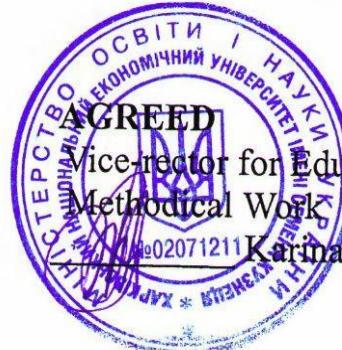MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
SIMON KUZNETS KHARKIV NATIONAL UNIVERSITY OF
ECONOMICS

APPROVED
Department of Pedagogy, Foreign Philology
Methodical and Translation
Protocol № 2 of 01.09.2025

AGREED
Vice-rector for Educational and
Methodical Work
_____ Karina NEMASHKALO

EDUCOLOGY
Program of the course

Field of knowledge	**All**
Speciality	**All**
Study cycle	**second (Master's)**
Study programme	**All**
Course status	**elective**
Language	**English**

Developer:
PhD (Pedagogy),
Associate Professor   Tetiana DEMENTIEVA

Head of Pedagogy, Foreign Philology
and Translation Department   Tetiana POHORIELOVA

Kharkiv
2025

МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ
ХАРКІВСЬКИЙ НАЦІОНАЛЬНИЙ ЕКОНОМІЧНИЙ УНІВЕРСИТЕТ ІМЕНІ СЕМЕНА КУЗНЕЦЯ

ЗАТВЕРДЖЕНО
на засіданні кафедри
педагогіки, іноземної філології та перекладу
Протокол № 2 від 01.09.2025 р.

ПОГОДЖЕНО
Проректор з навчально-методичної роботи
_____ Каріна НЕМАШКАЛО

ОСВІТОЛОГІЯ
робоча програма навчальної дисципліни (РПНД)

Галузь знань	всі
Спеціальність	всі
Освітній рівень	другий (магістерський)
Освітня програма	всі

Статус дисципліни   вибіркова

Мова викладання, навчання та оцінювання   англійська

Розробник:
канд. пед. наук, доцент   _Деф_   Тетяна ДЕМЕНТЬЄВА

Завідувач кафедри
педагогіки, іноземної філології та перекладу   Тетяна ПОГОРЄЛОВА

Харків
2025

INTRODUCTION

The task of further improvement of the entire general educational system is training of educators in all its links, i.e. transfer, assimilation, multiplication and use of knowledge, skills and other competences from a certain specialty as well as the formation of professional qualities, self-education and self-improvement among student youth. A special place in the educational system is occupied by training second (Master's) level students as highly qualified specialists capable of applying professionally modern forms in practice, methods and techniques of teaching in higher education, which determines a number of relevant pedagogical tasks that require scientific justification. Nowadays, while preparing applicants of the second (Master's) level of higher education, the issues of formation of general and professional competences are forwarded, because they make it possible to determine whether this or that graduate of a higher educational institution has skills for the modern labor market. This, in turn, significantly increases the role of such an educational discipline as "Education Studies".

The course "Education" is an elective discipline of the educational program. The study of the course is aimed at preparing applicants for the second (Master's) level of higher education for professional and pedagogical activity in a higher educational institution, forming competence and abilities to apply the acquired knowledge and skills in professional (analytical, teaching, research, advisory, communicative, organizational and methodological, educational) activities, and solving current problems of pedagogy.

The **purpose** of the course is to provide in-depth theoretical training in understanding the field of education in its sustainable development and to promote formation of knowledge about achievements and contradictions in theory and practice functioning of modern educational systems; professional development competencies of education managers based on the study of education as a field interdisciplinary scientific knowledge.

The **object** of the course is the education system in its sustainable development.

The **subject** of the course is the existing educational systems in its sustainable development, conditions and factors affecting the development of the educational system, dominant development of modern education, which determine the vector of the development of educational systems.

The learning outcomes and competencies formed by the course are defined in table 1.

Table 1

Learning outcomes and competencies formed by the course

Learning outcomes	Competencies
Know the conceptions of education and pedagogy development as well as the methodology of relevant research at the level of the latest achievements. Use modern digital technologies and resources in professional, innovative and research activities.	Ability to analyze theoretical and practical issues of pedagogy, particularly the history and the current situation of pedagogy development, critical analysis of basic pedagogical concepts, applying professional terminology; Ability to critical thinking, generate innovative ideas, analyze and synthesize holistic knowledge; Ability to determine the current situation and predict the further development of the educational system in HEI, in particular, mastering the methodology for analyzing educational activities in an educational institution, conducting pedagogical diagnostics and monitoring the quality of education.
Use modern digital technologies and resources in professional, innovative and research activities.	Ability to ensure the quality assurance in education, as well positive dynamics of learners' educational achievements; Ability to apply innovative teaching methods into the educational process;
Design and teach educational courses in higher education institutions, using the methods, tools and technologies necessary to achieve the course goals.	Ability to conduct a pre-design analysis, develop a draft educational course, evaluate the quality of the course, develop measures to improve the content, pedagogy and technologies applied in the course; Ability to teach and carry out advisory activities in the field of educational
Organise the educational process on the basis of student-centered, competency-based, contextual approaches and modern achievements of educational, pedagogical sciences; manage educational and cognitive activities; objectively assess the learning outcomes of students. Make effective, responsible decisions on educational/pedagogical management, particularly in new or unfamiliar	Ability to act based on ethical norms and procedures as well academic integrity, to be responsible for professional activity. Ability to ensure the quality assurance in education, as well positive dynamics of learners' educational achievements; Ability to apply innovative teaching methods into the educational process;

environments, with multiple criteria and incomplete or limited information.	

COURSE CONTENT
CONTENT MODULE 1. Educology is a scientific direction and integrated research in the field of education.

Topic 1. Educology and its scientific origins.

1.1 The history of the term «Educology».

1.2 Subject and tasks of the discipline «Educology».
1.3 How is educational theory different from educology?

Topic 2. History and etymology of the term «educology».

2.1 Essence and components of the term «Educology».

2.2 Examples of sub-funds of educology.

2.3 Origin of the term «Educology».

Topic 3. Components of educology training.

3.1 Study, education and educology: the difference between the terms.

3.2 Theory and educology. Disciplines requisite for producing educology.

3.3 Education as the dependent variable.

Topic 4. Educology as an interdisciplinary subject.
4.1 Aspects and components of educology.

4.2 Critical categories for arrangement of educology into sub funds.

Topic 5. Education as a social institution and a specific segment of legal and economic space
5.1 Education as a social institution. Interaction of education with other social institutions. Classification of social institutions, their features and purpose. Social norm.
5.2 Social policy in the field of education. Social subjects are participants' educational process, their needs and relationships. Legal relations in the field of education. Educational policy.
5.3 The sphere of education as an independent branch of economy, spiritual production and material accumulation. Education as an economic phenomenon and the economic growth factor.

CONTENT MODULE 2. Educational principles of functioning educational systems.

Topic 6. Competitiveness of educational systems.

6.1 Concept of competition and competitiveness of educational systems.

6.2 The main factors of global competition in the educational services market.

6.3 The impact of globalization on educational reforms.
6.4 Education as a field of projecting.

6.5 Monitoring of education.

6.6 Standardization and convergence of education.
6.7 Methods of evaluating the innovation policies efficiency of higher education institutions.

Topic 7. Innovative development of educational systems.

7.1 European strategies for the development of educational systems.

7.2 Factors affecting the development of educational systems.
7.3 Educational innovations.
7.4 Innovative educational activity.

7.5 The peculiarities of innovative education.

7.6 Innovative policy of the higher education institution.

Topic 8. Critical Categories for Forming Analytic, Normative and Empirical Meta-Educology.
8.1 Responsibilities of educological researchers.

8.2 Knowledge about education or knowing about education.

8.3 Transience of knowing or permanence of knowledge and representations of knowing.

8.4 The range of educological knowledge.

8.5 Range of knowing as combinations of levels, kinds and forms of knowing.

8.6 Educological understanding.

Topic 9. Professional education in the context of educational research.

9.1 The structure of global higher education.
9.2 Types of educational systems.

9.3 The system of education in France.

9.4 The system of education in Great Britain.

9.5 The system of education in Germany.

Topic 10. Educational innovations and their characteristics.
10.1 The peculiarities of distance learning.

10.2 Model types of educational institutions.

10.3 Distance learning experience in Europe.

The list of practical (seminar) studies in the course is given in table 2.

Table 2

The list of practical (seminar) studies

Name of the topic and/or task	Content
Topic 1.	Task 1. Prepare reports on the following topics: «The history of the term «Educology», «Subject and tasks of the discipline», «How is educational theory different from educology».
Topic 2.	Task 2. Prepare reports on the following topics: «Essence and components of the term «Educology», «Examples of sub-funds of educology», «Origin of the term «Educology»».
Topic 3.	Task 3. Prepare reports on the following topics: «Study, education and educology: the difference between the terms», «Theory and educology. Disciplines requisite for producing educology», «Education as the dependent variable».
Topic 4.	Task 4. Prepare reports on the following topics: «Aspects and components of educology», «Critical categories for arrangement of educology into sub-funds».
Topic 5.	Task 5. Prepare reports on the following topics: «Education as a social institution. Interaction of education with other social institutions. Classification of social institutions, their features and purpose. Social norm», «Social policy in the field of education. Social subjects are participants' educational process, their needs and relationships. Legal relations in the field of education. Educational policy», «The sphere of education as an independent branch of economy, spiritual production and material accumulation. Education as an economic phenomenon and the economic growth factor».
Topic 6.	Task 6. Prepare reports on the following topics: «Concept of competition and competitiveness of educational systems», «The main factors of global competition in the educational services market», «The impact of globalization on educational reforms», «Education as a field of projecting», «Monitoring of education», «Standardization and convergence of education», «Methods of evaluating the innovation policies efficiency of the higher education institutions».

Topic 7.	Task 7. Prepare reports on the following topics: «European strategies for the development of educational systems», «Factors affecting the development of educational systems», «Educational innovations», «Innovative educational activity», «The peculiarities of innovative education», «Innovative policy of the higher education institution».
Topic 8.	Task 8. Prepare reports on the following topics: «Responsibilities of educological researchers», «Knowledge about education or knowing about education», «Transience of knowing or permanence of knowledge and representations of knowing», «The range of educological knowing», «Range of knowing as combinations of levels, kinds and forms of knowing», «Educological understanding»
Topic 9.	Task 9. Prepare reports on the following topics: «The structure of global higher education», «Types of educational systems», «The system of education in France», «The system of education in Great Britain», «The system of education in Germany».
Topic 10.	Task 10. Prepare reports on the following topics: «The peculiarities of distance learning», «Model types of educational institutions», «Distance learning experience in Europe», «System of distance learning assessment in different European universities».

List of self - studies

The list of self-studies in the course is given in table 3.

Table 3

Name of the topic and/or task	Content
Topic 1.	Task 1. Study the material and highlight the main ideas for further discussion of the following topics: «The history of term educology», «Subject and tasks of the discipline «Educology», «How is educational theory different from educology».
Topic 2.	Task 2. Study the material and highlight the main ideas for further discussion of the following topics: «Essence and components of the term educology», «Examples of sub-funds of educology», «Origin of the term educology».
Topic 3.	Task 3. Study the material and highlight the main ideas for further discussion of the following topics: «Study, education and educology: the difference between the terms», «Theory and educology. Disciplines requisite for producing educology», «Education as the dependent variable».
Topic 4.	Task 4. Study the material and highlight the main ideas for further discussion of the following topics: «Aspects and components of educology», «Critical categories for arrangement of educology into sub- funds».

Topic 5.	Task 5. Study the material and highlight the main ideas for further discussion of the following topics: «Education as a social institution. Interaction of education with other social institutions. Classification of social institutions, their features and purpose. Social norm», «Social policy in the field of education. Social subjects are participants' educational process, their needs and relationships. Legal relations in the field of education. Educational policy», « The sphere of education as an independent branch of economy, spiritual production and material accumulation. Education as an economic phenomenon and the economic growth factor».
Topic 6.	Task 6. Study the material and highlight the main ideas for further discussion of the following topics: «Concept of competition and competitiveness of educational systems», «The main factors of global competition in the educational services market», «The impact of globalization on educational reforms», «Education as a field of projecting», «Monitoring of education», «Standardization and convergence of education», «Methods of evaluating the innovation policies efficiency of the higher education institutions»
Topic 7.	Task 7. Study the material and highlight the main ideas for further discussion of the following topics: «European strategies for the development of educational systems», «Factors affecting the development of educational systems», «Educational innovations», «Innovative educational activity», «The peculiarities of innovative education», «Innovative policy of the higher education institution».
Topic 8.	Task 8. Study the material and highlight the main ideas for further discussion of the following topics: «Responsibilities of educological researchers», «Knowledge about education or knowing about education», «Transience of knowing or permanence of knowledge and representations of knowing», «The range of educological knowing», «Range of knowing as combinations of levels, kinds and forms of knowing», «Educological understanding».
Topic 9.	Task 9. Study the material and highlight the main ideas for further discussion of the following topics: «The structure of global higher education», «Types of educational systems», «The system of education in France», «The system of education in Great Britain», «The system of education in Germany».
Topic 10.	Task 10. Study the material and highlight the main ideas for further discussion of the following topics: «The peculiarities of distance learning», «Model types of educational institutions», «Distance learning experience in Europe», «System of distance learning assessment in different European universities».

The number of hours of lectures, practical (seminar) studies and hours of self-study is given in the technological card of the course.

TEACHING METHODS

The following teaching methods are used during training and teaching of the course:

Explanatory and illustrative - to provide new knowledge and methods of action (lectures 1, 2, 3, 6, 9). Reproductive - for learning new knowledge and typical ways of acting, memorizing and reproducing the learned material according to a sample (practical lessons 6).

Problem presentation - for the formation of the ability to apply knowledge and methods of action in typical situations, analysis, development of critical thinking (lectures 3, 6, 9; lecture-dialogue 1; practical classes 4, 5, 7, 8, 10). Heuristic (partial search) for the formation of the ability to independently solve problem situations, find non-standard solutions (practical lessons 4, 5). Research - for the formation of skills of independent formulation of the problem and its solution, independent implementation of research (practical lesson 7).

Methods are also used in the educational process: verbal (explanations, conversations, lectures); practical (exercises, practical works, presentations); methods of stimulating and motivating educational and cognitive activities (gaming, training, interactive, discussions). Practical seminar classes are focused on students' independent preparation of projects, creative works, situational exercises, their presentation and discussion in group, analysis of pedagogical situations, fragments of educational process from the standpoint of theoretical ideas, concepts, own pedagogical views, organization of micro-teaching students.

FORMS AND METHODS OF ASSESSMENT

The University uses a 100-point cumulative system for assessing the learning outcomes of students.

Current control is carried out during lectures, practical and seminar classes and is aimed at checking the level of readiness of the student to perform a specific job and is evaluated by the amount of points scored.

Semester control is carried out in the form of a credit and is assessed based on the results of the applicant for higher education of the second (Master's) level performing certain types of work in practical (seminar) classes.

The maximum amount is 100 points; the minimum required amount is 60 points.

The final grade in the course is the sum of all points received during the current control and credit.

During the teaching of the course, the following control measures are used:

Current control: competence-oriented tasks on topics (maximum score – 10 points (six competence-oriented tasks during the semester, total maximum number of points – 60); presentation of an individual task (project) (two presentations during the semester,

total maximum score – 20 points); final control work (two final control works, total maximum score – 20 points).

Semester control: grading including a credit (100 points).

More detailed information on the assessment system is provided in the technological card of the course.

RECOMMENDED LITERATURE

Main

1. Актуальні питання забезпечення якості освіти в університеті: прикладні дослідження за 2019/20 навчальний рік: наук. вид. / В. С. Пономаренко, Г. А. Полякова, С. О. Назарова, С. М. Голубєв, Т. О. Кутвицька [та ін.] ; за заг. ред. В. С. Пономаренка ; Харківський національний економічний університет імені Семена Кузнеця. – 138 с. https://repository.hneu.edu.ua/bitstream/123456789/27760/3/2022-%d0%b7%d0%b0%20%d0%b7%d0%b0%d0%b3%20%d1%80%d0%b5%d0%b4%20%d0%9f%d0%be%d0%bd%d0%be%d0%bc%d0%b0%d1%80%d0%b5%d0%bd%d0%ba%d0%b0%20%d0%92%d0%a1%2019-20.pdf.

2 .Вступ до освітології: навчальний посібник / Упорядники: В.О.Огнев'юк, С.О.Сисоєва. Київ: ВП «Едельвейс», 2017. – 382 с.

Additional

3. Agadzhanova R. The importance of students' autonomous learning ability./ S. Kuznets KhNUE PTS website [Electronic resource]. – Access mode: http://repository.hneu.edu.ua/handle/123456789/25854.

4. Christensen J. E. Educology: An Overview. [Electronic resource]. – Access mode: https://jamesechristensen.com/educology-an-overview.

5. Educology Website at Indiana University. Knowledge of education. [Electronic resource]. – Access mode: https://educology.tedfrick.me/knowledge.html.

6. Frick T. W. Importance of educology for improving educational systems. [Electronic resource]. – Access mode:https://www.researchgate.net/publication/337735132_Importance_of_Educology_for_Improving_Education_Systems.

7. Frick T. W. (2021). Educology Is Interdisciplinary: What Is It? Why Do We Need It? Why Should We Care? / T. W. Frick // Intersections across disciplines: Interdisciplinarity and learning. Association for Educational Communications and Technology (AECT) and Springer. 2021. PP. 27-42.

Information resources

8. Сайт ПНС імені С. Кузнеця. Дисципліна : EDUCOLOGY (English) / A.Shevchuk. [Електронний ресурс]. – Режим доступу : https://pns.hneu.edu.ua/course/view.php?id=10302

9. Освітній портал [Електронний ресурс]. – Режим доступу:https://e-osvita.org (дата звернення: 13.12.2025).

10. Офіційний сайт МОН України [Електронний ресурс]. – Режим доступу: https://mon.gov.ua (дата звернення: 13.12.2025).