

The John Paul II Catholic University in Lublin

Institute of Political Science and Administration  
Department of Theory of Politics and Eastern Studies  
*· Eastern European University Network ·*

# CERTIFICATE

*of Professional Development*  
for Academic Teaching Staff

*This is to certify that*

**Prof. Dr Sc. Nadiia Dovhan**

has successfully completed the online professional-development programme  
**«PSYCHOLOGY AND PEDAGOGY»**

in the total workload of 180 academic hours (6.0 ECTS credits).

No	Module / Thematic Content	Hours	ECTS
I	Psychological Foundations of Higher Education	30	1.0
II	Contemporary Pedagogical Theories and Didactic Models	30	1.0
III	Psychology of Learning and Cognitive Development of Adults	30	1.0
IV	Academic Communication, Group Dynamics and Conflict Resolution	30	1.0
V	Digital Pedagogy, E-Learning and Online Didactics	30	1.0
VI	Assessment, Quality Assurance and Final Reflective Project	30	1.0
<b>TOTAL</b>		<b>180</b>	<b>6.0</b>

**Aim of the programme.** To enhance the psychological and pedagogical competence of academic staff in higher education, with particular focus on learner-centred instructional design, digital pedagogy and valid assessment in international online environments.

**Mode of study:** online (synchronous & asynchronous). **Assessment:** continuous evaluation and final project — passed.

*Andrzej Szabaciuk*

**Prof. Szabaciuk**

Rector Plenipotentiary for the  
Eastern-European University Network  
and Catholic Universities Network

Lublin, Republic of Poland  
Date: **30 March 2026**  
Reg. No.: **2026-03-UA-13**

## CERTIFICATE SUPPLEMENT

*Issued in accordance with the principles of the European Higher Education Area*  
accompanying the Certificate of Professional Development No. 2026-03-UA-13

### 1. INFORMATION IDENTIFYING THE HOLDER OF THE CERTIFICATE

Full name	Dovhan Nadiia Yuriivna
Academic degree	Doctor of Sciences (Habilitation) in Pedagogy
Position	Professor, Head of the Department of Olympic and Professional Sports
Affiliation	<i>Petro Mohyla Black Sea National University, Faculty of Physical Education and Sport, Mykolain (Ukraine)</i>

### 2. INFORMATION IDENTIFYING THE PROGRAMME

Programme	<b>Psychology and Pedagogy (Professional Development for Academic Teaching Staff)</b>
Awarding institution	The John Paul II Catholic University in Lublin (KUL), Institute of Political Science and Administration, Department of Theory of Politics and Eastern Studies
Delivering framework	Eastern European University Network (EEUN) · Catholic Universities Network
Level	Professional development for academic teaching staff (faculty advancement)
Mode of study	Online — synchronous lectures, asynchronous self-study and supervised final project
Workload	180 academic hours · 6.0 ECTS credits · 6 modules
Language of instruction	English (with Ukrainian consultative support)
Period of study	January – March 2026 · Date of completion: 30 March 2026
Assessment	Continuous evaluation + final reflective project — passed

### 3. PROGRAMME STRUCTURE AND CONTENT OF MODULES

Nº	Module title	Thematic content	Hours	ECTS
I	Psychological Foundations of Higher Education	Theoretical frameworks of educational psychology; developmental psychology of adult learners; cognitive and affective dimensions of academic learning; motivation and volition.	30	1.0
II	Contemporary Pedagogical Theories and Didactic Models	Constructivism, competence-based approach, experiential learning; taxonomies of learning objectives (Bloom, SOLO); instructional design principles for higher education.	30	1.0
III	Psychology of Learning and Cognitive Development of Adults	Theories of adult learning (andragogy); memory, attention and cognitive load in academic contexts; individual differences, learning styles and metacognition.	30	1.0
IV	Academic Communication, Group Dynamics and Conflict Resolution	Academic rhetoric and professional communication; facilitation of group processes; managing conflicts in teaching-learning environments; intercultural communication.	30	1.0
V	Digital Pedagogy, E-Learning and Online Didactics	Learning management systems and digital learning tools; instructional design for synchronous and asynchronous formats; student engagement in online courses.	30	1.0
VI	Assessment, Quality Assurance and Final Reflective Project	Formative and summative assessment; validity, reliability and rubric design; quality-assurance standards in higher education (ESG 2015); final reflective project.	30	1.0
<b>TOTAL</b>			<b>180</b>	<b>6.0</b>

### 4. FINAL REFLECTIVE PROJECT

**Title:** «*Psycho-Pedagogical Foundations of the Professional Training of Coaches and Lecturers in Olympic and Professional Sports*»

**Abstract.** The work elaborates a psycho-pedagogical framework for the professional training of coaches and lecturers engaged in olympic and professional sports. Drawing on theories of competence-based education, andragogy and reflective practice, the author articulates a four-layered architecture of professional preparation: theoretical foundations of sports pedagogy and sports psychology, methodological literacy in training-process design, communicative-pedagogical competence in coach-athlete interaction and the cultivation of ethical and motivational dimensions of the sporting profession. Each layer is mapped onto specific didactic devices — case-based seminars on training methodology, simulated coaching sessions with structured feedback, peer-observation cycles and supervised practicum embedded in real sport-training environments. Particular attention is devoted to the developmental sequencing of layers across the stages of university-level professional preparation and to the institutional conditions sustaining long-term professional growth. Implications are formulated for the design of national curricula in sports education and for the systematic professional development of academic staff in faculties of physical education and sport.

### 5. PROGRAMME ADMINISTRATION

**Course Supervisor:** Dr. Vitalii Lunov — Visiting Professor; academically responsible for the design, delivery and final evaluation of the programme.

### 6. CERTIFICATION

*This supplement forms an integral part of Certificate No. 2026-03-UA-13 and is valid only in conjunction with the main certificate.*



**Dr. Vitalii Lunov**

Visiting Professor,

Course Supervisor

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Dovhan, N. (2026, March 30). Psycho-Pedagogical Foundations of the Professional Training of Coaches and Lecturers in Olympic and Professional Sports. <https://doi.org/10.5281/zenodo.20369724>

Lublin, Republic of Poland

Date: 30 March 2026

Main certificate Reg. No.: 2026-03-UA-13

Supplement Reg. No.: 2026-03-UA-13-S

# Psycho-Pedagogical Foundations of the Professional Training of Coaches and Lecturers in Olympic and Professional Sports

Nadiia Yu. Dovhan

*Petro Mohyla Black Sea National University, Mykolaiv, Ukraine*

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**Abstract.** This extended abstract presents a psycho-pedagogical framework for the professional training of coaches and lecturers engaged in Olympic and professional sports. Grounded in theories of competence-based education, andragogy and reflective practice, the framework articulates a four-layered architecture of professional preparation: theoretical foundations of sports pedagogy and sports psychology, methodological literacy in training-process design, communicative-pedagogical competence in coach-athlete interaction and the cultivation of ethical and motivational dimensions of the sporting profession. Each layer is mapped onto specific didactic devices — case-based seminars on training methodology, simulated coaching sessions with structured feedback, peer-observation cycles and supervised practicum embedded in real sport-training environments. The paper foregrounds the developmental sequencing of layers across the stages of university-level professional preparation and concludes with recommendations for national curricular design in sports education and for the sustainable professional development of academic staff in faculties of physical education and sport.

**Keywords:** *sports pedagogy; coach education; olympic sports; competence-based education; reflective practice; supervised practicum*

## 1. Background

The professional preparation of coaches and lecturers in the domain of Olympic and professional sports involves a unique conjunction of competencies — pedagogical, methodological, communicative and ethical — that no single university course can deliver in isolation. Contemporary curricula tend to address these competencies as discrete content domains, which underutilises the integrative potential of sports-pedagogical education. The present contribution reframes the design question: how should university-level training be sequenced and supported so that the four core dimensions of coaching competence may be cultivated as a coherent professional whole rather than as parallel knowledge tracks.

## 2. Four-Layered Architecture

The proposed framework articulates four mutually reinforcing layers of professional preparation. The first — theoretical foundations of sports pedagogy and sports psychology — provides the conceptual scaffolding for subsequent layers and is delivered through systematic exposure to motor learning, developmental physiology of the athlete and motivational psychology in sport. The second — methodological literacy in training-process design — concerns the disciplined translation of theoretical knowledge into structured training programmes, supported by case-based seminars on periodisation, load management and individualisation of training. The third — communicative-pedagogical competence in coach-athlete interaction — addresses the relational and dialogical instruments of the coach's work, cultivated through simulated coaching sessions with structured feedback and peer-observation cycles in real training settings. The fourth — ethical and motivational dimensions of the sporting profession — develops the capacity to act responsibly in the high-stakes contexts of competitive sport, sustained through structured discussion of dilemmas (fair play, athlete welfare, anti-doping ethics) and through supervised practicum embedded in professional sport-training environments. Each layer is mapped to specific didactic devices and to identifiable institutional preconditions, with explicit attention to the temporal sequencing of layers across the stages of professional preparation.

## 3. Conclusions

Competent coaching and sports-pedagogical work is not assembled from discrete content exposures but emerges through deliberately sequenced developmental experiences. Realising the proposed framework requires curricular coherence, prepared academic supervisors and institutional arrangements that protect the time necessary for the formation of integrated coaching competence. Directions for further work include empirical evaluation of the model in pilot curricula at faculties of physical education and the development of supervisor-preparation programmes aligned with the proposed architecture.

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**Note.** *This extended abstract was prepared within the professional-development programme «Psychology and Pedagogy» (3.0 ECTS, 90 academic hours) delivered online by KUL in cooperation with EEUN; it accompanies Certificate of Professional Development No. 2026-03-UA-13, Lublin, 30 March 2026.*

**Declaration on the use of AI.** *Generative AI tools (large-language-model assistants) were used solely for language editing and stylistic refinement. The theoretical framework, conceptual argumentation, analysis and conclusions constitute the author's original work; the author assumes full responsibility for the integrity, accuracy and originality of the content. All AI-assisted editing complies with the COPE guidelines on the use of AI in scholarly publications and with the academic-integrity policy of KUL.*