

Master Programme on Teacher Training (Secondary school) History, Psychology

№	Name of the field	Hybrid Threats and Comprehensive Security
1	Level of higher education	Second cycle (master`s degree)
2	Subject area	014 Teacher training (Secondary school)
3	Type and the title of the study programme	Master Programme on Teacher training (Secondary school) History, Psychology
4	Type of the course	Compulsory
5	Language of instruction	Ukrainian
6	Number of ECTS credits	5
7	Structure of the course (distribution of the types and the hours of the study)	Lectures – 24 hours, seminars classes – 20 hours, practical classes – 10 hours, independent work of students – 96 hours
8	Form of the final evaluation	Exam
9	Year of study/semester when the course is delivered	1 year/1 semester
10	Course objectives	Provide the knowledge and skills needed to understand, analyze and respond to hybrid threats in professional activities and societal life
11	Learning outcomes	<p>To implement in professional activities effective psychological and pedagogical strategies of human existence in society in the globalized socio-cultural environment and hybrid threats;</p> <p>To understand the complex nature, complexity, logic and patterns of hybrid threats, critically evaluate socio-political, economic, cultural events and phenomena;</p> <p>To identify, classify hybrid threats and respond to them effectively in intersectional cooperation;</p> <p>To act in a prudent way in a new situation, to implement effective strategies for human existence in society in the globalized socio-cultural environment and hybrid threats;</p> <p>To organize and implement educational activities for various categories of the population in the field of pedagogy, psychology,</p>

		history, in particular on the detection and response to hybrid threats.
12	Course annotation (content)	<p>Module 1. Asymmetry, hybrid threats and security: new security landscape and decision making; hybrid threats - history, definitions, essential features; PMESII spectrum; "4 + 1 + AI".</p> <p>Module 2. Conceptual model. The Landscape of Hybrid Threats: background, elements and structure of the model; state and non-state actors, their use in hybrid influencing.</p> <p>Module 3. The domains of malicious actions: critical functions and vulnerabilities; information, cyber, space, economy, military/defence, culture, social/societal, public administration, legal, intelligence, diplomacy, political, infrastructure domains.</p> <p>Module 4. Tools of hybrid threat activity: system of tools of hybrid influencing; operations against infrastructure; cyber espionage and cyber operations, electronic operations, economic, military / paramilitary, sociocultural, tools in public administration, legal, intelligence-diplomatic, information-analytical, media tools.</p> <p>Module 5. Dynamics of hybrid threats: the role of different types of activities in the landscape of hybrid threats; phases of hybrid threats, hybrid activities.</p> <p>Module 6. Basics of protection: history of the issue and basic approaches to countering to hybrid threats; comprehensive security concept (based on the Finnish model example); self assessment; countering; detecting (monitoring vs discovery) of hybrid threats; deterring; responding; principles of constructing the mechanisms for protection against hybrid threats.</p>
13	Students performance evaluation	<p>Assessment of students' knowledge of the discipline "Hybrid Threats and Comprehensive Security" is carried out by conducting control activities, which include current, final modular, final semester control. The level of academic achievement of students is assessed on a 100-point scale. The total amount of points consists of the points for checkpoints and module tests, which are conducted in practical classes, as well as the points received by the students in the exam</p>
14	Quality assurance of the educational process	<p>The course policy is based on the policy of the Horlivka Institute for Foreign Languages of Donbas State Pedagogical University.</p> <p>The result of preparation for a lesson should be a meaningful mastery of the topic material, namely: confirmation of theoretical material by examples from historical sources, knowledge of basic definitions, ability to present certain material, prepare a presentation of their own research, comment on other students'</p>

		<p>answers, supplement them, find mistakes (inaccuracies, shortcomings) and provide a correct answer, work in a team.</p> <p>The students' answer should show signs of independence in the performance of tasks, the absence of recurrence and plagiarism.</p> <p>Students must adhere to educational ethics, respect the participants in the learning process, be balanced, attentive and adhere to discipline and time parameters of the educational process.</p>
15	Recommended or required reading and other learning resources/tools	<p>Web-site of Hybrid CoE https://www.hybridcoe.fi/,</p> <p>Web-site of EU East StratCom Task Force (ESTF) https://euvsdisinfo.eu/</p> <p>Glossary of hybrid threats https://warn-erasmus.eu/ua/glossary/</p> <p>Giannopoulos, G., Smith, H., Theodoridou, M., The Landscape of Hybrid Threats: A conceptual model, EUR 30585 EN, Publications Office of the European Union, Luxembourg, 2021, ISBN 978-92-76-29819-9, doi:10.2760/44985, JRC123305</p> <p>MCDC(a) (Multinational Capability Development Campaign project, 2019). Countering hybrid warfare project: Countering hybrid warfare. 93 p.</p> <p>Sweijts, T., & Zilincik, S. (2019). Cross Domain Deterrence and Hybrid Conflict. Hague Centre for Strategic Studies. 38p.</p>
16	Specific equipment, hardware and software for the course	<p>The specialized educational and research laboratory for hybrid threats research is a participant in the intersectional environment for countering hybrid threats WARN (room 402).</p> <p>In 2021, the Lab was equipped with powerful computer hardware totally for almost 894 thousand UAH, funded by the grant of the Erasmus+ project "Academic Response to Hybrid Threats – WARN" (610133-EPP-1-2019-1-FI-EPPKA2-CBHE-JP)</p>
17	Department	<p>Domestic and foreign history, room 304 (educational building)- http://forlan.org.ua/?page_id=49</p>
18	Teacher(s) – syllabus designer(s)	<p>Dokashenko Galyna, Doctor of History, Professor g.dokashenko@forlan.org.ua</p> <p>Dokashenko Viktor, Doctor of History, Professor v.dokashenko@forlan.org.ua</p>