

BORYS GRINCHENKO KYIV METROPOLITAN UNIVERSITY  
FACULTY OF PEDAGOGICAL EDUCATION  
DEPARTMENT OF EDUCATIONAL STUDIES AND  
PSYCHOLOGICAL-PEDAGOGICAL SCIENCES



«APPROVED»

Chairman of the Academic Council  
Nataliia VINNIKOVA

*uomoeo* 2024

**SYLLABUS**

**STRATEGIES OF SCIENTIFIC RESEARCH**

for PhD students

**Module**

**INTERNATIONALIZATION OF SCIENCE**

Programme Subject Area: 011 Educational and Pedagogical Sciences; 012 Preschool Education; 017 Physical Culture and Sport, 023 Fine Art and Decorative Art, Restoration; 025 Musical Art; 031 Religious Studies; 032 History and Archeology; 033 Philosophy; 035 Philology; 051 Economics; 053 Psychology; 061 Journalism; 125 Cybersecurity and Information protection; 231 Social Work

For the third level

Educational and scientific programs: «Educational and Pedagogical Sciences», «Preschool Education», «Physical Culture and Sport», «Fine Art and Decorative Art, Restoration», «Music Art», «Religious Studies», «History and Archeology», «Philosophy», «Philology», «Economics», «Psychology», «Journalism», «Cybersecurity», «Social Work»

Kyiv 2024

**Developers:**

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**Lectureres:**

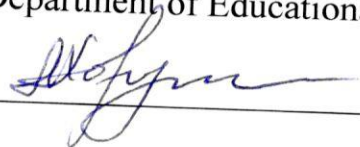
Olha Vyhovska, Candidate of Political Sciences, Head of the Research Department for Higher Education Internationalization;

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The syllabus was revised and approved at the meeting of Department of Educational Studies and Psychological-Pedagogical Sciences

Minutes № 2, 03.02.2024

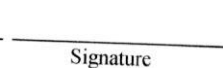
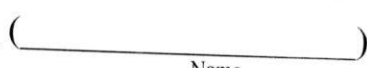
The Head of Department of Educational Studies and Psychological-Pedagogical Sciences

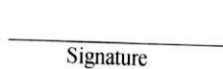
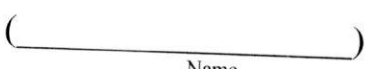
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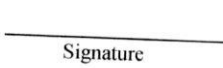
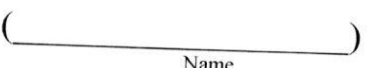
The syllabus was revised 03.02.2024


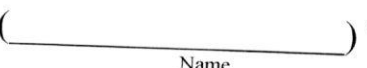
Head of Doctoral School  Ilona TRYHUB


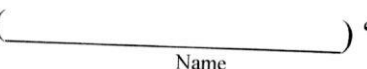
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### 1. Description of the educational discipline

Names of indicators	Characteristics of the discipline by forms of education	
	Full-time	Distance learning
<b>STRATEGIES OF SCIENTIFIC RESEARCH / INTERNATIONALIZATION OF SCIENCE</b>		
Type of discipline	Compulsory	
Language of instruction, learning, and assessment	English	
Total credits/hours	3/90	
Year of studying	1	1
Semester	2	2
Number of modules with distribution:	3	3
Credits	3	3
Hours, including:	90	90
In class	24	12
Self-study work	60	78
Module tests	6	
Form of semester assessment	Credit	

**2. The aim of the course** is to conduct a comprehensive scientific analysis of current trends in higher education and science in the context of the formation of the European scientific and educational network and transnational intellectual space. This is for the implementation of strategies for the internationalization of science and education in Ukraine and for providing candidates for the degree of Doctor of Philosophy with practical skills in: preparing and writing individual and collaborative grant proposals, scientific articles in international peer-reviewed publications.

**3. The objectives** of the academic discipline are as follows:

- Theoretically substantiate the processes of internationalization within the modern higher education and science system in Ukraine, taking into account current challenges.
- Analyze global trends in academic mobility as a crucial component of science and education internationalization.
- Identify factors that will contribute to promoting European scientific standards within the Ukrainian academic environment.
- Identify mechanisms of internationalization through participation in international programs concerning joint/double degrees in the European higher education space.
- Foster the development of ethical values in researchers and academic integrity in the execution of various scientific tasks.

- Highlight the benefits of mobility for PhD researchers studying in doctoral programs at the University who plan to engage in international research projects.
- Revitalize the publication activity of PhD candidates in international peer-reviewed journals and publications included in international scientific databases (Scopus, Web of Science, etc.).
- Familiarize future scholars with the fundamentals of project management and grant writing, and enhance their ability to prepare and write individual and collaborative grant proposals.

**Program Learning Outcomes:**

- Comprehending the fundamental principles of internationalization, reflecting the concept of openness in science and education in the modern world.
- Recognizing science as a platform for building a democratic society, implementing European academic values, and laying the foundation for mutual understanding and intercultural dialogue.
- Readiness to analyze scientific sources, programmatic, and normative documents that define internationalization strategies at global, European, and national levels.
- Understanding the specifics of the scientific activities of contemporary researchers through their participation in the international research arena.
- Identifying the correlation between the structure of scientific cognitive activity and the ethical requirements placed on researchers according to academic norms.
- Ability to prepare and write scientific articles included in scientific databases (Scopus, Web of Science, etc.) and international peer-reviewed publications.
- Preparedness to create and format individual and collaborative grant applications, as well as project proposals for participation in academic mobility programs such as 'Erasmus+' (Key Action 1), 'Horizon 2020,' and others.
- Acquiring fundamental project management skills.

Upon completing the study of this academic discipline according to the educational and scientific programs of the third (educational and scientific) level, general and specific competencies are formed, and learning outcomes are achieved. The matrix correlating program competencies with educational component outcomes is provided at the end of the program.

#### 4. Structure of the Educational Discipline

##### Course Outline for Full-time Education

Names of Theoretical Sections	Total	Hours by Types of Activities					
		In class					Self study
		Lectures	Seminars	Practical classes	In laboratory	Individual	
<b>Module 1. Fundamentals of Higher Education and Science Internationalization</b>							
Topic 1. International Academic Mobility as an Essential Component of Higher Education and Science Development	7	2	-	-	-	-	5
Topic 2. Research Programs of the European Union: 'Horizon 2020,' 'Erasmus+'	7	2	-	-	-	-	5
Topic 3. Jean Monnet Educational Program of the European Union	7	-	2	-	-	-	5
Topic 4. Fundamentals of Project Management and Grant Writing: Analysis of International Grant Programs	7	-	2	-	-	-	5
<b>Module Test</b>	2						
<b>Total</b>	<b>30</b>	<b>4</b>	<b>4</b>				<b>20</b>
<b>Module 2. Information Literacy</b>							
Topic 1. Searching for Scientific Journals and Books. Open Institutional and Thematic Archives	7	2	-	-	-	-	5
Topic 2. Opportunities of the Web of Science Platform for Research Activities	7	2	-	-	-	-	5
Topic 3. Opportunities of the Scopus Database for Research Activities	7	2	-	-	-	-	5
Topic 4. Selecting a Journal for Publication. Author Profiles	7	2	-	-	-	-	5
<b>Module Test</b>	2						
<b>Total</b>	<b>30</b>	<b>8</b>	<b>-</b>				<b>20</b>
<b>Module 3. Scientific Publications in the Digital Environment</b>							
Topic 1. Ethics of Scholarly Publications in the Digital Environment	7	-	2	-	-	-	5
Topic 2. Peer Review. Types of Peer Review	7	-	2	-	-	-	5
Topic 3. Bibliographic Information Management Software	7	2	-	-	-	-	5
Topic 4. Academic Integrity and Checking for Plagiarism in Research Works	7	-	2	-	-	-	5
<b>Module Test</b>	2						
<b>Total</b>	<b>30</b>	<b>2</b>	<b>6</b>				<b>20</b>
<b>Sum</b>	<b>90</b>	<b>14</b>	<b>10</b>				<b>60</b>

### Course Outline for Part-time Education

Names of Theoretical Sections	Total	Hours by Types of Activities					
		In class					Self Study
		Lectures	Seminars	Practical classes	In laboratory	Practical classes	
<b>Module 1. Fundamentals of Higher Education and Science Internationalization</b>							
Topic 1. International Academic Mobility as an Essential Component of Higher Education and Science Development	10	2	-	-	-	-	8
Topic 2. Research Programs of the European Union: 'Horizon 2020,' 'Erasmus+'	8	-	2	-	-	-	6
Topic 3. Jean Monnet Educational Program of the European Union	6	-	-	-	-	-	6
Topic 4. Fundamentals of Project Management and Grant Writing: Analysis of International Grant Programs	6	-	-	-	-	-	6
<b>Total</b>	<b>30</b>	<b>2</b>	<b>2</b>				<b>24</b>
<b>Module 2. Information Literacy</b>							
Topic 1. Searching for Scientific Journals and Books. Open Institutional and Thematic Archives	6	-	-	-	-	-	6
Topic 2. Opportunities of the Web of Science Platform for Research Activities	10	2	-	-	-	-	8
Topic 3. Opportunities of the Scopus Database for Research Activities	8		-	-	-	-	8
Topic 4. Selecting a Journal for Publication. Author Profiles	6	-	-	-	-	-	6
<b>Total</b>	<b>30</b>	<b>2</b>					<b>28</b>
<b>Module 3. Scientific Publications in the Digital Environment</b>							
Topic 1. Ethics of Scholarly Publications in the Digital Environment	8	-	2	-	-	-	6
Topic 2. Peer Review. Types of Peer Review	6	-	-	-	-	-	6
Topic 3. Bibliographic Information Management Software	8	2	-	-	-	-	6
Topic 4. Academic Integrity and Checking for Plagiarism in Research Works	8	-	2	-	-	-	6
<b>Total</b>	<b>30</b>	<b>2</b>	<b>4</b>				<b>26</b>
<b>Sum</b>	<b>90</b>	<b>6</b>	<b>6</b>				<b>78</b>

## 5. Educational Discipline Program

### MODULE 1

#### Fundamentals of Higher Education and Science Internationalization

##### *Topic 1. International Academic Mobility as an Essential Component of Higher Education and Science Development.*

Global Trends in Academic Mobility, Creating a Unified Knowledge, Research, and Innovation Market. European Higher Education Area (EHEA) and European Research Area (ERA) – Modern European Knowledge Society Enhancing Researchers' Mobility. Mobility (Credit Mobility) as a Powerful Incentive for Improving the Quality of European Higher Education.

The EU's Experience in Supporting Researchers' Mobility: Participation in EU Research Networks, Streamlined Mobility Options (Scientific Visa – Scientific Visa Package), Seeking Funding Sources for Academic Mobility, and more.

The Law of Ukraine 'On Higher Education' (from 01.07.2014, No. 1556-VII) defines international academic mobility as 'the opportunity for participants of the educational process to study, intern, or conduct research in another educational institution (research institution) within or outside the territory of Ukraine' (Section I, Article 1).

Normative documents related to the implementation of the right to academic mobility include the 'Provision on the Procedure for Implementing the Right to Academic Mobility,' approved by the Cabinet of Ministers of Ukraine on August 12, 2015, No. 579. This provision outlines the organization of academic mobility programs for domestic and foreign participants of the educational process: types, forms, social rights of participants, etc.

The issue of systematic research on academic mobility of Ukrainian researchers. The current state of academic mobility in Ukraine that does not meet European requirements: low mobility among faculty, inadequate representation of their work in the global educational space, low citation indexes in international peer-reviewed publications included in international databases (Scopus, Web of Science, etc.).

Achieving effective international academic mobility in Ukraine within the context of education and science internationalization involves aligning the legislative and regulatory framework with international standards to foster collaboration in the educational and research sectors. This includes participation in international educational programs, particularly the EU's Tempus program (Trans-European Mobility Program for University Studies), establishing bilateral inter-university mobility agreements for researchers, ensuring open and transparent access for talented young individuals to international programs and projects, creating conditions to enhance the quality of research, and facilitating the practical utilization of research outcomes in education to ensure the effectiveness of university internationalization efforts. Furthermore, this entails enhancing the quality of research, revitalizing the

publication activity of researchers in international journals included in international databases (Scopus, Web of Science, etc.), with the aim of elevating their citation index in the international educational sphere.

**Key Concepts:** International Academic Mobility, European Research Area, International Educational Programs, Scientific Visa, Education and Science Internationalization, International Scientific Databases, Citation Index.

**Main Literature:** 1,2,8,9

**Additional Literature:** 1,2,3,13

***Topic 2. European Union Research Programs: Horizon 2020, Erasmus+.***

Overview of the Horizon 2020 Program, divided into three main directions:

1) Advanced Science, open for high-quality individual and team research projects in all fields of knowledge, including humanities.

2) Industrial Leadership, funding the development of new technologies and materials, including ICT and space research; financial instruments for innovation in small and medium-sized businesses are also available within this direction.

3) Societal Challenges, encompassing a wide range of research projects from improving transportation, food, healthcare, and safety systems to issues of European identity and cultural heritage.

Main objectives of the Horizon 2020 Program: to make Europe an attractive place for top researchers; to foster innovation and competitiveness in European industry and business; to address the most pressing issues of contemporary European society through science.

Opportunities for participation in the Horizon 2020 Program for Ukrainian higher education institutions, which would facilitate the execution of research and innovation work, increase their efficiency, and stimulate growth and employment, considering the important tasks facing our society.

Analysis of the working program as a comprehensive document defining the European Commission's goals in specific areas. Study of the components of the program application form, detailed analysis of each component (objective, relevance, value).

Study of the European Union's Erasmus+ Program – a new program aimed at supporting projects, collaboration, mobility, and dialogue in the fields of education, youth, and sports. The program is internationally oriented, opening doors to applicants from countries participating in the European Neighborhood Policy.

Participation in academic mobility programs: credit and degree mobility. Academic mobility under the Erasmus+ Program aims to promote international mobility of students, lecturers, and staff from higher education institutions. The role of higher education institutions in this process is to organize individual opportunities by participating in Erasmus+ Program competitions in the field of Key Action 1: learning (academic) mobility.

Formation of consortia within Erasmus+ Key Action 2 projects – cooperation projects aimed at developing innovations and exchanging best practices in higher education. Opportunities for Ukrainian researchers in the context of Key Action 2:



capacity building in higher education, building knowledge alliances and alliances of professional competences, strategic partnership.

**Key Concepts:** Horizon 2020, Advanced Science, Societal Challenges, Industrial Leadership, Erasmus+ Program, academic mobility, credit mobility, degree mobility, consortium formation.

**Main Literature:** 1,7,8,9

**Additional Literature:** 2,3,5,13

### *Topic 3. Jean Monnet Educational Program of the European Union.*

The educational program of the European Union aims to enhance knowledge and awareness of European integration within the EU and beyond. The specific goal of the Jean Monnet program within the Erasmus+ program is to activate the discourse on European integration, promote excellence in European integration studies, involve higher education institutions in the research of European integration processes, and disseminate the ideas of a United Europe.

Exploration of the main types of activities within the program's scope: teaching and research ('Chairs', 'Modules', 'Centers of Excellence'); debates among representatives of academic and research circles and academic exchanges ('Networks' and 'Projects'); support for association activities; provision of operational grants to individual institutions.

Main objectives of the Jean Monnet program: spreading knowledge about European integration processes, raising awareness by encouraging universities, departments, and educators to teach European integration disciplines and conduct research; fostering scientific-theoretical discussions and public debates on relevant topics and issues, interpreting contemporary phenomena of European integration, reinterpreting its past, and seeking its future through the organization of scientific-practical conferences, public discussions, and debates; supporting educational and research institutions, associations, networks specializing in European studies. Organizing (developing, teaching) courses related to the activities of the European Union at the master's level or as part of professional development. Promoting active citizenship by disseminating information about the European Union among the general public.

Promoting knowledge exchange and accumulated experience for mutual enrichment and dissemination of best practices. Strengthening cooperation and creating a platform for knowledge exchange on the most relevant EU and European integration issues involving government bodies and the European Commission. Developing academic content and tools for specific target groups. Scientific exploration, monitoring, and guidance of research projects on European integration themes. Organization and coordination of human and informational resources in the field of European studies.

Exploration of the financial aspect of the Jean Monnet program, analysis of the budget structure, research into economic opportunities for Ukrainian researchers.

**Key Concepts:** Jean Monnet EU program, European integration, European integration processes, centers of excellence.

**Main Literature:** 1,7,8,9

**Additional Literature:** 2,3,5,13

***Topic 4. Fundamentals of Project Management and Grant Writing: Analysis of International Grant Programs.***

Concept of a project and project management. Methodology of project management. Practice of using project management methodology. Project management processes. Interaction of project management process groups. Preparation and writing of project proposals.

Analysis of international projects aimed at: developing, modernizing, and disseminating new educational programs, teaching methods, or learning materials; enhancing the culture of quality assurance; modernizing management and leadership of higher education institutions; strengthening the role of higher education institutions in society and their contribution to education development. Searching for individual annual scholarships for PhD students, doctoral candidates, and young researchers.

Programs for young Ukrainian researchers supported by the U.S. government, Fulbright Research and Development Program: conducting research in U.S. universities for periods ranging from six to nine months. The Fulbright Scholar-in-Residence Program: aimed at promoting scientific and cultural cooperation in U.S. colleges and universities that are underrepresented or have limited experience in international education by inviting experts for teaching, enhancing courses, introducing new educational programs, initiating joint research projects, and academic exchanges.

Analysis of opportunities for PhD students to conduct research in Canada: Scholarship for PhD students in the field of Canadian studies. The program aims to disseminate knowledge and understanding of Canada through publications of relevant articles in foreign or international scholarly press.

The International Visegrad Fund (IVF): Individual grants for researchers in history, sociology, economics, and culture of Visegrad Group countries (Czech Republic, Poland, Slovakia, Hungary); funding for projects implementing specialized courses related to Visegrad Group countries into university curricula.

Opportunities for Ukrainian researchers to participate in Spencer Foundation programs (Individual grants for research in education and pedagogy, funding for educational projects).

Analysis of a wide range of proposals for PhD students and young researchers from the German Academic Exchange Service (DAAD). Foreign researchers working in universities and research institutions have the opportunity to conduct research at a German state or state-recognized university or at a non-university research institution.

**Key Concepts:** project, project management, project proposal, application form, grant writing, international programs, individual scholarships.

**Main Literature:** 1,7,8,9

**Additional Literature:** 2,3,5,13

## MODULE 2 Information Literacy

### *Topic 1. Searching for Scientific Journals and Books. Open Institutional and Thematic Repositories.*

Resources and Services of Grinchenko University Library:

Overview of the main features of working with the collections, resources, and services of Grinchenko University Library. Special functions of the e-catalog. Electronic versions of documents in the local network of Grinchenko University. Document digitization service and Electronic Document Delivery (EDD). Ordering documents for collection completion. Rules and conditions for using the resources of Grinchenko University Library.

Fundamentals of Information Retrieval. Searching for Scientific Journals and Books:

Basic information about scientific journals and the peer review process. Typical structure of a scientific journal's website. How to find open access journals in a chosen discipline. Directory of Open Access Journals (DOAJ). Scientific periodicals of Ukraine - electronic copies of domestic printed scientific professional publications. Features of the Journals for Free catalog. Hybrid open access journals. Websites of scientific publishers. Directory of Open Access Books - global catalog of open access books. Google Books.

Representations of scientific publications on social media. Recommender services Journal Finder by Elsevier and Springer Journal Selector. Editorial services for authors from leading scientific publishers.

Journal Policies:

Checking a journal's policy regarding open access support using the SHERPA/RoMEO service. Types of policies and color codes for their classification: green, blue, yellow, white. Types of documents: preprints, postprints, and publisher's versions. Self-archiving rules.

Institutional and Thematic Repositories:

Grinchenko University Institutional Repository - an open electronic archive. Self-archiving preprints. Searching in relevant thematic repositories. Directory of Open Access Repositories (OpenDOAR) - global repository catalog. Registry of Open Access Repositories (ROAR) - global repository registry. BASE - search system in world repositories. Search system in Ukrainian open archives - search system in Ukrainian repositories. Multidisciplinary repositories. CERN's open archive ZENODO. Research data repositories. re3data.org repository registry. Cloud service Figshare.

**Key Concepts:** electronic archives, self-archiving, repository, scientific periodicals, open access.

**Main Literature:** 1,2.

**Information Resources:** 7.

**Additional Literature:** 2,4.

## ***Topic 2. Opportunities of the Web of Science Database by Clarivate Analytics for Research Activities***

### **Key Bibliometric Indicators:**

Utilizing bibliometric databases and indicators: advantages and pitfalls. Hirsch index (h-index), Impact Factor, Immediacy Index, EigenFactor, Source-Normalized Impact per Paper (SNIP), SCImago Journal Rank (SJR). Domestic bibliometric resources and projects.

### **Web of Science Database by Clarivate Analytics:**

Basic functionalities of the Web of Science platform – a bibliographic database of scientific publications within the Web of Knowledge project by Clarivate Analytics. Possibilities for searching and gathering information, identifying priority research directions within specific knowledge domains, journal selection for publication, tracking citation indexes and publications of specific organization's researchers. Basic information on journal impact, impact factors, and quartile categories.

Exploration of tools for basic and advanced searching, author and citation searches. Using logical operators to enhance search efficiency. Analysis and refinement panels for results, creation of citation reports, etc. Saving search history and working with marked publication lists. Searching for articles based on cited references.

**Key Concepts:** researcher identifiers, h-index, Web of Science, citation index, impact factor, journal quartile.

### **Main Literature: 9**

## ***Topic 3. Opportunities of the Scopus Database by Elsevier for Research Activities***

### **Scopus Database by Elsevier:**

Key functionalities of Scopus. Viewing the list of journals indexed in Scopus. Basic and advanced search options. Search features for documents, authors, and institutions. Viewing the Scopus author profile. Utilizing special filters to refine search results. Typical elements of a record. Creating user lists and alerts. Institution and researcher profiles in Scopus. Journal Metrics website. Author Feedback Wizard tool.

**Key Concepts:** researcher identifiers, h-index, Scopus, citation index, journal quartile.

### **Main Literature: 8,9.**

### **Information Resources: 8.**

## ***Topic 4. Selecting a Journal for Publication. Author Profiles***

### **Selecting a Journal for Publication:**

Selecting a Journal for Publication Methods. Journal selection through Journal Citation Reports, Math instrument on EndNote, Math instrument on Master Journal List (Web of Science). Journal selection using Scientific Journal Rankings (Scopus). Journal selection through CrossRef, Journal Suggester (Springer), Journal Finder (Elsevier). How

to avoid "predatory journals".

**Journal Identifiers:** International Standard Serial Number (ISSN) - an International Standard Serial Number that identifies a periodical publication regardless of its language. The ISSN is always displayed in the top corner of the printed version of the publication as well as on the website. Checking the legitimacy of a publication using the ISSN number.

**Digital Object Identifier System:** Digital Object Identifier (DOI) - a persistent identifier assigned to electronic documents that allows the document to be located even if its URL changes due to site or publisher changes. The DOI index is a widely accepted identifier for scientific publications that provides a direct link between the user and the publication. Similar to a barcode for a physical object, the DOI is a unique alphanumeric string. Objects that can be assigned DOIs include printed journals, individual journal issues, electronic journals, individual electronic journal issues, scientific publications, monographs, conference proceedings, dissertations, books, book chapters, and more. Checking DOIs on the CrossRef website. Search service for DOIs using journal names, authors, keywords.

**Author Profiles:** Key author identifiers: ORCID ID, ResearcherID, Scopus ID, ResearchGate, Google Scholar. ResearcherID - a free add-on from Clarivate Analytics that allows an author to compile their publications and assess their citation impact using the Web of Science (WoS) database, even for articles not published in WoS-indexed journals. The ability to add publications to the ResearcherID profile through EndNote or ORCID. ORCID - an open database created in 2012 that allows researchers to present all of their achievements and academic path, with a 16-digit ORCID number acting as a hyperlink to the researcher's online CV. The need to provide an ORCID number when applying for grant funding, articles, etc., for proper researcher identification.

Popular (LinkedIn, Twitter, Facebook) and specialized social networks: Creating a researcher profile on Academia.edu, ResearchGate, Google Scholar, Mendeley. Unique researcher identifiers. Obtaining an ORCID identifier.

Various tools for modern researchers presented on the Connected Researchers, Research Stash websites.

**Key Concepts:** "predatory journals," ISSN, DOI, ORCID ID, ResearcherID, Scopus ID.

**Information Resources:** 11,12,13,14,15,16,17.

### MODULE 3

#### Scientific publications in a digital environment

##### *Topic 1: Ethics of Scientific Publications in the Digital Environment*

Academic Integrity and Research Originality: Self-citation and plagiarism. Code of conduct for journal editors and International Publication Ethics Standards for authors developed by the Committee on Publication Ethics (COPE).

#### Fraud in Academic Fields:

Causes of unethical demand for dubious scientometric indicators and scientific journals. Criteria for recognizing questionable scientific journals and suspicious publishers and companies by Jeffrey Beall from the University of Colorado (Denver). Web resource "Retraction Watch" (<http://retractionwatch.com>) and retracted articles. SCIGen program as a tool to identify dishonest publishers of scientific journals (<https://pdos.csail.mit.edu/archive/scigen/>). Website "Think Check Submit" (<http://thinkchecksubmit.org>).

#### Copyright Management in the Digital Environment:

Legal foundations of open access. Use of Creative Commons licenses as a legal instrument for authors and other copyright holders to grant certain rights to others while retaining the rest.

#### Author's Presentation and Promotion of Scientific Documents in the Web Space:

Altmetrics – new alternative metrics for measuring scholarly activity. Services like Altmetric.com, ImpactStory, Plum Analytics, Kudos. SCImago Journal & Country Rank portal.

**Key Concepts:** self-citation, Creative Commons licenses, ethical publication policies, "predatory journals."

**Main Literature: 4.**

**Information Resources: 1.**

**Additional Literature: 1.**

### *Topic 2: "Reviewing and Types of Reviews"*

#### The Role and Importance of Reviewing in the Modern Scholar's Activities:

The various types and stages of reviewing. The structure of a scholarly review. The integration of reviewing within the Open Journal Systems (OJS) scientific editing system. The practice of submitting reviews through OJS. Presenting reviewer activities in academic profiles. Reporting review information on platforms like Publons.

#### Key Concepts:

- Review
- Double-blind peer review
- Open peer review

**Information Resources: 3,4,5,6.**

### *Topic 3: "Bibliographic Information Management Software. Formatting Bibliography Lists"*

#### Key Functions of Bibliographic Information Management Software:

Overview of popular bibliographic managers: Zotero, Papers, Mendeley, Citavi, EndNote.

Working with Bibliography in EndNote Online: Using it as a repository for the researcher's used literature, displaying comprehensive publication information, including Times Cited count. Structure: tabs like "Collect," "Organize," etc. The Manuscript

Matcher service for finding suitable journals for publication based on a specific article title and abstract. Exporting references to EndNote from Google Scholar and other databases.

**Setting Up and Synchronizing Mendeley Libraries Across Devices:**

Formats for importing and exporting bibliographic data. Automatic creation of bibliography lists. Utilizing modern smartphone capabilities for research: Finding specialized apps on Google Play or the App Store. Engaging with periodicals and working with RSS readers like Feedly, Digg Reader, Feedreader Online, CommaFeed, FlowReader, Inoreader. Using services like Pocket or Instapaper.

**Key Concepts:**

- Bibliographic managers
- RSS readers
- Import and export of bibliographic data

**Information Resources: 2,9,10.**

***Topic 4: "Academic Integrity and Checking for Plagiarism in Research"***

Components of Academic Integrity:

Understanding the different types of plagiarism. Initiatives promoting academic integrity in Ukraine. Online plagiarism detection services (Advego Plagiatus, Etxt Antiplagiat, StrikePlagiarism, PlagScan, Unichek). Analysis of similarity reports from automated checking services like StrikePlagiarism and Unichek.

**Key Concepts:**

- Academic integrity
- Plagiarism
- Types of plagiarism

**Additional Literature: 3,5.**

## 6. Assessment of Educational Achievements

### 6.1 Evaluation System for PhD Students' Academic Achievements

(full time)

Activity Type of PhD Students	Maximum score per unit	Module 1		Module 2		Module 3	
		Number of units for calculation	Maximum score for the type	Number of units	Maximum amount	Number of units	Maximum score for the type
Attendance of lectures	1	2	2	4	4	1	1
Attendance of seminar sessions	1	2	2	0	0	3	3
Participation in practical (seminar) sessions	10	2	20	0	0	3	30
Module assessment	25	1	25	1	25	1	25
Completion of assignments for self-study work	5	4	20	4	20	4	20
The maximum possible number of points			<b>69</b>		<b>49</b>		<b>79</b>
Maximum score	<b>197</b>						
Calculation of the coefficient: Maximum score / Total maximum score	<b>100/197=0,5</b>						

### Evaluation System for PhD Students' Academic Achievements

(part-time)

Activity Type of PhD Students	Maximum score per unit	Module 1		Module 2		Module 3	
		Number of units for calculation	Maximum score for the type	Number of units		Number of units for calculation	Maximum score for the type
Attendance of lectures	1	1	1	1	1	1	1
Attendance of seminar sessions	1	1	1	0	0	2	2
Participation in practical (seminar) sessions	10	1	10	0	0	2	20
Completion of assignments for self-study work	6	4	24	4	28	4	26
The maximum possible number of points			<b>36</b>		<b>29</b>		<b>49</b>
Maximum score	<b>114</b>						
Calculation of the coefficient: Maximum score / Total maximum score	<b>100/114=0,87</b>						



## 6.2. Tasks for independent work and criteria for its assessment

Independent work is a form of extracurricular individual activity for a PhD student. Its results are used in the process of studying the curriculum of an academic discipline and reflect a certain level of the student's educational competence. Within each topic, PhD students, utilizing recommended literature, should independently process primary sources related to the proposed subject matter. They are expected to present an overview in the form of a scientific abstract on the chosen topic, including examples from the relevant field of study.

### Criteria for evaluating the self study work of a PhD student.

№	Criteria for Assessing Self study Work	Number of points / Score
1	Critical analysis of the essence and content of primary sources. Presentation of facts, ideas, and research findings in a logical sequence. Analysis of the current state of research on the issue, consideration of trends for further development of the topic (Module 1). Completion of practical tasks (Module 2 and 3).	2
2	The conclusiveness of the conclusions, substantiation of one's own position, proposals for problem-solving, determination of research perspectives (Module 1). Completion of practical tasks in accordance with the specified program outcomes (Module 2 and 3).	2
3	Adherence to formatting requirements (Module 1). Registration on platforms (Module 2 and 3).	1
<b>Разом</b>		<b>5</b>

## 6.3. Forms of module control and assessment criteria

The assessment for each content module includes points for the PhD student's ongoing work in practical sessions, completion of homework assignments, and performance on the module's knowledge assessment. The module knowledge assessment for the PhD student is conducted after the completion of studying the module's educational material. The assessment takes the form of a test comprising 20 closed and open-ended questions. The module knowledge assessment is graded out of 25 points. The criteria for evaluating the module knowledge assessment are provided in the table.

### The assessment criteria for module control

Number of points	Assessment criteria
22-25	The PhD student demonstrated a comprehensive understanding of the program material, successfully completed the tasks outlined in the curriculum, absorbed the key literature recommended by the program, exhibited a systematic grasp of the discipline's concepts, and displayed the capacity for independent expansion of knowledge.
13-21	The PhD student demonstrated a foundational understanding of the core program material, sufficient for further learning and future professional work. They are capable of performing tasks outlined in the curriculum and are familiar with the fundamental recommended literature.
0-13	The PhD student displayed a partial understanding of the core program material, and they may not always be able to perform tasks outlined in the curriculum. Their familiarity with the fundamental recommended literature is limited.

#### 6.4. The forms of semester assessment and evaluation criteria.

Semester assessment of graduate students' knowledge is conducted after the completion of studying the discipline's educational material in the form of an examination. The cumulative semester (exam) rating for the graduate student is the sum of the final actual assessments the graduate student received for the content modules.

#### 6.5. Assessment of educational achievements of doctoral students according to the ECTS system.

Rating assessment	Grading on a hundred-point scale	Grade value
A	90-100 points	"Excellent" - excellent level of knowledge and skills within the required material with possible minor shortcomings.
B	82-89 points	"Very good" - a sufficiently high level of knowledge and skills within the required material without significant (gross) errors.
C	75-81 points	"Good" - a generally good level of knowledge and skills with a small number of errors.
D	69-74 points	"Satisfactory" - an intermediate level of knowledge and skills with a significant number of deficiencies, sufficient for further learning or professional activity.
E	60-68 points	"Pass" - the minimally acceptable level of knowledge and skills.
FX	35-59 points	"Fail with possibility of retaking" - unsatisfactory level of knowledge, with the possibility of retaking the exam after proper independent improvement.
F	1-34 points	"Fail with mandatory re-enrollment" - a rather low level of knowledge (skills) that requires mandatory re-enrollment in the course.

## Topic of Self Study Work

### MODULE I

#### Foundations of Internationalization in Higher Education and Science

##### *Theme 1. International Academic Mobility as an Essential Component of Higher Education and Science Development.*

1. Prepare a research study on the current state of international academic mobility in Ukraine. Do you think it aligns with European standards?
2. Analyze the "Erasmus Charter" that establishes key principles and minimal requirements for Higher Education Institutions when implementing the Erasmus mobility scheme. How do you understand the assertion that transparency and recognition of education obtained in another place should become measures of increasing mobility flows?
3. Deliver a presentation on the topic: "International Mobility as a Powerful Tool for Internationalization and Incentive for Enhancing the Quality of European Higher Education."

This seems to be a set of tasks related to the first content module focused on the basics of internationalization in higher education and science. The tasks involve researching international academic mobility, analyzing the Erasmus Charter, and preparing a presentation on the role of international mobility in enhancing the quality of European higher education.

**Main Literature: 1,2,8,9**

**Additional Literature: 1,2,3,13**

##### *Theme 2. Research Programs of the European Union: "Horizon 2020," "Erasmus+."*

1. Define the main objectives of the Framework Program "Horizon 2020," focusing in detail on one of them, and outline the opportunities for Ukrainian researchers to participate in it.
2. Investigate how the "Erasmus+" program for the period 2014-2020 plans to make significant investments in key directions of internationalization through funding from the EU European Commission.
3. Prepare a presentation on the topic: "Factors of Attractiveness in European Higher Education: Quality and Transparency."

This theme involves exploring the European Union's research programs, particularly "Horizon 2020" and "Erasmus+." The tasks include understanding the goals of "Horizon 2020," examining the investment plans through "Erasmus+," and presenting on the attractiveness of European higher education in terms of quality and transparency.

**Main Literature: 1,7,8,9**

**Additional Literature: 2,3,5,13**

***Theme 3. Jean Monnet Educational Program of the European Union.***

1. Justify the relevance of the Jean Monnet Educational Program of the European Union and the opportunities for Ukrainian researchers to participate in it.
2. Define the purpose and main objectives of the Jean Monnet Educational Program of the EU. What is its primary focus?
3. Prepare a sample application form for participation in the Jean Monnet Educational Program.

This theme revolves around the Jean Monnet Educational Program of the European Union. The tasks include explaining the significance of the program, outlining its objectives, and preparing a sample application form for potential participation.

**Main Literature: 1,7,8,9**

**Additional Literature: 2,3,5,13**

***Theme 4. Fundamentals of Project Management and Grant Writing: Analysis of International Grant Programs.***

1. Explore the opportunities for researchers to participate in the Fulbright Program, which is implemented with the support of the U.S. government, and in programs by the Spencer Foundation.
2. Analyze the application forms for individual scholarships offered by the Visegrad Fund.
3. Discuss the possibilities of the Scholarship Program for graduate students in the field of Canadian Studies.
4. Analyze the offers for graduate students and young researchers from the German Academic Exchange Service (DAAD).
5. Conduct an analysis of Ukrainian grant providers and prepare an application form for one of them.

This theme focuses on the basics of project management and grant writing, specifically the analysis of various international grant programs. The tasks include exploring opportunities in the Fulbright and Spencer programs, analyzing scholarship applications from the Visegrad Fund, discussing the Canadian Studies Scholarship Program, evaluating offers from DAAD, and preparing an application form for a Ukrainian grant provider.

**Main Literature: 1,7,8,9**

**Additional Literature: 2,3,5,13**

## **MODULE 2**

### **Information Literacy**

***Theme 1. Searching for Scientific Journals and Books. Open Institutional and Subject Repositories.***

1. Conduct a search for materials for your research using services like Journal for free, Ulrichweb, WorldCat, etc., as presented.
2. Conduct a search for materials using open access resources such as DOAJ, DOAB, E-books, Google Books Directory, as well as subscribed resources from

publishers like Springer, Wiley, Elsevier, and others available through the Grinchenko University Library.

3. Search for materials related to your research topic in institutional and subject repositories using catalogs like Open DOAR, ROAR, BASE, System for Searching in Open Archives of Ukraine, Libraria, Zenodo, re3data.org, Figshare, etc.

4. Analyze the structural elements of an article: abstract, introduction (including innovation), literature review, theoretical background, hypotheses, methods, results, and discussion – defining strengths and weaknesses, analyzing results, and interpreting them.

5. Analyze at least 10 articles from leading journals in your field and create a literature review on the topic of your dissertation research.

*The outcome of this independent work is a literature review on the topic of your dissertation research, using open access sources, with a minimum of 1 paragraph.*

**Main Literature: 1,2.**

**Information esources: 7.**

**Additional Literature: 2,4.**

***Topic 2. Possibilities of Web of Science for Research Activities***

***Topic 3. Possibilities of Scopus Database for Research Activities***

***Exploring Scientometrics and Its Objectives***

Complete the Practical Task on the Topic "Thematic Literature Search in Scopus / Web of Science":

1. Register on the Web of Science and Scopus platforms from the University's local network (if needed, contact the library at library@kubg.edu.ua).

2. Analyze the available collections in the databases and the depth of their archives.

3. Learn about the options for refining search results, result analysis, and setting up notifications for new citations.

4. Conduct a search using search operators: truncation symbols \*, \$, ?; logical operators and, or, not; exact search operators "" [quotation marks], NEAR/x, SAME.

5. Define the concept of an impact factor and journal quartile.

6. Conduct a search using the cited references function in Web of Science and related documents function in Scopus.

7. Analyze at least 10 articles from leading journals in your field and note their structure. Structural elements of an article: abstract, introduction (including innovation), literature review, theoretical background, hypotheses, methods, results, and discussion – defining strengths and weaknesses, analyzing results, and interpreting them.

8. Based on the analysis, create a general overview of literature on the topic of your dissertation research using the Scopus and Web of Science databases.

Guidelines for the Task: Register on Scopus and Web of Science platforms from the University's local network. Conduct literature searches for each slide in the presentation. Analyze the structural elements of articles. Create two literature reviews: one for Scopus and one for Web of Science databases. Use the tools described in the lecture presentation to select a journal for future publication.

*Outcome of the self study Work:* Two separate literature reviews on the topic of

your dissertation research (minimum 1 paragraph each) using Scopus and Web of Science databases.

**Main Literature: 8,9.**

**Information Resources: 8.**

***Topic 4. Selecting a Journal for Publication. Author Profiles.***

Complete the Practical Task on the Topic "Selecting a Journal for Publication and Author Profiles":

1. Set up notifications for new arrivals related to your research topic in the search forms of WoS and Scopus.

2. Choose 5 scientific journals for publishing your research in journals indexed on the Web of Science platform, following the advice from the lecture presentation.

3. Choose 5 scientific journals for publishing your research in journals indexed on the Scopus platform, following the advice from the lecture presentation.

4. Edit/create your author profile on Google Scholar: a) add works that didn't automatically appear in your profile; b) remove works that were mistakenly added to your profile; c) sort works by a) number of citations; b) years.

5. Edit/create your author profile on ORCID. If needed, add: a) current workplace and educational institutions; b) variations of your surname; c) all email addresses under which you publish.

*Outcome of the Self study Work:* A list of 10 potential publications for your dissertation research topic in either Scopus or Web of Science, along with links to your author profiles on Google Scholar and ORCID (if available, also include links to your author profiles on Web of Science and Scopus).

**Main Literature: 7.**

**Information Resources: 11,12,13,14,15,16,17.**

### MODULE 3

#### Topic: Scholarly Publications in the Digital Environment

***Theme 1: Ethics of Scholarly Publications in the Digital Environment***

1. Analyze the "Blacklist" of suspicious publishers and companies provided by librarians.

2. Examine the web resource "Retraction Watch" (<http://retractionwatch.com>) that covers retracted scientific articles.

3. Explore the capabilities of the SCIdgen program (<https://pdos.csail.mit.edu/archive/scigen/>) as a tool for checking dubious publishers of scientific journals. Also, explore various tools available for modern researchers on the Connected Researchers website.

*Outcome of the self study work:* A comprehensive analysis of the provided resources related to the ethics of scholarly publications in the digital environment, highlighting key insights and takeaways from each source.

*Outcome of the self study work:* A brief overview of the criteria for suspicious

*journals and publishers*

**Main Literature: 4.**

**Information Resources: 1.**

**Additional Literature: 1.**

***Topic 2. Peer Review. Types of Peer Review.***

1. Investigate the main differences between Open Peer Review and Double-Blind Peer Review.

2. Prepare and post a review on one of the platforms for open peer review.

*Outcome of the self study work:* A sample of your own review.

**Information Resources: 3,4,5,6.**

***Topic 3. Bibliographic Information Management Programs.***

1. Register in EndNote. Save links from the Web of Science database in the EndNote online library. Create a new reference using the New Reference function. Create a new reference using the Online Search function. Manage reference groups. Perform formatting and export of references. Select journals in the EndNote Match tab.

2. Register in Mendeley. Explore the installation and synchronization of the Mendeley library on different devices. Study the features of using Mendeley.

3. Search for the specialized Mendeley app on Google Play and the App Store, and install the Zotero extension for Google Chrome.

*Outcome of the self study work:* screenshots from the screen with completed tasks 1-3.

**Main Literature: 7.**

**Information Resources: 2,9,10.**

***Topic 4. Academic Integrity and Checking for Plagiarism in Academic Works.***

1. Analyze the presentation for the lecture.

2. Check your own authored text up to 3000 characters using various free online services, as well as subscription resources like Unicheck and Strike Plagiarism (for registration inquiries in Unicheck and Strike Plagiarism, if needed, contact library@kubg.edu.ua).

3. Fill out a comparative table with the results of plagiarism detection using different services for the same text. Specify the name of the service and the percentage of detected similarities.

*Outcome of the self study work:* a comparative table of checking one text using different plagiarism detection services.

**Main Literature: 3.**

**Additional Literature: 3,5.**

## 7. Recommended sources

### Module 1

#### Main Literature

1. Вища освіта України і Болонський процес: Навчальний посібник / За редакцією В. Г. Кременя. Авторський колектив: М. Ф. Степко, Я. Я. Болюбаш, В. Д. Шинкарукта ін. – Тернопіль: Навчальна книга – Богдан, 2004. – 384 с.
2. Курбатов С. В. Феномен університету в контексті часових і просторових викликів [монографія] / С. В. Курбатов. – Суми: Університетська книга, 2014. – 262 с.
3. Моніторинг інтеграції української системи вищої освіти в європейський простір вищої освіти та наукового дослідження: моніторинг. дослідж.: аналіт. звіт / за заг. ред. Т. В. Фіннікова, О. І. Шарова. – К.: Таксон, 2014. – 144 с.
4. Національна рамка кваліфікацій [Електронний ресурс]. – Режим доступу: <http://zakon2.rada.gov.ua/laws/show/1341-2011-%DO%BF>. – Назва з екрана.
5. Стратегія розвитку вищої освіти в Україні на 2021-2031 рр. [Електронний ресурс]. – Режим доступу: URL: <https://mon.gov.ua/storage/app/media/rizne/2020/09/25/rozvitku-vishchoi-osviti-v-ukraini-02-10-2020.pdf> – Назва з екрана.
6. Національний Темпус офіс в Україні: освітні програми ЄС для університетів та студентів [Електронний ресурс]. – Режим доступу: URL: <http://www.tempus.org.ua/uk/osvitni-programy-es-dlja-universytetiv-ta-studentiv.html>. – Назва з екрана.
7. Положення про порядок реалізації права на академічну мобільність: затверджено постановою Кабінету Міністрів України від 12 серпня 2015 року № 579 [Електронний ресурс]. – Режим доступу: URL: <http://zakon3.rada.gov.ua/laws/show/579-2015-%DO%BF>. – Назва з екрана.
8. Україна в «Горизонт 2020» [Електронний ресурс]. – Режим доступу: URL: <http://h2020.link/ukra%D1%97na-u-gorizont-2020>. – Назва з екрана.
9. Сбруєва А. Інтернаціоналізація вищої освіти: пріоритети комплексної стратегії Європейського Союзу / А. Сбруєва // Вища освіта України. – 2013. – № 3. – С. 89–95.
10. Дебич М. А. Інтернаціоналізація вищої освіти: світовий досвід: монографія / М. А. Дебич. – Суми: Університетська книга, 2017. – 291 с.
11. Хоружий Г. Ф. Академічна культура: цінності та принципи вищої освіти / Г. Ф. Хоружий. – Тернопіль: Навчальна книга – Богдан, 2012. – 320 с.

#### Additional Literature

1. Будапештсько-Віденська декларація про створення європейського простору вищої освіти, 11-12 березня 2010 р. у Будапешті та Відні [Електронний ресурс]. – Режим доступу: URL: [http://www.edupolicy.org.ua/files/Budapest-Vienna\\_Declaration\\_\(2010\).pdf](http://www.edupolicy.org.ua/files/Budapest-Vienna_Declaration_(2010).pdf). – Назва з екрана.
2. Hudzik J. (2015). Integrating Institutional Policies and Leadership for 21st Century Internationalization. *International Higher Education*, (83), 5–7.



3. Coelen R. (2016). A Learner-Centred Internationalisation of Higher Education. In *Global and Local Internationalization* (pp. 35–42). Sense Publishers.
4. Knutson S., & Kushnarenko V. (2015). Ukraine: The New Reforms and Internationalization. *International Higher Education*, (79), 18–19.
5. Kushnarenko V., & Knutson S. (2014). Internationalization of Higher Education in Post-Soviet Ukraine. *International Higher Education*, (75), 25–27.
6. Matross R., Helms E., Rumbley L., Brajkovic L., & Mihut G. (2015). *Internationalizing Higher Education Worldwide*. Washington: American Council on Education.
7. Knight J. (2015). Updated definition of internationalization. *International higher education*, (33).
- de Wit H., & Hunter F. (2014). Europe's 25 Years of Internationalization: The EAIE in a Changing World. *International Higher Education*, (74), 14–15.
8. Coelen R. (2015). Why Internationalize Education? *International Higher Education*, (83), 4–5.
9. Хоружа Л. Л. Морально-етичні принципи та норми наукової діяльності /Л. Л. Хоружа // Вища школа, 2015. – № 6. – С. 9-19.
10. Чепига М. Академічна нечесність викладачів та студентів: шлях її подолання в Україні / М. Чепига // Вища школа, 2009. – №11. – С.79-91.
11. Що потрібно знати про плагиат: посібник з академічної грамотності та етики для "чайників" [Електронний ресурс]. – Режим доступу: [http://library.kubg.edu.ua/images/stories/Departaments/biblio/PDF/books\\_ac-gr.pdf](http://library.kubg.edu.ua/images/stories/Departaments/biblio/PDF/books_ac-gr.pdf) . – Назва з екрана.
12. The European Higher Education Area in 2012: Bologna Process Implementation Report. – Brussels Eurydice, 2012. – 220 p.

## **Modules 2 and 3**

### **Main Literature**

1. Adrian Wallwork. English for Writing Research Papers [Електронний ресурс]. – Режим доступу: URL: <http://tiramisutes.github.io/images/PDF/English+for+Writing+Research+Papers.pdf>
2. Белінська В. Інституційний репозитарій як інструмент інформаційного забезпечення навчальної, наукової та міжнародної науково-дослідницької діяльності ЧДІЕУ / В. Белінська, Н. Мороз // Вісник Книжкової палати. – 2013. № 8. – С. 22-24. [Електронний ресурс]. – Режим доступу: URL: [http://nbuv.gov.ua/UJRN/vkp\\_2013\\_8\\_7](http://nbuv.gov.ua/UJRN/vkp_2013_8_7)
3. Навчання студентів академічній доброчесності у бібліотеці ВНЗ [Електронний ресурс]. – Режим доступу: URL: <https://ula.org.ua/259-publikaciyi/vidannya/3612-navchannia-studentivakademichnoi-dobrochesnosti-u-bibliotetsi-vnz>
4. Опришко Т.С. Етика наукових публікацій // Бібліотекознавство. Документознавство. Інформологія. – 2017. – №3. – С. 50-58 [Електронний ресурс]. – Режим доступу: URL: <http://elibrary.kubg.edu.ua/21406/>
5. Соловяненко Д. Цифровий ідентифікатор об'єкта (DOI): «ISBN суспільства знань» [Електронний ресурс]. – Режим доступу: URL:

[http://nbuv.gov.ua/UJRN/bv\\_2009\\_4\\_1](http://nbuv.gov.ua/UJRN/bv_2009_4_1)

6. Соловяненко Д. Політика індексації видань у наукометричних базах даних Web of Science та SciVerse Scopus [Електронний ресурс]. – Режим доступу: URL:[http://www.irbis-nbuv.gov.ua/cgi-bin/irbis\\_nbuv/cgiirbis\\_64.exe?I21DBN=LINK&P21DBN=UJRN&Z21ID=&S21REF=10&S21CNR=20&S21STN=1&S21FMT=ASP\\_meta&C21COM=S&S21P03=FILA=&S21STR=bv\\_2012\\_1\\_2](http://www.irbis-nbuv.gov.ua/cgi-bin/irbis_nbuv/cgiirbis_64.exe?I21DBN=LINK&P21DBN=UJRN&Z21ID=&S21REF=10&S21CNR=20&S21STN=1&S21FMT=ASP_meta&C21COM=S&S21P03=FILA=&S21STR=bv_2012_1_2)
7. Тихонкова І. Список літератури наукової статті – важливий індикатор якості статті(як не мати зайвого клопоту з його оформленням) [Електронний ресурс]. – Режим доступу: URL:<http://dspace.nbuv.gov.ua/handle/123456789/123016>
8. Чайковський Ю. Б., Сілкіна Ю. В., Потоцька О. Ю. Наукометричні бази та їх кількісні показники. Ч. 1. Порівняльна характеристика наукометричних баз [Електронний ресурс]. – Режим доступу: URL: [http://nbuv.gov.ua/j-pdf/vnanu\\_2013\\_8\\_13.pdf](http://nbuv.gov.ua/j-pdf/vnanu_2013_8_13.pdf)
9. Чайковський Ю. Б., Сілкіна Ю. В., Потоцька О. Ю. Наукометричні бази та їх кількісні показники. Ч. 2. Фактори, що впливають на кількісні показники наукометричних баз [Електронний ресурс]. – Режим доступу: URL: [http://nbuv.gov.ua/j-pdf/vnanu\\_2013\\_9\\_6.pdf](http://nbuv.gov.ua/j-pdf/vnanu_2013_9_6.pdf)

#### **Information Resources:**

1. Beall's List. [Електронний ресурс]. – Режим доступу: URL: <https://web.archive.org/web/20170111172306/https://scholarlyoa.com/publishers/>
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## SEMESTER WORKSHOP PLANS

### MODULE I

#### *Topic 3. Strategies and Mechanisms of Internationalization of Ukrainian Higher Education and Science in the Context of Eurointegration.*

1. Analyze the main documents of the "Bologna Process" regarding the internationalization of higher education and science: Declaration of the 4th Congress of the European University Association in Lisbon (2007), Prague Declaration "European Universities - Looking Ahead with Confidence" (2009), Budapest-Vienna Declaration on the Creation of the European Higher Education Area (2010), European Commission Report "European Higher Education in the World" (2013), Statement from the Meeting of Ministers of Higher Education in Yerevan (2015), etc.
2. Identify key priorities for higher education institutions of Bologna Process participant countries in the direction of implementing comprehensive internationalization strategies.
3. Characterize the main instruments for supporting internationalization strategies through EU programs such as "Erasmus+", "Horizon 2020", "Marie Skłodowska-Curie Actions", etc.
4. Identify mechanisms through which the quality of Ukrainian higher education and scientific research can be enhanced to meet global and European standards.

Discussion question: "Do you agree that internationalization strategy is a key priority for the development of Ukrainian higher education and science in the context of Eurointegration?"

**Main Literature: 1,3,4,7**

**Additional Literature: 1,2,3,13**

#### *Topic 4. International Activities of Higher Education Institutions in the Context of Higher Education and Scientific Internationalization.*

1. Theoretically justify internationalization as one of the defining priorities for the development of higher education and science at the national level, higher education institutions, and within the academic community, considering the new scientific and educational paradigm within the framework of international cooperation.
2. Define the perspective of methodological cosmopolitanism (according to Ulrich Beck's concept) as opposed to methodological nationalism regarding the integration of the best international quality education standards and mechanisms into the national context.
3. Identify the negative consequences of insufficient attention to the issues of higher education and scientific internationalization in Ukraine at the state level, within higher education institutions, and within the academic community.
4. Analyze the main values and principles proclaimed by the International Association of Universities (IAU) in the development and implementation of the internationalization strategy at the level of higher education institutions.

Discussion question: "How do you understand the statement that internationalization is a priority for all universities with any mission and is one of the 10 success factors? Provide your rationale."

**Main Literature: 1,3,4**

**Additional Literature: 3,7,9,10,11**

### MODULE III

#### *Topic 1. Ethics of Scientific Publications in the Digital Environment.*

1. Define the concept of publication ethics and the basic norms of conduct according to International Publication Ethics Standards for authors.
2. Explore the main directions of the work of the Committee on Publication Ethics (COPE) at <https://publicationethics.org/>.
3. Analyze the key provisions of the Code of Conduct and Best Practice for journal editors, ethical principles for reviewers, and guidelines for authors on dispute resolution. Open Access.
4. Define the concept of Open Access to scientific knowledge and its implementation methods. Explore the history and content of this movement. Analyze the main provisions of the Budapest Open Access Initiative (February 2002) and the Berlin Declaration on Open Access to Knowledge in the Sciences and Humanities (October 2003).
5. Analyze the legal foundations of Open Access. Use of Creative Commons licenses as a legal tool for authors and other copyright owners to grant certain rights to others while retaining the rest. Analyze Creative Commons Open Access licenses and characterize their key differences. Analyze the rights of authors of scientific publications under Open Access.

**Information Resources: 1.**

**Additional Literature: 1.**

#### *Topic 2. Peer Review. Types of Peer Review.*

1. Investigate the main differences between Open Peer Review and Double-Blind Peer Review. What are the key features and distinctions?
2. Provide a brief overview of criteria for "predatory" journals and publishers.
3. Define the concept of "review" and the purpose of peer review.
4. Identify the main structural elements of a review.
5. Present arguments in favor of Open Peer Review and Double-Blind Peer Review. Which type of peer review do you find more preferable?

**Information Resources: 3,4,5,6.**

#### *Topic 3. Academic Integrity and Plagiarism Detection.*

1. Provide the definition of "academic integrity" as outlined in the Law of Ukraine "On Education."
2. Characterize the key components of academic integrity and the responsibilities for not adhering to it.
3. Mention the core concepts of academic integrity according to Barbara Francis.
4. Provide examples of main forms of academic misconduct.
5. List types of plagiarism according to Barry Gilmore's definition.
6. Give examples illustrating the differences between citation, paraphrasing, and summarizing (following Barry Gilmore's perspective).
7. Analyze the outcomes of the SAIP project in Ukraine, accessible on the website <https://saiup.org.ua/>.
8. Name online plagiarism detection services, test the capabilities of each, and create a comparative overview.

**Main Literature: 3.**

**Additional Literature: 3,5.**

*The matrix of correspondence between program competencies and learning outcomes*

<i>Major</i>	<i>Educational and pedagogical sciences</i>
GC 1	The ability to solve complex problems based on a systemic scientific worldview and general cultural background while adhering to the principles of professional ethics and academic integrity; realization of one's own axiological and scientific potential.
GC 2	The ability to understand modern educational methodology; the ability to apply methods of scientific inquiry; conducting scientific research activities; methodologically and technologically competent implementation of scientific research, interpretation of its results; effective dissemination and sharing of knowledge regarding scientific research and innovations, analysis of interdisciplinary phenomena and processes.
GC 3	The ability for scientific research; mastery of the methodology and methods of pedagogical experimentation; development of personally significant researcher qualities; defining the purpose, tasks, and strategy of scientific research activities; generating new ideas, creating and interpreting new knowledge in line with the research topic; understanding and utilizing the provisions of the regulatory and legal framework of scientific research and scientific activities; the ability to work in an international context; using international experience in accomplishing the tasks of one's own research; developing projects and managing them.
GC 4	The ability to analyze information from various sources; use of library resources (both traditional and electronic); professional mastery of the main methods, techniques, and tools for acquiring, storing, processing information; creating presentations and effectively utilizing multimedia technologies and software for conducting research tasks.
SC 1	The ability to use the scientific terminology of pedagogical science and construct a hierarchy of scientific concepts according to levels of generalization; understand the systemic nature, interrelation, and integrity of pedagogical phenomena and processes, as well as the multifaceted practical orientation of pedagogy; navigate the modern regulatory and legal framework of educational development, trends in educational policy in Ukraine; consider pedagogical phenomena and the development of education and science in their historical retrospective; apply comparative analysis to study pedagogical issues in foreign and domestic contexts; generalize and produce innovative pedagogical experience in one's own scientific research; achieve scientific results that create new knowledge, particularly in interdisciplinary directions.
SC 2	The ability to engage in scientific and pedagogical activities in higher education.
SC 3	Psychological readiness for scientific activity, development of scientific thinking; ability to possess knowledge about the regularities of phylogenesis and ontogenesis of humans at different age stages, about the development of human mental processes; emotional self-regulation, development of volitional qualities, self-organization, and self-actualization; self-analysis of the results of scientific activity; identification of creative abilities to independently identify, pose, and solve research-oriented problems; adherence to ethical principles in the "person-person" system; demonstration of empathy, respect for the individual characteristics of others.
SC 6	Ability to engage in various types of historical-educational analysis (historical-logical, comparative, retrospective); process the source base of research; adapt and apply the ideas of prominent educators in contemporary educational practice; utilize civilizational approaches to understanding historical-educational phenomena and processes.
SC 7	Ability to differentiate pedagogical activities according to the specifics of professional categories; application of pedagogical technologies in continuous pedagogical education; implementation of innovative processes in professional education; development of scientific-methodological support for professional training.
SC 8	Ability to study and modernize existing educational systems and technologies, understanding the processes of personality development through education and self-education; analyzing the socio-cultural environment and issues of personality development at different age stages; implementing a values-based approach to the upbringing of children and youth.
SC 9	Ability to develop the spiritual potential of individuals through music education; addressing issues of musical and aesthetic development of youth; preparing future music art educators; analyzing, evaluating, and interpreting musical works of different styles, genres, and forms; integrating various forms of art; accumulating achievements and extrapolating the accomplishments of music art to construct new research trajectories.
SC 10	Ability to comprehend general issues of Ukrainian language teaching methodology and linguistics disciplines, principles, methods, and means of teaching Ukrainian language; proficiency in linguistic genres of pedagogical communication; conducting linguistic and didactic analysis of educational and scientific texts.

SC 11	Ability to possess information and communication technologies and the methodological foundations of their application, utilize modern electronic information resources, specialized software in scientific and educational activities; implement contemporary information and communication technologies for solving educational and scientific tasks, modeling, monitoring, and processing experimental results.
LO 1	To think critically, understand a broad range of philosophical and ideological issues, use acquired personal and professional experience to address scientific and professional tasks; analyze interdisciplinary phenomena and processes; realize one's own axiological and scientific potential.
LO 2	Apply methods of scientific inquiry, conduct research activities, develop and implement research and innovative projects, carry out scientific research and interpret its results, effectively communicate and disseminate knowledge regarding scientific research.
LO 3	Understand and utilize the principles of the regulatory and legal framework of higher education, and adhere to the norms of research ethics during research and teaching activities.
LO 4	Utilize international experience in implementing tasks of your own research, use foreign-language informational resources available in open-access scientometric databases, independently prepare scientific publications for international journals, and participate in international research projects.
LO 7	Find and analyze information from various sources, engage in communication through social media, utilize techniques for creating, storing, accumulating, and interpreting data using modern information and communication technologies. Demonstrate the ability to work with scientific information from specialized literature sources and the Internet.
LO 8	Present the results of your own research activities in both oral and written forms to both specialized and non-specialized audiences.
LO 9	Identify and formulate new ideas and relevant research problems, carry out project planning for scientific work, define the issues, hypotheses, objectives, tasks, as well as the object and subject of research, and create a work plan for theoretical and experimental research in the field of educational and pedagogical sciences.
LO 10	Develop a scientific research algorithm in the field of educational and pedagogical sciences, apply methodological principles of scientific research, organize and conduct pedagogical observation and experiments, utilize theoretical and empirical research methods, define the sequence of research and its stages.
LO 11	Apply methods of mathematical statistics to process and analyze experimental data, as well as objectively assess the results of the research.
<i>Major</i>	<i>Preschool education</i>
GC 01.	Ability to work in an international context.
GC 02.	The ability to search for, process, and analyze information from various sources.
SC 01.	The ability to identify, formulate, and solve research-oriented problems in the field of preschool education, assess and ensure the quality of conducted research.
SC 02.	The ability to apply modern research methods and tools, digital technologies, databases, and other electronic resources, as well as specialized software in scientific and educational activities within the field of preschool education.
LO 02.	Formulating and testing hypotheses; using appropriate evidence, including results of theoretical analysis, empirical research in preschool education, statistical data analysis, and existing literature data, to substantiate conclusions.
LO 03.	Planning and conducting experimental and/or theoretical research in preschool education and related interdisciplinary fields using modern tools, while adhering to academic and professional ethics standards; critically analyzing the results of one's own research and the findings of other researchers in the context of the broader body of contemporary knowledge related to the researched issue.
<i>Major</i>	<i>«Physical education and sports»</i>
GC 3	The ability to work in an international context, develop and manage projects, utilizing the provisions of the regulatory and legal framework of higher education and adhering to norms of scientific ethics during research activities."
GC 4	The ability to utilize international experience in carrying out tasks of one's own research, using foreign-language information resources available in open access scientific databases, and independently preparing scientific publications for foreign journals.

LO 3	"Understanding and applying the provisions of the regulatory and legal framework of higher education and adhering to norms of scientific ethics during research activities."
LO 4	"Utilizing international experience in the implementation of one's own research tasks, using foreign-language information resources available in open access scientific databases, for independent preparation of scientific publications for international journals and participating in international research projects."
<i>Major</i>	<i>Visual and decorative arts</i>
GC 4	The ability to communicate fluently in a foreign language both orally (participation in international research projects, presentations at scientific events, communication with foreign representatives of the academic community, etc.) and in writing (using foreign-language information resources, preparing scientific publications for publication in international journals, individual and collaborative grant applications, etc.); applying a foreign language in self-education activities.
GC 5	The ability to analyze, select, and process necessary information using information technologies; effectively utilizing modern electronic information resources, specialized software in scientific and educational activities.
GC 6	Willingness for self-improvement and continuous acquisition of new knowledge, ability to share scientific and professional experience with others; readiness to mentor others in mastering complex elements of professional knowledge and skills; capability to be a mentor for others in acquiring advanced professional knowledge and skills; adaptability to changes in professional positioning in the job market, openness to embracing innovations; mastery of the system of scientific and methodological knowledge; ability to develop comprehensive methodological support for taught disciplines.
LO 4	"Having knowledge of the regulatory and legal framework for the development of contemporary art, trends in art policy in Ukraine related to integration into the European artistic space, norms and principles of scientific ethics."
LO 6	Generating innovative ideas and designing their implementation.
LO 7	Creating presentations and effectively utilizing multimedia technologies and software for accomplishing scientific tasks.
LO 8	The skill to find necessary information from information sources relevant to the research problem, using foreign languages; presenting and discussing the results of scientific research in both the native and foreign languages.
LO 10	Preparing an application form for participation in international grant programs, educational, and scientific projects.
LO 17	Creating and applying diagnostic tools to address various scientific tasks, employing scientific methods for accomplishing one's own research tasks; utilizing appropriate evidence and existing literature data to substantiate conclusions.
<i>Major</i>	<i>Music</i>
GC 1	The ability to solve complex problems based on a systemic scientific worldview and broad cultural knowledge while adhering to principles of professional ethics and academic integrity; realization of one's own axiological and scientific potential.
GC 2	The ability to navigate in contemporary musicology methodology; the capacity to apply methods of scientific cognition, conduct scientific research activities; develop and manage projects, work in an international context; methodologically and technologically proficiently carry out research, interpret its results, and anticipate its potential applicability in pedagogical activities.
GC 3	The ability for critical analysis and evaluation of contemporary scientific opinions, the capacity to generate original theoretical constructs, hypotheses, and research questions; the ability to select and apply research methods appropriate to the subject and objectives of the research; the ability to conduct comprehensive research, including interdisciplinary studies.
GC 5	The ability to use information technologies to analyze, select, and process necessary information; effectively utilize modern electronic information resources and specialized software in scientific and educational activities.
SC 1	Mastery of scientific terminology, both general and subject-specific, methodology of research in contemporary musicology; knowledge of modern regulatory and legal framework in education development; theoretical and practical readiness for conducting research in the field of music art and music pedagogy, aimed at the qualitative transformation of the researcher's personality.
SC 2	Readiness for self-improvement and continuous acquisition of new knowledge, ability to share scientific and professional experience; adaptability to changes in professional positioning in the job market, openness to embracing innovations; capability to engage in scientific and pedagogical activities in higher education.



SC 3	The ability to accurately assess one's own abilities and possibilities; choose the most effective behavior options in various situations; overcome critical pedagogical situations; ability to plan and solve tasks related to one's own professional and personal development.
SC 5	The ability to establish effective communicative actions in specific interpersonal interaction contexts, skill to formulate a tactical plan and implement it based on social skills.
SC 8	The ability to work with historical sources in archival and library collections, with scientific literature; analytical thinking skills, problem-solving ability and understanding of ways to overcome challenges; critical evaluation of one's own results in the context of contemporary research in the field of music art and music education; capability to present and defend one's scientific position in a well-reasoned manner in scientific discussions.
LO 1	Formation of worldview, active civic stance, general culture.
LO 3	Effective use of digital technologies in social and professional activities.
LO 5	Applying methods of scientific cognition, conducting research activities, performing scientific investigation and interpreting its results, utilizing appropriate evidence and existing literature data to substantiate conclusions, effectively disseminating and distributing knowledge regarding scientific research; finding necessary information from domestic and international information sources relevant to the research problem.
LO 11	The ability for effective professional communication in interpersonal interactions and social networks.
LO12	The ability to engage in pedagogical and/or scientific-pedagogical activities in institutions of vocational and/or higher education.
<i>Major</i>	<i>Religious Science</i>
GC 2	The ability to comprehend modern scientific methodology; apply methods of scientific cognition; conduct research activities; develop and manage projects; work in an international context; methodologically and technologically adept execution of scientific research; interpretation of its results; effective dissemination and propagation of knowledge regarding scientific research and innovations.
GC 3	Readiness for scientific research; ability to possess the methodology and methods of religious studies research; development of personally significant qualities of a researcher; solving research tasks by understanding the fundamental foundations of the religious studies knowledge system; defining the purpose, tasks, and strategy of scientific research activities; implementing new educational technologies into one's own research activities; generating new ideas, creating, and interpreting new knowledge according to the topic of scientific research.
GC 5	Ability to carry out professional and research activities based on knowledge of modern innovations in the field of religious studies knowledge.
SC 1	Ability to analyze information from various sources, use libraries (traditional and electronic); professional mastery of basic methods, techniques, and tools for acquiring, storing, processing information; effective use of multimedia technologies and software for conducting research tasks in the field of religious studies.
SC 4	Ability to apply methods of sociology and statistics for processing and analyzing experimental data, objectively evaluating research results, and using modern electronic information resources and specialized software in scientific and educational activities.
SC 9	Ability to analyze relevant institutional norms of social organization - main social institutions, economic, political, religious structures, establishments, institutions, and hierarchies; ability to develop and implement new methods of modeling and optimizing systems of state governance considering the potential of functioning of religious institutions.
LO 2	Application of scientific methods in the analysis of religious processes and phenomena, conducting research activities, developing and implementing research and innovative projects, conducting scientific research and interpreting its results, effectively disseminating and expanding knowledge regarding scientific research.
LO 3	Understanding and applying the provisions of the regulatory and legal framework of higher education and adhering to the norms of scientific ethics during research activities.
LO 7	Finding and analyzing information from various sources; engaging in communicative interaction and utilizing techniques for creating, preserving, accumulating, and interpreting data using modern information technologies; working with scholarly information from specialized literary sources and the Internet.
LO 10	Developing a research algorithm for the field of religious studies, employing methodological principles of religious studies research, utilizing theoretical and empirical research methods, defining the sequence and stages of research.
LO 11	Applying sociological and statistical methods for processing and analyzing acquired experimental data, and objectively assessing research results.
LO 13	Capable of conducting comparative analysis of complex phenomena and processes of religious life in society within the context of domestic and international scholarly investigations.

LO 14	Capable of forecasting scientific activity, analyzing historical dynamics, and modeling religious processes and phenomena.
LO 15	Capable of analyzing trends in the development of the contemporary religious and cultural environment.
Major	<i>History and Archaeology</i>
GC 2	Ability to understand contemporary methodology of historical science; ability to apply methods of scientific inquiry; conduct scientific research; methodologically and technologically competent execution of a scientific study, interpretation of its results; effective presentation and dissemination of knowledge regarding scientific research and innovations, analysis of interdisciplinary phenomena and processes.
GC 3	Ability for scientific research; mastery of methodology and methods of experimentation; development of personally significant qualities as a researcher; defining the purpose, tasks, and strategy of scientific research; generating new ideas, creating, and interpreting new knowledge according to the topic of scientific research; understanding and utilizing the provisions of the regulatory framework for scientific research and scientific activities.
GC 4	Ability to communicate effectively in a foreign language, both orally (participating in international research projects, speaking at scientific events, communicating with foreign representatives of the academic community, etc.) and in writing (using foreign-language information resources, preparing scientific publications for publication in international journals, individual and collaborative grant proposals (application forms), etc.); applying a foreign language in self-education activities.
GC 5	Ability to analyze information from various historical and archaeological sources, utilize library resources (both traditional and electronic); proficiently use essential methods, techniques, and tools for acquiring, storing, and processing information; create presentations and effectively employ multimedia technologies and software to accomplish research tasks.
GC 6	Ability to work in an international context; capability to incorporate international experience into the execution of one's research tasks; adeptness in developing and managing projects.
SC 1	Ability to operate with scientific terminology and construct a hierarchy of scientific concepts based on their levels of generalization; understanding the systematic nature, interrelation, and integrity of historical phenomena and processes; navigating through contemporary normative and legal documents, trends in historical research in Ukraine; analyzing historical processes retrospectively; synthesizing and producing innovative insights in one's own research.
SC 3	Ability to use modern electronic information resources, specialized software in scientific and educational activities; understanding the epistemological foundations of activity; appropriately applying scientific methods to accomplish tasks in one's own research; modifying and creating methods and technologies to execute research tasks while assessing their effectiveness; integrating information and communication technologies to implement the research concept effectively.
SC 4	Ability to construct a research algorithm in the field of history, utilizing quantitative methodology; employing theoretical and empirical methods of scientific research; engaging in project-based activities based on leadership principles.
SC 10	Ability to differentiate scientific activities according to the field; identifying, formulating, and solving research-oriented problems; possessing a thorough understanding of the philosophy of history, including contemporary historical theories and directions related to the analysis of the past; mastery of modern conceptual frameworks in the field of historical science.
SC 13	Ability to analyze the characteristics of the sociocultural environment and the specifics of socio-economic, socio-political, and sociocultural processes that form the basis for the development of an individual's cultural competence.
LO 2	Apply methods of scientific inquiry, conduct research activities, develop and implement research and innovative projects, carry out scientific research and interpret its results, effectively disseminate and share knowledge about scientific research, and adhere to norms of scientific ethics during research activities.
LO 3	Be able to define the purpose, tasks, and strategies of scientific research activities; generate new ideas, create, and interpret new knowledge according to the topic of the research; understand and apply the provisions of the regulatory framework regarding scientific research and scientific activities.
LO 4	Define the general principles of internationalization that reflect the idea of openness in science and education in the modern world; prepare and publish scientific articles in publications indexed by bibliometric databases (Scopus, Web of Science, etc.) and in international peer-reviewed journals; format individual and collaborative grant applications, as well as project proposals for participation in academic mobility programs.

LO 5	Ability to conduct pedagogical and/or scientific-pedagogical activities in vocational and/or higher education institutions; use information and communication technologies and software products in teaching and research activities; create presentations and effectively use multimedia technologies, software for carrying out research tasks, including presenting research results and the scientific-professional training of higher education seekers.
LO 6	Demonstrate English language communication skills to ensure effective professional interaction, prepare application forms in a foreign language; apply foreign language in self-education activities; present and discuss research results in both the native and foreign languages.
LO 7	Possess analytical skills in the field of historical knowledge, generate new ideas based on servant leadership; engage in project planning for research; formulate and test hypotheses; use appropriate evidence and existing literary data to substantiate conclusions.
LO 11	Plan and organize your own scientific activities, understand the epistemological foundations of activity, appropriately apply scientific methods to accomplish tasks in your own research; based on the use of existing methods, modify and create new methods and technologies to accomplish research tasks, verify their effectiveness; implement information and communication technologies to realize the research concept.
LO 13	Be familiar with research methods and be able to use them at an appropriate level; be capable of conducting research, processing, analyzing, and synthesizing acquired information (scientific articles, research-analytical materials, databases, etc.).
LO 14	Utilize ICT resources in a scholarly manner, applying standards of textual analysis to electronic, traditional archival, narrative, and oral sources.
<i>Major</i>	<i>Philosophy</i>
GC 1.	Ability to generate new ideas (creativity).
GC 2.	Ability to identify, pose, and solve problems.
GC 3.	Ability to work in an international context.
GC 4.	Ability to develop projects and manage them.
GC 5.	Ability to solve complex problems in philosophy based on a systematic scientific worldview and general cultural background while adhering to the principles of professional ethics and academic integrity.
GCU 6.	Ability for scientific research; development of personally significant qualities as a researcher; defining the purpose, tasks, formulating hypotheses, developing a research strategy; ability to create a research plan, solve research tasks, create and interpret new knowledge in accordance with the topic of scientific research
GCU 7.	Ability for self-improvement and continuous professional education.
SC 1.	Ability to conduct original research, achieve scientific results that generate new knowledge in philosophy and related interdisciplinary fields, and publish them in leading scientific journals in philosophy and related fields.
SC 2.	Ability to orally and in writing present and discuss the results of scientific research in both Ukrainian and foreign languages, as well as a deep understanding of foreign-language scientific texts in the research field.
SC 3.	Ability to apply methods of philosophical and interdisciplinary research, recognize their heuristic potentials and limitations, and utilize relevant research tools effectively.
SC 5.	Ability to analyze, systematize, and synthesize the results of interdisciplinary research in the field of philosophy, evaluate the current state and trends of philosophical development.
SC 6.	Ability to identify, formulate, and solve research problems in the field of philosophy, evaluate and ensure the quality of conducted research.
SCU 8.	Ability to understand contemporary scientific methodology; conducting research activities related to the analysis of society and education using theoretical and empirical methods; methodologically and technologically competent implementation of scientific research, interpretation of its results; effective dissemination and sharing of knowledge regarding scientific research and innovations.
LO 1.	Having advanced conceptual and methodological knowledge in philosophy and at the boundaries of subject areas, as well as research skills sufficient for conducting scientific and applied research at the level of global achievements in philosophy, acquiring new knowledge, and engaging in innovation.
LO 2.	Effectively presenting and discussing research results, both with experts and non-experts, addressing scientific and applied philosophical issues in both native and foreign languages, and publishing research findings in leading scientific publications.
LO 3.	Effectively applying knowledge of fundamental principles of theoretical and practical philosophy, world and domestic history of philosophical thought, as well as key directions and major trends in contemporary global philosophy within professional activities.
LO 4.	Formulating and testing hypotheses; utilizing appropriate evidence to substantiate conclusions, including results from theoretical analysis, applied research, existing literature data; analyzing the researched issue considering a wide intellectual and socio-cultural context.

LO 5.	Planning and conducting theoretical research in philosophy and related interdisciplinary fields using contemporary tools; critically analyzing the outcomes of one's own research and the results of other researchers within the context of the entire body of contemporary knowledge regarding the investigated issue.
LO 6.	Having a profound understanding of the general principles and methods of philosophical sciences, as well as the methodology of scientific research, and applying them in one's own research in the field of philosophy and in teaching practice.
LO 7.	Applying modern tools and technologies for information search, processing, and analysis, including statistical methods for analyzing large and complex datasets, specialized databases, and information systems.
LO 8.	Developing and implementing scientific and innovative projects that contribute to the creation of new comprehensive knowledge and professional practices, addressing significant philosophical problems while considering social, economic, environmental, and legal aspects.
LOU 11.	Working with scientific texts from specialized literary sources and the Internet, identifying and shaping new ideas and relevant scientific problems, and creating a research plan.
LOU 12.	Conducting a comparative analysis of complex phenomena and processes within the context of domestic and international scholarly investigations, particularly in the fields of social philosophy or philosophy of education.
<i>Major</i>	<i>Philology</i>
GC 1	The ability for abstract thinking, analysis, and synthesis, as well as the capacity to generate and justify new ideas.
GC 2	The ability to search, process, systematize, analyze, and critically evaluate information from various sources; critical thinking; analysis of interdisciplinary phenomena and processes; solving complex problems based on a systematic scientific worldview and a broad cultural background while adhering to principles of professional ethics and academic integrity; realization of one's own axiological and scientific potential.
GC 3	The ability to effectively utilize modern information and communication technologies.
GC 4	The ability to communicate fluently in a foreign language, both orally (participation in international scientific projects, speaking at scientific events, communication with foreign representatives of the scientific community, etc.) and in writing (using foreign language information resources, preparing scientific publications for publication in foreign journals, preparing individual and collaborative grant applications, etc.); using a foreign language in self-education activities.
GC 5	The ability to participate in the work of domestic and international research teams.
GC 6	Knowledge of contemporary standards of scientific research activity, awareness and adherence to norms of scientific ethics and intellectual property rights.
GC 7	The ability to develop and manage scientific projects, create proposals and requests for their funding.
GC 8	The ability for civic and social engagement and responsibility.
GC 9	Awareness of the societal importance of moral, cultural, and scientific values and ways to preserve and enhance them.
SC 8	Ability to plan and conduct comprehensive scientific research, achieve scientific results that create new knowledge, particularly in interdisciplinary fields. Strategic and tactical organization of professional and scientific-innovative activities in the field of philology. Implementation of project activities based on leadership principles.
SC 9	Ability to engage in scientific and pedagogical activities in higher education; utilize modern electronic information resources and specialized software in scientific and educational activities.
LO 1	Demonstrate knowledge in the field of humanities, particularly philology: a profound understanding of the role of science, education, and culture in the development of civilization; knowledge of philosophy and the methodology of science; application of philosophical ideas and concepts in one's own research; knowledge of the structure, forms, and methods of scientific inquiry, their evolution, and the methodology of scientific research.
LO 2	Demonstrate deep theoretical knowledge in the scope required for solving professional and research tasks, including: fundamental classical and contemporary philological concepts; foundational works in the chosen research direction; content of theoretical and applied philological disciplines; theoretical and practical issues in the research field.
LO 3	Demonstrate knowledge of: the organization and development specifics of domestic and global research infrastructure in the field of philology; legal and ethical norms regulating interpersonal relationships in professional collectives; contemporary regulatory and legal framework for education and science development, as well as relevant policy trends in Ukraine.

LO 4	Analyze social phenomena based on a systemic scientific worldview; relate specific tasks of professional and scientific-innovative activities to overarching philosophical issues; identify the interdisciplinary nature of scientific problems in the field of philology.
LO 5	Conduct a review, critical analysis, evaluation, and synthesis of scientific concepts, approaches, and viewpoints in the field of research; formulate, justify, and defend one's own scientific position and concept.
LO 6	Select an appropriate scientific methodology, implement modern research methods to address issues and tasks in philological research.
LO 8	Adhere to the norms of scientific ethics and intellectual property rights while engaging in scientific and innovative activities, including conducting one's own research and evaluating other scientific projects and research.
LO 9	Utilize information and communication technologies in professional scientific and innovative activities.
LO 10	Present and discuss the results of own scientific research in both the native and foreign languages through various forms and genres such as articles, reports, presentations, essays, and more.
LO 11	Effectively communicate and collaborate within the domestic and global academic community to address professional tasks in philology and related fields.
LO 12	Plan, develop, and evaluate research and innovation projects, formulate proposals and requests for their funding; organize the work of research teams in the field of philology and related areas.
LO 14	Plan, implement, and evaluate strategies for personal self-improvement and self-development as a researcher.
LO 15	Professionally, logically, ethically, and socially responsibly explain the essence of specific philological phenomena and the related scientific issues, expressing your own opinions regarding them.
LO 17	Provide reasoned explanations, evaluate, and compare: trends, methodological innovations, and developments in higher education, especially in the field of philology; trends in the development of education and science policies in Ukraine.
<i>Major</i>	<i>Economics</i>
GC 04.	Ability to generate new ideas (creativity).
GC 05.	Ability to solve complex economic problems based on a systemic scientific worldview and a broad cultural background while adhering to principles of professional ethics and academic integrity.
GCU 06.	Ability to assess ethical responsibility for obtained results of scientific activity and their utilization; understanding the responsibility for academic and creative plagiarism as well as falsification of scientific theoretical or practical outcomes.
SC 05.	Ability to identify, deeply analyze, and solve research-oriented problems in the field of economics, considering economic risks and potential socio-economic consequences, evaluating and ensuring the quality of conducted research, including issues related to European and Euro-Atlantic integration.
LO 02.	Deep understanding of fundamental principles and methods of economic sciences, as well as the methodology of scientific research, creating new knowledge in the field of economics for the purpose of achieving economic and social development in the context of globalization.
LO 04.	Apply modern tools and technologies for information search, processing, and analysis, including statistical methods for analyzing large datasets and/or complex structures, specialized software, and information systems.
LO 06.	Effectively present and discuss research results, theoretical and practical economic issues, in both native and foreign languages, and proficiently reflect research findings in scientific publications in reputable journals.
LO 09.	Formulate and test hypotheses; use appropriate evidence to support conclusions, including results from theoretical analysis, empirical studies, mathematical and/or computer modeling, as well as existing literature.
LOU 10.	Demonstrate readiness and ability to acquire new knowledge and educational competencies throughout the course of doctoral studies, as well as commitment to self-improvement and self-actualization in the direction of "lifelong self-development and self-education".
<i>Major</i>	<i>Psychology</i>
GC 1.	The ability for abstract thinking, analysis, and synthesis.
GC 2.	Capability to work in an international context.
GC 3.	Ability to generate new ideas (creativity).

SC 2.	Proficiency in planning and conducting original research, achieving scientific results that create new knowledge in psychology and related interdisciplinary fields, and ensuring the quality of conducted research
SC 3.	Capability to initiate, develop, and implement comprehensive innovative projects in the field of psychology and related interdisciplinary projects, demonstrating leadership and responsibility during their implementation; ensuring the protection of intellectual property rights.
SCU 8.	Proficiency in effectively employing modern professional strategies within the psychological field, creating and promoting psychological products/services in accordance with contemporary requirements and societal demands.
LO 1.	Possession of advanced conceptual and methodological knowledge concerning the chosen research issue within the field of psychology or at the intersection of related fields; possessing research skills sufficient for conducting scientific and applied research at the level of global achievements in psychology.
LO 2.	Understanding overarching principles and methods of psychology, as well as the methodology of scientific research; applying these principles in one's own research within the domain of psychology and in teaching practice.
LO 3.	Identifying, categorizing, solving, critically evaluating, and forecasting significant psychological issues; formulating and testing hypotheses; identifying factors and trends that influence the functioning and development of individuals, groups, and organizations at various levels of psychological research.
LO 4	Планувати і виконувати експериментальні та/або теоретичні дослідження з психології та дотичних міждисциплінарних напрямів із дотриманням норм професійної і академічної етики.
LO 7.	Розробляти та реалізовувати наукові та/або інноваційні проекти у сфері психології, які дають можливість переосмислити наявне та створити нове цілісне знання та/або професійну практику і розв'язувати значущі наукові та прикладні проблеми психології з урахуванням соціальних, економічних, етичних і правових аспектів.
LO 9.	Confidently present and discuss research findings, scientific and applied issues in psychology with both experts and non-experts, using both the national and foreign languages. Prepare research results for publication in scientific articles.
LOU 12.	Effectively utilize modern professional strategies in the field of psychology, create and promote psychological products/services in accordance with contemporary requirements and the specific demands of society.
<i>Major</i>	<i>Journalism</i>
GC 3	Ability to use the provisions of the legal framework of higher education and adhere to the norms of scientific ethics and principles of academic integrity during research and teaching activities.
GC 6	Ability to work in an international context; ability to utilize foreign experience in the implementation of one's own research tasks.
SC 5	Ability to engage in conversational interaction with the broad international and national scientific community as well as the public in the field of social communication within the scope of scientific and/or professional activities.
SC 7	Ability to learn and enhance existing research methods, systems, and technologies; interpretation of the individual development aspects in the context of self-directed learning and societal modernization.
LO 2	Apply methods of scientific inquiry, conduct research activities, develop and implement research projects, carry out scientific investigations and interpret their results, effectively present and disseminate knowledge related to scientific research.
LO 3	Understand and apply the provisions of the regulatory and legal framework of higher education; adhere to norms of scientific ethics during research and teaching activities; comprehend responsibilities related to academic plagiarism and falsification of research results; maintain critical positions in scientific and teaching activities.
LO 4	Utilize international experience in implementing own research tasks; use foreign-language information resources available in scientific databases for independent preparation of scientific publications for international journals and participation in international research projects.
LO 7	Find and analyze information from various sources; engage in communication through social media; utilize techniques for creating, preserving, accumulating, and interpreting data using modern information and communication technologies; use appropriate evidence and available literary data to substantiate conclusions; work with scholarly information from specialized literary sources and the Internet.
<i>Major</i>	<i>Information security of the state</i>
GC 2	The ability to accumulate new professionally relevant knowledge and practical skills and apply them in professional activities.

GC 3	The ability to identify problematic aspects in the field of information and/or cybersecurity, analyze them, evaluate and solve them; identify and solve complex research problems while adhering to principles of professional ethics and academic integrity; achieve scientific results that create new knowledge, particularly in interdisciplinary areas.
GC 4	The ability to synthesize new ideas, conduct scientific research, and implement technical developments within the professional domain at an appropriate level; work in an international context; develop and manage projects.
SC 1	The ability to assess physical, technological, informational, sociological, ethical, and other processes in the realm of information and cyberspace.
LO 1	Presenting and discussing the results of scientific research in both the national and foreign languages.
LO 2	Conducting information search; analyzing needs related to scientific research, with the development of general competencies for specialists and professionals in information protection, information, and/or cybersecurity.
LO 3	Identifying and formulating relevant scientific problems, generating and integrating new ideas and knowledge in the field of information protection, information, and cybersecurity; presenting them in oral and/or written forms to both professional and non-specialist audiences.
LO 4	Ensuring business process continuity through information management and/or cybersecurity systems, in accordance with domestic and international requirements and standards; conducting professional activities based on contemporary information and communication technologies knowledge, applying them both in daily life and professional work; conducting or overseeing scientific and scientific-technical research on information protection issues, organization and provision of information and/or cybersecurity for information systems; justifying rational approaches to information protection in information systems and information circulating in IT systems and networks; utilizing modern techniques for research in the field of information protection, organization, and security of network infrastructure of information activities, as well as advanced-level scientific research, including related interdisciplinary directions.
<i>Major</i>	<i>Social work</i>
GC 2.	The ability to develop projects and manage them.
GC 3.	The ability to work in an international context.
GCU 4.	The ability to acquire universal research skills, including oral and written presentation of the results of one's own scientific research, information search, and critical analysis.
SC 2.	The ability to utilize modern electronic information resources, specialized software in scientific and educational activities for process modeling and making optimal decisions in the field of social work.
SC 3.	The ability to identify, formulate, and solve research-based problems in the field of social work; evaluate and ensure the quality of work performed and present the results of one's own scientific research.
SCU 9.	The ability to make informed choices and utilize social innovations in professional activities.
LO 2.	To develop and implement scientific and/or innovative projects that allow for the reevaluation of existing knowledge and practices and the creation of new integrated knowledge and/or professional practices, as well as to address significant scientific issues in the field of social work.
LO 3.	To operate within an international context, including participating in international professional and scientific events; comprehending and producing academic texts in foreign languages; communicating in a foreign language both orally and in writing.
LO 5.	To utilize modern electronic information resources and specialized software in scientific and educational activities for modeling processes and making optimal decisions in the field of social work.
LO 6.	To possess advanced conceptual and methodological knowledge in the field of social work and at the intersection of related disciplines, as well as research skills sufficient for conducting scientific and applied research at the level of the latest global achievements; to critically analyze the results of one's own research and the findings of other researchers in the context of the entire body of contemporary knowledge related to the researched problem.
LOU 10.	Practicing the search, independent selection, and processing of scientific information and empirical data.
LOU 11.	Utilizing general scientific and specialized research methods aimed at understanding the investigated phenomena and social processes.