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**THE PECULIARITIES OF GERMAN AND UKRAINIAN
EDUCATIONAL SYSTEMS EFFECTED ON
IMPLEMENTATION OF DOUBLE DEGREE PROGRAMME
BETWEEN TERNOPIL NATIONAL TECHNICAL
UNIVERSITY AND UNIVERSITY OF APPLIED SCIENCES,
SCHMALKALDEN**

Academic mobility is the opportunity for the participants of the educational process to learn, to teach, to have fellowship or to conduct research activities in another higher education institution in Ukraine or abroad. It can provide simultaneous multiple academic degrees or simple certificates of courses completion [1]. Double degree programme is one of the possible forms of academic mobility leading to the award of two professional degrees in less time than if the two degrees were earned separately.

Ternopil Ivan Puluj National Technical University (Ukraine) and the University of Applied Sciences Schmalkalden (the Federal Republic of Germany) have implemented joint double-diploma bachelor degree programme (hereinafter referred to as Joint programme) since 2013. In fact there was not good legislative framework regulated such programmes at that time in Ukraine (Regulations of the procedure of academic mobility were adopted by Ukrainian Government only in 2015 [2]). Therefore, partner universities have constructed and signed the “Statute of the joint double-diploma bachelor degree programme” according to Ukrainian and German laws valid at that time.

Duration of studies according to the Joint programme is 4 academic years (standard duration of studies is 3 years at University of Schmalkalden and 4 years respectively at TNTU). The stages, duration and the curriculum of studies at the Partner Universities are determined by the joint curriculum and academic calendars that have been approved by the rector and respectively the council of the Partner Universities. According to these documents students of the Joint programme cover some stages: during the first stage (first two academic years) an applicant is a full-time student of the Ternopil Ivan Puluj National Technical University. At University of Applied Sciences Schmalkalden the student takes courses during two semesters (each lasts 15 weeks) of the third year and takes intensive courses during 3 weeks of the fourth academic year. During the fourth year the student also has internship in Germany and finishes studies at the TNTU. More details of this programme were discussed in [3].

In 2015 first two Ukrainian students were selected for study at Schmalkalden University. As the result few issues caused by differences of Ukrainian and

German educational systems, which were not fixed in our Statute, have arisen. For instance:

- *Registration to take courses and exams.* In Ukraine students don't need to register on courses and on exams. Most of the courses are compulsory and have to be learned according to established curriculum. Students have to take the exam exactly after course completion. Unlike this, in Germany students have to register for the courses. They have recommended curriculum but have more options for choice of courses. German students have few options to take the exam: exactly after course completion or by the end of other semesters but it is necessary to register for exam in advance. If student doesn't register for exam he can not take it.
- *Exam failure.* If student fails exam for some reasons in Ukraine he has two more attempts available for around one month. In Germany students have 3 attempts too but they can use only one attempt during one exam period. All other attempts they can use during future exam periods. In case if student has registered for the exam and has not come, he is supposed to loss one out of three possible attempts.
- *Study duration.* Students in Germany are not strictly restricted by duration of study: one can do bachelor program for 3 years, another can continue studies for years. At the same time students in Ukraine have to accomplish bachelor program for 4 years.

All these peculiarities caused some problems with recognition of students' results in Ukraine. This problem has been discussed recently and now we are looking for possibilities to solve it.

As the study at Schmalkalden University is conducted in German students need to have sufficient level of German. A great advantage of this programme is that German university does not require the official Certificate in German. But this is also the serious drawback because it is very complicated for German colleagues to define the level of language during the interview. So one of the priorities of our activity now is organization of a summer language school, participation in DAAD programmes and looking for other possibilities for students to stay in German speaking environment or to invite native German speakers to Ukraine. We try also to find the ways to attract pupils from secondary schools with already good proficiency in German.

There is no tuition fees in Schmalkalden University but students have to pay for living expenses. The difficult economic situation in Ukraine and high euro rate don't allow to some talented students to find funds for living in Germany. So we are also concentrated on possibilities to support such students with scholarships (for instance within Erasmus+ or DAAD programs).

References

1. *Regulations of academic mobility for participants of educational process at Ternopil Ivan Puluj National Technical University (in Ukrainian)*
2. *Regulations of the procedure of right realization on academic mobility adopted 12 of May, 2015 ((in Ukrainian)*

3. N. Zagrodna, H.-P. Höller. *Double degree programme at Ternopil National Technical University and University of Applied Sciences, Schmalkalden // Proceedings of the International scientific conference "Actual Problems in International Students Teaching and Learning within European Higher Education Area". – Ternopil, Ukraine, May 13-16, 2014. – P. 198-199.*

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OPEN ONLINE RESOURCES: AN UKRAINIAN PERSPECTIVE

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ВІДКРИТІ ОНЛАЙН-РЕСУРСИ: УКРАЇНСЬКИЙ ПОГЛЯД

Nowadays, this is already an established practice to use information technology for benefit of education. However, an extent to which technology is allowed to change the landscape of teaching and learning has become a divide among proponents of “new era” in education. Many still believe that IT will just make traditional educational techniques simpler and less time-and-effort-consuming. Really, it is very appealing to use multimedia presentations instead of lecture experiments and discussions, to share homeworks through social media, and, the most tempting, to avoid assessing numberless student works by turning all testing into a computerized quest. None of citations is in place in this paragraph, as these ideas are spread anonymously, as “common wisdom”.

For more than two decades there exist, however, an alternative view on the problem, which can be addressed to as blended learning [1], labeling courses that integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner. By intention, classroom is “flipped”, and in-class discussion serves as source of motivation and means to resolve puzzles rather than transfer of knowledge mechanism in teacher-to-student chain. Researches have shown that “self-propelled learning” ensures not only a quality education but also produce more motivated, though more demanding, professionals [2]. Needless to say that this does not lift the responsibility out from the teacher, who still does determine direction and pace of learning process. Instead, it allows sharing a part of this responsibility with students. Of course, it could be impossible, on student’s demand, to reproduce any experiment he saw filmed on youtube or vimeo. Not only the harsh economy situation in Ukraine is to be blamed but the very complexity of experimentation and vastness of available online material.