



Syllabus Course Program



Project Management in Education

Specialty

011 Educational, pedagogical sciences

Institute

Educational and Scientific Institute of Social and Humanitarian Technologies

Educational program

Pedagogy of high school

Department

Pedagogy and Psychology and Social System Control named after I. A. Ziaziun (301)

Level of education

Master's level

Course type

Special (professional), Mandatory

Semester

2

Language of instruction

English

Lecturers and course developers



First name and surname

olena.lapuzina@khpi.edu.ua

Candidate of Pedagogical Sciences, Associate Professor, Professor NTU "KhPI"

Work experience - 35 years. The author of more than 140 scientific, educational and educational-methodological works. Leading lecturer in the disciplines: "Monitoring the quality of education in higher education", "Psychological and pedagogical principles of safety in education", "Didactic systems and educational technologies in higher education", "Leadership in teaching activities", "Project management in education", "Fundamentals of higher school pedagogy".

[More about the lecturer on the department's website](#)

<https://web.kpi.kharkov.ua/ppuss/uk/portfolio-lapuzinoyi-oleny-mykolayivny/>

General information

Summary

The purpose of teaching the educational discipline "Project Management in Education" is to provide students with systematized knowledge of the theoretical foundations of project management technology and the formation of practical skills for its effective use in the organization of the educational process and psychological-pedagogical research.

Course objectives and goals

Formation of a knowledge system on project management technology and features of their application in the educational process. Development of organizational skills and effective implementation of educational projects and pedagogical research. Development of practical skills in forming a management team and organizing its effective activities. Development of practical and procedural skills of the results' approbation of project implementation on the basis of academic integrity.

Format of classes

Lectures, practical classes, consultations, self-study. Final control in the form of an exam.

Competencies

General competences:

- GC 1. Ability to abstract thinking, analysis and synthesis.
- GC 2. Ability to search, process and analyze information from various sources.
- GC 3. Ability to apply knowledge in practical situations.
- GC 4. The ability to learn and master modern knowledge.
- GC 6. The ability to identify, pose and solve problems.
- GC 7. Ability to interpersonal interaction.
- GC 8. The ability to act socially responsibly and consciously.
- GC 10. Ability to conduct research at the appropriate level.

Competencies of specialization:

- CS 2. The ability to apply and develop new approaches to solving problems of a research and/or innovative nature in the field of education and pedagogy.
- CS 9. Ability to use modern information and communication and digital technologies in educational and research activities.

Learning outcomes

- LO 1. To know at the level of the latest achievements the concept of development of education and pedagogy, the methodology of using project management technology.
- LO 2. Use modern digital technologies and resources in professional, innovative and research activities.
- LO 3. To form a pedagogically expedient partner interpersonal interaction, to carry out business communication, to clearly and unambiguously convey one's own reasoning, conclusions and arguments on issues of education and pedagogy to specialists and the general public, to conduct a problem-thematic discussion.
- LO 4. Communicate freely in national and foreign languages orally and in writing to discuss the results of educational and professional activities, presentation of scientific research and innovative projects.
- LO 6. Develop and implement innovative and research projects in the field of education/pedagogy and interdisciplinary level in compliance with legal, social, economic, ethical norms.
- LO 9. Search for the necessary information on educational/pedagogical sciences in printed, electronic and other sources, analyze, systematize it, assessing reliability and relevance.

Student workload

The total volume of the course is 90 hours (4 ECTS credits): lectures - 32 hours, workshops - 16 hours, self-study - 58 hours.

Course prerequisites

To successfully pass the course, you need to have knowledge and practical skills in the discipline: "Fundamentals of higher education pedagogy", "Didactic systems and educational technologies in higher education" and "Monitoring the quality of education in higher education".

Features of the course, teaching and learning methods, and technologies

Lectures are conducted interactively using multimedia technologies. Practical classes (workshops) use a project approach to learning, game methods, and focus on the application of innovative pedagogical information technologies in educational monitoring. Active learning methods that are used: discussion, brainstorming, problem-based methods, the method of specific practical situations, business and role-playing games. Study materials are available to students through OneDrive of NTU KhPI.

Program of the course

Topics of the lectures

Topic 1. Introduction to the discipline.

Subject, goal and task, learning outcomes. Project Management in Education as the technology.

Topic 2. The essence of project management and its theoretical and methodological foundations.

The project team as a temporary team. The main characteristics of the project, participants in its implementation and other interested parties.

Topic 3. Peculiarities of project management in the field of education.

Managerial competence of a teacher-researcher: the practice of using project management technology (examples from various types of activities in the field of education and higher education practice).

Topic 4. Development of a general project plan.

Procedural and operational competence of the teacher as a researcher and project manager. The practice of developing project goals, requirements for its results, and a schedule of project stages.

Topic 5. Formation and activity of the project management team.

Operational aspects of the project management team. The nature of the project manager's relationship with the management team. Meetings of the management team and chairing them.

Topic 6. Project limits and its life cycle.

The essence of the life cycle of the project and its result. Life cycle models. The life cycle of rapid prototyping.

Topic 7. Project quality management plan.

Traceability of the process of fulfilling the client's requirements. Situations where small mistakes contribute to big success. Variations and interactions. Plan for the implementation of regulatory requirements.

Topic 8. Staffing of the project.

Determining the need for human resources. Time allocation and workload of human resources. Management of personnel resources. Communication with the project staff.

Topics of the workshops

Topic 1. Spheres of application and goals of the projects. The structure of the project and features of its implementation.

Topic 2. The meaning of the concept of project management and the methodology of its implementation.

Topic 3. The project nature of the goals and objectives of education. Main types of educational projects and characteristic features of their implementation.

Topic 4. Principles and goals of planning in project management. Sequence of activities. Drawing up a work schedule. Project schedule management.

Topic 5. The composition of the management team and its activities. Location and functions of the project management team.

Topic 6. Definition of project boundaries. Limitations specific to educational projects. Boundary management. Assumptions and boundary requirements.

Topic 7. The quality of the project and compliance with the client's requirements. The meaning and evaluation of the quality of the educational project. Mechanisms of control and verification of the fulfillment of requirements.

Topic 8. Project staffing plan. Principles of personnel selection. Relationship management. Completing the project team and forming a team culture.

Topics of the laboratory classes

Laboratory work within the discipline is not provided.

Self-study

The course involves the completion of a term paper in the form of an essay and a computer presentation in the Power Point program. The result of such work is the student's report in class and readiness to answer questions according to the chosen topic. Calculations and modeling is drawn up in a written report. Students are recommended a list of topics and additional materials (videos, articles) for independent study and analysis.

Course materials and recommended reading

Basic literature

1. Evans, T., & Nation, D. (2013). 12 Educational Technologies: reforming open and distance education. Reforming open and distance education: Critical reflections from practice, 196.
2. L.M. Nkomo, B.K. Daniel, R.J. Butson, Synthesis of student engagement with digital technologies: a systematic review of the literature. – International Journal of Educational Technology in Higher Education, 18 (1) (2021), pp. 1-26
3. Y. Beldarrain. Distance education trends: Integrating new technologies to foster student interaction and collaboration. – Distance education, 27 (2) (2006), pp. 139-153

4. M.A. Camilleri, A.C. Camilleri. The acceptance of learning management systems and video conferencing technologies: Lessons learned from COVID-19. – *Technology, Knowledge and Learning* (2021), pp. 1-23
5. J. Sandars, S. Schroter. Web 2.0 technologies for undergraduate and postgraduate medical education: an online survey. – *Postgrad. Med. J.*, 83 (986) (2007), pp. 759-762
6. V. Arkorful, N. Abaidoo. The role of e-learning, advantages and disadvantages of its adoption in higher education. – *International Journal of Instructional Technology and Distance Learning*, 12 (1) (2015), pp. 29-42
7. J. Zhang. A cultural look at information and communication technologies in Eastern education. – *Educational Technology Research and Development*, 55 (3) (2007), pp. 301-314

Supplementary literature

1. E.Y. Barakina, A.V. Popova, S.S. Gorokhova, A.S. Voskovskaya. Digital Technologies and Artificial Intelligence Technologies in Education. – *European Journal of Contemporary Education*, 10 (2) (2021), pp. 285-296
2. R. Mason. Learning technologies for adult continuing education. – *Studies in Continuing Education*, 28 (2) (2006), pp. 121-133
3. U. Murod, B. Suvankulov, M. Bakiyeva, D. Nusratova. Fundamentals of Creation and Use of Interactive Electronic Courses on the Basis of Multimedia Technologies. – *Annals of the Romanian Society for Cell Biology* (2021), pp. 6860-6865
4. D. Kellner. New technologies/new literacies: Reconstructing education for the new millennium. – *Teaching Education*, 11 (3) (2000), pp. 245-265
5. S. Mystakidis, A. Christopoulos, N. Pellas. A systematic mapping review of augmented reality applications to support STEM learning in higher education. – *Education and Information Technologies* (2021), pp. 1-45
6. Pinho, C., Franco, M., & Mendes, L. (2021). Application of innovation diffusion theory to the E-learning process: higher education context. *Education and Information Technologies*, 26(1), 421-440.
7. E.A. Tokareva, Y.V. Smirnova, L.G. Orchakova. Innovation and communication technologies: Analysis of the effectiveness of their use and implementation in higher education. – *Education and Information Technologies*, 24 (5) (2019), pp. 3219-3234
8. B.R. Robin, S.G. McNeil, D.A. Cook, K.L. Agarwal, G.R. Singhal. Preparing for the changing role of instructional technologies in medical education. – *Acad. Med.*, 86 (4) (2011), pp. 435-439
9. V. Bozalek, D. Ng'ambi, D. Gachago. Transforming teaching with emerging technologies: Implications for higher education institutions. – *South African Journal of Higher Education*, 27 (2) (2013), pp. 419-436.

Assessment and grading

Criteria for assessment of student performance, and the final score structure

100% of the final grade consists of assessment results in the form of an exam (40%) and ongoing assessment (60%).
 Exam: written assignment (3 questions on theory) and oral presentation.
 Current assessment: 1 online module test and individual assignment (20% each).
 A rating system is also provided.

Grading scale

Total points	National	ECTS
90–100	Excellent	A
82–89	Good	B
75–81	Good	C
64–74	Satisfactory	D
60–63	Satisfactory	E
35–59	Unsatisfactory (requires additional learning)	FX
1–34	Unsatisfactory (requires repetition of the course)	F

Norms of academic integrity and course policy

The student must adhere to the Code of Ethics of Academic Relations and Integrity of NTU "KhPI": to demonstrate discipline, good manners, kindness, honesty, and responsibility. Conflict situations should be openly discussed in academic groups with a lecturer, and if it is impossible to resolve the conflict, they should be brought to the attention of the Institute's management.

Regulatory and legal documents related to the implementation of the principles of academic integrity at NTU "KhPI" are available on the website: <http://blogs.kpi.kharkov.ua/v2/nv/akademichna-dobrochesnist/>

Approval

Approved by

Date, signature

Head of the department
Oleksandr ROMANOVSKY

Date, signature

Guarantor of the educational program
Tetyana SOLODOVNIK

