

IMPLEMENTATION OF  
APPROACHES FROM  
DAUGAVPILS UNIVERSITY  
(LATVIA) IN THE  
EDUCATIONAL PROCESSES  
OF T. H. SHEVCHENKO  
NATIONAL UNIVERSITY  
“CHERNIHIV COLEHIUM”  
(UKRAINE)

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## ABSTRACT

This article examines the unique aspects of applying approaches used in Daugavpils University (Latvia) into the educational process of T. H. Shevchenko National University “Chernihiv Colehium” (Ukraine). The paper discusses practices of education for sustainable development, the use of microlearning technology, and the use of oral history as a method in the training of future educators and in scientific research. The study of Daugavpils University’s approach in Ukraine was made possible through the participation of Ukrainian lecturers in the European Union programme Erasmus+ (KA 171) which facilitated staff mobility for training at Daugavpils University. In 2017, 2021, and 2025, the authors of the article conducted a survey of lecturers at T. H. Shevchenko National University “Chernihiv Colehium” regarding the use of international approaches, particularly the innovative practices of Daugavpils University, in their professional activities. The survey results showed a significant increase in the role of European education for the development of education in Ukraine over recent years, as well as a growing awareness among Ukrainian lecturers of the innovative educational approaches of European countries, including Latvia. The authors conclude that cooperation with Daugavpils University contributed to the modernization of educational processes at T. H. Shevchenko National University “Chernihiv Colehium”.

**Keywords:** education for sustainable development, microlearning technology, oral history method, innovative technologies

# INTRODUCTION

Under the current conditions of educational reform in Ukraine (Ministry of Education and Science of Ukraine 2016), the implementation of innovative approaches aimed at achieving the goals of sustainable development while fostering critical thinking, interdisciplinary collaboration, and an active civic stance among learners is gaining particular relevance. In this context, international cooperation is crucial as it facilitates the exchange of best educational practices, methodological tools, and research approaches. The collaboration between T. H. Shevchenko National University “Chernihiv Colehium” (Ukraine) and Daugavpils University (Latvia) has proven especially fruitful, as the latter is a key centre for research in the field of education for sustainable development and pedagogical innovations.

The purpose of this article is to analyse the implementation of Daugavpils University’s approaches in the educational processes of T. H. Shevchenko National University “Chernihiv Colehium”.

The article examines issues related to education for sustainable development, the use of microlearning technology, and the use of oral history as a methodology through the prism of European educational approaches.

The European academic community is actively exploring the issues of education for sustainable development. The goals, principles, and tools for implementing sustainable development in education are the subject of research by experts such as I. Salīte et al. (2016; 2023), M. Deksne and A. Strode (2021), S. Šapale et al. (2021). Among Ukrainian scholars conducting research in the field of sustainable development in education, V. Boholiubov et al. (2012), O. Hrebeniuk (2019), O. Savchenko (2009), and others should be highlighted.

The concept of microlearning has its origins in the mid-twentieth century, emerging from the theory of programmed instruction developed by American psychologist B. F. Skinner. Today, this technology is actively researched both abroad and in Ukraine. Among foreign scholars working in this field, T. Hag, C. Weber, F. J. Gou, J. Kim, and R. Rubin are notable. In Ukraine, microlearning is actively studied by V. Velychko, O. Fedorenko, S. Lytvynova, O. Glazunova, V. Kravchenko, T. Sayapina, T. Voloshyna and V. Korolchuk.

Oral history as a method and source for the history of education and childhood remains under-researched in Ukrainian

scholarship. At the same time, significant achievements in using the oral history method for studying military, social, and political events and processes have been made by Ukrainian historians (H. Hrinchenko, L. Males, V. Sereda and others) and those from other countries (D. K. Dunaway, W. K. Baum, I. Saleniece, L. Passerini, A. Portelli, A. Thomson, and others).

Within the framework of joint educational and scientific initiatives, particularly in the context of the Erasmus+ projects (staff mobility for training at Daugavpils University from May 20, 2024 to May 26, 2024 and from May 12, 2025 to May 18, 2025) innovative ideas were actively implemented in the training of future educators at T. H. Shevchenko National University “Chernihiv Colehium”. European approaches in education for sustainable development were also shared at the “Transdisciplinary Approach in the Context of Sustainable Development of Education” Summer School for PhD students, which took place at Daugavpils University’s “Ilgas” Research Centre from August 15–21, 2017.

## EDUCATION FOR SUSTAINABLE DEVELOPMENT

Daugavpils University, as an innovative educational centre, actively integrates the principles of sustainable development into its educational and scientific activities. The university hosts international conferences, summer schools, scientific seminars, and internships where approaches to solving problems in education for sustainable development are formulated.

The implementation of sustainable development principles into the educational process at Daugavpils University is a tangible practice that ensures the training of a new generation of specialists capable of seeing a holistic picture of the world, acting in complex and constantly transforming conditions and taking responsibility for the sustainable development of society. This approach aligns with the goals of the European Higher Education Area and UNESCO principles regarding the global education of the future.

Daugavpils University is a partner in European ecological and pedagogical projects (for example, “Education for Sustainable Development” and the “Baltic University Programme”). The theme of sustainable development is integrated as a cross-cutting competency in educational programs. The university cooperates with local governments, schools, and non-governmental

organizations. Academic programs at Daugavpils University are oriented toward developing the general and professional competencies necessary for working in a complex, changing environment, particularly in the fields of education, management, innovation, and sustainable development.

The educational process at Daugavpils University applies a methodology focused on problem-based, project-based, and research-based learning. It involves students working in groups and synthesizing knowledge from several disciplines. Students work on real-world cases regarding, for example, biodiversity conservation, rational resource consumption, and local development in the Latgale region. Lecturers and students are actively involved in scientific projects that solve complex problems with the participation of representatives from various fields of knowledge. For instance, a study on sustainable development in the Latgale region would combine a complex of aspects, taking in economics, ecology, sociology, pedagogy, and more.

In our opinion, integrating the principles of education for sustainable development into the content of academic disciplines is an important task for modern higher pedagogical education as it contributes to the formation of students' systemic thinking, ecological culture, social responsibility, and the ability to act for the benefit of a sustainable future.

The strategy for training future educators in Ukraine must correspond to the modern requirements of Ukrainian society and European standards for teacher training. Therefore, lecturers are actively integrating European approaches used in education for sustainable development into the educational process of T. H. Shevchenko National University "Chernihiv Colehium".

The concept of education for sustainable development is interpreted as "a process that gives people the knowledge, skills and values needed to live in a world of change, make responsible decisions and act for the benefit of an environmentally safe, economically efficient and socially just future" (Savchenko 2009, p. 6). The main task of the concept of sustainable development can be defined as "the preservation of man as a biological species and his progressive development as a person" (Boholiubov et al. 2012, p. 15).

Education for sustainable development is an educational paradigm that shapes the values, knowledge, skills, and behavioural patterns necessary to ensure a balance between economic growth, social well-being, and environmental preservation (Hrebeniuk 2019).

The exchange of teaching techniques and cooperation between the two universities discussed in this study has contributed to the educational programs of T. H. Shevchenko National University “Chernihiv Colehium” being updated, bringing them into alignment with European standards. For example, the educational program for unit A4 “Secondary Education: History and Civic Education” takes into account the goals of education for sustainable development.

The purpose of the educational program is to train highly qualified specialists in the field of education who are capable of performing professional pedagogical activities in general secondary education institutions, implementing a competency-based approach to teaching history and civic education; to introduce innovative educational technologies; and to form civic values based on respect for people, nature, and cultural diversity. The goal is to train specialists capable of solving complex pedagogical tasks and problems in the process of professional activity in educational institutions. The program is focused on developing students’ ability to implement the principles of education for sustainable development in educational institutions.

In our opinion, to achieve these goals it is necessary to develop key competencies for sustainable development in students. These include systemic and critical thinking, the ability for interdisciplinary analysis, value-oriented choice, civic responsibility, and communicative and ethical competence.

Academic courses such as “Current Issues in Pedagogy” and “The History of European Education” include the study of the sustainable development’s conceptual foundations: its principles, tasks, and methods of implementation. They also involve the analysis of international documents such as the Rio Declaration, UN Sustainable Development Goals 2030, UNESCO declarations; understanding the interconnection between education and sustainable development in global and local contexts; and analysing practices for implementing education for sustainable development in domestic and foreign education.

Pedagogical interaction is conducted with regard to the following principles:

- **knowledge integration**, which ensures the combination of concepts, methods and approaches from various scientific disciplines to create a holistic vision of a problem;
- **contextuality**, which takes into account the social, cultural, environmental, military (since the 2022 start of

the Russian–Ukrainian war), political and economic context in the process of learning and teaching;

- **problem-based learning**, where knowledge is formed through researching and solving real-world tasks;
- **cooperation and dialogue**, which involves collaborating to create new solutions, concepts, and ideas; and
- **reflectivity**, which ensures a constant re-evaluation of one’s own position, learning methods, results and values.

Pedagogical practice is a key tool for implementing the principles of education for sustainable development as it ensures their realization in a real educational environment. Practical training includes internships in general secondary education institutions which helps future history and civic education teachers develop their professional competencies. Pedagogical practice also allows for the integration of sustainable development aspects into teaching methods and content. During the implementation of the A4 “Secondary Education: History and Civic Education” educational programme, practical training accounts for 22 credits (24.4%) of the educational program’s total of 90 credits. Strengthening the practical component of students’ professional training ensures the connection between the student’s theoretical preparation and school curricula.

We use active teaching methods such as the case study method, project-based learning, and the portfolio method to implement the principles of education for sustainable development. For instance, we use the portfolio method during pedagogical practice. Students are tasked with keeping a pedagogical practice diary in which they record the results of their active interaction with the lecturer, students, and pupils, followed by an analysis of their own achievements and the causes of any shortcomings. Students also create and systematically supplement a methodological file with lesson plans, differentiated assignments, and handouts for students’ research work in history and civic education classes.

The case study method involves examining a specific pedagogical situation to find a rational solution to a problem. Case studies require a comprehensive analysis and the preparation of a joint result such as a presentation, a mind map, or a lesson plan.

To help students analyse current pedagogical issues through the lens of sustainable development and to foster critical thinking, social responsibility, and the ability to act in the interests of a sustainable society, we offer analytical case studies within

programme components including “Current Issues in Pedagogy”, “Foundations of Critical Thinking”, and “Museum Pedagogy: Education for Sustainable Development as a Pedagogical Innovation”. Practical case studies, individual assignments, and group work are used to stimulate creativity and communication skills.

During practical classes, instructors divide students into groups to solve complex tasks. For example, for the topic “Education as a factor of sustainable social development”, students are tasked with analysing the role of education in achieving the sustainable development goals and asked to provide examples of educational initiatives or projects in Ukraine or elsewhere that help achieve these goals. Another example is the topic “Competencies for sustainable development in teacher training”, where students are asked to compile a list of competencies that modern teachers need in order to implement the principles of education for sustainable development and to conduct a mini-survey among students or faculty.

Students are also given project-based assignments. Examples include analysing any school textbook in history or civic education for the implementation of sustainable development principles, drawing conclusions and providing recommendations; analysing the extent to which the school curriculum integrates sustainable development themes; or developing an initiative to popularize sustainable development among the student community.

Thus, the application of teaching methods from Daugavpils University in the educational processes of the T. H. Shevchenko National University “Chernihiv Colehium” contributes to the modernization of the latter institution’s content and pedagogical approach, bringing them into accordance with European educational standards.

## MICROLEARNING TECHNOLOGY

As part of the academic mobility programme, teachers from the T. H. Shevchenko National University “Chernihiv Colehium” also learned about introducing microlearning in the educational space.

Microlearning refers to technology for organizing the educational process that involves dividing the educational material into small topics and tasks that students can master in a short period of time (Weber 2003). Microlearning has three key

characteristics: short content units focused on specific learning outcomes, multi-format and multi-platform capabilities.

The relevance of creating and implementing new educational technologies and teaching methods is determined by society's need for high-quality training of specialists. Today, we are seeing a decrease in attention span. Since the beginning of the twenty-first century the average time of maximum concentration has decreased from 12 to 8 minutes. The development of digital technologies has caused difficulties in selecting educational content, leading to students being overloaded with information. In some cases, content is transferred from paper to the digital environment without using the broad possibilities of online learning. In this regard, microlearning technology is becoming relevant as a way of teaching and providing content in small, very specific portions of learning that contain only the necessary amount of information. This allows students to achieve a specific didactic goal (Hug 2010).

The basis for the development of microlearning is the theory of programmed learning, which was widespread in the second half of the twentieth century. The concept of programmed learning was developed by American psychologist B. F. Skinner, based on the principles of behaviourism (Skinner 1954). As Skinner noted, in order to help a child master learning material it is necessary to make this assimilation gradual, in the form of small steps, each of which differs so little from the previous one that it does not cause difficulties for students and can be performed without error. The concept of a "step" in programmed learning theory includes a "portion" of material that is learned by students and the actions and operations – including mental ones – that they perform. The main criterion for the optimal size of a step is the correctness of the student's answer. If they made a mistake, it means that the size of the step was larger than optimal. In such cases, according to Skinner, it is necessary to review the programme and reduce the size of the step.

Skinner saw a number of benefits to this approach. Firstly, none of the questions in the teaching material remain unclear to the student. Secondly, student activity is ensured. Thirdly, thanks to successful activity, the incentives for further learning are significantly increased. Fourth, students do not experience unpleasant feelings caused by external control of the quality of their knowledge (Skinner 1954, 91).

A key element of microlearning is its conciseness and strictly limited duration. This characteristic helps to reduce cognitive load, ensures maximum maintenance of student attention, and leads to

more effective long-term knowledge retention, especially under time constraints (Guo et al. 2014). Microlearning features an activity-based approach under which the active involvement of students and their completion of specific tasks for the purpose of developing relevant skills and practical competencies are mandatory.

Microlearning combines various approaches to knowledge acquisition and has specific characteristics:

1. **Short duration:** 5 to 15 minutes
2. **Conciseness:** the learning block is as short as possible
3. **Content:** small or very small units of learning information, narrow topics
4. **Autonomy:** the module is self-sufficient and independent; although it is part of the course, there is no need to access additional materials
5. **Variety:** various work formats are used to increase students' interest in learning
6. **Interactivity:** includes as many exercises as possible that directly involve students in the work process
7. **Flexibility:** suitable for blended learning, where the microcourse becomes part of a larger course

Quite often, microlearning is used to obtain snippets of information while watching a video lesson followed by a discussion. The advantages of microlearning using video lessons/webinars include concentration, accessibility, mobility, modularity, and flexibility (Lytvynova 2021).

Microlearning creates positive conditions for individualized learning: students themselves determine the time, pace, and sequence of studying a particular topic. Furthermore, the simple and understandable content of the material does not cause information overload. It is also possible to return and repeat the necessary topic at any time, which contributes to better assimilation of knowledge and the formation of skills and competencies.

V. Velychko and O. Fedorenko, analysing statistical data on the duration of educational activities, concluded that a teaching session led by a teacher can exceed 20 minutes, while independent study of educational material ranges from 5 to 10 minutes (Velychko and Fedorenko 2020). Under such conditions microlearning is particularly effective.

The outputs of all forms of student assessment are sent to the teacher, allowing them to analyse students' answers and adjust the educational content, change the assessment elements, and update the micromodules (Glazunova et al. 2024). Thus, the study of each topic is aimed at achieving specific learning outcomes that shape the student's professional competence.

Microlearning, for instance, can be applied effectively when addressing the topic "Artificial Intelligence as a Tool to Support Teachers and Students" in the "Interactive Technologies of Blended Learning" course. Instead of one large lecture, the material can be presented in a series of micromodules. Each micromodule is developed with a focus on one specific learning objective/skill, is short in duration (5–15 minutes), and has a high level of interactivity.

#### Micromodule 1: "What is Artificial Intelligence?"

Objective: To define AI and its main features.

Theoretical part: A 2 minute animated video (created, for example, using Canva) explaining the essence of AI in simple terms, using metaphors. The video is accompanied by a short text (up to 200 words) with key definitions.

Practical work: Interactive survey ("Name one example of AI that you use every day").

Expected outcome: Students can formulate a definition of AI.

#### Micromodule 2: "AI in education: personalized learning and intelligent assistants"

Objective: To familiarize students with specific examples of AI applications in educational technologies related to blended learning.

Theoretical part: A short video case study (5–7 minutes) demonstrating the work of an AI-based intelligent learning system or learning personalization tool. Focus on "showing" and "doing" rather than "talking".

Practical work: Mini-case study (up to 5 minutes): Students are given a blended lesson scenario and asked to suggest how AI could improve its effectiveness.

Expected outcome: Students can name and explain at least two ways in which AI can be used in the educational process.

### Micromodule 3: “Ethical Challenges of AI in the Educational Environment”

Objective: To develop an understanding of the basic ethical issues related to the introduction of AI in education (e.g., data bias, privacy).

Theoretical part: A short article (up to 400 words) with infographics (Canva) highlighting key ethical dilemmas. Use stories and associations to hold attention.

Practical work: Interactive discussion or survey (e.g., Slido, Mentimeter) with questions such as: “Can AI be biased in assessing knowledge? If so, why?”

Expected outcome: Students can identify at least one ethical issue related to AI in education.

For greater learning efficiency all micromodules are placed on a single platform (at T. H. Shevchenko National University “Chernihiv Collehium” this is Moodle) to create microcourses. This allows students to track progress and access learning analytics. Another important feature is that it allows students to review content and choose their own pace of study.

The approach laid out above allows students to explore the complex topic of AI gradually, in small doses, which is in line with the basic principles of microlearning, ensures constant activity and feedback, and takes into account short attention spans. It also allows complex and voluminous material to be transformed into structured, accessible, and interesting learning blocks.

Microlearning is a modern didactic technology. Our experience with its application was actualized thanks to cooperation with Daugavpils University within the framework of the academic mobility programme for teachers.

## ORAL HISTORY METHOD

T. H. Shevchenko National University “Chernihiv Collehium” runs a doctoral training programme in “Educational and Pedagogical Sciences” that is similar to Daugavpils University’s doctoral programme in “Educational Sciences”. An analysis of the latter’s programme influenced the formulation of the objectives and mandatory content of the Ukrainian university’s programme.

One of the mandatory components of the educational and scientific programme implemented at “Chernihiv Collehium” is “Methodology of Research in Educational and Pedagogical Sciences”. Approaches from Daugavpils University are used when teaching students how to use the oral history method when studying historical and pedagogical phenomena and processes.

Oral history refers to biographical or thematic interviews with witnesses who participated in an event or events. Oral history is a narrative in which respondents, in interaction with the interviewer, reflect on their individual experiences and relate them to official historical discourses and macrosocial processes (Sereda and Males 2007).

The task of oral history is not merely to study the experiences of ordinary people against the backdrop of macro-historical processes and official models of the national/regional past, but to try to understand and recreate them in new historical reconstructions (Dunaway and Baum 1996).

In historical science, there is a well-founded opinion (Passerini 1998; Porteili 2010) that oral history is, first and foremost, a source for research into military and revolutionary events and other “cataclysms” and challenges that Ukraine has experienced and continues to experience. However, there is no doubt that today it is necessary to expand the thematic spectrum of oral history studies to cover the life stories of representatives of different generations of Ukrainians, including stories about their childhood, schooling, and other educational institutions. Such studies are a valuable source of information on the history of childhood and education, as evidenced by the Centre of Oral History Centre, founded in 2003 at Daugavpils University, headed by professor Irēna Saleniece, a well-known researcher of education history in the country. The Oral History Centre provides a catalogue of recorded life stories (circa 1,400 records) of local residents which includes basic data about respondents and their interviews, allowing researchers to make an initial selection of respondents before starting a case study. The catalogue is

organized chronologically in accordance with the interview date. An important element of the catalogues is that it identifies certain keywords from the content of each interview. This makes it easier for researchers who come to the Centre, which operates like a library or archive, to find the information they need. The Centre's materials also include photographs and personal documents (or copies thereof) provided by interviewees during oral history expeditions and study practices. Methodologically, the Centre uses Paul Thompson's approach, which he describes in *the Voice of the Past* (1978), involving chronological and topical storytelling and minimal involvement by the interviewer, as the author of the questions. All respondents are encouraged to tell their life story from childhood to the present day, providing their own view on historical events and political, economic, and cultural circumstances.

Speaking about the value of oral history as a method of studying the history of education and childhood, we would like to quote Ukrainian researcher Helinada Hrinchenko:

Of course, the memories of one person do not provide grounds for a well-founded generalization about many, and every story told is as unique as the unique and unrepeatabe life of each person. However, given the inextricable link between individual experience and the socio-historical context, the main merit of oral history lies in studying the interdependent distance and connection between them, between official and everyday discourse, between the truth that is meaningful to the narrator and the account of how it really was, usurped by traditional historiography. (Hrinchenko n.d., 40)

The theoretical basis for the topic of oral history as taught to graduate students at T. H. Shevchenko National University "Chernihiv Collehium" is the concept of the "lifeworld" of an individual, the primary element that is studied using this method. The concept was introduced by the German philosopher and sociologist, J. Habermas. It has its origins in phenomenological sociology. Habermas describes the lifeworld as a view from within an individual subject which consists of "three interrelated and equivalent components" – culture, society, and personality – which "form complex semantic connections that communicate with each other". A person's lifeworld is a holistic, constructed personal experience that has passed through the prism of social

events. Therefore, “the foundations of the lifeworld are not at our disposal at will”; it is directly related to the objective events experienced by the individual (Habermas 1999, 309–310). Oral history is precisely designed to examine the lifeworld of an individual in terms of its “foundations, foregrounds, and fragments” (Habermas 1999, 317).

J. Habermas complements the concept of lifeworld with another concept related to the oral history method and serving as its theoretical basis: “communicative action”. Graduate students learn that in it, the actors of communication are considered to be subjects who speak and listen, because they are closely connected with the objective or subjective social world and defend the significance of what they say, think, and believe in. Participation in communicative action and achieving mutual understanding from the point of view of each of the positions specified in the concept of the lifeworld (culture, society, and personality) contribute to the reproduction of the lifeworld through the integration of society and the formation of personality (Habermas 1996).

In practical classes in “Methodology of Research in Educational and Pedagogical Sciences” devoted to the oral history method, graduate students are required to conduct surveys and collect information about one of the following topics:

1. Educational practices in Ukrainian schools in the second half of the twentieth century
2. Educational traditions of Ukrainian families

They may also specify a particular sub-area they wish to research within the above topics, or determine their own subject for a small study using the oral history method.

Students’ oral history-based studies on research on educational practices in Ukrainian schools in the second half of the twentieth century have revealed that there were both positive and negative educational practices in Ukrainian schools during the Soviet period. The positive practices identified include the experience of schoolchildren working in groups (in a collective), labour education, the involvement of students in public life, and the relatively high quality of knowledge provided by the school. Negative practices included the ideologization, unification, and Russification of the educational process, insufficient consideration of children’s individual characteristics, and demands for conformity, among others.

In our opinion, such educational practices were also characteristic of schools in Latvia during the Soviet period (Koņe and Saleniece 2015), as these were times of shared history between the two countries.

Graduate students using oral histories to study educational traditions in Ukrainian families found that parents' greatest efforts were directed toward preserving their children's health and shaping their values, moral qualities, work skills, respect for work, and understanding of the value of family and care for relatives. Parents also focused on passing on universal cultural experience to the next generation and the intellectual and physical development of the individual child. Negative factors affecting the upbringing of children in Ukrainian families included war, forced emigration of women and children, and a deterioration in quality of life.

In this context, it should be noted that researchers from Daugavpils University A. Stašulāne, I. Kačāne, A. Romanovska, I. Saleniece participated in the project "Cultural Heritage and Identities of Europe's Future" (CHIEF) under the EU's Horizon 2020 research and innovation programme. As part of this project, a survey was conducted "to determine how young people acquire knowledge of cultural heritage in all its diverse forms and contexts (at educational institutions, in non-formal settings, in the family, among peers, and in heritage institutions) and whether the acquired knowledge enhances youth participation in cultural activities" (Stašulāne et al. 2021, 177).

Intergenerational qualitative research carried out in families was aimed at identifying mechanisms of inheriting traditions and behavioural patterns, as well as at identifying the factors that encourage families to gain knowledge of cultural heritage or discourage them from doing so (Stašulāne et al. 2021, 178).

The survey revealed that universal and Christian values, as well as experience of the traditional culture inherited from ancestors – including the virtue of work, care for relatives, and responsibility for the next generations – are important for families in Latvia. Deteriorating quality of life, emigration, and difficulties reconciling work and family life were found to widen the gap between generations and reduce young people's opportunities to inherit values and virtues, as well as to take over traditions and acquire new cultural skills (Stašulāne et al. 2021, 179).

The results of similar studies are highlighted in other works by scientists from Daugavpils University (Kačāne 2020).

A comparison of the results of surveys conducted in Latvia and Ukraine showed that both countries share common traditions in understanding the role of the family in raising children and shaping the cultural identity of young people.

The oral history method correlates with contemporary approaches in educational research methodology. For Ukraine, the use of the oral history method to shed light on processes, phenomena, and facts from the history of education is quite new, so the opportunity to study the methodologies used in oral history studies at Daugavpils University has proven highly beneficial to lecturers in Ukraine.

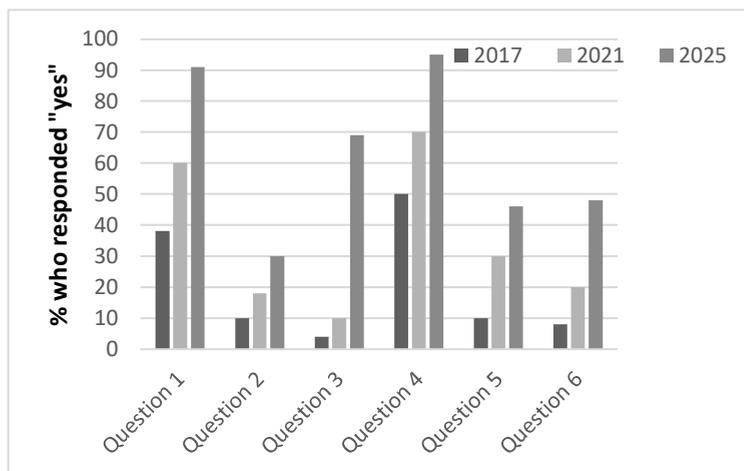
## TEACHERS' SURVEY

In order to determine the specifics of using international, primarily European, approaches professional activities, we conducted surveys of teachers at the T. H. Shevchenko National University "Chernihiv Collehium" in 2017, 2021, and 2025. The questionnaire contained the following questions:

1. Do you understand the importance of international educational approaches for your professional activities?
2. Have you participated in academic mobility programmes?
3. Are you aware of the approaches used in Daugavpils University (Latvia)?
4. Do you understand the goals of education for sustainable development?
5. Do you use microlearning technology in your professional activities?
6. Do you use the oral history method in your research and teaching work?

Fifty-three teachers participated in the survey in 2017, 49 teachers in 2021, and 44 teachers in 2025.

Figure 1. Responses of teachers at T. H. Shevchenko National University “Chernihiv Collehium” when asked the questions listed above



## RESEARCH RESULT

Between 2017 and 2025, three surveys were conducted among the teaching staff of the T. H. Shevchenko National University “Chernihiv Colehium” to study their level of awareness, perceptions, and practical application of approaches from Daugavpils University in teaching education for sustainable development and organizing the educational environment.

The longitudinal data reflects how approaches from Daugavpils University were implemented over this period, allowing us to trace the increasing interest in and awareness of all the topics covered in the questions, as well as a rising level of professional training among the Ukrainian teaching staff.

The survey results demonstrate a stable growth in the awareness of the role of international educational approaches in professional development. While in 2017 only 38% of respondents said that they understood the importance of international approaches for improving pedagogical skills, this figure increased to 60% in 2021 and to 90% in 2025.

The increase in awareness level of the teaching staff is, in our opinion, closely related to the intensification of the Ukrainian university’s international cooperation, its participation in joint events with Daugavpils University, and the implementation of academic mobility programmes and inter-university research

projects. A significant portion of respondents noted that familiarization with European educational practices contributes to updating the content of academic disciplines and developing intercultural communication in the educational process. The results indicate a transition over eight years from situational interest to systemic understanding of international educational approaches as a necessary component of a lecturer's professional competencies. The lecturers reported using specific elements of international approaches in their own pedagogical activities – specifically, critical thinking, development technologies, and research-based learning – in the development of educational programmes. This reflects the trend towards internationalization of the educational process in T. H. Shevchenko National University “Chernihiv Colehium” and the increasing role of the university environment as a space for academic mobility, cultural dialogue, and sustainable development. An important outcome of this process is a stronger pedagogical and research culture, greater readiness for international cooperation, and the adaptation of successful practices from partner universities.

Another positive trend is the growing interest in international projects and academic mobility. While in 2017 only 10% of lecturers participated in academic mobility programmes, this figure rose to 18% in 2021 and to 30% in 2025. Respondents noted that international educational approaches help improve the content of academic courses, develop the pedagogical culture, and implement innovative teaching technologies. The increase in indicators is explained by active partnership with European universities, particularly with Daugavpils University. A particularly important achievement, in our opinion, is the increased number of lecturers who, after participating in academic mobility programmes, began to actively implement European approaches to organizing the educational process, specifically with regard to forming sustainable development competencies and introducing research-based learning methods.

The survey results show a clear positive dynamic in the level of understanding and integration of Daugavpils University's approaches into the educational process at T. H. Shevchenko National University “Chernihiv Colehium”. While at the initial stage of cooperation (2017) only 4% of lecturers were familiar with Daugavpils University's approach, by 2021, this figure had increased to approximately 10%, and in 2025 the majority of respondents (69%) were familiar with Daugavpils University's innovative approaches. This growth in awareness can be explained

by several factors, including the activation of inter-university partnerships within the framework of joint Erasmus+ projects, the participation of lecturers in international conferences organized by Latvian partners, and publications by Ukrainian lecturers in Daugavpils University's scientific journals. A clear trend can be observed from the stage of familiarization with Latvian techniques to their targeted use in the educational process. A significant proportion of Ukrainian lecturers emphasized the need for further exchanges, including conducting joint trainings and seminars. Respondents demonstrated a high level of interest in developing cooperation, readiness for interdisciplinary interaction, and the desire to build international academic partnerships.

The survey results showed a positive dynamic in the level of lecturers' understanding of the goals of education for sustainable development over the studied period. In 2017 approximately 50% could clearly define the essence and main directions of education for sustainable development. By 2019 this figure had risen to 70%, and in 2025 it was 95%. Such changes indicate increasing awareness among lecturers of the strategic role of education in ensuring the sustainable development of society.

Such trends indicate the gradual integration of the principles of education for sustainable development learned in Latvia into the academic and pedagogical activities of the teaching staff in Ukraine. This, in turn, contributes to the formation of an open European educational space focused on innovation, intercultural dialogue, and high-quality training of students. Important outcomes of this process include raising the level of pedagogical and research culture, laying the foundation for increased international cooperation, and facilitating the adaptation of successful practices from partner universities.

Lecturers' responses regarding their use of microlearning technology in the educational process showed that in 2017 only about 10% of respondents knew about microlearning and used this technology in the educational process. By 2021 this had increased to 30%, and in 2025 to 46%. This growth is due to various factors: the dissemination of information about microlearning in pedagogical literature; the implementation of European approaches in organizing education, including approaches used at Daugavpils University into Ukrainian higher education; and Ukrainian lecturers' search for modern methods of distance learning that can increase student motivation and ensure the quality of education.

Regarding the use of the oral history method in respondents' research and teaching, in 2017 it was used by 8% of respondents, in 2021 by 20%, and in 2025 by 48%. It is worth emphasizing that the majority of respondents were history lecturers. It is likely that the dynamics of the responses were influenced by the renewal of methodological approaches and research tools in Ukrainian science and education. First of all, this is associated with Ukraine's entry into the European educational space and, consequently, the use of European science and education approaches in the professional activities of lecturers at Ukrainian universities.

In summary, the results of the three surveys described above indicate not only a growing interest in international cooperation but also the gradual adoption of modern pedagogical approaches focused on innovation and sustainable development.

The chart shows a consistent increase in the level of awareness regarding the importance of international educational approaches, as well as the expansion of practical application of this knowledge in the professional activities of the teaching staff took place during 2017–2025. The most noticeable positive changes were observed in Ukrainian lecturers' awareness of Daugavpils University's activities (an increase from 4% to 69%) and the understanding of the goals of education for sustainable development (from 50% to 95%).

At the same time, a more active implementation of such innovative approaches as microlearning and the oral history method was noted, which is evidence of the development of pedagogical culture, greater readiness for intercultural dialogue, and lecturers' aspirations to improve their own educational practices.

Overall, the survey results demonstrate a gradual transformation of the university's educational environment towards strengthening its European dimension, which corresponds to the strategic guidelines for the modernization of higher education in Ukraine.

## CONCLUSION

Fruitful cooperation with Daugavpils University has opened up new opportunities for modernizing the educational process at T. H. Shevchenko National University "Chernihiv Collehium" in Ukraine. Educational processes in the Ukrainian institute now actively include European approaches to teaching sustainable development, which requires a comprehensive analysis of

directions, criteria, and institutional strategies. Knowledge gained from Daugavpils University has allowed Ukrainian lecturers to identify a set of pedagogical conditions that contribute to improving the professional training of future teachers of history and civic education with regard to teaching sustainable development by:

- updating and creating new educational programmes, teaching aids, and textbooks for the professional training of history and civic education teachers, developed with the goals of sustainable education in mind;
- creating conditions for effective pedagogical interaction between teachers and students where both teachers and students are subjects of learning;
- fostering an active civic stance and responsibility for sustainable development in society among students for the development of Ukraine, Europe, and the world, involving students in volunteer initiatives and municipal or regional sustainable development projects;
- strengthening the practical component of student training;
- involving teachers in professional development in accordance with international standards; participation via EU programmes such as Erasmus+ and Horizon 2020; and the formation of strategic partnerships with European universities; and
- supporting for student research on current issues in sustainable development education.

In modern conditions, microlearning is becoming particularly important as an advanced teaching technology. Its use has been introduced thanks to the academic mobility programme for teachers with Daugavpils University. Integration of the latest educational approaches is important for improving the quality of higher education and meeting the requirements of the modern educational space.

The introduction of oral history techniques in educational research based on Daugavpils University's model provides a humanistic approach to the coverage of historical and pedagogical events and phenomena. The Ukrainian university has used these techniques in practical classes for students to highlight the experience of schooling and the influence of the family environment and social surroundings on children during the Soviet era in Ukraine.

Thus, we can conclude that the implementation of approaches from Daugavpils University into the educational process of the T. H. Shevchenko National University “Chernihiv Colehium” is not only an example of effective international academic cooperation but also an effective factor in the modernization of the content and forms of the educational process in Ukrainian higher education.

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