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Erasmus+ Programme
of the European Union



European study process and its particular features which may present difficulty to students from Russia

TRAINING COURSE

GENERAL INFORMATION

Target group: coordinators of mobility programmes

Length: 72 academic hours

Mode of study: full-time

Department responsible for the implementation of the programme:

Centers for Competence and Employability Development

Programme director Irina Shilova

AIMS AND OBJECTIVES OF THE PROGRAMME

The programme is aimed to familiarise trainees with European higher education system and organisation of learning and teaching activities at European universities, to transfer good practice of European approach to teaching and study programme development.

The programme has been set to fulfil the following tasks:

- to fill trainees in on the history of formation of the European Higher Education Area and familiarise them with the main documents regulating higher education in Europe
- to study the peculiarities of European education systems as well as instruments of recognition of academic mobility;
- to inform trainees about organisation of learning and teaching at European universities
- to give information about methods and tools used in the education process at European HEIs

Learning outcomes:

- Knowledge of the European education system specific, as well as basic requirements and approaches to training at a European university;
- Ability to instruct and support future exchanges on the EHE related topics;
- Ability to cooperate with European partners in the field of mobility organization and joint programme development

Structure and content of the academic discipline

Study plan

№	Subject	Type of learning activity				Form of control
		Lectures	Practice	Self-study	Total	
1.	European Higher Education Area.	2	2	4	8	Interview
2.	European educational systems	2	4	6	12	Paperwork
3.	Specific of educational process at a European HEI	2	4	6	12	Interview
4.	European credit transfer and accumulation system	2	2	4	8	Training
5.	International cooperation	2	2	4	8	Paperwork

	in the field of education					
6.	Russia in the international education system	2	2	4	8	Interview
7.	Intercultural communication and international education	4	4	8	16	Training
Total:		16	20	36	72	

Content of the courses

No.	Subject	Content
1.	European Higher Education Area	History of the Bologna process. The main documents governing the European Higher Education Area. Lisbon Convention (1997). Charter of Universities (Magna Charta Universitatum, 1998). Sorbonne Declaration (1998). Bologna Declaration (1999). Congress of European rectors in Salamanca (2001). Conference of Ministers of Education of European countries (Prague-2001, Berlin-2003).
2.	European education systems	Classification and peculiarities of European education systems. Anglo-Saxon Educational System. French educational system. Spanish and Portuguese educational system. National educational systems.
3.	Specific of educational process at a European HEI	Organization of study process. Methodology and ethics of study: teacher's dimension. Approaches to curriculum development. Learning outcomes and competence based approach. Internal quality assurance. Assignments and examinations. Particular features that may present difficulty to students from Russia.
4.	European Credit Transfer and Accumulation System	Mobility and instruments of recognition of academic mobility. Two-cycle curriculum. Recognition of qualifications. European Diploma Supplement. Internationalization and quality assurance of education. Joint programme development. European Credit Transfer System and accumulation system: (ECTS); Academic credit system in the UK.
5.	International cooperation in the field of education	European funds and programmes in the field of science and education. Erasmus + programme supporting cooperation in the field of education, vocational training, youth and sports. European programme for cooperation in vocational education LEONARDO. National foundations and programmes of European countries: German Academic Exchange Service (DAAD), German Scientific Society (Deutsche Forschungsgemeinschaft), British Council, Campus France.
6.	Russia in the international education system	Russian educational system. Russia's accession to the Bologna process. Russia at the international educational market. Academic partnership of Russia and Europe.
7.	Intercultural Communication and International Education	Culture and communication. Culture and behavior. Cultural barriers. Peculiarities of perception of other cultures. Stereotypes and prejudices in intercultural communication. Sources of stereotypes. Cultural values. Acquisition of intercultural competence. Acculturation and its types. Concept and meaning of tolerance. Intercultural competence as one of the tasks of modern education.

	Influence of studying abroad on the national stereotypes held by students.
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Staff responsible for the delivery of the training course

1. Topics 1, 3, 4: Natalia Ushkova, senior specialist of the Office for International Academic Mobility; holds master degree in management of international education
2. Topic 2, 5, 6: Natalia Zhurbina, Doctor of History, associate professor at the Faculty of International Relations
3. Topics 7: Natalia Belenova, Doctor of Economics, associate professor at the Faculty of Economics

Quality assessment (forms of assessment, evaluation and methodological materials)

To master the knowledge and skills obtained during the training, intermediate and final control is applied. For the interim control, a system of interview, cases, tasks and tests, reports on cases is used. These types of control deepen theoretical knowledge as well as the ability to apply this knowledge in practice. To assess the quality of obtained knowledge, a fund of evaluation tools has been developed, that also includes a list of questions for self-study, sample test tasks.

Recommended literature

a) Essential reading

No.	Source
1.	Болонский процесс и его значение для России. Интеграция высшего образования в Европе/Под ред. К. Пурсиайнена и С.А. Медведева. - М.: РЕЦЭП, 2005. – 199 с. – Режим доступа: http://vovr.ru/upload/Recep_Bologna%20process.pdf
2.	Ткач Г.Ф., Филиппов В.М., Чистохвалов В.Н. Тенденции развития и реформы образования в мире: Учеб. пособие – М.: РУДН, 2008. – 303 с. – Режим доступа: http://web-local.rudn.ru/web-local/uem/iop_pdf/247-Tkach.pdf
3.	Айдрус И.А., Филиппов В.М. Мировой рынок образовательных услуг: Учеб. пособие. – М.: РУДН, 2008. – 194 с.
4.	Организация, уровни и квалификации образования в зарубежных странах: Справочно-методическое пособие /под ред. В.М. Филиппова. – М., Центр сравнительной образовательной политики, 2004.

b) Further reading

No.	Source
5.	Байденко В.И. Болонский процесс: ПРОБЛЕМЫ, ОПЫТ, РЕШЕНИЯ. – М.: Исследовательский центр проблем качества подготовки специалистов, 2006. – 112 с. – Режим доступа: http://vovr.ru/upload/Bajdenko1.pdf
6.	Болонский процесс в вопросах и ответах / В.Б. Касевич [и др.] ; С.-Петерб. гос. ун-т. — СПб. : Изд-во С.-Петерб. ун-та, 2004. — 106 с.
7.	Болонский процесс: это должен знать каждый : [учебное пособие] / Обществ. молодеж. палата при Гос. Думе Федер. Собрания Рос. Федерации, Комис. по образованию, науке и развитию инновац. потенциала молодежи ; Воронеж. мест. молодеж. обществ. орг. "Политика и время" ; [под ред. Р.В. Савенкова] .— Воронеж : Истоки, 2010. — 20 с.
8.	Бонюшко, Тенденции развития сферы высшего профессионального образования в Европейском Союзе (на примере Финляндии). [Электронный ресурс] / Бонюшко, Семченко. — Электрон. дан. // Интеграция образования. — 2012. — №

	3. — С. 14-19. — Режим доступа: http://e.lanbook.com/journal/issue/289291
9.	Бражник Е.И. Особенности развития университетского образования во Франции и в России в контексте единого европейского образовательного пространства: Монография. [Электронный ресурс] / Е.И. Бражник, О.Г. Лаврентьева. — Электрон. дан. — СПб. : РГПУ им. А. И. Герцена, 2010. — 143 с. — Режим доступа: http://e.lanbook.com/book/5559
10.	Бурцев А.К. Болонский процесс. основополагающие материалы. [Электронный ресурс] / А.К. Бурцев, В.А. Звонова. — Электрон. дан. — М. : Финансы и статистика, 2011. — 88 с. — Режим доступа: http://e.lanbook.com/book/5303
11.	Веретенникова, Л.К. Реализация компетентностного подхода в развитии творческого потенциала в свете Болонского процесса: Учебно-методическое пособие. [Электронный ресурс] / Л.К. Веретенникова, А.В. Неверова. — Электрон. дан. — М. : Издательство "Прометей", 2012. — 60 с. — Режим доступа: http://e.lanbook.com/book/30358
12.	Ветохин С.С. Проблемы качества высшего образования в контексте Болонского процесса. [Электронный ресурс] — Электрон. дан. // Труды БГТУ. №8. Учебно-методическая работа. — 2012. — № 8(155). — С. 10-13. — Режим доступа: http://e.lanbook.com/journal/issue/294415
13.	Глинкина О.В. Сравнительный анализ систем высшего образования европейских стран: Великобритания, Германия. [Электронный ресурс] — Электрон. дан. // Профессиональное образование в современном мире. — 2015. — № 1. — С. 159-167. — Режим доступа: http://e.lanbook.com/journal/issue/293311
14.	Гордиенко М.Г. Взрослые студенты в европейском пространстве высшего образования. [Электронный ресурс] — Электрон. дан. // Образование и наука. — 2013. — № 4(103). — С. 133-143. — Режим доступа: http://e.lanbook.com/journal/issue/291333
15.	Гретченко А.И. Болонский процесс: интеграция России в европейское и мировое образовательное пространство / А. И. Гретченко, А.А. Гретченко ; Междунар. ин-т бизнес-тренинга .— М. : КНОРУС, 2009 .— 425 с.
16.	Доломатов М.Ю. Европейская интеграция, проблемы и мифы высшего образования и науки в России. [Электронный ресурс] — Электрон. дан. // Педагогический журнал Башкортостана. — 2008. — № 3 (16). — С. 18-26. — Режим доступа: http://e.lanbook.com/journal/issue/295878
17.	Епифанов, А.Е. Современное европейское пространство высшего образования и перспективы его развития в России (вопросы права). [Электронный ресурс] / А.Е. Епифанов, В.М. Абдрашитов. — Электрон. дан. // Вестник Дагестанского государственного университета. — 2015. — № 2. — С. 91-95. — Режим доступа: http://e.lanbook.com/journal/issue/293221
18.	Игонина, Д.С. Болонский процесс и трансформация общекультурных компонентов Российского высшего образования. [Электронный ресурс] — Электрон. дан. // Вестник Мининского университета. — 2016. — № 1-2. — С. 23. — Режим доступа: http://e.lanbook.com/journal/issue/298326
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20.	Краснова Г.А. Основные направления развития экспорта образовательных услуг в системах высшего образования: Учеб. пособие. — М.: РУДН, 2008. — 162 с. - Режим доступа: http://web-local.rudn.ru/web-local/uem/iop_pdf/239-Krasnova.pdf
21.	Ломакина И.С. Проблемы образования в контексте развития географической мобильности Европейского Союза. [Электронный ресурс] — Электрон. дан. // Интеграция образования. — 2014. — № 1. — С. 52-58. — Режим доступа: http://e.lanbook.com/journal/issue/290146
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25.	"Мягкий путь" вхождения российских вузов в Болонский процесс / Нац. фонд подгот. кадров ИНО-Центр (Информация. Наука. Образование); гл. ред. А.Ю. Мельвиль .— М. : ОЛМА-ПРЕСС, 2005 .— 350 с.
26.	Научное обеспечение процесса интеграции российского образования в общеевропейское пространство / Рос. акад. образования, Сев.-Запад. отд-ние; С.-Петербург. ун-т .— СПб., 2005 .— 97 с.
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50.	Education for Europeans: Towards a learning society: A report from the European Round Table of Industrialist. – Mode of access: http://bginter.national.blogsport.de/images/EuropeanRoundTableOfIndustrialistsReport.pdf
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52.	EUA Bologna handbook. Making Bologna work / European University Association; eds.: Eric Froment [et al.] .— Berlin : Raabe, 2006 .— [454] p.
53.	Europe 2020: A European strategy for smart, sustainable and inclusive growth. – Brussels: European commission, 2010. – 37 Ĥ. – Mode of access: http://eunec.vlor.be/detail_bestanden/doc014%20Europe%202020.pdf
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Material and IT support to the course

To implement the activities presupposed in the course such as training sessions and research, multimedia learning tools are applied.

Methodological recommendations for organisation of learning and teaching activities

Successful mastering of the course presupposes active and creative participation of target audience at all study stages through their regular, day-to-day work.

Learning should begin with the study of the presented work programme, the methodological guidelines and developments indicated in the programme. Special attention should be paid to the goals, objectives, structure and content of the course.

Educational work is carried out in the form of lectures and seminars. Important role is played by the independent learning which presupposes that participants will study the lecture notes at home and read the books/articles recommended in the essential and further reading lists. Trainees are encouraged to make good use of electronic databases and websites of the ministries in charge of state policies in the field of education and science of examined countries. They are also advised to identify fields that they find difficult to understand for further classroom discussion and employ recommended literature to answer difficult questions. Counselling is provided by the teaching staff. It is recommended to allocate time to go through the topics studied and assess one's progress through exam questions. The use of diagrams, charts, tables, videos and other visual materials is welcomed in presentations.

Control tasks

Case "Credit units transfer"

Cases "Developing an individual study plan", "Learning agreement filling"

Case "Study program assessment"

Case "Developing learning outcomes for a particular programme"

Sample questions:

European Higher Education Area.
Bologna opportunities for students.
Practical value of ECTS for Russian students.
Practical tools for the study outcomes transfer
Features of education systems in European countries.

Organisation of self-studying

Questions and tasks for self-studying

The trainees are asked to independently study Topics 1 – 7 and prepare the report on the studied material supported by electronic presentation. On completion of the activities presupposed by the Topic 1 they are requested to carry out content analysis of regulatory documents of European higher education area. Group working is used to accomplish this task.

Assessment criteria

Trainees are given excellent mark on condition that they have fulfilled the exam tasks presupposed by the course. The content analysis of the documents is assessed as 2 (not satisfactory), 3 (satisfactory), 4 (good) and 5 (excellent).

The **mark “5 (excellent)”** is given on condition that the following requirements are met:

- Correct methods for conducting content analysis are applied
- Text components are chosen and transcribed correctly
- Units of analysis are defined correctly
- Results are interpreted correctly and components are quantified accurately; order of components in the text is considered
- Results are verified

The **mark “4 (good)”** is given on condition that the following requirements are met:

- Correct methods for conducting content analysis are applied
- Text components are chosen and transcribed correctly
- Units of analysis are defined correctly
- Results are interpreted correctly and components are quantified accurately; order of components in the text is considered
- Results are not verified

The **mark “3 (satisfactory)”** is given on the following grounds:

- Correct methods for conducting content analysis are applied
- Text components are not transcribed correctly
- Units of analysis are defined correctly
- Results are interpreted correctly and components are quantified accurately; order of components in the text is considered
- Results are not verified

The **mark “2 (not satisfactory)”** is given on the following grounds:

- Incorrect methods for conducting content analysis are applied
- Text components are chosen and transcribed incorrectly
- Units of analysis are not defined correctly

- Results are interpreted incorrectly and components are quantified inaccurately; order of components in the text is not considered
- Results are not verified

The report is assessed as 5 (excellent), 4 (good), 3 (satisfactory) and 2 (not satisfactory).

The **mark “5 (excellent)”** is given on condition that the following requirements are met:

- the topic has been studied in depth; cause and effect relations between the events have been identified; issues under scrutiny and their assessment are thoroughly analysed
- academic style of writing is adopted, terminology is used appropriately
- appropriate literature in Russian and foreign languages has been examined

The **mark “4 (good)”** is given on condition that the following requirements are met:

- the topic has been studied in depth; cause and effect relations between the events have been identified; issues under scrutiny and their assessment are thoroughly analysed
- academic style of writing is adopted, terminology is used appropriately
- appropriate literature in Russian and foreign languages has been examined
- some of the facts have been misinterpreted

The **mark “3 (satisfactory)”** is given on the following grounds:

- trainee failed to comprehend the topic, cause and effect relations between the events have not been identified
- personal viewpoint on the situation is not expressed; the viewpoint has been expressed but not substantiated by the arguments
- poor command of terminology
- appropriate literature has not been examined

The **mark “2 (not satisfactory)”** is given on the following grounds:

- the topic has not been studied
- personal viewpoint on the situation is not expressed
- poor command of terminology
- appropriate literature has not been examined

Interim assessment is an analytical report on the topic “Peculiarities of education system (*country*)”. Oral presentation of the report substantiated by PowerPoint presentation is delivered in the classroom. Hard copy of the report is to be handed in.

Content of analytical report:

1. Introductory part (relevance; aims and objectives; sources of references, extent to which the topic has been studied, methodology, timeline for the research, outline of the research)
2. Peculiarities of education system of the examined country (before and after signing of the Bologna Declaration)
3. International cooperation of the country in education and science. Cooperation with Russia in education and science.
4. Higher Education from the perspective of society (analysis of mass media reports, public opinion surveys, views of intelligentsia).
5. Conclusion
6. Annexes
7. References

The analytical report is assessed as follows.

The **mark “5 (excellent)”** is given on condition that the following requirements are met:

- the topic is fully examined and results are presented in accordance with the recommended outline
- good use has been made of information studied at the course
- the PowerPoint presentation has a good design and layout; information is substantiated by photos, videos, audio.
- the task was accomplished in due time
- report is formatted in accordance with the requirements

The **mark “4 (good)”** is given on condition that the following requirements are met:

- the topic is fully examined and results are presented in accordance with the recommended outline
- information studied at the course is not well used
- design and layout of the PowerPoint presentations careless; information is not substantiated by photos, videos, audio extensively
- the task was accomplished in due time
- report is formatted in accordance with the requirements

The **mark “3 (satisfactory)”** is given on the following grounds:

- the topic is fully examined and results are presented in accordance with the recommended outline
- information studied at the course is poorly used
- PowerPoint presentation has poor design and incoherent structure, information is poorly substantiated by photos, videos, audio
- the task was accomplished in due time
- report is not formatted in accordance with the requirements

The **mark “2 (not satisfactory)”** is given on the following grounds:

- results are presented in accordance with the recommended outline
- information studied at the course is not used
- PowerPoint presentation has poor design and incoherent structure, information is poorly substantiated by photos, videos, audio
- the task was not accomplished in due time
- report is not formatted in accordance with the requirements