

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION

**Federal State Autonomous Educational Institution of Higher Education
«National Research Lobachevsky State University of Nizhny Novgorod»**

Институт международных отношений и мировой истории

УТВЕРЖДЕНО

решением президиума Ученого совета ННГУ

протокол № 1 от 16.01.2024 г.

Working programme of the discipline

Basics of a Project Activity

Higher education level

Bachelor degree

Area of study / speciality

41.03.05 - International Relations

Focus /specialization of the study programme

World Politics

Mode of study

full-time

Nizhny Novgorod

Year of commencement of studies 2024

1. Место дисциплины в структуре ОПОП

Дисциплина Б1.О.22 Введение в проектную деятельность относится к обязательной части образовательной программы.

2. Планируемые результаты обучения по дисциплине, соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями и индикаторами достижения компетенций)

Формируемые компетенции (код, содержание компетенции)	Планируемые результаты обучения по дисциплине (модулю), в соответствии с индикатором достижения компетенции		Наименование оценочного средства	
	Индикатор достижения компетенции (код, содержание индикатора)	Результаты обучения по дисциплине	Для текущего контроля успеваемости	Для промежуточной аттестации
УК-3: Способен осуществлять социальное взаимодействие и реализовывать свою роль в команде	УК-3.1: Демонстрирует способность к работе в коллективе, к взаимодействию с коллегами УК-3.2: Понимает требования ролевой позиции в командной работе и эффективность использования стратегии сотрудничества для достижения поставленной цели УК-3.3: Определяет свою роль в команде, эффективно взаимодействует с другими членами команды, в т.ч. участвует в обмене информацией, знаниями и опытом в интересах выполнения командной задачи	УК-3.1: UC-3.1 Understands the effectiveness of collaborative strategies to achieve an objective and interacts effectively with other team members in sharing information, knowledge, experience, and in presentation of work results. УК-3.2: UC-3.2 Observes ethical norms in interpersonal professional communication УК-3.3: UC-3.3. Nows the role in team and paticipate in team building, information exchange, knoladge exchange and team work	Тест Кейс-задание	Зачёт: Проект
УК-6: Способен управлять своим временем, выстраивать и реализовывать траекторию саморазвития на основе принципов образования в течение всей жизни	УК-6.1: Оценивает личностные ресурсы по достижению целей управления своим временем для успешного выполнения порученной работы УК-6.2: Реализует намеченные цели деятельности с учетом условий, средств, личностных возможностей, этапов карьерного роста, временной перспективы развития деятельности и	УК-6.1: UC-6.1 is able to manage his/her time, shows readiness for self-organisation, plans and implements professional goals. УК-6.2: UC-6.2 Demonstrates interest in learning and readiness for continuing education and self-education, uses the opportunities provided to acquire new knowledge and skills	Тест Кейс-задание	Зачёт: Проект

	требований рынка труда УК-6.3: Критически оценивает эффективность использования времени и других ресурсов при решении поставленных задач, а также относительно полученного результата	УК-6.3: UC-6.3 Applies knowledge of one's personal and psychological resources, principles of lifelong learning for self-development, professional success and career development		
ОПК-3: Способен выделять, систематизировать и интерпретировать содержательно значимые эмпирические данные из потоков информации, а также смысловые конструкции в оригинальных текстах и источниках по профилю деятельности	ОПК-3.1: Выделяет смысловые конструкции в первичных источниках и оригинальных текстах с использованием основного набора прикладных методов ОПК-3.2: Использует методики систематизации и статистической обработки потоков информации, интерпретации содержательно значимых эмпирических данных ОПК-3.3: Оценивает корректность применения методик качественного и количественного анализа	ОПК-3.1: GPC 3.1. Is able to analyse social and economic processes at micro, macro and global levels ОПК-3.2: GPC 3.2. Knows how to assess trends in socio- economic processes at the micro, macro and global levels ОПК-3.3: GPC 3.3. knows how to use correct quantity and quality methods	Задания Тест	Зачёт: Проект
ОПК-7: Способен составлять и оформлять документы и отчеты по результатам профессиональной деятельности	ОПК-7.1: Составляет отчетную документацию по итогам профессиональной деятельности в соответствии с установленными правилами и нормами, в том числе на иностранном(ых) языке(ах) ОПК-7.2: Готовит и представляет публичные сообщения перед российской и зарубежной аудиторией по широкому кругу международных сюжетов, в том числе с использованием мультимедийных средств	ОПК-7.1: GPC-7.1. Compile a reporting documentation on the results of professional activities in accordance with established rules and regulations, including in foreign language(s). ОПК-7.2: GPC-7.2. Prepare and present public communications before the Russian and foreign audience on a wide range of international subjects, including the use of multimedia	Задания Тест	Зачёт: Проект

3. Структура и содержание дисциплины

3.1 Трудоемкость дисциплины

	очная
Общая трудоемкость, з.е.	2

Часов по учебному плану	72
в том числе	
аудиторные занятия (контактная работа):	
- занятия лекционного типа	8
- занятия семинарского типа (практические занятия / лабораторные работы)	16
- КСР	1
самостоятельная работа	47
Промежуточная аттестация	0 Зачёт

3.2. Содержание дисциплины

(структурированное по темам (разделам) с указанием отведенного на них количества академических часов и виды учебных занятий)

Наименование разделов и тем дисциплины	Всего (часы)	в том числе			
		Контактная работа (работа во взаимодействии с преподавателем), часы из них			Самостоятельная работа обучающегося, часы
		Занятия лекционного типа	Занятия семинарского типа (практические занятия/лабораторные работы), часы	Всего	
	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0	0 Ф 0
Unit 1. The concept of social technologies and their main types. Definition of project activity.	6	2		2	4
Unit 2. Ontological foundations, cognitive base and sociocultural prerequisites for the development of social technologies.	7	2		2	5
Unit 3. Types and structure of projects.	7	2		2	5
Unit 4. Social technologies and projecting in the practices of modern society.	7	2		2	5
Unit 5. Acquaintance. Teamwork basics.	4			0	4
Unit 6. Team building. Cohesion as a factor of the development of a team.	6		2	2	4
Unit 7. Team building. Team Relationship Management.	6		2	2	4
Unit 8. Discussions and role plays. Effective team communication	6		2	2	4
Unit 9. Discussions and role plays. Conflicts as a 6 2 2 4 manifestation of contradictions and a source of team development.	6		2	2	4
Unit 10. Imitation games. Self- development trajectories of team members.	8		4	4	4
Unit 11. Discussion and statement of the project plan by students	8		4	4	4
Аттестация	0				
КСР	1			1	
Итого	72	8	16	25	47

Contents of sections and topics of the discipline

Practical classes (seminars) are organized with elements of practical training, that provides the implementation of certain activities related to future profession.

Practical training includes the solution of applied problems, according to the profile of professional activity and the orientation of the educational program.

8 hours are allocated for practical training (seminars /laboratory work) in the form of practical training

Practical training is aimed at the formation and development of:

- practical skills in accordance with the profile of the program: drawing up emotional maps; solution of conflict and pre-conflict situations; identification of significant personal qualities; drawing up a project plan, etc. in accordance with the tasks of forming the competencies of graduates.

- competencies: UC-3: Is able to carry out social interaction and fulfil his/her role in a team; UC-6: Is able to manage own time, build and implement a self-development trajectory based on the principles of lifelong learning; GPC-3: Is able to analyse and explain in a meaningful way the nature of economic processes at the micro and macro level; GPC -7: Is able to compose and draw up documents and reports on the results of professional activities.

Ongoing monitoring of academic performance is carried out within the framework of seminar-type classes.

4. Учебно-методическое обеспечение самостоятельной работы обучающихся

Самостоятельная работа обучающихся включает в себя подготовку к контрольным вопросам и заданиям для текущего контроля и промежуточной аттестации по итогам освоения дисциплины приведенным в п. 5.

The course consists of lectures, seminars, independent work of students and the comprehensive final test.

A significant role in the study of the discipline is given to independent work of students; its scope is defined by the curriculum. Independent work is a form of out-of-classroom activities

mandatory for each student.

In the course of their independent work, students familiarize themselves with theoretical material from textbooks and monographs given in the list of recommended literature, solve practical problems, prepare for seminars, write papers, essays, take electronic tests in the learning mode, answer self-test questions. Independent work can be done in the reading halls of the library or at home. Self-checks in the course of independent work may be in the form of electronic tests or credit tasks. At the end of studies, there is a regular test.

Independent work is intended to familiarize the student with certain sections of the course and additional materials, it gives the opportunity to study the main topics in-depth, to acquire new knowledge, skills, abilities. Independent work is based on the use of recommended materials and envisages tasks of various types.

Students' independent work includes:

- the collection and study of materials necessary for participation in interactive games, and other forms of interactive work;
- preparation of the tasks most relevant to discipline topics;
- preparation for current assignments and testing;
- preparation for the final test.

The main organizational principle of students' independent work is an integrated approach aimed at developing critical thinking of students and promoting diversified activities.

Control of students' knowledge includes:

- Monitoring the work on practical tasks, taking into consideration the degree of activity of each student and timely performance of assignments.
- Preparation of detailed answers on topical issues.
- Monitoring the progress of testing based on the study of selected topics and modules of the discipline.
- The final assessment in the form of the final written test or oral answer.
- The final grade is based on the results of the student's work within practical classes, reports, results of ongoing work and final testing.

Independent work is an out-of-class type of activities designed to familiarize the student with certain parts or topics of the course with the recommended materials and to prepare individual assignments for the course.

The main principle of organization of students' independent work is an integrated approach aimed at developing critical thinking of students and promoting diverse activities.

Monitoring students' current progress is envisaged after studying each module. The students will be evaluated by conducting tests, writing essays and tests on the subjects they have

studied. Oral answers during seminars and practical classes will also be assessed. The results of current work and tests will be taken into account to determine the final grade.

INSTRUCTIONS FOR STUDENTS

The study of the theoretical material is determined by the curriculum of the discipline which is included into the plan of study and the list of recommended literature. It is necessary to recapitulate the material of previous topics, as well as the material of the preceding academic disciplines that serves as the base of the topic being studied. When preparing for the practical lesson, you must study the lecture materials and read the recommended literature. The material studied should be analyzed in accordance with the lesson plan, and then the degree of assimilation of the material should be verified.

Practical classes are inseparably connected with homework as the main part of independent work.

They are part of a systematic study in combination with the theoretical material. The knowledge and skills acquired are assessed within the framework of interim and final attestation (tests).

Independent work is carried out with the purpose of deepening of knowledge and includes:

- recapitulation of the material studied in class, reading the recommended literature;
- preparation for practical classes;
- implementation of group and individual assignments;
- work with electronic sources;
- preparation for the final test.

Students' independent work consists of the study of literature complementing the material presented in the lectures.

It is assumed that, having listened to the lecture, students should refer to the literature from the main bibliographical lists of books, then search for the necessary additional information and critically evaluate the material from the Internet sites.

Students should master the skills of bibliographic search, including search in the Internet resources, they should learn how to compare different points of view and determine research methods.

It is important to plan time for independent work for the entire semester and it is necessary to set aside some time for recapitulation of the material.

In their preparation for the final exams, students should be guided by the list of questions for the final control on the course. They must understand the basic concepts of the discipline. Questions for final control, tasks for current control and Midterm Assessment based on the learning outcomes of the discipline are given in 5.2.

5. Assessment tools for ongoing monitoring of learning progress and interim certification in the discipline (module)

5.1 Model assignments required for assessment of learning outcomes during the ongoing monitoring of learning progress with the criteria for their assessment:

5.1.1 Model assignments (assessment tool - Test) to assess the development of the competency YK-3:

1. The goal of the project is:

1. A formulated problem that will have to be faced in the process of project implementation
2. A statement formulating the general results that one would like to achieve in the course of the project
3. Comprehensive assessment of the baseline and the final result based on the results of the project

2. A project differs from a process activity in that:

1. Processes are shorter in time than projects
1. To implement one type of process, one or two performers are required; to implement a project, many performers are required
2. Processes are of the same type and cyclical, the project is unique in its purpose and methods of implementation, and also has clear start and end dates

3. Which of the following is not an advantage of the project organizational structure?

1. Connecting people and equipment happens through projects
2. Teamwork and a sense of belonging
3. Reduction of communication lines
4. Project participants are:
5. Consumers for whom the project was intended
6. Customers, investors, project manager and his team
7. Individuals and legal entities directly involved in the project or whose interests may be affected in the course of the project

5. The subject area of the project is

1. The scope of design work and their content, a set of goods and services, the production (implementation) of which must be ensured as a result of the project
2. Directions and principles of project implementation
3. Reasons why the project was created

6. The project is

1. This is WHAT we want to do
2. Conditions necessary to achieve the goal, the framework in which the project is being implemented, for example, the framework of the law, regulations on the competition of projects, etc.
3. Concept, idea, image, embodied in the form of description, justification, calculations, drawings, revealing the essence

7. The project, the customer of which may decide to increase its final cost in comparison with the original, is:

1. Simple
2. Short term
3. Long-term

5.1.2 Model assignments (assessment tool - Test) to assess the development of the competency YK-6:

1. The goal of the project is:

1. A formulated problem that will have to be faced in the process of project implementation
2. A statement formulating the general results that one would like to achieve in the course of the project
3. Comprehensive assessment of the baseline and the final result based on the results of the project

2. A project differs from a process activity in that:

1. Processes are shorter in time than projects
1. To implement one type of process, one or two performers are required; to implement a project, many performers are required
2. Processes are of the same type and cyclical, the project is unique in its purpose and methods of implementation, and also has clear start and end dates

3. Which of the following is not an advantage of the project organizational structure?

1. Connecting people and equipment happens through projects
2. Teamwork and a sense of belonging
3. Reduction of communication lines
4. Project participants are:
5. Consumers for whom the project was intended
6. Customers, investors, project manager and his team
7. Individuals and legal entities directly involved in the project or whose interests may be affected in the course of the project

5. The subject area of the project is

1. The scope of design work and their content, a set of goods and services, the production (implementation) of which must be ensured as a result of the project
2. Directions and principles of project implementation
3. Reasons why the project was created

6. The project is

1. This is WHAT we want to do
2. Conditions necessary to achieve the goal, the framework in which the project is being implemented, for example, the framework of the law, regulations on the competition of projects, etc.
3. Concept, idea, image, embodied in the form of description, justification, calculations, drawings, revealing the essence

7. The project, the customer of which may decide to increase its final cost in comparison with the original, is:

1. Simple
2. Short term
3. Long-term

5.1.3 Model assignments (assessment tool - Test) to assess the development of the competency ОПК-3:

1. The goal of the project is:

1. A formulated problem that will have to be faced in the process of project implementation
2. A statement formulating the general results that one would like to achieve in the course of the project
3. Comprehensive assessment of the baseline and the final result based on the results of the project

2. A project differs from a process activity in that:

1. Processes are shorter in time than projects
1. To implement one type of process, one or two performers are required; to implement a project, many performers are required
2. Processes are of the same type and cyclical, the project is unique in its purpose and methods of implementation, and also has clear start and end dates

3. Which of the following is not an advantage of the project organizational structure?

1. Connecting people and equipment happens through projects
2. Teamwork and a sense of belonging
3. Reduction of communication lines
4. Project participants are:
5. Consumers for whom the project was intended
6. Customers, investors, project manager and his team

7. Individuals and legal entities directly involved in the project or whose interests may be affected in the course of the project

5. The subject area of the project is

1. The scope of design work and their content, a set of goods and services, the production (implementation) of which must be ensured as a result of the project
2. Directions and principles of project implementation
3. Reasons why the project was created

6. The project is

1. This is WHAT we want to do
2. Conditions necessary to achieve the goal, the framework in which the project is being implemented, for example, the framework of the law, regulations on the competition of projects, etc.
3. Concept, idea, image, embodied in the form of description, justification, calculations, drawings, revealing the essence

7. The project, the customer of which may decide to increase its final cost in comparison with the original, is:

1. Simple
2. Short term
3. Long-term

5.1.4 Model assignments (assessment tool - Test) to assess the development of the competency ОПК-7:

1. The goal of the project is:

1. A formulated problem that will have to be faced in the process of project implementation
2. A statement formulating the general results that one would like to achieve in the course of the project
3. Comprehensive assessment of the baseline and the final result based on the results of the project

2. A project differs from a process activity in that:

1. Processes are shorter in time than projects

1. To implement one type of process, one or two performers are required; to implement a project, many performers are required
2. Processes are of the same type and cyclical, the project is unique in its purpose and methods of implementation, and also has clear start and end dates

3. Which of the following is not an advantage of the project organizational structure?

1. Connecting people and equipment happens through projects

2. Teamwork and a sense of belonging
3. Reduction of communication lines
4. Project participants are:
5. Consumers for whom the project was intended
6. Customers, investors, project manager and his team
7. Individuals and legal entities directly involved in the project or whose interests may be affected in the course of the project

5. The subject area of the project is

1. The scope of design work and their content, a set of goods and services, the production (implementation) of which must be ensured as a result of the project
2. Directions and principles of project implementation
3. Reasons why the project was created

6. The project is

1. This is WHAT we want to do
2. Conditions necessary to achieve the goal, the framework in which the project is being implemented, for example, the framework of the law, regulations on the competition of projects, etc.
3. Concept, idea, image, embodied in the form of description, justification, calculations, drawings, revealing the essence

7. The project, the customer of which may decide to increase its final cost in comparison with the original, is:

1. Simple
2. Short term
3. Long-term

Assessment criteria (assessment tool — Test)

Grade	Assessment criteria
pass	All the competencies (parts of competencies) are formed at a level not lower than "Good", at least one competence is formed at the level of "Good". There are no more than 2 mistakes in tests
fail	All the competencies (parts of competencies) are formed at a level not lower than "Unsatisfactory", no one competence is formed at the level of "Poor". There are more than 2 mistakes in test

5.1.5 Model assignments (assessment tool - Case task) to assess the development of the competency YK-3:

1. Tasks for the formation of "flexible skills"

Fine motor exercises

Students are invited to split into pairs, join hands as if greeting, at the instructor's command, twist the thumbs of each pair clockwise so as not to touch each other. The teacher can command to change the direction of movement several times. Those who touched each other quit the game. Change partners after 3-4 minutes.

Exercise "Calm and Aggressive Responses"

Write down the various situations in which students may find themselves on pieces of paper. In turns invite them to take a piece of paper with the situation and read the description aloud. After that, everyone needs to react in three ways: calmly, confidently and aggressively.

Examples of situations:

1. A friend is talking to you but you want to leave.
 2. A classmate distracts you from important work, asks questions that interfere with concentration.
-
1. You can't get off the bus because it is overcrowded.
 2. Peers force you to miss the lecture by saying that "you are just a coward and a child."
 3. The teacher makes a public comment to you.

Game "One man in the field is not a warrior "

Divide the students into 2 teams at random. Give each a writing sheet and a pen. Within 3-5 minutes, participants individually write 5 of their strengths and weaknesses. Then the teams unite in order to form the strengths and weaknesses of the entire team. Allow 10-15 minutes for this stage, depending on the number of people.

Ask 1 member of the team to talk about the top 5 strengths and weaknesses of his group. Discussion:

- Was it difficult to write down your strengths and weaknesses?
- Was it difficult to organize the information?
- What conclusions did you draw?
- What could your team do, and what should not be tackled?
- How were the roles assigned in the teams?
- What (or who) your team is missing?
- Did the teams turn out to be identical in their skills?

5.1.6 Model assignments (assessment tool - Case task) to assess the development of the competency YK-6:

1. Role Interaction Assignments

The game "If I were ..."

Each participant chooses something for himself (ice cream, lampshade, chair, pen, etc.) and plunges into its world, imagines himself as this thing, feels its “character”. On behalf of this thing, he tells how it feels in the world around it. Tells us about its worries, its past and future. When talking about an extraneous random subject, participants involuntarily talk about themselves, which leads to self- disclosure and the formation of skills in managing their emotions.

Assessment criteria (assessment tool — Case task)

Grade	Assessment criteria
pass	The task is made without rude mistakes, the students have got the practical skills on the good level
fail	There are some rude mistakes in the responds of the student. The student doesn't show practical skills of solving the case

5.1.7 Model assignments (assessment tool - Assignments) to assess the development of the competency OIHK-3:

1. Tasks for interaction in a conflict situation

Game "Emergency"

The presenter divides the audience into groups of 6-7 people. All participants are given cards with tasks that must not be shown to each other. Then he announces the legend.

Each group represents a small air conditioner company. Over the past month, sales have tripled. But today there are complaints from customers that the air conditioners are not working. A check was carried out inside the company, and it turned out that the entire last batch was defective. The director called an urgent meeting to deal with the current problem. Employees receive their assignment forms. It is necessary that the group has at least 6 people. Give the audience 10 minutes to discuss. Further, each leader must announce to the coach the solution to the problem.

1. Emotional Intelligence Tasks

Exercise "Pass the mask!"

The presenter fixes a certain expression (mask) on his face, turns to the neighbor on the left and “gives him the expression of his face,” which he must repeat exactly. As soon as the neighbor on the left has completed the task, he changes his facial expression to a "new mask" and passes it on to the next participant. So everyone in turn "copy" and "transmit" the mask.

5.1.8 Model assignments (assessment tool - Assignments) to assess the development of the competency OIHK-7:

Relevance and social significance of the project

2.1 To ensure the logical coherence and effectiveness of a project, it is necessary first to carefully study the social problem it aims to solve. We have drawn up a plan for you, in which we have consistently outlined all the stages of studying the problem - you just need to follow it!

No.	What should be done?	Who needs to be involved? The list can be supplemented by you	Term
1	Identify the target group that has the problem	Team, target group representatives	
2	Make sure that the problem actually exists for your chosen target group	Representatives of the target group	
3	State the problem	Team	
4	Determine the scope of the problem	Team, experts	
5	Determine the relevance of the problem for the target group: conduct observations, surveys, interviews with representatives of the target group	Representatives of the target group	
6	Determine the severity and possible consequences of the problem. Find real answers to the question “What will happen if the problem is not solved?”		
7	Investigate the causes of the problem	Experts, representatives of the target group	
8	Find out who is already solving the problem and how	Experts, other NGOs and activists	

Assessment criteria (assessment tool — Assignments)

Grade	Assessment criteria
pass	The task is made without rude mistakes, the students have got the practical skills on the good level
fail	There are some rude mistakes in the responds of the student. The student doesn't show practical skills

Grade	Assessment criteria
	of solving the case

5.2. Description of scales for assessing learning outcomes in the discipline during interim certification

Шкала оценивания сформированности компетенций

Уровень сформированности компетенций (индикатора достижения компетенций)	плохо	неудовлетворительно	удовлетворительно	хорошо	очень хорошо	отлично	превосходно
	не зачтено			зачтено			
<u>Знания</u>	Отсутствие знаний теоретического материала. Невозможность оценить полноту знаний вследствие отказа обучающегося от ответа	Уровень знаний ниже минимальных требований. Имели место грубые ошибки	Минимально допустимый уровень знаний. Допущено много негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько негрубых ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Допущено несколько несущественных ошибок	Уровень знаний в объеме, соответствующем программе подготовки. Ошибок нет.	Уровень знаний в объеме, превышающем программу подготовки.
<u>Умения</u>	Отсутствие минимальных умений. Невозможность оценить наличие умений вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы основные умения. Имели место грубые ошибки	Продemonстрированы основные умения. Решены типовые задачи с негрубыми ошибками. Выполнены все задания, но не в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи с негрубыми ошибками. Выполнены все задания в полном объеме, но некоторые с недочетами	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания в полном объеме, но некоторые с недочетами.	Продemonстрированы все основные умения. Решены все основные задачи с отдельными несущественными недочетами, выполнены все задания в полном объеме	Продemonстрированы все основные умения. Решены все основные задачи. Выполнены все задания, в полном объеме без недочетов
<u>Навыки</u>	Отсутствие базовых навыков. Невозможность оценить наличие навыков вследствие отказа обучающегося от ответа	При решении стандартных задач не продемонстрированы базовые навыки. Имели место грубые ошибки	Имеется минимальный набор навыков для решения стандартных задач с некоторыми недочетами	Продemonстрированы базовые навыки при решении стандартных задач с некоторыми недочетами	Продemonстрированы базовые навыки при решении стандартных задач без ошибок и недочетов	Продemonстрированы навыки при решении нестандартных задач без ошибок и недочетов	Продemonстрирован творческий подход к решению нестандартных задач

Scale of assessment for interim certification

Grade		Assessment criteria
pass	outstanding	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "outstanding", the knowledge and skills for the relevant competencies have been demonstrated at a level higher than the one set out in the programme.
	excellent	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "excellent",
	very good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "very good",
	good	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "good",
	satisfactory	All the competencies (parts of competencies) to be developed within the discipline have been developed at a level no lower than "satisfactory", with at least one competency developed at the "satisfactory" level.
fail	unsatisfactory	At least one competency has been developed at the "unsatisfactory" level.
	poor	At least one competency has been developed at the "poor" level.

5.3 Model control assignments or other materials required to assess learning outcomes during the interim certification with the criteria for their assessment:

5.3.1 Model assignments (assessment tool - Project) to assess the development of the competency YK-3

To defend the project **you need to prepare**:

1. Project name
2. Project problem: its actualization (what methods were used to study the relevance of the problem) and innovativeness
3. Project goal and objectives
4. Project target group
5. Project results: quantitative and qualitative.
6. Project activities (clear connection with project objectives)
7. Project team (role distribution)
8. Project budget (amount, deadline, co-financing opportunities)
9. Potential partners for project implementation

You need to prepare a presentation of the project and present it as a TEAM. (15 minutes per team)

5.3.2 Model assignments (assessment tool - Project) to assess the development of the competency YK-6

To defend the project **you need to prepare**:

1. Project name
2. Project problem: its actualization (what methods were used to study the relevance of the problem) and innovativeness
3. Project goal and objectives
4. Project target group
5. Project results: quantitative and qualitative.
6. Project activities (clear connection with project objectives)
7. Project team (role distribution)
8. Project budget (amount, deadline, co-financing opportunities)
9. Potential partners for project implementation

You need to prepare a presentation of the project and present it as a TEAM. (15 minutes per team)

5.3.3 Model assignments (assessment tool - Project) to assess the development of the competency ОПК-3

To defend the project you need to prepare:

1. Project name
2. Project problem: its actualization (what methods were used to study the relevance of the problem) and innovativeness
3. Project goal and objectives
4. Project target group
5. Project results: quantitative and qualitative.
6. Project activities (clear connection with project objectives)
7. Project team (role distribution)
8. Project budget (amount, deadline, co-financing opportunities)
9. Potential partners for project implementation

You need to prepare a presentation of the project and present it as a TEAM. (15 minutes per team)

5.3.4 Model assignments (assessment tool - Project) to assess the development of the competency ОПК-7

To defend the project you need to prepare:

1. Project name
2. Project problem: its actualization (what methods were used to study the relevance of the problem) and innovativeness
3. Project goal and objectives
4. Project target group
5. Project results: quantitative and qualitative.
6. Project activities (clear connection with project objectives)
7. Project team (role distribution)
8. Project budget (amount, deadline, co-financing opportunities)
9. Potential partners for project implementation

You need to prepare a presentation of the project and present it as a TEAM. (15 minutes per team)

Assessment criteria (assessment tool — Project)

Grade	Assessment criteria
pass	The project is made without rude mistakes, all the points of the project are done on the good level, the

Grade	Assessment criteria
	student has got the practical skills on the good level. All the competencies (parts of competencies) are formed at a level not lower than "Good", at least one competence is formed at the level of "Good".
fail	There are some rude mistakes in the responds of the student in the text of the project, with the senses and in the presentation. The student doesn't respond the questions from the professor and can't give the argumentative responds. All the competencies (parts of competencies) are formed at a level not lower than "Unsatisfactory", no one competence is formed at the level of "Poor".

6. Учебно-методическое и информационное обеспечение дисциплины (модуля)

Основная литература:

1. Ильин В. А. Психология лидерства : учебник / В. А. Ильин. - Москва : Юрайт, 2023. - 311 с. - (Высшее образование). - ISBN 978-5-534-01559-1. - Текст : электронный // ЭБС "Юрайт"., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=848379&idb=0>.
2. Авдеев В.В. Управление персоналом. Оптимизация командной работы: Реинжиниринговая технология : практикум / Авдеев В.В. - Москва : Финансы и статистика, 2021. - 256 с. - ISBN 978-5-00184-020-6., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=774354&idb=0>.
3. Санда Ф. Потенциал команды: Как добиться максимальной эффективности командной работы : монография / Санда Ф.; Филлипс А. - Москва : Альпина Паблишер, 2020. - 302 с. - ISBN 978-5-9614-3240-4., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=774851&idb=0>.
4. Эдмондсон Э. Работа без страха. Как создать в компании психологически безопасную среду для максимальной командной эффективности : монография / Эдмондсон Э. - Москва : Интеллектуальная Литература, 2020. - 197 с. - ISBN 978-5-907274-02-0., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=774935&idb=0>.
5. Социальные представления: История, теория и эмпирические исследования / Емельянова Т.П. - Москва : Институт психологии РАН, 2016., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=648639&idb=0>.

Дополнительная литература:

1. Мархинин Василий Васильевич. О специфике социально-гуманитарных наук: опыт философии науки : Монография / Сургутский государственный университет; Сургутский государственный университет. - Москва : Издательская группа "Логос", 2020. - 295 с. - ВО - Магистратура. - ISBN 978-5-98704-726-2., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=740313&idb=0>.
2. Современная философия. Интеллектуальные технологии XXI века / Пржиленский В.И. - Москва : Проспект, 2017., <https://e-lib.unn.ru/MegaPro/UserEntry?Action=FindDocs&ids=651717&idb=0>.
3. Концептуализации общества в социальной философской и философско-исторической рефлексии : Монография / Московский государственный университет им. М.В. Ломоносова, философский факультет; Московский государственный университет им. М.В. Ломоносова, философский факультет; Институт философии Российской академии наук. - 1. - Москва : ООО "Научно-издательский центр ИНФРА-М", 2022. - 350 с. - Дополнительное профессиональное образование. - ISBN 978-5-16-013800-8. - ISBN 978-5-16-105597-7., <https://e-lib.unn.ru/MegaPro/UserEntry?>

Action=FindDocs&ids=834890&idb=0.

Программное обеспечение и Интернет-ресурсы (в соответствии с содержанием дисциплины):

1. MSWindows 7 (лицензия на ГОУ ВПО ННГУ им. Лобачевского, идентификатор 47276400),
2. MicrosoftOffice 2007 Профессиональный + (лицензия на ГОУ ВПО ННГУ им. Лобачевского, идентификатор 47729513),
3. Kaspersky Endpoint Security 10 for Windows (лицензия на ГОУ ВПО ННГУ им. Лобачевского, № 1096-160712-081443-850-73)
4. Electronic library system "Student's Consultant". Access mode: <http://www.studentlibrary.ru/>
5. Russian Electronic Library (RSL. Access mode: <http://elibrary.rsl.ru/>)
6. Code of Ethics of the International Association of Personality Development Professionals.- [Electronic resource] .- Access mode: http://www.liros.ru/projects/eticheskaya_komissiya/kodex.php

7. Материально-техническое обеспечение дисциплины (модуля)

Учебные аудитории для проведения учебных занятий, предусмотренных образовательной программой, оснащены мультимедийным оборудованием (проектор, экран), техническими средствами обучения, компьютерами, специализированным оборудованием: For lecture-type classes, sets of demonstration equipment and educational visual aids are offered to provide thematic illustrations that correspond to the program of a given subject. Premises for students' independent work are equipped with computers that provide connection to the Internet and access to Lobachevsky University's electronic information and educational environment. We will also need electronic desk and flipchart with markers and some paper

Помещения для самостоятельной работы обучающихся оснащены компьютерной техникой с возможностью подключения к сети "Интернет" и обеспечены доступом в электронную информационно-образовательную среду.

Программа составлена в соответствии с требованиями ОС ННГУ по направлению подготовки/специальности 41.03.05 - International Relations.

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