

Profile for the Academic Field “Education”

Formula of academic field of study

1. Science of Education is multidisciplinary field of applied theory and methods for several academic disciplines that consider practical and theoretical issues in education. The Science of Education draws on tools of Pedagogy, Sociology, Philosophy, Psychology, Economics, Cultural Studies, Management, Political Science, Mathematics, Statistics and other academic fields for the purpose of finding solutions to practical and theoretical problems in the field of education.

2. This field foresees the study of education as a social institution and collection of practical activities, including various systems of formal, non-formal and informal education.

3. The focus of this academic field of study is on subjects relating to educational processes, educational institutions, their systems, as well as relevant processes.

4. The following shall be researched:

4.1. Functions and Development of Educational Systems:

4.1.1. functionality, development of international, national, regional and local educational systems;

4.1.2. educational components in geopolitical and cultural-social processes;

4.1.3. reform of educational systems; interventions and changes in education and their effects;

4.1.4. transformation of education as a social institution;

4.1.5. opportunities, grounds and methods for enhancing national education systems through the use of best global practice, highlighting the best practices in the sphere of education;

4.1.6. international comparative research in education;

4.1.7. life-long education;

4.1.8. professional identity, practices and beliefs of professionals in the sphere of education;

4.1.9. connections between formal, informal and non-formal education; general and continuing education.

4.2. Political and Legal Aspects in the Development of Educational Systems:

4.2.1. legal grounds of educational systems; modernization and functionality of legal basis for the operation and development of the educational system;

4.2.2. legal grounds for the administration of educational processes on the global, national and municipal levels; state regulation of educational activities;

4.2.3. role of international law in national legislation on education;

4.2.4. right to education: international legal and constitutional grounds;

4.2.5. legal status of participants and relations in education;

- 4.2.6. legal problems and inequality in education;
- 4.2.7. state regulation of educational activities: licensing, accreditation, monitoring and oversight;
- 4.2.8. legal aspects of educational content; standardization in education;
- 4.2.9. political/legal aspects of overseeing educational quality;
- 4.2.10. legal regulation of financial support allocated to the educational system.

4.3. Educational Administration:

- 4.3.1. administration of educational institutions and their systems; analysis of contemporary forecasts and trends;
- 4.3.2. theory and practice with respect to leadership in education; pedagogical leadership;
- 4.3.3. organizational models for educational processes;
- 4.3.4. development and improvements to organizational and economic mechanisms in education;
- 4.3.5. organizational/methodological support for reforming the educational system;
- 4.3.6. standardization in education, e.g., developments and mechanisms for introducing federal state educational standards, sanitary requirements, professional standards, requirements for textbooks, etc.;
- 4.3.7. centralization and decentralization of educational administration, accountability and autonomy in education;
- 4.3.8. correlation of state and market regulators in the development of educational services, state/public and state/private partnerships;
- 4.3.9. role of civil society institutions in administration of educational processes;
- 4.3.10. management and marketing in education; educational markets and competition among their institutions;
- 4.3.11. developing and fostering industrial, regional and national markets for educational products;
- 4.3.12. developing standards for professional education; connection between educational and professional standards;
- 4.3.13. systemic changes in professional/pedagogical activities of teachers in Russia and globally;
- 4.3.14. functionality and modernization of training and retraining systems for educators.

4.4. Socio-Economic and Socio-Cultural Aspects in the Education Development:

- 4.4.1. social and economic effects of formal education and student achievements (at various levels and grades);
- 4.4.2. socio-economic and cultural factors in education, professional and career options and trajectories of students;
- 4.4.3. social effects of education; socio-economic, ethnic, territorial, ethno-cultural; gender equality and justice; educational inclusion;
- 4.4.4. organizational/economic mechanisms for ensuring innovative development in education;
- 4.4.5. socio-economic performance and quality of education; effectiveness of educational reforms, initiatives, and innovation;
- 4.4.6. pedagogical practice, technologies and methods for ensuring equality in educational opportunities, equitable grading in education;
- 4.4.7. communication between the educational system and families, parental involvement in educational processes, family education;
- 4.4.8. education in the context of contemporary childhood and child-rearing;
- 4.4.9. childhood and growing up in today's world;

- 4.4.10. culture and education; cultural value and narratives in education;
- 4.4.11. strategy and practice within educational institutions and among teachers in relation to learners from varying social and cultural groups;
- 4.4.12. education for persons with special needs, including persons with disabilities, limited mobility, and/or health problems, as well as migrants, incarcerated persons, orphans, foster children and wards of the state, and other socially vulnerable categories of learners;
- 4.4.13. education and development of general and special abilities, talent and gifts of children and youth;
- 4.4.14. social factors for students' educational achievements; relation between social institutions with the personal and social experience of learners;
- 4.4.15. social-group processes in education, educational communities, social roles and connections between participants in educational processes;
- 4.4.16. socio-psychological and subcultural phenomena in education.

4.5. Educational Infrastructure and Policy

- 4.5.1. contemporary policy in education and innovative approaches to education development;
- 4.5.2. origins, distribution, implementation and endurance of innovations in education;
- 4.5.3. connection between psychological and social components in educational processes and outcomes;
- 4.5.4. organizational and corporate culture at educational institutions and systems;
- 4.5.5. developing professional training and continuing education for education professionals;
- 4.5.6. educational space in organizations; designing educational environments;
- 4.5.7. formal and informal education and their interaction; general and continuing education and their links;
- 4.5.8. educational subject spaces;
- 4.5.9. education of self in the context of social conditions for development.

4.6. General Issues of Didactics, Theories, and Methods of Teaching and Cultivation of Personality:

- 4.6.1. special aspects of learning and teaching at various educational levels; theory and concepts of teaching; patterns and principles of learning and teaching of children at different stages of children's development;
- 4.6.2. theoretical grounds for developing and applying new educational technologies and methodological systems of teaching;
- 4.6.3. comparative analysis of methodological approaches to constructing subject-based and interdisciplinary approaches in the educational systems of various countries;
- 4.6.4. semantics and axiology in educational outcomes, subject-based and interdisciplinary knowledge; competency-based approaches, the phenomenon of the "new literacy" and skills for the 21st century;
- 4.6.5. specifics of subject and interdisciplinary learning; development and implementation of innovative educational programme;
- 4.6.6. design of content, methods and organizational formats for instruction in today's digital society and globalized communications;
- 4.6.7. competence-based and axiological grounds for academic subjects and fields in the structure of general education across various fields;
- 4.6.8. individualization, concentration on major subjects and differentiation in education;

- 4.6.9. features of teaching and mentoring in digital education;
- 4.6.10. use of both subject-based and interdisciplinary approaches to teaching; interdisciplinary interrelation in teaching, “teacher-environment-student” relationship;
- 4.6.11. educational effects of in-class, distance and blended learning methods at different level of education.

4.7. Measurements in Education and Psychometrics:

- 4.7.1. assessing educational achievements and factors related thereto;
- 4.7.2. developing reliable and valid measurement tools;
- 4.7.3. psychometric aspects of measurement in education;
- 4.7.4. assessing difficult constructs (e.g., metadisciplinary educational outcomes);
- 4.7.5. reasons for equitable grading in educational;
- 4.7.6. methodology for measurement in education: quantitative and qualitative approaches;
- 4.7.7. technologies and methods for monitoring and assessing education quality; criteria and indicators for assessing quality of education;
- 4.7.8. use of Big Data, analysis of learning activities and AI in education.

4.8. Philosophical/Methodological and Historical Aspects of Education:

- 4.8.1. philosophy of education, education as a factor in social and individual development;
- 4.8.2. methodology for researching problems in education, methodology for academic substantiation of educational practices;
- 4.8.3. methodologies for interdisciplinary, international (comparative) and integrated research into education;
- 4.8.4. special aspects of pedagogical knowledge, its sources, methodology and approaches in terms of empirical and theoretical research into problems in education;
- 4.8.5. humanitarian paradigm and pedagogical knowledge; contemporary theories of education and child-rearing; grounds for priority development of pedagogical theory and practice in various academic schools, as well as across countries and regions;
- 4.8.6. education and educational systems in a historical context; historical reconstruction of educational events in the past;
- 4.8.7. formation and development of persons; human capital and society;
- 4.8.8. theoretical/methodological foundations for developing educational models and professional training frameworks for educators at various levels;
- 4.8.9. interrelation between changes in educational systems and society; history of various educational institutions;
- 4.8.10. genesis of pedagogical thought and educational structures; history of educational settings; educational practices and their spatial and cultural variance.