



Educational Research and Administration Master's Degree Program

Master's degree program

Educational Research and Administration



Educational Research and Administration Master's Degree Program

Educational Program Name: განათლების კვლევები და ადმინისტრირება/ Educational Research and Administration

Higher education level: Master

Faculty: Educational Sciences

Qualification to be awarded:

- Upon successful completion of the **first 60-ECTS component** of the Master's Programme in Educational Research and Administration, graduates are awarded the qualification of **Master of Education Science**.
- Upon successful completion of the **full 120-ECTS Master's Programme in Educational Research and Administration**, graduates are awarded the qualification of **Research Master in Education Science**

Language of instruction: Georgian

Educational program leaders:

Ketevan Aptarashvili, Doctor of Education Sciences, Associate Professor, Tel.: 577022002, E-mail: K.aptarashvili@eeu.edu.ge

Program Volume in credits :

The Master's programme is structured in accordance with the European Credit Transfer and Accumulation System (ECTS). Within the Master's Programme in Educational Research and Administration, one ECTS credit corresponds to 25 hours of student workload, including both contact hours and independent study.



Educational Research and Administration Master's Degree Program

The scope of the Master's Programme in Educational Research and Administration complies with the applicable legislation and the National Qualifications Framework. The programme comprises a total of 120 ECTS credits and consists of two consecutive 60-ECTS components.

The first 60-ECTS component of the programme focuses on developing students' practical and professional competencies in the field of Education Sciences, as well as strengthening their ability to analyse and address problems within the field.

The second 60-ECTS component focuses on conducting in-depth research in Education Sciences, advancing students' theoretical and analytical knowledge, and developing their ability to critically analyse and address complex problems. This component includes a research component – the Master's thesis.

The standard student workload is 60 ECTS credits per academic year and 30 ECTS credits per semester. The standard duration of the first 60-ECTS component is two semesters (one academic year), while the standard duration of the full 120-ECTS programme is four semesters (two academic years).

A student's individual workload may exceed or fall below 60 ECTS credits in a single academic year. However, the total workload may not exceed 75 ECTS credits in any academic year.

Admission Requirements

Admission to the Master's Educational Program in Educational Research and Administration is open to individuals who hold a Bachelor's degree or an equivalent academic degree and have successfully passed both the Unified Master's Exam and the internal university entrance examinations.

Candidates are eligible to participate in the internal university examinations if they meet the minimum competency threshold for the Unified Master's Exam.



Educational Research and Administration Master's Degree Program

Applicants must take a written internal university examination (test) in English to confirm proficiency at a minimum B2 level and an oral examination (interview) in their specialty.

The topics/tests for internal university examinations and the student assessment criteria will be published on the university's official website at least one month before the examination begins (<http://eeu.edu.ge>).

Based on the results of the **Unified Master's Examination and the University entrance examinations**, eligible candidates will be selected for admission to the **first 60-ECTS component of the Master's Programme in Educational Research and Administration**.

A student admitted to the first 60-ECTS component of the 120-ECTS Master's Programme in Educational Research and Administration who successfully completes this component is entitled to continue to the **second 60-ECTS component of the same programme without taking an additional Master's entrance examination**, provided that no more than **five years** have elapsed since their initial enrolment in the first component of the programme. If more than five years have elapsed, the student must pass a **Master's entrance examination** in order to be admitted to the second 60-ECTS component of the programme.

A person who has completed the **first 60-ECTS component of a Master's programme of at least 120 ECTS credits in Education Sciences at another higher education institution** and has been awarded the academic qualification of **Master of Education Science** may be admitted to the second 60-ECTS component of this programme **only upon successfully passing a Master's entrance examination**.

Admission to the Master's Educational Program in Educational Research and Administration is also possible through student mobility, in accordance with current legislation. However, candidates applying through mobility must meet the program-specific admission requirements.

Enrollment in Master's program without passing the Unified Master's Exam is permitted under specific conditions set by the Ministry of Education, Science, and Youth of Georgia, within the timeframe and in accordance with the rules established under Article 52¹, Paragraphs 7 and 7¹ of the Law of Georgia on Higher Education.



Educational Research and Administration Master's Degree Program

Note: Candidates are exempt from the internal university English language examination if they present an internationally recognized English language certificate confirming at least a B2 level, such as Cambridge ESOL Exams: IELTS (5.5 – 6.5), FCE (161 - 180), BEC Vantage (at least Grade C), ILEC (Pass with B2), BULATS (65-69), TOEIC (715-795), TOEFL Paper (513 – 547), TOEFL CBT (183 – 210), TOEFL iBT (65 – 78), or a valid certificate issued by the National Assessment and Examinations Center (CERTUS: 72 - 88.25), or a diploma confirming the completion of an English-language academic program (Bachelor's, Master's, or other) within the last two years.

Program Objective :

The objective of the **Master's Educational Program in Educational Research and Administration** is to:

- Prepare highly competitive, multi-functional specialists capable of working in educational institutions at various levels. Graduates will possess deep, systematic, conceptual, and instrumental knowledge of the research and administration of all educational levels, including preschool, general, vocational, and higher education.
- Provide students with in-depth and systematic knowledge of education systems, organizational leadership, the sociology and psychology of education, economics, public policy, and elements of education theory. Additionally, students will gain expertise in curriculum development and implementation, teaching and learning strategies, strategic management, legal frameworks in education, education financing, and resource allocation principles.
- Develop students' skills in information literacy, critical thinking, evidence-based decision-making, technology integration, independent learning and research, and practical competencies as transformational educational leaders.
- Foster a sense of responsibility in students for continuous education and social mobility, both for themselves and their team members, as well as for managing the work environment based on academic and professional integrity.



Educational Research and Administration Master's Degree Program

Program learning outcomes:

Upon successful completion of the first 60-ECTS component of the Master's Programme in Educational Research and Administration, graduates will have achieved the following learning outcomes:

Knowledge and Understanding

Upon completion of the Master's Educational Program in Educational Research and Administration, the student will:

- **LO 1.** Systematically describe modern educational concepts, the principles and mechanisms of education system functioning, the social, political, economic, psychological, technological, and philosophical aspects of education, theories of organisational management and leadership, theories of development and learning, principles of curriculum development and educational strategies, and methods of decision-making and implementation.
- **LO 2.** Explain and interpret the complexity, diversity, and inclusivity of education, as well as the significance of professional ethics.

Skills:

Upon completion of the Master's Educational Program in Educational Research and Administration, the student will:



Educational Research and Administration Master's Degree Program

- **LO 3.** Develop and administer an interrelated strategy for educational and organizational tasks aligned with the level of management, apply approaches focused on establishing and maintaining a positive organizational environment and culture, and propose innovative curriculum development initiatives along with original solutions to complex problems in the field of education administration.
- **LO 4.** Collect and critically analyse a wide range of complex or incomplete empirical information, including the latest research and primary data, from various sources, including international information resources; draw conclusions that reflect social and ethical responsibilities; and, using relevant approaches and models, critically assess the impact of internal and external factors on the development strategy of an educational organisation.
- **LO 5.** Engage in discussions with academic and professional communities regarding personal conclusions and arguments, adhering to standards of academic integrity in both written and oral communication.

Responsibility and autonomy:

Upon completion of the Master's Educational Program in Educational Research and Administration, the student will:

- **LO 6.** Demonstrate adherence to professional ethics, public interest and well-being, and democratic values in professional activities. The student will also apply both individual and teamwork principles, as well as interpersonal skills, in learning and professional practice.
- **LO 7.** Recognize the necessity of contributing to the development of an educational organization and its ecosystem, take responsibility for the strategic planning, modification, and implementation of learning and professional activities in the field of education, both for themselves and others.



Educational Research and Administration Master's Degree Program

Upon successful completion of the second 60-ECTS component of the Master's Programme in Educational Research and Administration, graduates will have achieved the following learning outcomes:

Knowledge and Understanding

Upon completion of the Master's Educational Program in Educational Research and Administration, the student will:

- **LO 1.** Critically and comprehensively examine contemporary concepts of education, the principles and mechanisms underlying the functioning of education systems, the social, political, economic, psychological, technological, and philosophical dimensions of education, theories of organisational management and leadership, theories of development and learning, principles of curriculum development and educational strategies, and methods of decision-making and implementation; as well as the fundamental principles of academic writing, contemporary methods of scientific research and data analysis, the principles of academic integrity and research ethics, and the key rules and principles of producing professional academic texts.
- **LO 2.** Explain and interpret the complexity, diversity, and inclusivity of education, as well as the significance of professional ethics.

Skills:

Upon completion of the Master's Educational Program in Educational Research and Administration, the student will:

- **LO 3.** Develop strategies that integrate educational and organisational objectives in administration in accordance with the relevant level of management; formulate approaches aimed at creating and sustaining a positive organisational environment and culture; and develop innovative curriculum development initiatives and new, original solutions to complex problems in the field of education administration.

Educational Research and Administration Master's Degree Program

- **LO 4.** Collect, analyse, and critically evaluate a wide range of complex or incomplete empirical information, primary data, and the latest scientific research from various sources, including international information resources; integrate and synthesise this information in innovative ways and present the results in accordance with academic and professional standards; and, using relevant approaches and models, critically assess the impact of internal and external factors on the development strategy of an educational organisation. Conduct research on problematic issues in education management while adhering to principles of academic integrity and research ethics. Through the synthesis of theoretical components and practical experience, formulate complex and original conclusions.
- **LO 5.** Critically formulate, present, and defend well-reasoned positions within academic and professional communities, in accordance with academic integrity standards, and apply appropriate forms and standards of academic discourse.
- **LO 6.** Independently investigate complex issues in the field of education management, adhering to the principles of academic integrity and research ethics and applying contemporary research methods and approaches; synthesise theoretical knowledge and practical experience to formulate complex and original conclusions.

Responsibility and autonomy:

Upon completion of the Master's Educational Program in Educational Research and Administration, the student will:

- **LO 7.** Demonstrate adherence to the principles of professional ethics, academic integrity, and research ethics in professional practice, as well as a commitment to the public interest, well-being, and democratic values; apply the principles of both individual and teamwork and demonstrate effective interpersonal skills in learning and professional activities.
- **LO 8.** Recognise the importance of contributing to the development of an educational organisation and its ecosystem, and take responsibility for planning, adapting, and implementing their own and others' learning and research activities in the field of education.



Educational Research and Administration Master's Degree Program

Teaching-learning methods and activities

Each course syllabus within the Master's Educational Program in Educational Research and Administration outlines the methods for achieving the course objectives, all of which are based on student-centered learning principles. The teaching and learning methods defined in each syllabus are designed not only to facilitate the acquisition of knowledge but also to develop essential skills and competencies.

The courses within the program incorporate teaching and learning methods that align with the thematic specifics of the subject matter. The methods reflected in each course syllabus are appropriate for the Master's level and correspond to the objectives and content of the respective course. These methods, tailored to the specifics of each course, ensure that students achieve the learning outcomes specified in the syllabus, while the combination of different teaching methods contributes to the overall attainment of the program's intended learning outcomes.

The selection of teaching methods is determined by the course objectives and expected outcomes—what the student should know and be able to do. The program employs a variety of instructional techniques, including lectures, group work, seminars, e-learning, practical work, and more. The methods outlined in the syllabi facilitate the comprehension of specific material and contribute to the development of students' transferable skills.

Additionally, the teaching and learning methods encompass a range of active learning strategies, including discussions/debates, cooperative learning, collaborative group work, demonstrations, explanations, verbal communication, deduction, induction, analysis, brainstorming, case studies, problem-based learning (PBL), and others. These activities complement and integrate with one another throughout the learning process.

Faculty members, including both academic and invited teaching staff, may employ one or multiple methods from the aforementioned list or any other appropriate activity, depending on the specific learning objectives of the course.



Educational Research and Administration Master's Degree Program

Student knowledge assessment system

The acquisition of the learning components within the Master's Educational Program in Educational Research and Administration requires active student participation in the learning process and is based on the principle of continuous assessment of acquired knowledge.

The assessment of students' achievement levels in the program is conducted in accordance with the evaluation system approved by the Minister of Education and Science of Georgia, as outlined in Order N3 of January 5, 2007, on the "Rules for Calculating Credits in Higher Education Programs."

The evaluation of students' learning outcomes in the educational components of the program includes midterm assessments (which may be single or multiple) and a final assessment. The cumulative score from these assessments constitutes the final grade, totaling 100 points.

Midterm and final assessments (assessment components) include various assessment methods used to evaluate the achievement of learning outcomes. These methods may include oral/written exams/ assessments, quizzes, projects, tests, essays, demonstrations, presentations, discussions, completion of practical/theoretical tasks, group work, participation in discussions, and others. The assessment criteria serve as measurement units for each method, determining the level of achievement of the learning outcomes.

Each assessment component is assigned a quantitative value from the total 100-point scale, expressed in percentages or points in the final assessment. This distribution is specified in the syllabus of each course and is communicated to students at the beginning of the academic semester.

Each assessment component has a minimum competency threshold, and the minimum competency threshold for the final assessment must not exceed 60% of the final assessment score. The specific minimum competency thresholds for midterm and final assessments in the Master's Educational Program in Educational Research and Administration are outlined in the syllabus of each course and communicated to students at the start of the semester.



Educational Research and Administration Master's Degree Program

A credit cannot be awarded based on a single assessment component (midterm or final assessment) alone. Students earn credits only if they meet the minimum competency thresholds for each assessment component and receive one of the positive grades.

The evaluation of learning outcomes for each educational component of the program must be completed within the same semester in which the course is conducted.

Evaluation System Allows:

Five types Positive Evaluation :

- (A) Excellent – 91-100 points ;
- (B) very Good – 81-90 points ;
- (C) Good – 71-80 points ;
- (D) Satisfactory – 61-70 points ;
- (E) Sufficient – 51-60 points .

Two types Negatively Evaluation :

- (FX) Failed – 41-50 points, this means the student needs additional work to pass the course and is granted the right to take an additional exam after independent study.
- (F) Failed – 40 points or below, this indicates that the student's work is insufficient, and they must retake the course.

If a student receives an FX (Failed) grade in an educational program component, an additional exam is scheduled no earlier than 5 days after the announcement of the



Educational Research and Administration Master's Degree Program

final exam results. The score obtained on the additional exam does not include points from the final assessment. The result of the additional exam serves as the final grade and is recorded as the final assessment for the respective educational component of the program.

The assessment system for the scientific research component (Master's Thesis) of the Master's Educational Program in Educational Research and Administration includes the following:

Five types of positive evaluation:

- (A) Excellent – 91-100 points;
- (B) Very good – 81-90 points;
- (C) Good – 71-80 points;
- (D) Satisfactory – 61-70 points;
- (E) Sufficient – 51-60 points.

Two types of negative evaluations:

- (FX) Failed – 41-50 points, which means that the master's student is allowed to submit a revised master's thesis during the next semester;
- (F) Failed – 40 points or less, which means that the master's student loses the right to submit the same master's thesis.

Employment areas:



Educational Research and Administration Master's Degree Program

A graduate of the Master's Educational Program in Educational Research and Administration can be employed in preschool, general, vocational, and higher education institutions, as well as in any state, regional, or private institution with an educational profile, non-governmental organizations, or any structural unit of an institution that requires a specialist in educational research and administration.

Possibility of continuing education:

Depending on the qualification awarded upon completion of the **Master's Programme in Educational Research and Administration**, graduates have the following opportunities for further study:

- A graduate who has been awarded the academic qualification of **Master of Education Science (60 ECTS)** is eligible to continue their studies at a higher education institution in Georgia or abroad in the **second 60-ECTS component of a Master's programme of at least 120 ECTS credits in Education Sciences**, or in a Master's programme in another field, provided that this is not restricted by the admission requirements of the respective programme.
- A graduate who has been awarded the academic qualification of **Master of Education Science (60 ECTS)** is eligible to pursue **doctoral studies only after completing the second 60-ECTS component of a Master's programme of at least 120 ECTS credits in Education Sciences** and meeting the admission requirements of the relevant doctoral programme.
- A graduate who has been awarded the academic qualification of **Research Master in Education Science (120 ECTS)** is eligible to pursue a **doctoral programme in Education Sciences or another field** at a higher education institution in Georgia or abroad, subject to meeting the admission requirements and academic requirements of the respective programme.

Material and technical resources

The material resources owned and managed by the university ensure the implementation of the objectives of the Master's Educational Program in Educational Research and Administration and the achievement of the intended learning outcomes. To support the learning outcomes outlined in the program, students have unrestricted



Educational Research and Administration Master's Degree Program

access to the university's infrastructure and material-technical resources, including:

- Classrooms equipped with essential learning tools such as computers, projectors, projection screens, SMART boards, and other educational inventory.
- Conference halls of various sizes, designated for public lectures, conferences, and working meetings.
- A library equipped with modern information and communication technologies, computer equipment, an electronic catalog, and internet access (Wi-Fi and wired).
- Computer labs furnished with computer equipment and specialized software essential for the teaching and learning process.

The program is supported by the university library, which houses a collection of the latest Georgian and foreign-language academic resources. The library's collection includes printed and electronic textbooks, scientific literature, lecture courses, internet resources, readers, and other educational-methodological materials, which are updated annually or as needed.

Students also have access to the latest scientific periodicals in electronic and print formats, as well as international electronic scientific library databases, such as Cambridge Journals Online, Edward Elgar Publishing's Journals and Development Studies eBooks, Sage Journals, E-Duke Journals, Elsevier, HeinOnline, and others.

To facilitate the practical component of the program, the university has signed cooperation memoranda with various public and private schools, higher education institutions, and other state organizations in the field of education, providing students with opportunities to develop practical skills.

Information about the human resources necessary for the implementation of the educational program

The implementation of the Master's Program in Educational Research and Administration is ensured by appropriate human resources. The implementation of the program involves the academic staff of the university and invited specialists with appropriate qualifications who have the necessary competence, academic degree, teaching and research experience to produce the learning outcomes of the Master's Program in Educational Research and Administration.



Educational Research and Administration Master's Degree Program

For additional information on human resources, see the appendix to the Master's Program in Educational Studies and Administration and the syllabi of the relevant study courses.

Program structure:

The **Master's Programme in Educational Research and Administration** has been developed in accordance with the **Classification of Fields of Study**, approved by Order No. 69/N of the Minister of Education, Science and Youth of Georgia of 10 April 2019, *On the Approval of the National Qualifications Framework and the Classification of Fields of Study*.

The **first 60-ECTS component** of the Master's Programme in Educational Research and Administration consists entirely of taught components and includes:

- Compulsory courses – **45 ECTS**;
- Elective courses – **5 ECTS**;
- Reflective Practice – **10 ECTS**.

Reflective Practice (10 ECTS) is a compulsory component of the Master's programme aimed at developing students' practical skills. As part of the Reflective Practice, students independently plan and carry out practical activities in consultation with and under the supervision of their practice supervisor. The Reflective Practice is undertaken at partner organisations operating in a relevant professional field.

The **second 60-ECTS component** of the Master's Programme in Educational Research and Administration consists of a **taught component (30 ECTS)** and a **research component (30 ECTS)**.

The taught component of the second 60-ECTS component includes:



Educational Research and Administration Master's Degree Program

- Compulsory courses – **18 ECTS**;
- Elective courses – **12 ECTS**.

The **research component (30 ECTS)** of the Master's Programme in Educational Research and Administration takes the form of a **Master's thesis**.



Educational Research and Administration Master's Degree Program

Appendix 1 . Curriculum for the First 60-ECTS Component of the Master's Programme in Educational Research and Administration

No.	Name of the training course/module	Course code	ECTS credit/hour	Student's study load		Admission prerequisite	Semester of study
				Contact hours	Independent hours		
I. Educational and practical component (55 ECTS)							
1.1.1. Theoretical component (45 ECTS)							
1	Strategic management	MEA0001	5/125	47	78	Does not have	1
2	Education quality management	MEA0002	5/125	34	91	Does not have	1
3	Psychology of Education	MEA0003	5/125	34	91	Does not have	1
4	Education systems	MEA004	5/125	34	91	Does not have	1
5	Education Law	MEA0005	5/125	34	91	Does not have	1
6	Economics and Policy of Education	MEA0006	5/125	48	77	Does not have	1
7	Finance and education	MEA0007	5/125	34	91	Does not have	2
8	Educational Management and Leadership	MEA0008	5/125	48	77	Does not have	2
9	Curriculum development	MEA0009	5/125	34	91	Does not have	2
1.1.2 Practical component (12 ECTS)							
1	Reflective Placements	MEA0010	10/250	169	81	Compulsory 30 ECTS	2
1.2. Elective courses/components of the educational program (5 ECTS)							
1	Diversity Management in education	MEA0011	5/1125	34	91	Does not have	2



Educational Research and Administration Master's Degree Program

2	Human Resources Strategic Management	MEA0012	5/1125	47	78	Does not have	2
3	Comparative education	MEA0013	5/1125	34	91	Does not have	2
4	Artificial Intelligence in Education	MEA0014	5/1125	34	91	Does not have	2

Curriculum for the Second 60-ECTS Component of the Master's Programme in Educational Research and Administration

No.	Name of the training course/module	Course code	ECTS credit/hou r	Student's study load		Admission prerequisite	Semester of study
				Contact hours	Independent hours		
I. Educational component (30 ECTS)							
1.1. Compulsory courses/components of the educational program (18 ECTS)							
1.2.1. Theoretical component (60 ECTS)							
1	Academic Writing in Educational Research	MEA00015	6/150	48	102	Does not have	3
2	Sociology of Education	MEA00016	6/150	48	102	Does not have	3
3	Research Methods in Education	MEA00017	6/150	34	116	Does not have	3
1.3. Elective courses/components of the educational program (12 ECTS)							
1	Assessment in education	MEA0018	6/150	34	116	Does not have	3
2	Modern educational technologies	MEA0019	6/150	34	116	Does not have	3
3	Statistical Data Analysis in Education (SPSS)	MEA0020	6/150	34	116	Does not have	3
4	Strategic Marketing	MEA0021	6/150	47	103	Does not have	3



Educational Research and Administration Master's Degree Program

5	Philosophy of education	MEA0022	6/150	34	116	Does not have	3
6	Inclusive education	MEA0023	6/150	34	116	Does not have	3
7	Well-being and personal safety in education	MEA0024	6/150	34	116	Does not have	3
III. Research component (30 ECTS)							
1	Master's thesis	MEA0025	30/750	31	719	80 ECTS	4