

**MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SUMY NATIONAL AGRARIAN UNIVERSITY**

TEACHING PRACTICE PROGRAM

**for 2nd year students
specialty "Food Technologies"
full-time education
higher education degree "Doctor of Philosophy"**

SUMY 2025

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SUMY NATIONAL AGRARIAN UNIVERSITY
Faculty of Food Technologies

TEACHING PRACTICE PROGRAM

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specialty "Food Technologies"
full-time education
higher education degree "Doctor of Philosophy"

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Compiled by: Melnyk O.Yu., Ph.D., Associate Professor of the Department of Technologies of Nutrition,

Sereda O.G., Doctor of Philosophy, Senior Lecturer of the Department of Technologies of Nutrition,

Mazurenko I.K., Doctor of Technical Sciences, Professor of the Department of Technologies of Nutrition.

P 69 Program of pedagogical practice in the specialty: for 2nd year applicants of the EP "Doctor of Philosophy" specialty "Food Technologies" /compiled by O.Yu. Melnyk, O.G. Sereda, I.K. Mazurenko. - Sumy, 2025 - p. 19

The pedagogical practice program is 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 one's own pedagogical activities, and effectively interact with students and other stakeholders of the educational process.

Reviewers:

Bolhova N.V., Candidate of Agricultural Sciences, Associate Professor of the Department of Food Technology and Safety of SNAU,

Silchuk T.A., Doctor of technical science, Professor of the Department of Hotel and Restaurant Management, NUFT

Responsible for the release:

Melnyk O.Yu., guarantor of the educational program, Ph.D., Associate professor of the Department of Food Technologies, SNAU.

Recommended for publication by the Council for Quality Assurance of Educational Activities and Quality of Higher Education of the Faculty of Food Technology. Protocol No. 4 dated November 28, 2025.

CONTENT

CONTENTS	5
INTRODUCTION	6
1. PURPOSE AND OBJECTIVES OF PEDAGOGICAL PRACTICE	7
2. MANAGEMENT AND ORGANIZATION OF PRACTICE	7
3. BASIC REQUIREMENTS FOR WRITING A REPORT	10
4. PRACTICE SUMMARY	11
RECOMMENDED READING	14
Appendix A. Sample cover page	16
Appendix B. Calendar plan	17
Appendix B. Form of formative assessment of the applicant based on the results of pedagogical practice	18
Appendix D. Form of summative assessment of the applicant based on the results of teaching practice	19

INTRODUCTION

Pedagogical practice is an integral part of the training of PhD candidates and an important stage in the formation of their professional competence in the field of higher education. It ensures the integration of theoretical knowledge and practical experience, contributes to the development of pedagogical skills, the ability to effectively organize the educational process and carry out scientific and pedagogical activities at a modern level.

Modern training of scientific and pedagogical personnel requires orientation on a competency-based approach, which involves the formation of postgraduate students not only deep theoretical knowledge in the field of specialization, but also the ability to effectively teach, communicate, apply innovative pedagogical technologies, analytical thinking and academic integrity. It is pedagogical practice that creates conditions for the development of teaching competence, independent application of pedagogical methods and technologies, reflection and evaluation of one's own pedagogical activity.

During their pedagogical practice, postgraduate students are involved in all stages of the educational process: planning educational activities, developing teaching and methodological materials, conducting lectures, practical, laboratory classes, assessing students' academic achievements. Special attention is paid to developing skills in the application of modern forms and methods of learning, in particular interactive technologies, digital platforms, as well as implementing the educational process in a blended or distance format.

During pedagogical practice, applicants gain experience in academic interaction with students, colleagues and other stakeholders of the educational environment, learn to communicate effectively, form learning motivation, create a favorable educational space. Practice also contributes to the awareness of the role of a teacher as a mentor, organizer of cognitive activity, researcher and participant in innovative changes in the education system.

Thus, pedagogical practice is the final stage of the postgraduate student's professional development as a future scientist and teacher who is able to provide a high-quality educational process, combining scientific achievements with modern teaching methods. Its results are decisive for the formation of the readiness of the candidate for the degree of Doctor of Philosophy for independent pedagogical and scientific activity in higher education institutions.

1. GOAL AND TASK 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.).

The duration, scope, and timing of the teaching practice are determined in the curriculum and are included in the applicant's individual curriculum (as a rule, 4–5 semesters, depending on which semester (spring or fall) the discipline within which the practice program will be implemented is provided) and is agreed with the academic supervisor.

2. MANAGEMENT AND ORGANIZATION OF PRACTICE

The pedagogical practice of candidates for the degree of Doctor of Philosophy in specialty 181 "Food Technologies" is supervised by scientific supervisors and heads from the departments of Food Technology or Food Technology and Safety of the Faculty of Food Technologies.

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 181 "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), methodological materials, presentations, tests, etc.
3. Attending training sessions of the department's scientific and pedagogical staff or the head to observe their teaching methods, the use of interactive technologies, means of knowledge control, and the development of students' cognitive activity.
4. Conducting training sessions (lectures, laboratory, practical, consulting) in the amount of at least 5 sessions, agreed with the practice supervisor. The practice supervisor's presence is mandatory at all sessions.
5. Conducting an open session, if necessary, which can be initiated by the practice manager 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, it is advisable for the applicant to organize a questionnaire survey of students 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. 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 Department of Postgraduate and Doctoral Studies.

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. 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.

4. 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 4.1-4.2) and formative (table 4.3-4.4) evaluation of the results of the practice are used.

The results of pedagogical practice are determined 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 4.4). 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 4.1

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 4.2

Evaluation criteria

Component	Unsatisfactory	Satisfactory	Good	Excellent
1	2	3	4	5
	<4 points	5-6 points	7-8 points	9-10 points
Lessons 1-5	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
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 4.4

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

1. Law 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.
7. ECTS Directory user 2015 URL: https://erasmusplus.org.ua/wp-content/uploads/2016/01/2016_ECTS_Users_Guide-2015_Ukrainian_translation.pdf
8. Methodical recommendations of development standards higher education. Approved by the Higher Education Sector of the Scientific and Methodological Council of the Ministry of Education and Science Ukraine, protocol from 23.11.2017 No. 19. URL: <https://mon.gov.ua/static-objects/mon/sites/1/vishcha-osvita/rekomendatsii-1648.pdf>
9. National Qualifications Framework. Approved by the Resolution of the Cabinet of Ministers of Ukraine dated November 23, 2011 No. 1341. URL: <https://zakon.rada.gov.ua/laws/show/1341-2011-%D0%BF#Text>
10. ISCED (International Standard Classification of Education, ISCED) 2011. URL <https://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>
11. ISCED-F (International Standard Classification of Education – Fields, ISCED-G) 2013. URL: <https://uis.unesco.org/sites/default/files/documents/international-standard->

Educational and educational and methodological literature:

12. Pedagogical skills of a teacher: [textbook] / edited by O. I. Pidlasy. – Kyiv: Publishing house “Slovo”, 2018. – 256 p.
13. Pedagogy of higher education: [educational and methodological complex] / edited by S. U. Goncharenko. – Kyiv: Center for Educational Literature, 2019. – 348 p.
14. Formation of learning outcomes in environmental sciences: training course / Yu. V. Rybalko, O.V. Zazimko. – NUBIP, 2017. – Odesa: NU “OMA”, 2017. – 50 p.
https://nubip.edu.ua/sites/default/files/1._formuvannya_rezultativ_navchannya_v_naukah_pro_navkolishnie_seredovishche.pdf
15. Development of educational programs. Methodological recommendations / Authors: V.M. Zakharchenko, V.I. Lugovyi, Y.M. Rashkevych, Zh.V. Talanova / Edited by V.G. Kremenya. – K.: SE “NVC “Priority”, 2014. – 120 p.
16. Global Sustainable Development Goals: Cases for Making Management Decisions: A Textbook / Edited by Yu.M. Petrushenko. – Sumy: SumDU, 2020. – 122 p.
17. Hrynyova M. V., Kononets N. V. Competency-based approach in professional training. Electronic manual for independent work of applicants of the third educational and scientific level (Doctor of Philosophy)
18. Methodological recommendations for higher education institutions on supporting the principles of academic integrity
https://drive.google.com/file/d/1IJtjefmfqO1uNCn4p9cT5g6_58h0Cqx9/view
19. Recommendations for higher education institutions on the development and implementation of a university system for ensuring academic integrity. Available at: <https://naqa.gov.ua/>
20. Pentylyuk M.I., Oleksenko V.P., Gaidaenko I.V. Educational and research work of students: teaching and methodological manual. – Kherson, 2020. – 158 p.
21. Food technologies. Part 1. Innovations in the food industry: a textbook for graduate students / O.Yu. Melnyk, M.Yu. Savchenko-Pererva, T.M. Stepanova and others.; ed. O.Yu. Melnyk. - Odessa: Oldi+, 2024. - 145 p.

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__

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 NPPs		
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 (if available)		
Analysis of survey results, discussion of survey results with the manager (if available)		
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 EP, 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
Olha SEREDA
Ihor MAZURENKO**

TEACHING PRACTICE PROGRAM

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specialty "Food Technologies"
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higher education degree "Doctor of Philosophy"**

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

Signed for printing: Format: Times Typeface New Roman
Circulation: Order _____ Standard printing sheets
