

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

NATIONAL TECHNICAL UNIVERSITY

«KHARKIV POLYTECHNIC INSTITUTE»

Department of Department of Pedagogy and Psychology of Social System
Management named after I. A. Ziaziun

SELF-STUDY GUIDELINES

for the «Monitoring the quality of education in higher education»

course

for full-time students of the second (Master's) level of higher education,
specialty 011 «Educational, pedagogical sciences»,
educational program «Pedagogy of High School»

Author: Olena Lapuzina

Kharkiv
NTU «KhPI»
2025

Teaching materials for lectures

Plan of lecture classes

Topic	Number of hours
Introduction to the discipline. Subject, goal and task, learning outcomes. Functioning of the higher education system	4
Quality of education. The quality of training of applicants as a subject of research. "NQF" (National Qualifications Framework).	4
Monitoring the quality of higher education. Types and algorithm of monitoring.	4
Educational monitoring. Principles, functions, types, tasks of educational monitoring.	4
System of quality assurance of higher education. NAQAHE (National Agency for Quality Assurance of Higher Education): status and authority.	4
Basics of the theory of pedagogical measurements. Development zones and cooperation technology.	4
Methods and tools Evaluation criteria. Academic integrity and plagiarism prevention. Academic responsibility.	4
Approbation of the research results. Methodology for the development of the management system and the guarantee of the quality of education in higher education institutions	4

Topic 1. Introduction to the discipline.

Subject, goal and task, learning outcomes. Functioning of the higher education system

Recommended reading:

1. Aboramadan, M., Dahleez, K., & Hamad, M. H. (2021). Servant leadership and academics outcomes in higher education: the role of job satisfaction. *International Journal of Organizational Analysis*, 29(3), 562-584. <https://doi.org/10.1108/IJOA-11-2019-1923>
2. Berhanu, K., & Derib, A. (2023). Leadership commitment and challenges of implementing evidence-based policymaking approaches in higher education institutions. *International Journal of Educational Development*, 85, 102468. <https://doi.org/10.1016/j.ijedudev.2021.102468>

3. DeJonckheere, M., Lindquist-Grantz, R., Toraman, S., Haddad, K., & Vaughn, L. M. (2019). Intersection of mixed methods and community-based participatory research: A methodological review. *Journal of Mixed Methods Research*, 13(4), 481-502. <https://doi.org/10.1177/1558689818778469>
4. Demir, F. (2020). Evidence-Based Policy-Making: Merits and Challenges. In: Farazmand, A. (eds) *Global Encyclopedia of Public Administration, Public Policy, and Governance*. Springer, Cham. https://doi.org/10.1007/978-3-319-31816-5_3901-5
5. Diery, A., Knogler, M., & Seidel, T. (2021). Supporting evidence-based practice through teacher education: A profile analysis of teacher educators' perceived challenges and possible solutions. *International Journal of Educational Research Open*, 2, Article 100056. <https://doi.org/10.1016/j.ijedro.2021.100056>

Topic 2. Quality of education.

The quality of training of applicants as a subject of research. "NQF" (National Qualifications Framework).

Recommended reading:

1. "NQF" (National Qualifications Framework). <https://www.etf.europa.eu/sites/default/files/2021-11/ukraine.pdf>
2. Jixiang Zhou, Zhiyun Wang, Yihan Wang & Zhong Zhao. (2024). Research on the Development Path for Training High-quality Application-oriented Talents in New Era. *SHS Web Conf. Volume 190, 2024 International Conference on Educational Development and Social Sciences (EDSS 2024)* <https://doi.org/10.1051/shsconf/202419003026>
3. Zhao, Conghuan, Yuan Wang. (2024). A comprehensive assessment of self-leadership among students in China's ethnic regions: Insights and implications for higher education. *Studies in Higher Education*, 1–23. DOI:10.1080/03075079.2024.2349662 https://www.researchgate.net/publication/380341207_A_comprehensive_assessment_of_self-leadership_among_students_in_China's_ethnic_regions_insights_and_implications_for_higher_education
4. Chenghua Liu, Chunxia Yang. (2023). Build A Multi-Dimensional Collaborative Logistics Talent Training Model-Taking Chengdu University of Information Technology as an example. *SHS Web Conf. Volume 152, 2023. 8th Annual International Conference on Social Science and Contemporary Humanity Development (SSCHD2022)*. <https://doi.org/10.1051/shsconf/202315203011>
5. Yan Ma. Qiuzhen Yan. (2023). The Exploration of Curriculum Ideological and Political Education Based on "Project + BOPPPS" Mode. *SHS Web of Conf. Volume 171, 2023 4th International Conference on Mental Health, Education and Human Development (MHEHD 2023)* <https://doi.org/10.1051/shsconf/202317102021>

Topic 3. Monitoring the quality of higher education.

Types and algorithm of monitoring.

Recommended reading:

1. Gu, Q.Y. (2022). Research on teaching quality evaluation model of higher education teachers based on bp neural network and random matrix. *Mathematical Problems in Engineering*, 2022. <https://doi.org/10.1155/2022/5088853>
2. Chen, H.Y. (2022). The mixed teaching quality evaluation model of applied mathematics courses in higher vocational education based on artificial intelligence. In *Advanced Hybrid Information Processing: 5th EAI International Conference, ADHIP 2021, Virtual Event, Proceedings, Part II*, 443–454. https://doi.org/10.1007/978-3-030-94554-1_35
3. Sokoli, D., Trunk Širca, N., Koren, A. (2021). Quality of teaching in Kosovo's higher education institutions: Viewpoints of institutional leaders and lecturers. *Human Systems Management*, 40(5): 685–700. <https://doi.org/10.3233/HSM-201155>
4. Vlachopoulos, D., Makri, A. (2021). Quality teaching in online higher education: The perspectives of 250 online tutors on technology and pedagogy. *International Journal of Emerging Technologies in Learning (IJET)*, 16(6): 40–56. <https://doi.org/10.3991/ijet.v16i06.20173>

Topic 4. Educational monitoring.

Principles, functions, types, tasks of educational monitoring. Work experience of higher institutions for activating the leadership potential.

Recommended reading:

1. Qi, X., Tan, A., Gao, Y. (2022). Higher education teaching quality evaluation model based on improved RBF neural network. *Wireless Communications and Mobile Computing*, 2022: 5495728. <https://doi.org/10.1155/2022/5495728>
2. Ai, L., & Feng, T. (2022). Application of BP Neural Network in Teaching Quality Evaluation of Higher Vocational Education. *Mobile Information Systems*, 8644276. <https://doi.org/10.1155/2022/8644276>
3. Wu, F., & Fang, Y. (2022). Multilevel Evaluation of Teaching Quality in Higher Education Using Single-Valued Neutrosophic Set. *Mobile Information Systems*, 2022: 6217191. <https://doi.org/10.1155/2022/6217191>
4. Liu, Z., Shanshan, G., & Yuan, S. (2019, August). Research on teaching process management and quality monitoring system for higher education. In *2019 10th International Conference on Information Technology in Medicine and Education (ITME)* (pp. 485–489). IEEE. <https://doi.org/10.1109/ITME.2019.00114>
5. Wang, Y., & Yang, Y. (2020). Research on Higher Vocational Teaching Quality Improvement Based on Educational Big Data. In *2020 International Conference on Communications, Information System and Computer Engineering (CISCE)*. pp. 227–230. IEEE. <https://doi.org/10.1109/CISCE50729.2020.000517>

Topic 5. System of quality assurance of higher education.

NAQAHE (National Agency for Quality Assurance of Higher Education): status and authority.

Recommended reading:

1. Svitlana Zaskaleta (2020). Higher education quality assurance: Finland's experience. *Continuing Professional Education Theory and Practice. International Journal of Progressive Education*, 16(1), 54–66. DOI:10.28925/1609-8595.2020.2.15
2. Lynova, I. (2019). PhD Education Quality Evaluation: Experience of Universities of Lithuania and Finland). *Neperervna profesiina osvita: teorija i praktyka*, 3, 82–87. <http://dx.doi.org/10.28925/1609-8595.2019.3.8287>.
3. Manatos, M. J.; Huisman, J. (2020). The use of the European Standards and Guidelines by national accreditation agencies and local review panels. *Quality in higher education*, 26 (1), 48–65. 10.1080/13538322.2020.1728835
4. Overberg, J., Lehmkuhl, P., Schütz, M., Rübken, H. (2020). (Re)reforming external quality assurance in higher education—the Finnish case. *European Journal of Higher Education*. <https://doi.org/10.1080/21568235.2020.1718519>

Topic 6. Basics of the theory of pedagogical measurements.

Development zones and cooperation technology

Recommended reading:

1. C. Geveke, H. Steenbeek, J. Doornenbal, P. Van Geert. Pedagogical Content Knowledge in Real-Time Interaction? An Illustration from the Field of Out-of-School Science Activities. *International Journal of Complexity in Education*, 1(1), 2020. Inaugural Issue. https://www.researchgate.net/publication/344489865_How_to_Measure_Expressed_Pedagogical_Content_Knowledge_in_Real-Time_Interaction_An_Illustration_from_the_Field_of_Out-of-School_Science_Activities
2. Janne Väättäjä, Heli Ruokamo. Conceptualizing dimensions and a model for digital pedagogy. *Journal of Pacific Rim Psychology* 15(1):183449092199539, March 2021, DOI:10.1177/1834490921995395 https://www.researchgate.net/publication/350584811_Conceptualizing_dimensions_and_a_model_for_digital_pedagogy
3. Alhamad, B. 2021. “Enhancing Employability through Student Empowerment in the Light of Economical Challenges.” *Asian ESP Journal* 17 (4): 33–45.

Topic 7. Formation of the organizational activity of education-seeking leaders

Methods and tools Evaluation criteria.

Academic integrity and plagiarism prevention. Academic responsibility.

Recommended reading:

1. Zaman, N. A. B., Yatin, S. F. M., Saad, N. S., Rashid, S. N., Kamis, Y., Abd Kadir, I. K., & Dollah, W. Ab K.W. (2020). Plagiarism and Academic Integrity. *International Journal of Academic Research in Business and Social Sciences*. 10(11), 1138-1149. <http://dx.doi.org/10.6007/IJARBSS/v10-i11/8189> DOI:10.6007/IJARBSS/v10-i11/8189
2. Alemi, M. (2020). EFL learners' perceptions of ethics in the classroom. *Research in English Language Pedagogy*, 8(2), 349-373.
3. S. Djouhari, M. L. Belkacemi, M. Abdelhamid, Salim Hammi. Methods of Measuring and Evaluating the Quality of High Education. *Journal for Educators, Teachers and Trainers*. Vol.15(2)ISSN1989–9572 <https://jett.labosfor.com>

Topic 8. Approbation of the research results.

Methodology for the development of the management system and the guarantee of the quality of education in higher education institutions

Recommended reading:

1. Lilia Klochek, Lidiya Snitsarchuk, Emiliya Ohar. The system for assessing the quality of education in the universities of the leading countries of the world. *Universidade Federal de Sergipe*. vol. 15, núm. 34, e17086, 2022. DOI: <https://doi.org/10.20952/revtee.v15i34.17086>
2. Wariyo, L. (2020). Higher Education Quality Assessment in Ethiopia: A Comparative Study. *Multidisciplinary Journal for Education, Social and Technological Sciences*, 7(1), 1-31. <https://doi.org/10.4995/muse.2020.10512>
3. Yetik, E, Ozdamar, N & Bozkurt, A (2020). “Seamless learning design criteria in the context of open and distance learning”, *Managing and Designing Online Courses in Ubiquitous Learning Environments*, pp.106-127. <https://doi.org/10.4018/978-1-5225-9779-7.ch006> Nairobi). Retrieved from: <http://erepository.uonbi.ac.ke/handle/11295/154074> , Accessed on February 15, 2024

Methodological materials to ensure students' self-study

Students` self-study (SSS) occupies a leading place in the system of modern higher education. Of all the types of learning activities, the SSS largely ensures the formation of independence as a leading trait of a student's personality.

Independent work completes the tasks of all other types of learning activities. After all, knowledge that has not become the object of one's own activity cannot be considered a person's real property. Therefore, SSS has educational, personal and social significance.

Learning activity is characterized by subjectivity, activity, subject matter, purposefulness, structure and content.

Special features of independent learning activities are the following:

- changes in the subject itself;
- dependence on the student's level of development and reliance on the achieved level of development;
- mastering general methods of action and scientific concepts;
- precedence of general methods of action to solving problems;
- dependence of changes in mental properties and behavior of students on the results of their own actions.

Performing self-study involves:

1. Study of educational literature using the university library and the Internet.
2. Study of educational material given for self-study.
3. Mastering knowledge, types and methods of activity in a particular subject area.
4. Self-checking of the acquired knowledge with the help of the questions presented.

If necessary, you can get individual advice from a teacher on how to perform self-study. To do this, the department develops a schedule of teacher consultations each semester.

Questions for self-study

1. Identify the key qualities of educational monitoring.
2. Explain the educational monitoring programs.
3. Describe different Models of educational monitoring.
4. Give an Example of Educational monitoring.
5. Describe the earliest studies of educational monitoring.
6. Analyze the main purpose of educational monitoring.
7. Describe how could educational monitoring be used in education.
8. Describe the Different Types of educational monitoring.

9. Describe what does it mean “Educational Monitoring in Higher Education”.
12. Describe the educational monitoring skills.
13. Describe the main principles of educational monitoring.
15. Analyze the features about educational monitoring.

Literature for self-study:

1. The Regulation on Quality Assurance System of the National Agency For Higher Education Quality Assurance. –Ukraine. – Kyiv, 2021. Aleksyuk A. M. Pedahohika vyshchoi shkoly. Istoriia. Problemy / A. M. Aleksyuk. – Kyiv : Lybid, 1998. – 558 s. <https://en.naqg.gov.ua/wp-content/uploads/2022/10/39a72619-7e02-4b62-a1fa-84f2a1314bcd.pdf>
2. Right to higher education: unpacking the international normative framework in light of current trends and challenges. UNESCO Right to Education Initiative 2022 <https://www.unesco.org/en/articles/new-unesco-report-unpacks-current-trends-and-challenges-right-higher-education>
3. Yang, C., Zhang, W., Wu, S., Kee, D. M. H., Liu, P., & Deng, H. (2021). Influence of chief executive officer servant leadership on middle managers' voice behavior. *Social Behavior and Personality: An International Journal*, 49(5), 1-13. <https://doi.org/10.2224/sbp.9945>
4. Attaran, M., Attaran, S., & Kirkland, D. (2020). *Handbook of Research on Social and Organizational Dynamics in the Digital Era* (E. C. Idemudia, Ed.; Vol. 18). IGI Global. <https://doi.org/10.4018/978-1-5225-8933-4>
5. The Role of Social Media in Shaping Public Opinion and Its Influence on Economic Decisions. *Technology and Society Perspectives (TACIT)*, 1(1), 35–44. <https://journal.literasisainsnusan-tara.com/index.php/tacit/article/view/37>
6. Yetik, E, Ozdamar, N & Bozkurt, A (2020). “Seamless learning design criteria in the context of open and distance learning”, *Managing and Designing Online Courses in Ubiquitous Learning Environments*, pp.106-127. <https://doi.org/10.4018/978-1-5225-9779-7.ch006> Nairobi). Retrieved from: <http://erepository.uonbi.ac.ke/handle/11295/154074> , Accessed on February 15, 2024

Methodological recommendations/teaching materials for conducting practical classes

Plan of practical classes

Topic	Number of hours
Requirements of the labor market for the training of modern specialists	2
Socio-psychological context of the quality of education	2
Elements of the monitoring system	2
HIE (higher education institutions): mission, vision, development strategies. Rating of HIE Indicators	2
Monitoring the quality of the educational process. Foreign experience in monitoring the quality of education. Approaches to the organization of the educational process, its essence and characteristics: student-centered, competence-contextual, systemic, etc.	2
Development zones and cooperation technology	2
The method of preparing homogeneous and heterogeneous tests	2
Correlation of the form of the task and the type of KSPS (Knowledge - Skills – Practical Skills) that are checked, evaluation criteria	2

Practical tasks for the classes

1. Prepare a speech (3 minutes) about The relevance of monitoring in higher education.
2. Analyze the issue of educational monitoring.
3. Analyze the literature of educational monitoring in teaching and make a presentation.
4. Prepare a speech on one of the topics of your choice:
5. Developing Educational Monitoring Skills.
6. The theoretical aspects of educational monitoring.
7. Principles, functions, types, the mechanism of monitoring the quality of education in higher institutions.
8. Formation of practical skills in the effective use of methodology, tools and criteria for pedagogical measurement, interpretation of research results.

9. Approval and implementation the mechanism of monitoring the quality of education in higher institutions into practice.

Recommended reading:

1. Marciniak, R., & Cáliz Rivera, C. (2021). A System of Indicators for the Quality Assessment of Didactic Materials in Online Education. *The International Review of Research in Open and Distributed Learning*, 22(1), 180-198. <https://doi.org/10.19173/irrodl.v22i1.5069>
2. Olmos-Gómez, M.d.C., Luque-Suárez, M.; Ferrara, C., Cuevas-Rincón, J.M. (2021) Quality in Higher Education and Satisfaction among Professors and Students. *Eur. J. Investig. Health Psychol. Educ.*, 11, 219–229. <https://doi.org/10.3390/ejihpe11010017>
3. Davis, N. (2020). The Globalisation of Education Through Teacher Education with New Technologies: A View Informed by Research Through Teacher Education with New Technologies:. *AACE Review (formerly AACE Journal)* 8-12. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). Retrieved February 17, 2025 from <https://www.learntechlib.org/primary/p/8116/>
4. Štemberger, T., & Čotar Konrad, S. (2021). Attitudes Towards using Digital Technologies in Education as an Important Factor in Developing Digital Competence: The Case of Slovenian Student Teachers. *International Journal of Emerging Technologies in Learning (iJET)*, 16(14), pp. 83–98. <https://doi.org/10.3991/ijet.v16i14.22649>
5. Wariyo, L. (2020). Higher Education Quality Assessment in Ethiopia: A Comparative Study. *Multidisciplinary Journal for Education, Social and Technological Sciences*, 7(1), 1-31. <https://doi.org/10.4995/muse.2020.10512>
6. Yetik, E, Ozdamar, N & Bozkurt, A (2020). “Seamless learning design criteria in the context of open and distance learning”, *Managing and Designing Online Courses in Ubiquitous Learning Environments*, pp.106-127. <https://doi.org/10.4018/978-1-5225-9779-7.ch006>

Methodological instructions/recommendations for completing an individual assignment

General requirements for the abstract

- Language – English.
- Style – scientific.
- Sequence – logical.
- Page format – A4.
- Font and size – Times New Roman, 14.

- Line spacing – one and a half.
- Margins: left margin – 30 mm, right margin – 15 mm, top and bottom margin – 20 mm.
- Simple outline – 1-2 sections.
- The list of references should include about 10 titles.
- Section headings are written in CAPITAL letters.
- Subsection titles are written in lowercase letters (except for the first one).

The length of an abstract is usually 7-15 pages, in some cases up to 20-30 pages. A standard abstract traditionally consists of several parts: title page; table of contents; introduction; main body; conclusion; and references.

The table of contents contains a list of sections, subsections, and page numbers to them. Often, instead of the table of contents, you are required to write an outline. The plan can be simple, when you need to list the names of the paragraphs of the essay in a numbered list, and complex, when in addition to the paragraphs, you also indicate their subparagraphs.

An introduction usually lasts a page and a half. Its main purpose is to introduce the reader to the essence of the problem. The introduction justifies the choice of the topic (why it is important) and its relevance. We outline the goals and objectives of the work. If necessary, make a brief review of the sources used. If you can't write an introduction at first, you can do it after writing the conclusion, when all your thoughts are systematized and finalized.

The main part. Before you start writing the main body, you need to decide on the titles of chapters and paragraphs – the basic requirements for an essay. Next, you should build a chain of presentation so as not to disrupt the sequence of thoughts and not to deviate from the given topic. Highlight the main aspects as much as possible; the main part of the essay should outline the main concepts set forth in the sources. Be sure to cite the author if you use quotations: this is an indicator of your academic integrity. When citing, make references. There are several options for their design, for example, footnotes can be placed at the end of the page, or they can be indicated briefly in square brackets

with the number of the source in the bibliography and the original page of the quote like [10, p. 355], so it is better to specify their design in advance.

Conclusion. The conclusion summarizes the main topic in a concise form and presents your own view of the problem and its solution.

A list of references or bibliography is a systematic compilation of a list of sources used. In other words, it is the information that even an outsider can use to find a particular book. The list is compiled in alphabetical order on the last page.

The topic of the abstract can be chosen by the student in accordance with the principle of academic freedom, in consultation with the teacher, and within the framework of the educational component.

Approximate topics of an abstract:

1. Frameworks for Quality Assurance: An overview of existing frameworks and standards for monitoring quality in higher education institutions, including accreditation processes and performance indicators.
2. Role of Technology in Quality Monitoring: Exploring how digital tools and data analytics can enhance the monitoring and evaluation of educational quality in universities.
3. Student Feedback Mechanisms: Analyzing the effectiveness of student surveys and feedback systems in assessing teaching quality and learning outcomes.
4. Comparative Studies of Quality Assurance Practices: A comparative analysis of quality monitoring practices across different countries or regions, highlighting best practices and challenges.
5. Impact of Faculty Development on Educational Quality: Investigating the relationship between faculty training programs and the overall quality of education delivered in higher education settings.
6. Accreditation and Its Influence on Educational Standards: Examining the role of accreditation bodies in shaping the quality of higher education and the implications for institutions.
7. Outcome-Based Education Assessment: Discussing the shift towards outcome-based education (OBE) and its implications for monitoring educational quality.

8. Quality Assurance in Online Learning Environments: Evaluating the challenges and strategies for maintaining educational quality in online and hybrid learning formats.
9. Stakeholder Involvement in Quality Monitoring: The importance of involving various stakeholders, including students, employers, and community members, in the quality assurance process.
10. Policy Implications for Quality Monitoring: Analyzing how government policies influence the monitoring and improvement of educational quality in higher education institutions.
11. Ethical Considerations in Quality Assessment: Addressing ethical concerns related to data collection, privacy, and transparency in monitoring educational quality.
12. Longitudinal Studies on Educational Outcomes: Presenting findings from longitudinal studies that track the impact of educational quality on student success and career trajectories.

Teaching materials for current, intermediate and final control

1. Analyze the concept of Monitoring Educational quality in Higher Education and provide its main characteristics.
2. Name and briefly describe the requirements for Monitoring Educational quality in Higher Education.
3. Define what is the main purpose, task and supertask of Monitoring Educational quality in Higher Education.
4. Analyze the main principles of Monitoring Educational quality in Higher Education teaching and studying.
5. Name and briefly describe the External criteria for the effectiveness of the learning process in Monitoring Educational quality in Higher Education.
6. Analyze the causes and main stages of development of Monitoring Educational quality in Higher Education.
7. Analyze the structure of Monitoring Educational quality in Higher Education.
8. Describe the technologies of Monitoring Educational quality in Higher Education. Give

examples.

9. Analyze the basic principles of Monitoring Educational quality in Higher Education.
10. Provide a classification of different types of Monitoring Educational quality in Higher Education.
11. Describe organizational forms of Monitoring Educational quality in Higher Education.
12. Name and describe effective methods and technologies of Monitoring Educational quality in Higher Education.
13. Provide Methodology for the development of Monitoring Educational quality in Higher Education. Give examples.
14. Analyze interactive, innovative and information technologies of Monitoring Educational quality in Higher Education.
15. Explain the essence of Monitoring Educational quality in Higher Education.
16. Explain the basic issues of Monitoring Educational quality in Higher Education.
17. Identify the main characteristics of Monitoring Educational quality in Higher Education.
18. Describe Distance learning technology of Monitoring Educational quality in Higher Education.

Sources for trainig:

Basic literature

1. Balalaieva, O., Shynkaruk, O., Pavlyuk, B., Bidyuk, D., & Yashchuk, O. (2023). The role of education quality monitoring in ensuring quality higher education. *Amazonia Investiga*, 12(65), 265-275. <https://doi.org/10.34069/AI/2023.65.05.25>
<https://elar.khmnu.edu.ua/handle/123456789/14974>
2. World University Rankings 2020 [Elektronnyi resurs] / World University Rankings // Times Higher Education. — 2020. — URL: https://www.timeshighereducation.com/world-university-rankings/2020/world-ranking#!/page/0/length/25/name/Lviv/sort_by/rank/sort_order/asc/cols/stats
3. Laura Jarrell, Dale Kirby. Managing quality assurance at community colleges in Ontario, Canada: experiences and perspectives of front-line quality managers. *Quality Assurance in Education*. March 2024. 32(2). DOI:10.1108/QAE-11-2023-0194 <https://www.emerald.com/insight/0968-4883.htm>

4. Cao Xia, Wang Delei, The intensity of environmental scandals, responsible innovation, and corporate resilience: The moderating role of relational trust, *Managerial and Decision Economics*, 10.1002/mde.4106, 45, 4, (1793-1807), (2024). <https://doi.org/10.1002/mde.4106>
5. Liang Mei, Nana Zhang, Alexander Brem, Responsible research and innovation: An ambidexterity lens of generalized and specialized responsibilities, *Business Strategy and the Environment*, 10.1002/bse.3883, 33, 7, (7670-7687), (2024). <https://doi.org/10.1002/bse.3883>

Supplementary literature

1. Samuel Adomako & Mai Dong Tran, 2022. "Environmental collaboration, responsible innovation, and firm performance: The moderating role of stakeholder pressure," *Business Strategy and the Environment*, Wiley Blackwell, vol. 31(4), pages 1695-1704, May. DOI: 10.1002/bse.2977
<https://ideas.repec.org/a/bla/bstrat/v31y2022i4p1695-1704.html>
2. Jennifer W. Purcell, Deborah N. Smith, Disciplinary Expertise and Faculty Credentialing in Leadership Studies: Advancing a Necessary Conversation, *Journal of Leadership Studies*, 10.1002/jls.21851, 17, 2, (5-21), (2023). <https://doi.org/10.1002/jls.21851>
3. Mahardhani, A. J. (2023). The Role of Public Policy in Fostering Technological Innovation and Sustainability. *Journal of Contemporary Administration and Management (ADMAN)*, 1(2), 47–53. <https://doi.org/10.61100/adman.v1i2.2>
4. Alkema, V.H., Artiukhov, A.Ye., Butenko, A.P., Vynnytskyi, M., Yevstyfeiev, M.I., Yeremenko, O.V., Zolotarova, I.O., Kvit, S.M., Medvediev, V.K., Morklianyk, B.V., Oleksiv, I.B., & Stukalo, N.V. (Comp.). (2020). Rekomendatsii shchodo zastosuvannia kryteriiv otsiniuvannia yakosti osvitnoi prohramy. Zatverdzheno Natsionalnym ahentstvom iz zabezpechennia yakosti vyshchoi osvity 17 lystopada 2020 roku [Recommendations for the Application of Criteria for Assessing the Quality of an Educational Programme. Approved by the National Agency for Higher Education Quality Assurance on November 17, 2020] (A.P. Butenko, O.V. Ieremenko, S.M. Kvit, Eds.). Kyiv: TOV “Ukrainskyi osvitianskyi vydavnychyi tsentr “Orion””. <https://bit.ly/3oBITtl>
5. Butenko, A., & Yeremenko, O. (2022). Akredytatsiia osvitnikh prohram: voieni realii ta myrni perspektyvy [Accreditation of Educational Programmes: Military Realities and Peaceful Prospects]. *Osvita.ua*. <https://osvita.ua/vnz/86892/> (in Ukrainian)
6. Zakon Ukrainy «Pro vyshchu osvitu» [Law of Ukraine “On Higher Education”]. (2014, July 1). <https://zakon.rada.gov.ua/laws/show/1556-18> (in Ukrainian)

7. Cabinet of Ministers of Ukraine. (2022, February 23). Pro skhvalennia Stratehii rozvytku vyshchoi osvity v Ukraini na 2022-2032 roky [On approval of the Strategy for the Development of Higher Education in Ukraine for 2022-2032] (286-r). <https://zakon.rada.gov.ua/laws/show/286-2022-p>
8. Kravchenko, O., & Karpych, I. (2021). Systema vnutrishnoho zabezpechennia yakosti osvitnoi diialnosti ta yakosti vyshchoi osvity: z dosvidu fakultetu sotsialnoi ta psykholohichnoi osvity Umanskoho derzhavnogo pedahohichnoho universytetu imeni Pavla Tychyny [The System of Internal Assurance of the Quality of Educational Activities and the Quality of Higher Education: From the Experience of the Faculty of Social and Psychological Education at Pavlo Tychyna Uman State Pedagogical University]. International Scientific Journal of Universities and Leadership, (11), 61-72. <https://doi.org/10.31874/2520-6702-2021-11-1-61-72> (in Ukrainian)
9. Kravchenko, O. (2023). Quality Indicators for the Implementation of Educational Programmes in Higher Education Institutions. 16 International Scientific Journal of Universities and Leadership / Quality of Higher Education: Trends and Achievements of Ukrainian Universities № 16. <https://doi.org/10.31874/2520-6702-2023-16-66-76>
10. Kravchenko, O., & Karpych, I. (2022). Intehratsiia diialnosti robotodavtsiv ta zakladiv vyshchoi osvity: lokalnyi dosvid [Integration of Activities of Employers and Institutions of Higher Education: Local Experience]. International Scientific Journal of Universities and Leadership, 13, 37-45. <https://doi.org/10.31874/2520-6702-2022-13-37-45> (in Ukrainian)

Our own methodological works

1. Sokol Y. I. Educational leadership connecting the world [Electronic resource] : educational manual for full-time students / Yevhen Sokol, Joseph Mukuni, Olena Lapuzina. – Electronic text data. – Kharkiv : NTU "KhPI", 2024. – 164 p. – URI: <https://repository.kpi.kharkov.ua/handle/KhPI-Press/76730>

2. Romanovskij O. Leadership in teaching activities [Electronic resource] : educational guide / O. Romanovskij, O. Lapuzina ; National Technical University "Kharkiv Polytechnic Institute". – Electronic text data. – Kharkiv, 2023. – 140 p.

<https://repository.kpi.kharkov.ua/handle/KhPI-Press/67697>
<https://repository.kpi.kharkov.ua/handle/KhPI-Press/68750>

Information resources

1. <https://www.ted.com/>
2. <https://www.toastmasters.org/>
3. <https://www.keynotespeak.com/course/leadership-presentations>
4. <https://www.coursera.org/>

