



**МИНОБРНАУКИ РОССИИ**  
федеральное государственное бюджетное образовательное учреждение  
высшего образования  
**«ИРКУТСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ»**  
ФГБОУ ВО «ИГУ»

**Кафедра европейских языков**

УТВЕРЖДАЮ:

Директор МИЭЛ

О. В. Архипкин

« 22 » апреля 2026 г.



**Рабочая программа дисциплины**

Наименование дисциплины	<b>ФТД.01 Оценочное проектирование / Assessment Methods and Design</b>
Направление подготовки	<b>45.04.02 Лингвистика</b>
Направленность подготовки	Проектирование цифрового лингвистического образовательного контента / Digital Linguistic Educational Content Design»
Квалификация выпускника –	магистр
Форма обучения	очная с применением электронного обучения, дистанционных образовательных технологий

Согласовано с УМК МИЭЛ ИГУ:

Рекомендовано кафедрой:

Протокол № 3 от « 23 » марта 2026 г.

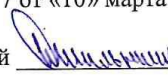
Протокол № 7 от «10» марта 2026 г.

Председатель



Е. В. Крайнова

Зав. кафедрой



И. С. Шильникова

Иркутск 2026 г.

## **ФТД.01 Оценочное проектирование / Assessment Methods and Design**

**Discipline goals** to develop theoretical and practical knowledge about the possibilities and prospects of designing "educational systems", ways and means of measuring their effectiveness.

**Discipline objectives:**

1. to develop the ability to highlight and analyze trends in the development of the educational process in the context of their socioeconomic and cultural historical perspective;
2. to form the readiness for design in an educational environment;
3. to master the expertise of educational systems.

## CONTENT AND STRUCTURE OF THE DISCIPLINE

**This discipline consists** of 1 credit unit, or 36 hours.

Of these, 18 hours are practical training. 8 hours are control, 10 hours independent student's work

Of these, 10 hours are taught using e-learning and distance learning technologies.

**Midterm assessment form:** credit

**Discipline content, structured by topic, indicating the types of classes and the number of academic hours allocated to them**

№	Section of the discipline/ topic	term	Total number of academic hours	Practical training (in hours)	Types of studies, Including student's independent work, classroom hours and studies intensity ( in academic hours)			Student's independent work	Forms of ongoing progress monitoring; midterm assessment form (by semester)
					Contact work between the lecturer and the student				
					Lectures	Classroom studies	Consultations		
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
1	The content of the concepts "educational system", "design", "expertise". Various levels and structure of educational systems.	1	6			4		2	Oral Survey
2	Stages of the evaluation design of "educational systems" of different levels and types.	1	8			6		2	Oral Survey
3.	Expertise as a method of research. "Self-expertise" of individual participants of the "educational system"	1	14			8		6	Project

	and management decisions							
	<b>Total number of academic hours: 36 (control – 8 hours)</b>		<b>28</b>	<b>0</b>	<b>0</b>	<b>18</b>	<b>0</b>	<b>10</b>

## Contents of Educational Material

### **Section 1. The content of the concepts "educational system", "design", "expertise".**

#### **Various levels and structure of educational systems.**

The concept of coaching. History of the term and the practice. Differences between coaching, counseling, and psychotherapy. Advantages of coaching as a form of psychological support. Elements of coaching. Principles of coaching (principles of positivity, involvement, shared success, activity and responsibility, creativity, awareness of personal resources, and systemic thinking).

### **Section 2. Stages of the evaluation design of "educational systems" of different levels and types.**

Stages of the design of "educational system. Basics of design as a special industrial and pedagogical activity. Pedagogical design technologies. Stages of pedagogical design. Features of the design of educational systems for preschoolers. Features of the design of pedagogical systems for young schoolchildren. Features of the design of pedagogical systems for high school students. Ensuring the improvement of personal and professional competences of participants is one of the leading tasks of the projected "educational system". Promoting the achievement of public objectives in the field of education is another important task of the projected "educational system".

### **Section 3. Expertise as a method of research. "Self-expertise" of individual participants of the "educational system" and management decisions.**

The problem of matching expertise to the modern requirements of a specific "educational system". Expertise as a method of research. Expertise is one of the significant stages in the monitoring of educational quality, content, management, personnel and other possibilities for the functioning of an "educational system". Participants in the expert examination procedure. According to "internal" and "external" expertise. The idea of expertise at the design stage of the "back-to-home system." "Self-expertise" of an individual member of the "educational system" and management decisions. Research activities aimed at improving the effectiveness of expertise in "educational systems".

## REQUIREMENTS FOR DISCIPLINE ACHIEVEMENT

List of planned learning outcomes by discipline correlated with indicators of achievement

<b>Competence</b>	<b>Indicators of achievement</b>	<b>Discipline outcomes</b>
<b>ПК-1</b> is able to organize student activities aimed at the development of a general education program, including the use of e-learning, remote technologies and digital tools	<b>ИДК<sub>ПК1.1</sub></b> Develops and implements educational programs with the help of modern digital technologies, using e-learning and remote technologies	<b>ИДК<sub>ПК1.1</sub></b> Know: how to use coaching technologies in planning and conducting classes or training courses. Be able to: apply coaching technologies when planning and conducting classes or study courses. Master: apply coaching technologies when planning and conducting classes or study courses.
<b>ПК-2</b> Is able to develop educational	<b>ИДК<sub>ПК2.1</sub></b> Proficient in forms and methods of teaching, including	<b>ИДК<sub>ПК2.1</sub></b> Know: basic techniques of co-teaching for the educational

<p>and methodological support of the learning process, including programs for the development of the educational organization in order to create a safe and comfortable educational environment</p>	<p>those that go beyond training sessions: project activities</p>	<p>process. Be able to: apply the techniques of co-engineering in an educational project. Master: coaching techniques for the educational process.</p>
	<p><b>ИДК ПК2.2</b> Develops and applies modern psychological-pedagogical technologies based on knowledge of the laws of personality development and behavior in real and virtual environments</p>	<p><b>ИДК ПК2.2</b> Know: the laws of personal development and human behavior (in physical and virtual environments). Modern psychological-pedagogical technologies. Be able to: to develop and adapt technologies for tasks and environments (real / virtual). Master; methods of diagnosis, design and application of psychological-pedagogical technologies taking virtual factors into account.</p>
<p><b>ПК-3</b> Demonstrates a strong command of ICT competencies</p>	<p><b>ИДК ПК3.1</b> Uses ICT to organize the educational process, communication and documentation</p>	<p><b>ИДК ПК3.1</b> Know: the laws of personal development and human behavior (in physical and virtual environments). Modern psychological-pedagogical technologies. Know-how: to develop and adapt technologies for tasks and environments (real / virtual). To possess: methods of diagnosis, design and application of psychological-pedagogical technologies taking virtual factors into account. Be able to: to make a sound choice of digital services and tools depending on the objectives of the course, the form of learning and the population of learners. Distribute and adapt training materials digitally: presentations, video lessons, interactive tasks, virtual classroom work. Organize synchronous and</p>

		<p>asynchronous interaction with participants of the initiation process through digital channels (webinars, chats, forums, messengers). Apply electronic monitoring and evaluation tools: create tests, surveys, check digital portfolios, analyze data gaps.</p> <p>Master: practical skills with the main classes of software: online office packages (Yandex Documents, MoiOfis), learning management systems (Moodle, "Sphere", Yandex.Textbook), platforms for video communication and collaboration. Technologies for creating interactive content (virtual boards, whiteboards, quiz sets, educational quests) using specialized services and their pedagogically sound inclusion in the lesson. How to organize group and project activities for users using digital tools (collaborative editing, cloud environments, digital portfolio). Methods of using ICT to model educational outcomes, build individual educational trajectories and provide digital teacher documentation. Culture of digital communication: respecting the professional ethic in a virtual environment, effective use of feedback to improve the quality of the educational process.</p>
	<p><b>ИДК ПК3.2</b> Possesses specialized software and digital resources according to the subject being taught</p>	<p><b>ИДК ПК3.2</b> Know: up-to-date list of peer-reviewed software (SW) used in the subject matter taught (e.g. for engineering disciplines - CAD/CAM systems, for natural sciences - virtual laboratories and modelling environments, for</p>

		<p>art disciplines - graphic editors and sound stations, for geospatial - corpuscular anchors and timeline systems, etc.). Functionality and architecture of object-oriented digital resources: electronic educational platforms, simulators, interactive equipment, virtual museums, geoinformation systems. Methodical approaches to integrating specialized software and digital resources into different phases of the course.</p> <p>Be able to: make a sound choice of specialized software and digital resources in accordance with the content of the educational material, the objectives of the lesson and the priorities of the training of students. Develop training assignments, laboratory and practical roadblocks, case studies using specialized digital tools. Organize collaborative work among learners using cloud versions of specialized software or digital platforms with collaboration functions.</p> <p>Master: practical skills in working with at least two or three specialized programmatic products corresponding to the subject being taught, at a level of confident user sufficient for demonstration, consultation and evaluation of the work of the trainees. The methods used to conduct digital learning events range from short demonstrations to a series of lessons in mixed format using specialized software. Technology for designing and conducting educational research, virtual experiments,</p>
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		<p>engineering or artistic projects using digital media and tools. The skills of creating your own digital learning materials based on specific software (interactive instructions, video tutorials, templates for learners' self-review). The culture of professional use of digital resources: compliance with licensing agreements, storage and transfer of data, security of personal data and intellectual property of trainees.</p>
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**Разработчик:**

  
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 (подпись)

зав. кафедрой европейских языков  
 (занимаемая должность)

И. С. Шильникова  
 (Ф.И.О.)

Программа составлена в соответствии с требованиями ФГОС ВО по направлению и направленности подготовки 45.04.02 Лингвистика «Проектирование цифрового лингвистического образовательного контента / Digital Linguistic Educational Content Design».

Программа рассмотрена на заседании кафедры европейских языков  
 « 10 » марта 2026 г. Протокол № 7.

Зав. кафедрой  И. С. Шильникова

*Настоящая программа не может быть воспроизведена ни в какой форме без предварительного письменного разрешения кафедры–разработчика программы.*