

## RECENSION

from DSc. Plamen Radev Ivanov, Professor at Plovdiv University "Paisii Hilendarski"  
of dissertation for awarding the educational and scientific degree "Doctor"

In the field of higher education 1. Pedagogical sciences;  
professional direction 1.2. Pedagogy; doctoral program "Theory of upbringing and didactics"  
Author: Nikolina Georgieva Tareva  
Topic: The student team in project-based instruction  
Research supervisor: Assoc. Dr. Albena Alexandrova Ovcharova

### 1. General description of the presented materials.

By order of the Rector of Plovdiv University "Paisiy Hilendarski" (PU) RD 21-131 of 22.01.2024, I have been appointed as a member of the scientific jury to ensure a procedure for the defense of a dissertation on the topic "The student team in project- based training" for the acquisition of the educational and scientific degree "doctor" in the field of higher education 1. Pedagogical sciences, 1.2. Pedagogy; doctoral program "Theory of upbringing and didactics". The author of the dissertation is Nikolina Georgieva Tareva - a full-time doctoral student at the department "Pedagogy and management of education" with scientific leader Assoc. Dr. Albena Alexandrova Ovcharova from Plovdiv University "Paisiy Hilendarski".

The set of materials presented by Nikolina Georgieva Tareva is in accordance with Article 36 (1) of the Regulations for the Development of the Academic Staff of the PU. It includes the following documents:

- a request to the Rector of the PU to disclose the procedure for the defense of a dissertation work;
- curriculum vitae in European format;
- a notarized copy of a higher education diploma (OKS "master")
- order for enrollment in doctoral studies;
- order for conducting exams from the individual plan and relevant protocols for passed exams in the specialty;
- protocols from departmental councils related to reporting readiness for opening the procedure and preliminary discussion of the dissertation work;
- dissertation work;
- abstract;
- a list of scientific publications on the subject of the dissertation;

- copies of scientific publications;
- declaration of originality and authenticity of the attached documents;
- certificate of compliance with the specific requirements of the relevant faculty;

The doctoral student has attached the following publications: four independent articles on the topic of the dissertation.

## 2. Brief biographical data for the doctoral student

Nikolina Georgieva Tureva has a master's degree in elementary school pedagogy. He is a full-time doctoral student at the "Pedagogy and Education Management" department at the "Paisii Hilendarski" PU. He works as a primary teacher..He holds the II-th PCS. She has gone through various qualification courses that enrich her professional experience.

## 3. Actuality of the topic and appropriateness of the set goals and tasks

The topicality of the topic is undoubted, and the goals and tasks set in the dissertation are adequate to the field of research and their achievement is reflected in the structure and content of the dissertation. In recent decades, project-based instruction has been increasingly adopted and adopted by various educational institutions around the world. Projects are complex assignments based on difficult questions or topics that involve students in design, problem-solving, decision-making, or research activities; enable students to work relatively autonomously or in a team for extended periods of time; culminate in real products or presentations. The teacher's role consists of becoming a mentor and project coordinator, guiding students to use different resources, using an interesting and motivating learning strategy that aims to develop some content in depth and breadth. And this is nothing more than the art of managing the learning process at a tactical level.

Thus, the relevance of this research is determined by a complex of existing contradictions between:

- the need to develop skills for managing the student team, both by its participants and by teachers;
- project training as a means of assimilating and applying acquired knowledge and skills and the need to use constructive methods to enrich and modernize the traditional training paradigm;
- the existing requirements for educational institutions for the development of the relevant key competencies and the necessary practice for them.

## 4. Knowing the problem.

The author knows the problem very well, and it is also directly related to the work of the doctoral student in the initial stage of education. Sufficient experience has been gained from the work in the field, which is integrated into the text of the dissertation. The theoretical

foundations of the study are: the conceptual statements about the nature and application of the project-based instruction method; the theoretical developments in the field of the formation of project activities; research and project activity as a form of educational cooperation.

#### 5. Research methodology.

The research methods in the dissertation are theoretical, empirical and statistical. The tools of the empirical research are three: a non-standardized/author's questionnaire for teamwork skills /cooperation, activity, initiative, responsibility/; a standardized test of empathy in elementary school-aged children ("Feelings and Thoughts"), measuring general levels of empathy and emotion recognition; a standardized sociometric procedure for determining the level of group cohesion of a class.

#### 6. Characterization and evaluation of the dissertation work.

The following hypotheses are formulated in the dissertation:

Hypothesis 1. It is assumed that the implementation of project-based learning will increase the skills of elementary school students for teamwork in the indicated dimensions.

Hypothesis 2. It is hypothesized that levels of empathy and emotion recognition skills will be positively influenced by students' teamwork when implementing project-based learning.

Hypothesis 3. It is assumed that the factors gender and demographic characteristics will have an influence on the teamwork skills of the studied students.

Hypothesis 4. It is hypothesized that the implementation of project-based learning and student teamwork will be a real factor in changing class cohesion.

I have no objections to the formulation of the hypotheses.

According to the research done, the author assumes the following.

Hypothesis 1 is considered to be partially proven, as the results of the diagnostic procedure indicate a positive change in only two of the four indicators.

Hypothesis 2 is proved.

Hypothesis 3 is confirmed.

Hypothesis 4 is proved.

The dissertation has a volume of 246 pages, of which 205 pages are the main text, 16 pages of bibliography (including 21 primary sources, 191 literary sources, of which 79 in Cyrillic and 112 in Latin and 11 Internet resources) and 25 pages of appendices.

The structure of the dissertation work includes: introduction, 3 chapters, conclusion, used sources and literature and appendices. The exhibition includes 28 tables, 76 figures and 2 diagrams

In the introduction, the topicality of the problem and the orientation of the work towards a thorough study of the problem are substantiated. The choice of the topic is motivated, the object, subject, purpose and tasks of research are indicated. I have no notes on them.

The first chapter is entitled Theoretical formulation of the student team problem in project-based learning with three paragraphs and corresponding subsections. The second chapter is entitled Empirical Research with 2 paragraphs and corresponding sub-paragraphs. The third chapter is entitled Analysis of the results of the empirical study with 4 paragraphs, relevant sub-paragraphs, conclusions and recommendations.

#### 7. Contributions and significance of the development for science and practice.

From the content of the dissertation development, 4 contributions are shown, but their grouping does not indicate what they are: scientific-theoretical or practical-applied. However, they are specific and brought out in the context of the work done on the dissertation. From my point of view, the benefits are as follows:

- thorough and scientifically based research in the field of the doctoral program;
- theoretical explanation and possibilities for their specific practical application in the field of primary education;
- justification and application of an important trend in teaching methods;
- forming and developing the competences of primary teachers in project-based learning.;
- there is a possibility of adequate application of the technological model;
- going into details of the described and explained activities and processes;
- availability of conclusions and recommendations that can be used, both when creating strategies for team training and the education of elementary school students, and when using the model.

#### 8. Evaluation of publications on the dissertation work

Nikolina Turevasa's publications on the topic of the dissertation. They are representative of the requested educational and scientific degree. No plagiarism data.

#### 9. Personal participation of the doctoral student

The doctoral student wrote the text alone and independently in compliance with the established requirements for this type of scientific work. The results and conclusions are the personal property and credit of the author.

#### 10. Abstract

The abstract faithfully reproduces the content of the work.

#### 11. Critical remarks and recommendations

The book by Pravdolyubov, D. (1940) could be used. The project method. A collection of articles. Ed. Magazine "Rodno Chitalishte" Sofia. This source is extremely valuable as the author specifically visited the US to study the method.

12. Personal impressions.

I know the doctoral student and have good impressions of her work in creating the dissertation research.

13. Questions for the doctoral student.

What is the relationship of project-based learning to the theory and practice of holistic learning?

The dissertation work shows that the doctoral student Nikolina Georgieva Tareva has in-depth theoretical knowledge and professional skills in the scientific specialty by demonstrating qualities and skills for independent research. Due to the above, I give my positive assessment of the research presented by the above reviewed dissertation, abstract, results and contributions, and I propose to the esteemed scientific jury to award the educational and scientific degree "Doctor" of Nikolina Georgieva Tareva in field of higher education 1. Pedagogical sciences, professional direction 1.2. Pedagogy, doctoral program "Theory of upbringing and didactics".

9. 02. 2024.

Reviewer: .....

Prof. DSc. Plamen Radev Ivanov