

Ministry of Education and and Science of Ukraine

V. N. Karazin Kharkiv National University

Educational and Scientific Institute Teachers' Academy

Department of Innovative Pedagogy, Educational Transformations and Leadership

“APPROVED”

Acting Director of the Educational and
Scientific Institute Teachers' Academy



(structural unit)

 Olha VYHOVSKA

(Name)

“ 18 ” September 2025 p.

WORKING PROGRAMME OF ACADEMIC COURSE

Psychology, Pedagogy, and Educational Technologies in Higher Education

(name of the academic discipline)

level of higher education third (educational and scientific)

field of knowledge C "Social and Science, Journalism, Information, and International Relations"

(code and and title)

specialty C1 Economics and International Economic Relations

(code and and title)

educational programme Economics

(code and and title)

specialization _____

(code and and title)

type of discipline compulsory

(compulsory / for elective)

School of Economics

2025 / 2026 academic year

The programme was recommended for approval by to the Academic Council

“18” September 2025, Minutes № 7

PROGRAMME DEVELOPERS: (indicate authors, their academic degrees, academic titles and positions)
HOLOVATENKO Tetiana, Doctor of Philosophy, Deputy Director, Associate Professor of the Department Innovative Pedagogy, Educational Transformations and and Leadership;
LUNIACHEK Vadym, Doctor of Pedagogical Sciences, Professor, Professor of the Department Innovative Pedagogy, Educational Transformations and and Leadership;
CHEPURNA Viktoria, Candidate of Psychological Sciences, Associate Professor of the Department Innovative Pedagogy, Educational Transformations and and Leadership.

The programme was approved on at the meeting of the Department Innovative Pedagogy, Educational Transformations and and Leadership “01” September 2025 year, Minutes № 1
Acting Head of of the Department

 Nataliia NALYVAIKO

The programme was coordinated with the guarantor of educational (professional/scientific) of programme (head of the project group) of the third level «Economics»


Guarantor of the educational educational (professional/scientific) of programme of (head of the project group) the project group) of the third level "Economics"


_____ Volodymyr SOBOLIEV

The programme was coordinated by the Scientific and Methodological Commission of
School of Economics

Minutes of 26 August 2025 No. 1

Chair of the Scientific and Methodological Commission School of Economics


_____ Daria ZAHORSKA

INTRODUCTION

The course syllabus of the academic discipline «Psychology, Pedagogy and Educational Technologies in Higher Education" is developed in accordance with the educational and scientific programme of training

Doctor of Philosophy

(name level in Higher of Education, educational qualification level) level)

specialty C1 «Economics and International Economic Relations»

(code and and title)

educational of programme of «Economics».

1. Description of the academic course

1.1. Aim and tasks of the academic course

To develop in postgraduate students the capacity for innovative pedagogical and organizational activity in higher education institutions through fostering a high level of their professional culture. The course facilitates mastery of the general principles and methods of psychological and pedagogical sciences, their conscious application in the educational process and in one's own scientific research in the field of higher education.

1.2. Main objectives of the course

The objectives of studying the discipline “Psychology, Pedagogy, and Educational Technologies in Higher Education” are: to form a holistic understanding of modern theories and and concepts Pedagogy and Psychology in higher education; to develop the capacity to critical analysis of the educational process and educational policy in the context of transformations in Ukrainian and global higher education; to master the principles, methods and tools for organising effective adult learning; to become acquainted with innovative educational technologies; to develop skills in instructional design, facilitation of learning, assessment of outcomes, and reflective improvement of one's own teaching practice.

1.3. Amount of ECTS credits 3

1.4. Total number of hours – 90

1.5. Characteristics of the of the academic course	
Compulsory	
Full-time	Part-time
Year of training	
2	2
Semester	
3	3
Lectures	
18 hrs.	6 hrs.
Practical / seminar classes	
18 hrs.	6 hrs.
Laboratory classes	
0 hrs.	0 hrs.
Independent study	
54 hrs.	78 hrs.

Including individual assignments
not provided

1.6. Competencies to be developed by this course

SC04. Ability to carry out scientific and pedagogical activity in higher education institutions.

SC08. The ability to correctly identify the internal logic of the formation of priorities for the post-war revival of the Ukrainian economy in the context of its harmonization with the implementation of the 2030 Agenda for Sustainable Development; apply this Procedure in teaching activities.

1.7. Program learning results:

PLR07. To apply innovative scientific and pedagogical technologies, to formulate the content, learning goals, methods of their achievement, forms of control, and to be responsible for the effectiveness of the educational process in compliance with the norms of academic ethics and integrity.

1.8. Prerequisites:

Knowledge of the material of CC1. Philosophical Foundations of Scientific Knowledge.

2. Thematic plan of the academic course

Topic 1. Introduction to the Course. General Foundations of Pedagogy, Psychology and Pedagogical Innovation.

The subject, functions, and structure of modern pedagogy. Core pedagogical categories: teaching, education, development, the educational process, and pedagogical interaction. Education in the context of transformation: academic autonomy, the Sustainable Development Goals, and a new educational paradigm.

Main directions of modern psychology. Psychological patterns of adult learning, motivation, and self-reflection in the academic environment.

The concept of “innovation” in education and types of pedagogical innovations. Digitalization, blended formats, and open resources as components of pedagogical innovation.

The teacher as a researcher, facilitator, tutor, and mentor.

Topic 2. Trends in the Development of Higher Education in Ukraine in the Context of the Bologna Process.

Values and principles of the European Higher Education Area (EHEA). Student-centered learning. The competence-based approach in education. Quality assurance in education. Digitalization of education. Development of interdisciplinary educational programs and micro-credentials. Internationalization of higher education.

Topic 3. Structure of the and Characteristics of the educational process in higher education.

The regulatory and legal framework for organizing the educational process in higher education institutions. The structure of higher education in Ukraine in accordance with the European Qualifications Framework. Educational programs: design, structure, and learning outcomes. Organization of a student-centered educational process. Quality assurance of the educational process.

Topic 4. Psychological and pedagogical characteristics of teaching students of different ages.

Psychological characteristics of learners of different ages. Differentiation and individualization of learning in accordance with the social and personal needs of learners. Methods, forms, and tools of instruction most effective for ensuring high-quality education and training.

Formation of learners’ individual educational trajectories. Learner motivation. Characteristics of Generations Z and Alpha. Intergenerational interaction and cooperative learning. Psychological and pedagogical challenges in the context of war, migration, and change.

Topic 5. Instructional design classes in higher education.

The concept of instructional design: essence, goals, and functions. Main stages of instructional design for a learning session. Instructional design models (ADDIE, 5E, Gagné's model, SAM). Digital tools in instructional design.

Current challenges and prospects of instructional design. Universal Design for Learning. Adaptation to online and blended learning.

Topic 6. Modern technologies of teaching students in higher of education.

Concept and classification of educational technologies. Differences between methods, forms and technologies of learning. Project-Based Learning. Problem-Based Learning. Blended Learning. Flipped Classroom. Microlearning. Collaborative Learning. Mobile learning. Digital technologies and online tools. Educational technologies in conditions of uncertainty and war. Challenges and prospects of implementing modern technologies.

3. Structure of the academic course

Names of sections and topics	Number of hours											
	full-time						part-time					
	total	including					total	including				
l		p	lab.	indi v.	S/s	l		p	lab.	indi v.	S/s	
1	2	3	4	5	6	7	8	9	10	11	12	13
Topic 1. Introduction to the Course. General Foundations of Pedagogy, Psychology and Pedagogical Innovation.	13	4				9	30	2				13
Topic 2. Trends in the Development of Higher Education in Ukraine in the Context of the Bologna Process.	15	4	2			9	30					13
Topic 3. Structure of the and Characteristics of the educational process in higher education.	15	2	4			9	30					13
Topic 4. Psychological and pedagogical characteristics of teaching students of different ages.	15	2	4			9		2				13
Topic 5. Instructional design classes in higher education.	17	4	4			9		2	2			13
Topic 6. Modern technologies of teaching students in higher of education.	15	2	4			9		2	2			13
Total for semester	90	18	18			54	90	8	4			78

4. Practical classes

№	Topics	Number of hours
---	--------	-----------------

1.	Topic 1. Common and distinctive trends of the development of education of EU Countries and Ukraine.	2
2.	Topic 2. Organisation of a student-centred educational process in higher education institutions.	4
3	Topic 3. Differentiation and individualisation in teaching students.	4
4	Topic 4. Modelling a class in higher education institution based on Instructional Design Principles.	4
5	Topic 5. Peculiarities of applying modern technologies for higher education students.	4
	Total	18

5. Self-study tasks

*Students freely choose one project topic

№ with /	Навчальні теми	Number of hours (д)	Number of hours (with)
1	Project-based learning in higher education: designing a series of classes with PBL elements.	54	78
2	Blended learning technologies: designing a series of classes using digital tools.	54	78
3	Designing a series of classes using cooperative learning technology.	54	78
	Total hours	54	78

None

6. Independent study assignments

7. Teaching methods

Lecture and interactive methods: lectures with elements of discussion, case study analysis, and examples of contemporary educational practices. Brainstorming sessions for discussing pedagogical innovations and trends in higher education development.

Practical activities: designing learning modules, educational programs, and lesson instructional design. Modeling and analyzing learning situations considering the psychological and pedagogical characteristics of learners of different ages. Using digital platforms to create and test educational products.

Project-based and research activities: developing mini-projects using modern educational technologies (PBL, Flipped Classroom, Blended Learning, Microlearning).

Interactive methods for developing critical thinking: debates, discussions, comparative analysis of Ukrainian and European higher education experiences. Self-analysis and metacognitive exercises to foster reflection and motivation.

Online learning and digital tools: using collaboration platforms (MS Teams, Zoom, Moodle, Canva, Miro).

8. Assessment

Continuous assessment: Oral responses and active participation in discussions and brainstorming sessions; reflection on pedagogical cases; self-assessment and peer assessment of tasks completed within projects. Creation of an original educational product (course, module, or micro-project) with accompanying methodological documentation. Presentation and defense of the completed instructional design project, evaluated based on scientific justification, innovativeness, and practical value. Analytical reflection on the application of modern educational technologies and personal professional development.

Summative assessment: completion of a test on the MOODLE platform.

9. Scoring system

Example for final semester control

Current assessment and independent study		Exam	Total
Independent study (Project) 30	Oral responses during class 30	Test (Moodle) – 40	
60		40	100

Assessment Criteria

Project (minimum length – 12,000 characters) aligned with the course topic is submitted on the MOODLE platform and evaluated by the instructor for up to 30 points according to the following criteria:

Criterion 1. Methodological soundness of the lesson plan (0–8 points)

Points	Description
8	The lesson plan is clearly structured; includes objectives, expected outcomes, type of session, methods, forms, and tools. Age-specific characteristics of students are considered. Level – high.
6–7	All main structural elements are present, generally logical and well-formatted; moderate detail; minor flaws.
4–5	Structural errors present or not all elements are addressed; insufficient justification for chosen methods.
1–3	Lacks logic or serious structural issues; key components of the session are missing.
0	Lesson plan is absent or has no pedagogical value.

Criterion 2. Design and quality of didactic materials (0–6 points)

Points	Description
6	Materials align with the topic and objectives; creatively designed; include visual aids, digital tools, and interactive elements.
4–5	Materials are of good quality but less creative or partially aligned with the topic.
2–3	Limited set of materials, simple/template examples, no use of modern technologies.
1	Materials do not match the session content or are poorly designed.
0	Didactic materials not provided.

Criterion 3. Quality of the methodological note (0–6 points)

Points	Description
6	In-depth pedagogical analysis, clear justification of decisions with references to theory and practice.
4–5	Note is logical and argued, though less detailed or not all aspects are covered.
2–3	Superficial explanation, little analysis, general statements.
1	Very general description without justification or connection to scholarly approaches.
0	Methodological note absent or meaningless.

Criterion 4. Use of scholarly sources and citation (0–5 points)

Points	Description
5	≥5 recent sources (last 5 years) used; formatted according to the chosen standard (APA, DSTU, etc.).
4	Fewer sources or minor citation formatting issues.

Points	Description
2–3	Limited use of literature or citation standards violated.
1	Sources do not match the topic or are incorrectly formatted.
0	No sources or plagiarism detected.

Criterion 5. Academic integrity (0–5 points)

Points	Description
5	Work is original; use of external tools (AI, templates) indicated; all ethical norms observed.
4	Work generally independent, minor omissions in source/tool acknowledgment.
2–3	Partial copying without proper citation or undisclosed AI use.
1	Academic misconduct detected (improper formatting).
0	Plagiarism detected or work is entirely non-original.

Exam Assessment

The exam consists of test tasks of varying difficulty levels, hosted on the MOODLE platform. The minimum number of points a postgraduate student must achieve is 50% of the semester’s study material – 30 points.

A postgraduate student is allowed to take the final semester assessment only if they have earned the minimum required score of 30 points.

Results of non-formal learning may be recognized if supporting documents (certificates, statements, program descriptions) are provided, confirming the achievement of learning outcomes comparable to the course objectives.

Examples of relevant non-formal education include:

- Online courses (Coursera, Prometheus, etc.) on topics related to the course content;
- Participation in certified trainings and seminars on topics related to the course content;
- Certified programs on topics related to the course content offered by international organizations or universities.

The procedure for recognizing non-formal learning outcomes is carried out in accordance with the Procedure for Recognizing Learning Outcomes Obtained through Non-Formal Education at V.N. Karazin Kharkiv National University. Decisions are made by the faculty committee based on the submitted package of documents from the student.

Grading Scale

Total points for incand type ofи of the academic activity during the semester	Grade for the national scale
	for the exam
90 – 100	excellent
70-89	good
50-69	satisfactory
0-49	Not satisfactory

**10. Recommended Literature.
Required Reading**

Kuzminskyi A. I. I. Higher Education Pedagogy in Higher Education: teaching manual. Kyiv: Knowledge, 2005. 486 c.

Melnyk Yu. B. Higher Education Pedagogy: in diagrams and tables. Kharkiv: NANHU, KhOHOKZ, 2016. 64 p. doi:10.26697/9789669726063.2016

New Learning Technologies: Technologies learning : withб. science. pp. Issue 94 / Ін-т modernisation of content of Education, state science. incnoa ; [editor-in-chief: ed. Kreminskyi Б. Г. ; editorial board: Burlachuk Л. Ф. and n.]. - Zhytomyr : O. O. Yevenok, 2020. 337 p.

Higher Education Pedagogy in Higher Education. Foundations of Scientific Research: teaching manual / ed. by V. E. Luniachek, N. O. Tkachova; V. N. Karazin Kharkiv National University. Kharkiv: V. N. Karazin KhNU, 2024. 343 p.

Sbruieva, A. A. Comparative Pedagogy in Higher Pedagogy: national, European and global contexts: teaching manual. Comparative Higher Education: National, European

and Global Contexts : Handbook / Sbruieva A. A. ; Sumy state pedagogical ін-т м. А. Sumy State Pedagogical University named after A. S. Makarenko. Sumy: SumDPU, 2021. 314 p.

Fitsula M. M. Higher Education Pedagogy: teaching manual. 2nd ed., supplemented. Kyiv: Akademvydav, 2018. 456 p.

Additional resources

On higher education: Law of Ukraine from 01.07.2014 № 1556-VII // Database “Legislation of Ukraine” /SC of Ukraine. URL: <https://zakon.rada.gov.ua/laws/show/1556-18/ed20180101#Text>

On Education: Law of Ukraine from 05.09.2017 № 2145-VIII // Database “Legislation of Ukraine” /SC of Ukraine. URL: <https://zakon.rada.gov.ua/laws/show/2145-19/ed20170905#Text>

11. Informational resources in the Internet, Videolectures, and Other Methodological Support

V. O. Sukhomlynsky State Scientific and Pedagogical Library of Ukraine. URL: <https://dnpb.gov.ua>

Ministry of Education and and Science of Ukraine. URL: <https://www.mon.gov.ua>

V. I. Vernadsky Library of Ukraine University. URL: <http://www.nbu.gov.ua>

Academia. URL: <https://www.academia.edu>

Google Scholar. URL: <https://scholar.google.com>

Scopus. URL: <https://www.scopus.com>

Web of Science. URL: <https://webofknowledge.com>