentations, tests, methodological instructions, etc.);

- methodological analysis of the lessons conducted: description of the forms and methods of teaching, didactic tools used, application of digital technologies;

- self-analysis of professional activity: assessment of the level of one's own pedagogical skills, the formation of teaching competencies, difficulties that arose during practice, and ways to overcome them;

- scientific and research component of pedagogical practice: description of participation in the scientific and methodological work of the department, seminars, conferences, preparation of publications or educational and methodological materials;

- conclusions and suggestions: general results of the internship, assessment of the effectiveness of the educational process, recommendations for improving training courses, methods and forms of teaching.

Requirements for report preparation. The report must be prepared on A4 sheets with margins: left – 25 mm, right – 15 mm, top – 20 mm, bottom – 20 mm. Font – Times New Roman, 14 point, line spacing – 1.5. The pages are numbered continuously, starting from the title page (no number is placed on it).

Requirements for content and style of presentation. The report must be written independently by the applicant, based on factual materials from pedagogical practice. The inclusion of fragments from literary sources without references is not allowed.

The text should be clear, logical, coherent, without excessive theorizing, with an emphasis on practical experience and pedagogical results. The description should contain elements of analysis, generalization and self-assessment.

5. PRACTICE SUMMARY

The evaluation of the implementation of the pedagogical practice program by candidates for the degree of Doctor of Philosophy is carried out by the practice supervisor in the process of implementing the individual plan according to the approved schedule. In the control process, summative (table 5.1-5.2) and formative (table 5.3-5.4) evaluation of the results of the practice are used.

The results of pedagogical practice are summarized based on the results of the preparation and defense of a written report during the final meeting of the department. The final grade is determined taking into account the requirements of the credit-modular system of organizing the educational process (Table 5.4). The reports are signed by the practice leaders and approved by the final credit mark on the title page.

Applicants who have not completed individual elements of the internship program or have not reached the minimum level of 60 points are considered to have failed**.** In this case, they need to finalize the program tasks in accordance with the individual recommendations of the internship supervisor for re-evaluation.

Table 5.1

Summative assessment

To assess the expected learning outcomes, there is a

№	Summative assessment methods	Points / Weight in overall assessment	Date of compilation
1	Lessons 1-5 (plan preparation, material selection)	50 points / 50%	According to the schedule
2	Preparation of the syllabus of the educational component	20 points / 20 %	According to the educational process schedule
3	Test (report defense)	30 points / 30 %	According to the educational process schedule

Table 5.2

Evaluation criteria

Component	Unsatisfactory	Satisfactory	Good	Excellent
1	**2**	**3**	**4**	**5**
Lessons 1-5	*<4* points	*5-6* points	*7-8* points	*9-10* points
	The requirements for the task were not met or were met with a significant number of errors. were demonstrated, and an original solution to the problem was proposed.	Most of the requirements were met, but individual components were missing or not sufficiently disclosed, there was no analysis of other approaches to the issue.	All task requirements were met.	All task requirements were met, creativity and thoughtfulness were demonstrated, and an original solution to the problem was proposed.
Preparation of the syllabus of the educational component	*<10* points	*11-14* points	*15-18* points	*19-20* points
	The requirements for the task are not met or are met with a significant number of errors.	Most of the requirements are met, but individual components are missing or insufficiently disclosed.	All task requirements are met.	All task requirements have been met, creativity has been demonstrated, the syllabus has an appropriate structure and a completed form
Credit (defense of the internship report)	*< 12* points	*12-23* points	*24-29* points	*30* points
	The requirements for the task are not met.	Answers to all questions are provided, but individual components of the answers are missing or insufficiently disclosed.	Answers to all questions are provided.	Answers to all questions are provided, creativity is demonstrated, and an own solution to the problem is proposed.

Table 4.3

Formative assessment

№	Elements of Formative Assessment Date	Date
1	Self-assessment	After class
2	Oral feedback from the candidate during the preparation and delivery of classes	After class
3	Oral feedback from the candidate during the preparation of the syllabus	
4	Peer-assessment	After class

Table 5.1

Grading scales: national and ECTS

Total points for all types of learning activities	Rating for ECTS scale	National scale assessment	
		for exam, course project (work), practice	for credit
90 – 100	A	perfectly	enrolled
85 – 89	B	good	
75 – 84	C		
70 – 74	D	satisfactorily	
60 – 69	E		
42 – 59	FX	dissatisfied with the possibility of re-defending the report	not passed with the possibility of retaking
1 – 41	F	unsatisfactory with mandatory re-passing of the internship	not enrolled with mandatory re-study of subjects

The distribution of points for preparation, preparation of a report on pedagogical practice and its defense before the commission is determined in accordance with the syllabus of the educational component on the organization of pedagogical practice for candidates for the degree of Doctor of Philosophy.

RECOMMENDED READING

Legislative and regulatory documents

1Law Ukraine "About higher education" from 01.07.2014 No. 1556-VII. URL: http://zakon5.rada.gov.ua/laws/show/1556-18

2. Resolution of the Cabinet of Ministers of Ukraine dated March 23, 2016 No. 261 “On approval of the Procedure for training candidates for the degree of Doctor of Philosophy and Doctor of Science in higher education institutions (scientific institutions)” URL: https://zakon.rada.gov.ua/laws/show/261-2016-%D0%BF#Text

3. The Regulation on the organization of the educational process at Sumy National Agrarian University was put into effect by the order of the rector No. 350/OD dated 08/28/2024 URL: http://surl.li/cytmxh

4. The Regulation on the procedure for considering student appeals at Sumy National Agrarian University was introduced by order of the rector of Sumy NAU No. 410-k dated October 28, 2021. URL: http://surl.li/vvgtjm

5. The Regulation on the accreditation of educational programs for the training of higher education applicants was approved by the order of the Ministry of Education and Science of Ukraine dated May 15, 2024 No. 686 https://zakon.rada.gov.ua/laws/show/z1013-24#Text

6. Regulations on the pedagogical practice of candidates for the degree of Doctor of Philosophy at Sumy National Agrarian University, approved by the Academic Council of SNAU (minutes No. 14 dated 02/24/2025) and put into effect by order of the rector No. 72/1/od dated 02/28/2025.

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Appendix A

Sample cover page for a report

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

SUMY NATIONAL AGRARIAN UNIVERSITY

Faculty _____

Department _____

REPORT
FROM PEDAGOGICAL PRACTICE

Applicant	_____	(First Name Last Name)
Specialty		Code, name
Educational and scientific program		Name
Practice Manager	_____	(First Name Last Name)

Sumy – 20__

Appendix B

Work schedule

During teaching practice

Applicant _____

Specialty _____

Educational and scientific program _____

The discipline within which
pedagogical practice tasks _____

Educational program within which the discipline is taught:
Level of higher education:

_____

Name: _____

Types of work that are mandatory within the framework of pedagogical (practice)	Period	Notes
Attendance by the applicant of classes in disciplines taught by his/her academic supervisor or other mentors		
Familiarization with the program learning outcomes that the discipline should provide, the work program (syllabus) of the discipline		
Development of part of the discipline, including the RNs that will be provided, teaching methods that will be applied to achieve		
Formation of an assessment strategy, including formative assessment, that the applicant plans to apply		
Agreement with the manager, adjustments		
Developing a feedback questionnaire		
Lesson 1, discussion with the leader		
Lesson 2, discussion with the leader		
Lesson 3 discussion with the leader		
Lesson 4 discussion with the leader		
Lesson 5 discussion with the leader		
Student survey		
Analysis of survey results, discussion of survey results with the manager		
Report preparation		
Manager evaluation		

Appendix B

Form of formative assessment of the applicant based on the results of teaching practice

Applicant's strengths	Needs improvement
Recommendations for further improvement	
Applicant's opinion (self-reflection)	

Appendix D

Form of summative assessment of the applicant based on the results of teaching practice

Component of teaching competence	Level			
	insufficient	satisfactory	sufficient	high
Ability to develop an educational component within one's specialty (field of knowledge),				
Ability to formulate an effective learning-teaching-assessment strategy in accordance with learning objectives and outcomes				
The ability to use knowledge from the specialty in teaching, to integrate it into the discipline being taught				
Ability to apply assessment methods provided for by the learning objectives and the RN, including formative ones, to ensure maximum progress of students in their studies				
Ability to apply different teaching methods and forms of reflection				
Ability to analyze the learning process, including evaluating one's teaching in accordance with learning objectives				
Ability to work in purposeful interaction with students, using interactive skills as appropriate to the situation				
Ability to collaborate with various stakeholders of the educational process (academic community, students, administrative services, etc.).				

Overall assessment of pedagogical practice

_____

(number of points, assessment on the national scale)

Scientific advisor /
(practice manager) _____ _____

(signature) (First name LAST name)

Oksana MELNYK
Olga SEREDA
Ihor MAZURENKO

PEDAGOGICAL PRACTICE

(EC)

for 2nd year students
specialty "Food Technologies"
higher education degree "Doctor of Philosophy"

Sumy, RVV, Sumy National Agrarian University,
160 G. Kondratieva St.

Signed for printing: Format: Times Typeface New Roman
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