PhD Educational Program

Program Title

არქეოლოგია
Archaeology

Faculty

საინჟინრო ეკონომიკის, მედიატექნოლოგიებისა და სოციალურ მეცნიერებათა ფაკულტეტი
Faculty of Engineering Economics, Mediatechnologies and Social Sciences

Program Head/Heads

Associate Professor Vazha SADRADZE

Qualification to be Awarded

Doctor in Archaeology It will be awarded in case of completion of the educational component (60 credits) and the research component of the educational program; Duration of study is not less than 3 years.

Language of Teaching

Georgian

Prerequisite for Admission to the Program

A person with a master's degree or an academic degree equivalent to it, who meets the requirements for enrollment in a doctoral program in accordance with the current rules at GTU, has the right to study at the doctoral educational program.

It is possible to enroll in the doctoral educational program on a mobility basis twice a year, within the deadlines established by the Ministry of Education, Science, Culture and Sports of Georgia, following the mandatory procedures and the rules established by the university.

Enrollment in a doctoral educational program, or enrollment by transfer from a recognized higher educational institution of a foreign country, is carried out based on the decision of the Ministry of Education, Science, Culture and Sports of Georgia. When enrolling in a doctoral educational program, the following are taken into account:

- Existence of scientific publications;
- Participation in scientific conferences;
- Other documents and materials related to educational/research activities (certificates, deeds, etc.).

The doctoral candidate is interviewed by the temporary faculty committee. A certificate confirming knowledge of one of the foreign languages (English, German, French, Russian) at the B2 level is required for enrollment in the archeology doctoral educational program. A person who has completed a bachelor's, master's or doctorate course in this language is exempted from submitting a certificate of knowledge at the B2 (ALTE) level of a foreign language.

In other cases, the candidate for enrollment takes an exam in a foreign language (English, German, French, Russian), which is held at the GTU examination center.

The prerequisites and procedures for admission to the program are fair and accessible. Samples of exam tests in foreign languages are available on the university website. The procedure for admission to doctoral studies and enrollment conditions are given on the university's website.

Program Description

The program is compiled using the ECTS system, 1 credit corresponds to 25 academic hours; It includes both contact and independent hours. The distribution of credits is given in the curriculum of the program.

The duration of the program is not less than 3 years (6 semesters).

The objectives of the educational component are the sectoral and methodological preparation of the doctoral candidate for the implementation of the goals of the doctoral educational program. The educational component helps the doctoral candidate in the successful preparation of the thesis, in future pedagogical and scientific activities. The educational component of the doctoral program is 60 credits.

Before the beginning of the semester, the rector of the university issues an order on the progress of the educational process, which will be posted on the website.

The first semester includes four compulsory elements of study components, including thematic seminar 1 (30 credits in total)

The second semester includes three compulsory elements of study components, including thematic seminar 2 (30 credits in total)

The research components provided by the program include: research project/prospectus, colloquium - 1, colloquium - 2, colloquium - 3, preliminary defense, thesis completion and defense. Observance of the order of completion of the research components is mandatory, and the completion of each component is a prerequisite for the next research component.

Detailed information is provided on the website of GTU.

Program Objective

Program objective is:

- Training of a professional researcher to participate in archaeological projects studying ancient civilizations and to solve the most difficult problems in the field related to the ethnic and social aspects of archaeological cultures and technical attribution or conservation issues of immovable and movable monuments;
- The graduate should be able to use the methods of teaching and professional research, as well as the results of the research itself, in practical, pedagogical and scientific activities.

Learning Outcomes/Competences (general and professional)

Transforms the fundamental and systematic knowledge based on the latest achievements of the field in the field of cultural heritage acquisition and interdisciplinary research, the expansion and deepening of which allows the use of innovative methods (at the level of the standard necessary for a refereed publication); the theoretical foundations of the modern method of teaching - the principles of student-oriented teaching.

Envisages a renewed scope of knowledge by understanding and partially re-evaluating the accumulated knowledge within the fields of study of ancient cultures and social systems.

Plans a strategy for archaeological research and teaching.

Predicts research results focused on creating innovative knowledge; the factor of technique-technological parameters for historical-typological attribution of archaeological monuments; the ways of solving the discussion problems of the research object or field; the effect of using an adequate methodology developed on the basis of a critical evaluation of the results of scientific work and conflicting professional viewpoints and approaches; prospects of connection of new scientific and methodological knowledge with existing knowledge.

Develops new research and analytical approaches in professional activity.

Independently directs the learning process using modern teaching and assessment methods, technologies and student-centered approaches.

Methods of Achieving Learning Outcomes (teaching-learning

☒Lecture ☒ Seminar (group work) ☒ Practical ☐ Laboratory ☒Scientific And Thematic Seminar ☒Independent Work ☒Consultation ☒Research Component ☒ Structure of the thesis ☒ Thesis Defense

In the learning process, depending on the specifics of a particular study course program, the following activities of the teaching-learning methods are used, which are outlined in the relevant study course programs (syllabi):

1. Discussion/debate;
2. Problem-based learning (PBL);
3. Demonstration method;
4. Method of analysis;

5. Synthesis method;
6. Verbal or oral method;
7. Inductive method;
8. Deductive method;
9. Brain storming
10. Writing work method;
11. Laboratory;
12. Practical;
13. Explanatory method;
14 Activity-based learning;
15. Project development and presentation;
16. Case study;
17. Explanatory method;
18. Simulation, role-playing games.

Student's Knowledge Assessment System

The student's knowledge is assessed on a 100-point scale

Evaluation of Educational Component:
  Positive grades are:
- (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.

Negative grades are:
- (FX) - Failed to pass – 41-50 points, which means that the student needs more work to pass and is allowed to take an additional exam once with independent work;
- (F) - Failed - 40 points or less, which means that the work done by the student is insufficient and he/she will have to study the subject again.

Assessment of the scientific research component(s):

a) with the highest praise (summa cum laude) - excellent performance;

b) with great praise (magna cum laude) - result exceeding the requirements in all parameters;

c) with honor (cum laude) - a result that exceeds the requirements;

d) satisfactory (bene) - an average level work that meets the basic requirements;

e) sufficient (rite) - a result that, despite its shortcomings, still meets the requirements;

f) insufficient - an unsatisfactory level work that cannot meet the requirements due to significant deficiencies in the work;

g) completely unsatisfactory (sub omni canone) - a result that completely fails to meet the requirements

The research component is assessed once, at the thesis defense stage, with a final assessment.

Fields of employment

Archaeological research projects (expeditions), museums, humanitarian and technical scientific-research institutions, expert, cultural-educational and specialized professional educational institutions, higher educational institutions; government structures of the relevant profile.

Human and material resources needed to implement the program

The program is provided with appropriate human and material resources (see attachments).
In order to achieve the learning outcomes provided by the program, the infrastructure and material and technical resources of the university available to students are used, namely:

- Auditoriums and conference halls equipped with appropriate inventory;
- Library equipped with computer equipment and information and communication technologies;
- Computer centers, computer classes, computer equipment connected to the Internet and internal network, and adequate computer programs for the learning/teaching process;
- Various technical devices
- Geology, mineralogy, diagnostics of precious and semi-precious stones, geophysics, analytical chemistry, materials science, metallographic and information technology laboratories of the Georgian Technical University. Also, in order to fully conduct the research activities of the doctoral student, the restoration laboratories of the National Museum of Georgia.

The educational program is provided with relevant textbooks and methodical literature. The university library provides students with relevant printed and electronic textbooks, teaching-methodical and scientific literature, as well as the database of the library's book fund and the electronic catalog posted on the university's website.

The implementation of the program is ensured by:
1. Ivane Jagodnishvili - Professor
2. Vazha Sadradze - associate professor
3. Merab Dzneladze - associate professor
4. Nodar Poporadze - Professor
5. Lia Metreveli - Professor

Number of attached syllabi: 5