SUPPLEMENT 5

ALFRED NOBEL UNIVERSITY

STUDY PROGRAMME
“E-COMMERCE”
BACHELOR IN MARKETING

COURSE CATALOGUE

2025-2026 academic year

Dnipro 2026

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UKRAINIAN IDENTITY, HISTORY AND CULTURE				
The course aims to to form an understanding of the main patterns of Ukraine's development in the context of the world historical process, of the cultural and artistic heritage of Ukrainians, the formation and development of Ukrainian national identity; to provide scientific sources and scientific tools relevant for modern education.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1	3 / mandatory	Yana Halkina, PhD (Philology), Associate Professor	90 hours (16 h. lectures, 14 h. practical classes, 60 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1.Demonstrate knowledge of the theoretical foundations of the course to establish the educational background necessary for the professional activities of marketing specialists.			Lectures, seminars case study analysis historical workshop	Class participation and discussions, case study reports (CAS), final test (CAS)
2. Foster analytical thinking through the study of historical and cultural topics.			Seminars historical workshop	Class participation and discussions, workshop participation, presentation(CAS), final test (CAS)
3. Apply relevant digital and information technologies to collect and process information required for the study of this course and future professional practice			Guided inquiry, case study analysis	Class participation, guided inquiry participation, case study reports, (CAS), final test (CAS)
4. Apply an interdisciplinary approach in preparation for professional activities.			Lectures, seminars, discussions, brainstorming	Class participation Participation in the discussion and brainstorming (CAS), final test (CAS)
5. Effectively allocate and perform functional responsibilities within a team while completing academic tasks.			Seminars, discussions, open inquiry	Participation in the discussion and in open inquiry CAS) final test (CAS)
6. Demonstrate responsibility and civic awareness based on the ethical principles developed through the study of the course.			Seminars case study analysis	Class participation and discussions, case study reports (CAS) final test (CAS)

7. Demonstrate effective oral and written communication skills to accomplish academic tasks.	Seminars workshops of media literacy	Class participation and discussions presentation (CAS), final test (CAS)

Assessment

35 points - for work in seminars (answers to questions according to the plan): 7 seminar, 5 points each
35 points - for self-directed work (concise answers to questions, abstract report, essay (written) - 7 tasks, 5 points each
Test (general) - 30 points

Assessment criteria:

Seminar and self-directed work
Excellent (5) – The topic of the question is fully learned, a high level of mastery of the material is demonstrated, interdisciplinary connections and connections with previous topics are understood, a wide range of educational and scientific literature is used. The answer is logical, detailed. Deep knowledge of the history of the period, the phenomenon being analyzed, fluent use of terminology. The student takes an active part in the lesson, not stopping at one detailed answer, but complements and participates in the discussion.

Good (4) The topic is mainly covered. The average level of mastery of the material, the necessary source base is used. The applicant demonstrates theoretical, historical awareness of the topic, confident knowledge of the facts. Activity in the lesson is moderate. Individual inaccuracies in the use of terms and determination of dates are permissible.

Satisfactory (3) The topic is only partially covered (but more than 50 percent), a minimum number of sources are used. The candidate is generally familiar with the material. There may be some errors in the facts and logic of the presentation. With the help of additional questions, the candidate partially analyzes the phenomenon being studied.

Unsatisfactory (2) The answer is not covered. Theoretical and historical knowledge is not thorough, the analysis of the topic does not demonstrate an understanding of the content of concepts and phenomena. There are serious factual and logical errors.

c) test papers

The criteria for the test assignment are written on the test card.

Content

Topic 1. National identity as a way of self-identification.
Topic 2. Ukraine in the Middle Ages.
Topic 3. The phenomenon of Cossacks in the history of Ukraine and the modern Ukrainian picture of the world.
Topic 4. Ukrainian intelligentsia, its role in public life and national revival.
Topic 5. Ukrainian culture in the structure of Ukrainian identity.
Topic 6. Ukrainian art as a component of cultural achievement.
Topic 7. Ukrainian mentality.

Literature

Compulsory reading

1. Brusakova, O., & Hrechenko, V. (2023*). Istoriia Ukrainy: Navchalnyi posibnyk [History of Ukraine: A textbook]*. 386 p.
2. Bushyn, M., & Hurzhii, O. (2016). *Istoriia Ukrainy: Pidruchnyk dlia studentiv neistorychnykh spetsialnostei vyshchykh navchalnykh zakladiv [History of Ukraine: A textbook for students of non-history*

specializations at higher education institutions]. 664 p. https://repo.knmu.edu.ua/items/898d7469-8965-45e4-a0a7-518a31ed09a8
3. *Entsyklopediia istorii Ukrainy: U 10 tomakh [Encyclopedia of the History of Ukraine: In 10 volumes]*. (2003–2013). http://resource.history.org.ua/cgi-bin/eiu/history.exe?C21COM=F&I21DBN=EIU&P21DBN=EIU
4. Sharova, T., & Kolomoiets, H. (2024). Formation of Ukrainian national identity: Means and value orientations. *Problems of Education*. https://doi.org/10.52256/2710-3986.1-100.2024.22
5. Udovychenko, L. (2022). *Pedagogical Education: Theory and Practice. Psychology. Pedagogy*, 1(37), 70–75. https://doi.org/10.28925/2311-2409.2022.3710
6. Verkhovna Rada of Ukraine. (2023). *Zakon Ukrainy «Pro osnovni zasady derzhavnoi polityky u sferi utverdzhennia ukrainskoi natsionalnoi ta hromadianskoi identychnosti» [Law of Ukraine «On the Basic Principles of State Policy in the Sphere of Affirming Ukrainian National and Civic Identity»]*. https://zakon.rada.gov.ua/laws/show/2834-20#Text

Recommended reading

1. Vermenych, Ya. V. (2024). *Ukrainsko-rosiiske pohranychchia u prostori konfliktu identychnostei v istorii ta suchasnosti [The Ukrainian-Russian borderland in the context of identity conflicts in history and the present]*. 331 p. http://resource.history.org.ua/cgi-bin/eiu/history.exe?C21COM=2&I21DBN=ELIB&P21DBN=ELIB&Image_file_name=book/0018161.pdf&IMAGE_FILE_DOWNLOAD=0
2. Hooson, D. (Ed.). (1994). *Geography and national identity*. Oxford, UK: Wiley-Blackwell. 416 p.
3. Himka, J.-P. (2006). The basic historical identity formations in Ukraine: A typology. *Harvard Ukrainian Studies*, 28(1–4), 483–500. https://www.jstor.org/stable/i40046183
4. Stepyko, M. T. (2011). *Ukrainska identychnist: Fenomen i zasady formuvannia: Monohrafiia [Ukrainian identity: The phenomenon and principles of its formation: A monograph]*. Kyiv, Ukraine: NISD. 336 p. https://niss.gov.ua/sites/default/files/2012-09/Ident-62307.pdf

Web-resources

1. Institute of History of Ukraine (n.d.). *Official website*. https://history.org.ua/uk
2. The Ukrainian Institute of National Remembrance (n.d.). *Official website*. https://uinp.gov.ua/
3. National Historical Library Of Ukraine (n.d.). *Official website.* https://nibu.kyiv.ua/

UKRAINIAN IDENTITY: STYLISTICS AND LANGUAGE CULTURE				
The course aims to develop students' high culture of professional speech within official-business and scientific styles, develop appropriate communicative abilities in the field of professional communication in speech and writing, practice skills for proficiency in different kinds of language activities, study professional terminology as the basis of professional broadcast, master the technique of drafting official documents, and master the spelling and stylistic norms of the modern Ukrainian language for professional communication.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1	1 / mandatory	Olena Turchak, PhD, Associate Professor	90 hours (14 h. lectures, 14 h. practical classes, 62 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Demonstrate knowledge and understanding of the theoretical foundations and principles of conducting marketing activities.			Lectures, tutorials, discussion, self-study activity	Class participation and discussions, case study reports (CAS), final test (CAS)
2) Act in a socially responsible and civic-minded manner based on the ethical principles of marketing, respect for cultural diversity and the values of civil society, while observing individual rights and freedoms.			Lectures, tutorials, role-playing and simulations	Teamwork evaluation, class discussions and peer assessment (CAS)
3) Meet the requirements imposed on a modern marketer and continuously improve the level of personal professional training.			Lectures, tutorials, student reports by individuals	Reports (CAS)
4) Meet the requirements imposed on a modern marketer and continuously improve the level of personal professional training.			Lectures, tutorials, discussions, workshops on principles and techniques of oral and written text production in the state languages	Written and oral assignments, text creation on a relevant topic (CAS), final test (CAS)
5) Demonstrate responsibility in relation to moral, cultural, and scientific values and achievements of society in professional marketing activities			Lectures, tutorials, self-study activity, student reports by individuals	Class participation and discussions, reports, presentations (CAS)
6) Understand the essence and content of macro- and micro-environments of marketing, basics of market segmentation, selection of target			Lectures, tutorials, role-playing and	Class participation and discussions, case study reports (CAS), final test (CAS)

segments and positioning, structural elements of the company's marketing mix, fundamentals of product, pricing, communication, and distribution policies, theoretical foundations of organizing and conducting marketing research, and principles of organizing marketing activities	simulations, self-study activity	

Assessment

The final grade is given on a 100-point scale:
10% Participation in the discussion
5% Student reports assessment
10% Practical skills assessment
5% Tests
10% Presentation assessment (oral, multimedia)
60% Mid-term control (multiple choice tests, practical skills assessment)

Content

Topic 1. Standard language as the basis of business and professional communication. Stylistic differentiation of the Ukrainian literary language

Topic 2. Features of Ukrainian orthography in professional communication and its importance for the correct preparation of official documents

Topic 3. Features of the lexical system of the Ukrainian literary language in professional communication

Topic 4. Ukrainian phraseology and its role in professional communication. Ukrainian lexicography. Word formation in business language

Topic 5. Ukrainian morphology. The role of morphological means in official documents

Topic 6. Syntactic features of professional communication

Topic 7. Features of Ukrainian punctuation in official documents

Topic 8. Features of oral professional communication

Literature

Compulsory reading

1. Plotnytska, I. M. (2026). *Dilova ukrainska mova: Navchalnyi posibnyk* [*Business Ukrainian: A textbook*]. Kyiv, Ukraine: SBA Print. 260 p.

2. Turchak, O. M. (2017). *Dilova ukrainska mova* [*Business Ukrainian*]. Dnipro, Ukraine: UAN. 160 p.

Recommended reading

1. Zubkov, M. H. (1999). *Mova dilovykh paperiv: Kompleksnyi dovidnyk* [*The language of business documents: A comprehensive handbook*]. Kharkiv, Ukraine: Folio. 288 p

2. Babych, N. D. (Ed.). (2014). *Kultura fakhovoho movlennia [Culture of professional communication]*. *Chernivtsi, Ukraine: Knyhy–XXI. 526 p.*

3. Mozghovyi, V. I. (2008). *Ukrainska mova u profesiinomu spilkuvanni: Modulnyi kurs: Navchalnyi posibnyk* [*Ukrainian language in professional communication: A modular course: A textbook*]. Kyiv, Ukraine: Tsentr navchalnoi literatury. 592 p.

4. Turchak, O. M. (2013). *Ukrainska mova profesiinoho spriamuvannia: Zbirnyk vprav ta zavdan dlia studentiv usikh spetsialnostei* [*Ukrainian language for professional purposes: A collection of exercises and assignments for students of all specializations*]. Dnipropetrovsk, Ukraine: DUEP. 96 p.

5. Shevchuk, S. V., & Klymenko, I. V. (2017). *Ukrainska mova za profesiinym spriamuvanniam* [*Ukrainian language for professional purposes*]. Kyiv, Ukraine: Alerta. 640 p.

Web-resources

1. *Dilova ukrainska mova* [*Business Ukrainian*]. Retrieved from https://www.dut.edu.ua/uploads/l_666_15833608.pdf1

2. *Dilova ukrainska mova* [*Business Ukrainian*]. Retrieved from https://www.pgasa.dp.ua/a/files/metodukr18/mps/mp17.pdf

3. *Dilova ukrainska mova* [*Business Ukrainian*]. Retrieved from https:// www.ebooktime.net/book_101.html

4. *Ukrainskyi pravopys* [*Ukrainian orthography*]. (2019). Ministry of Education and Science of Ukraine. Retrieved from https://mon.gov.ua/storage/app/media/zagalna%20serednya/%202019.pdf

<table>
<tr><td colspan="5">FOREIGN LANGUAGE</td></tr>
<tr><td colspan="5">The course aims to develop students' foreign language communicative competence in use, which will contribute to their effective functioning in the cultural diversity of educational and professional environments. Particular emphasis is placed on deepening knowledge of a foreign language and improving speech skills and developing language skills acquired in secondary school, as well as preparing students to master foreign language communication skills and abilities in the field of future professional activity. The main goal of foreign language teaching is achieved through more specific competences: acquiring skills of practical foreign language proficiency in various types of speech activities within the scope of topics determined by professional needs (B1+ and higher); retrieving information from foreign sources; using oral monologue and dialogue speech within the framework of everyday, socio-political, and general economic topics; making presentations on general issues.</td></tr>
<tr><td>Language of teaching</td><td>Semester / Duration</td><td>ECTS credits / Type of course (mandatory, elective)</td><td>Course Coordinator</td><td>Student workload</td></tr>
<tr><td>English</td><td>1, 2/ 28</td><td>11/ Mandatory</td><td>Neliia Blynova, PhD in Philology, Associate Professor; Svitlana Medynska, PhD in Professional Education, Associate Professor; Karyna Ostrovska, Senior Lecturer</td><td>330 hours (196 h. practical classes, 134 h. self-directed learning)</td></tr>
<tr><td colspan="3">Learning outcomes
On completion of the course, students will be able to:</td><td>Teaching methods, teaching and learning activities</td><td>Forms of assessment (continuous assessment CAS, final assessment FAS)</td></tr>
<tr><td colspan="3">1) Have a command of the grammatical structures necessary for the flexible expression of relevant concepts, as well as for understanding and creating a wide range of texts in both general and professional contexts</td><td>Practical classes, presentation, project, independent work, writing essays/ stories/ reports, testing</td><td>Assessment of skills, oral responses, assessment of presentation and project, review of written assignments, test completion (CAS), final test (CAS)</td></tr>
<tr><td colspan="3">2) Use foreign syntactic structures, enabling them to recognize and create a wide range of texts related to personal life and professional activities</td><td>Practical classes, presentation, project, writing essays/ stories/ reports, testing</td><td>Assessment of skills, oral responses, assessment of presentation and project, review of written assignments, test completion (CAS), final test (CAS)</td></tr>
<tr><td colspan="3">3) Possess a sufficient vocabulary to effectively solve professional tasks and overcome challenges in</td><td>Practical classes, presentation, role play, Internet</td><td>Assessment of presentation and role play, review of written</td></tr>
</table>

both general and professional spheres using the English language	search, writing essays/ stories/ reports	assignments (CAS), final test (CAS)
4) Comprehend relevant written and audio authentic texts based on vocabulary and grammar covered in the course	Practical classes, discussion, group work/ pair work, testing	Assessment of skills, oral responses, test completion (CAS), final test (CAS)
5) Demonstrate an understanding of the intercultural nuances of the parties involved in the collaboration and is skilled at preventing intercultural conflicts	Practical classes, discussion, presentation, group work/ pair work	Assessment of presentation, group work/ pair work, peer assessment (CAS)
6) Possess developed functional communicative competence in English, enabling effective functioning in diverse cultural, academic, and professional environments	Practical classes, completion of individual projects	Assessment of speaking skills and projects (CAS)
7) Possess strong intercultural communication skills, including active listening, critical thinking, negotiation, and presentation abilities	Practical classes, group work/ pair work, role play	Assessment of group work/ pair work, role play (CAS)

Assessment

The final grade is based on a 100-point scale and is calculated as a result of continuous assessment throughout the semester.
The assessment includes the following components:
20 points for individual presentation;
20 points for participation in discussions;
20 points for written assignments (essay, story, report etc.);
40 points for achievement/ final tests
Assessment criteria
a) Individual presentation
The student is assessed according to the following criteria:
16–20 points: The student demonstrates excellent understanding of the material. The presentation is well-structured, coherent, and fully meets the task requirements. A wide range of relevant vocabulary and grammatical structures is used accurately. Arguments are clear, well-developed, and supported with appropriate examples. The speech is fluent, with little to no errors.
11–15 points: The student demonstrates good understanding of the material. The presentation is generally well-structured and meets most of the task requirements. The student uses an adequate range of vocabulary and grammatical structures relevant to the topic. Some arguments may lack depth or clarity. Minor grammatical or lexical errors are present but do not significantly hinder communication.
6–10 points: The student demonstrates a satisfactory understanding of the material. The presentation is partially structured and only partly meets the task requirements. The student uses a limited range of vocabulary and grammatical structures. Some ideas are insufficiently developed. Errors are noticeable and may hinder effective communication.
1–5 points: The student demonstrates a poor understanding of the material. The presentation is incomplete or does not meet the task requirements. The use of vocabulary and grammar is very limited or inappropriate. There is little logical structure, and frequent errors significantly hinder communication.
b) Participation in discussions
Students receive points based on their level of participation in class discussions:
81–100%: The student actively participates in discussions, demonstrates excellent knowledge of the material, and confidently expresses and justifies their opinions.

51–80%: The student demonstrates a good understanding of the material and participates in discussions, though some inaccuracies or lack of depth may be present.
21–50%: The student shows a basic understanding of the material but participates inconsistently or with significant gaps.
1–20%: The student demonstrates little to no understanding of the material and rarely participates in discussions.
c) Written assignment
5 points: The text is fully coherent and follows the required structure. The student demonstrates a wide range of vocabulary and sophisticated grammar. The topic is fully disclosed with persuasive arguments. Practically error-free.
4 points: The text is well-organized and the topic is clearly disclosed. The student uses a sufficient range of vocabulary and structures. Minor grammatical or spelling errors are present but do not interfere with the message.
3 points: The structure is incomplete or inconsistent. The analysis/story is superficial with limited argumentation. The student demonstrates narrow vocabulary and significant errors that occasionally hinder understanding.
1–2 points: The assignment does not follow the required format. The topic is not disclosed, and ideas are disconnected. Frequent gross errors in grammar and vocabulary significantly hinder comprehension.
d) Test
The test includes tasks on vocabulary, grammar, reading, listening, and writing. The criteria for the test assignment are written on the test card. The final score for the test is determined based on the percentage of correct answers.

Content

Topic 1. Appearance and Style
Topic 2. Science and Technologies
Topic 3. Sport and Healthy Eating
Topic 4. Travels
Topic 5. Personal Qualities
Topic 6. Relationships, Conflicts, and Problems
Topic 7. TV, News, Art, and Games
Topic 8. Money, Payments, and Trading

Literature

Compulsory reading

1. Brayshaw, D., Hastings, B., Edwards, L., Bright, C., Fricker, R., Sosnowska, J. (2020). High Note 3 (B1+|/B2). Pearson.
2. Evans, V. (2020). *Round-up*. Harlow, Essex: Longman. 208 p.

Recommended reading

1. Capel, A., & Sharp, W. (2018). *Objective First*. Cambridge University Press.
2. Dooley, J., & Evans, V. (2019). *Grammarway 3*. Express Publishing.
3. Hewings, M. (2023). *Advanced Grammar in Use*. Cambridge University Press.
4. McCarthy, M. (2021). *English Vocabulary in Use*. Cambridge University Press. 309 p.
5. Murphy, R. (2019). *English Grammar in Use* (5th ed.). Cambridge University Press.
6. Pavich, J. (2018). *Cambridge International AS Level English General Paper Coursebook* (5th ed.). Cambridge University Press.
7. Prodromou, L. (2018). *Grammar and Vocabulary for First Certificate*. Longman.
8. Redman, S. (2018). *English Vocabulary in Use*. Cambridge University Press. 270 p.
9. Swan, M., & Walter, C. (2017). *How English Works (A Grammar Practice Book)*. Oxford University Press.
10. Vince, M., & Emmerson, P. (2019). *English Grammar and Vocabulary*. Macmillan.
11. Wyatt, R. (2012). *Check your vocabulary for IELTS*. Peter Collins Publishing.

Web-resources

1. English with Emma. (n.d.). https://www.youtube.com/channel/UCVBErcpqaokOf4fI5j73K_w
2. LearnEnglish. (n.d.). https://learnenglish.britishcouncil.org
3. TED Talks: Discover ideas worth spreading. (n.d.). https://www.ted.com/talks
4. Test-English. (n.d.). https://test-english.com

INFORMATION AND COMMUNICATION TECHNOLOGIES				
The course aims to develop a modern level of information and computer culture in students, enable them to acquire practical skills in working with modern computer technology, and help them use the latest information technologies to solve various tasks in practical activities in the subject area. Objectives of the course: to help students understand the main patterns and trends in the development of information and communication systems in the context of internationalization and globalization of the world economy. To familiarize them with general methods of forming and supporting information processes. To develop skills and abilities in the use of applied computer systems for preparing, searching, processing and presenting various types of information. To determine criteria for selecting and using information and communication networks and their components in providing communication links. To form a systematic approach to the automated solution of tasks of information support of professional activities. During the study of the course, both general (the ability to abstract thinking, analysis and synthesis; skills in using information and communication technologies; skills in searching, collecting and analyzing information and making decisions, the ability to learn and stay up-to-date; the ability to make informed decisions; the ability to work in a team; interpersonal communication skills; appreciation and respect for diversity and multiculturalism) and special competencies are formed (systematize, synthesize and organize received information; identify problems, formulate conclusions and develop recommendations using innovative approaches, modern technologies and software to solve practical problems in the subject area; use modern information and communication technologies in the field of management; justify the choice and apply information and analytical tools, economic and statistical calculation methods, complex analysis techniques and methods of monitoring the situation in world markets; illustrate and present the results of the assessment, summarize and develop recommendations and measures for adaptation to changes in the international environment).				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1	3/ mandatory	Lyudmila Yarmolenko, senior teacher	90 hours (14 h. lectures, 14 hours of laboratory work, 62 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:		**Teaching methods, teaching and learning activities**		**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Apply in practice knowledge of the organization and application of modern information technologies when solving problems in practical activities in the specialty.		Independent work		Report on topics mastered independently. Computer testing.
2) Use basic Windows tools fluently.		Lectures, laboratory classes, discussions, independent work		Oral answers to questions. Explanation of the methodology for completing laboratory tasks. Reports on laboratory work. Computer-based testing.

3) Know the basic principles and tools for working with Microsoft Office software products to implement applied tasks.	Lectures, laboratory classes	Oral answers to questions. Explanation of the methodology for completing laboratory tasks. Reports on laboratory work. Computer-based testing.
4) Create, format and print documents in the Microsoft Word text editor environment.	Lectures, laboratory classes, discussions, independent work	Oral answers to questions. Explanation of the methodology for completing laboratory tasks. Reports on laboratory work.
5) Create spreadsheets in Microsoft Excel, perform necessary calculations and create diagrams.	Laboratory classes, discussions, independent work	Laboratory work reports, final test (CAS)
6) Design and manage multi-tabular Microsoft Access databases	Lectures, laboratory classes, discussions, independent work	Laboratory work reports, final test (CAS)
7) Know how to automate work in Microsoft Office using VBA.	Independent work	Explanation of the methodology for completing laboratory tasks. Laboratory reports
8) Know basic information protection techniques and the main components of the Internet, features of hardware and software for connecting to the Internet, and provider evaluation criteria.	Lectures, independent work	Explanation of the methodology for completing laboratory tasks. Laboratory reports
9) Create presentations using MS Power Point.	Laboratory classes, discussions, independent work	Explanation of the methodology for completing laboratory tasks. Laboratory reports
10) Freely communicate via e-mail and configures programs for work in the global international network.	Laboratory classes, discussions, independent work	Report on topics mastered independently. Explanation of the methodology for completing laboratory tasks.
Assessment		
The final grade is given on a 100-point scale, the final semester test is carried out as a summary assessment based on the results of all module tests conducted during the semester. Content module 1 – 45 p. Test paper No. 1 - 35		

Tests (individual tasks) - 10

Content module 2 – 55 p.

Test paper No. 2 - 45

Tests (individual tasks) - 10

Assessment criteria:

The performance of 1 test is assessed on a 20-point scale:

18-20 points - the student completed the task qualitatively, correctly identified and applied the necessary formatting tools for Word text and graphic objects.

14-17 points - in general, the student completed the task correctly, but some minor formatting errors were made.

10-13 points - during the performance of the practical task, the student identified and applied only the basic features of MS Word formatting, without paying attention to the specific features of the text presented in the example.

0-9 points - the practical task was performed incorrectly, the text was only printed, but the main MS Word formatting tools were not used.

The performance of the 2nd test is assessed on a 15-point scale:

13-15 points - the student completed the task qualitatively, correctly identified and applied the necessary tools for constructing MS Excel tables, correctly uses formats.

10-12 points - in general, the student completed the task correctly, but some minor errors were made in formatting.

7-9 points - during the performance of the practical task, the student identified and applied only the basic concepts of constructing MS Excel tables, without paying attention to the specific features of electronic tables.

0-6 points - the practical task was completed incorrectly, the tables were only printed, but the main tools for constructing MS Excel tables were not used.

The performance of the 3rd test is assessed on a 30-point scale:

26-30 points - the student completed the task qualitatively, correctly identified and applied the necessary tools for constructing MS Excel tables, correctly performed calculations, and used functions.

22-25 points - in general, the student completed the task correctly, but some minor errors were made in constructing logical functions, there are minor shortcomings in the logic of the solution, or arithmetic calculations.

15-21 points – during the practical task, the student identified and applied only the basic concepts of constructing MS Excel tables, without paying attention to the specific features of constructing complex functions.

0-14 points – the practical task was completed incorrectly, the tables were only printed, but the main tools for constructing MS Excel tables were not used, there are no calculations.

The performance of the 4th test is assessed on a 35-point scale:

30-35 points - the student completed the task qualitatively, correctly identified and applied the necessary tools for constructing MS ACCESS tables, correctly constructed the data schema, queries, forms, and used functions for calculations.

22-29 points - in general, the student completed the task correctly, but some minor errors were made in constructing logical functions, there are minor shortcomings in the logic of the solution or arithmetic calculations.

15-20 points – during the practical task, the student identified and applied only the basic concepts of building MS ACCESS tables, without paying attention to the specific features of building a database.

0-14 points – the practical task was completed incorrectly, the tables were only printed, but the main tools for building MS ACCESS tables were not used, there are no calculations, queries, or forms.

Content

Module 1

Topic 1. Subject, methods and objectives of the discipline. Information systems (IS) and their role in the management of the national economy
Topic 2. Text processing systems. MS Word text editor. Text editing and formatting
Topic 3. Creating tables in the MS Word text editor. Automation of document creation.
Topic 4. Technology for creating presentations using MS PowerPoint
Topic 5. Local area networks. Application of Internet technologies
Topic 6. Spreadsheet data processing systems. MS Excel spreadsheet. Basics of working in the MS Excel spreadsheet environment
Topic 7. Working with functions and formulas in the MS Excel spreadsheet
Topic 8. Creating, editing and formatting charts in the MS Excel environment
Module 2.
Topic 9. Working with databases in MS Excel.
Topic 10. Fundamentals of database construction.
Topic 11. Creating, editing and managing a database using a DBMS.
Topic 12. Creating, editing and using queries using the MS Access DBMS as an example.
Topic 13. Developing and using forms using the MS Access DBMS as an example.
Topic 14. Generating reports using the MS Access DBMS as an example.
Topic 15. Using the macro generator.

Literature

Compulsory reading

1. *Informatics: Textbook* / O.F. Klymenko, N.R. Golovko. – Kyiv: KNEU, 2021.– 579 p. (basic textbook).
2. *Information systems and technologies in management, education, and library science* / P. I. Orlov, O. Luhansky. — Kharkiv: Publishing house "Prometey-Press", 2022. – 292 p.
3. *Information systems and technologies in finance. Textbook* / Anilovska G.Ya., Ma-rushko N.S., Stokolosa T.M. — Lviv, Magnolia Publishing House, 2021.– 312 p.
4. Pavlysh V. A., Glinenko L. K., Shakhovska N. B. *Fundamentals of information technologies and systems: a textbook*. – Lviv: Lviv Polytechnic, 2018. – 620 p.
5. Vyshnia V. B. *Information systems and technologies: textbook.* – Dnipro: Dnipropetrovsk State University of Internal Affairs, 2021. 279 p.
6. Guzhva V. M. *Information systems and technologies in enterprises: Textbook*. Kyiv: Eryomina N. V. Banking information systems: Textbook. – Kyiv: KNEU, 2020. – 270 p.
7. *Office technologies: a textbook*. Trofymenko O.G., Prokop Yu.V., Loginova N.I., – Odesa: Phoenix, 2019. 207 p.

Recommended reading

1. Kholod O.G., Chumak T.V., Chernetsky S.O., Yarmolenko L.I. *Information and communication technologies in business. Laboratory practical.* Part I: textbook. . [Electronic edition] – Dnipro: Alfred Nobel University, 2021. – 120 p.
2.Karimov G.I., Karimov I.K. *Modeling and forecasting in management. Computer practical course in MS Excel: a manual*. Kamyansk: DSTU, 2023.146 p.
3.Bereza A. M. *Fundamentals of creating information systems: Textbook*. – Kyiv: KNEU, 2021. – 214 p.
4. Pavlenko L. A. *Corporate information systems: Textbook*. – Kharkiv: Publishing house “INZHEK”, 2021. – 260 p.
5. Sytnyk V. F. *Telecommunications in business: Teaching and methodical manual for independent study of dissertations* / V.F. Sytnyk, I. A. Kozak. – K.; KNEU, 2020. – 204 p.

BUSINESS MATHEMATICS AND FUNDAMENTALS OF STATISTICS (FIRST SEMESTER)				
The course aims to form basic mathematical knowledge for solving problems in professional activities, skills of logical thinking and mathematical analysis of economic problems. Objectives of the course: to develop skills in mathematical research of applied problems, for example, to provide the necessary mathematical training and knowledge for studying other courses in the subject area; to teach how to use the appropriate mathematical apparatus to describe the relationships between economic indicators; to analyze and solve equations that model economic processes; to use mathematical apparatus to predict economic phenomena. During the study of the course, both general (skills in using information and communication technologies; the ability to communicate with representatives of other professional groups of different levels (with experts from other fields of knowledge); knowledge and understanding of the subject area and understanding of professional activity) and special competencies are formed (the ability to identify the peculiarities of the functioning of the environment of international economic relations and models of economic development; the ability to constantly improve the theoretical level of knowledge, generate and effectively use them in practical activities; the ability to analyze theories and mechanisms for the implementation of international monetary, financial and credit relations).				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	I	4,0 / mandatory	Lyudmila Yarmolenko, senior teacher	120 hours (26 h. lectures, 12 h. practical classes, 82 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:		**Teaching methods, teaching and learning activities**		**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Know the apparatus of mathematical modeling as the main method of research, quantitative analysis and forecasting of economic phenomena;		Lecture, practical classes, independent work		Problem solving, testing, modular tests (CAS), final exam (FAS)
2) Use appropriate mathematical tools to describe the relationships between economic indicators;		Lecture, practical classes, independent work		Problem solving, testing, modular tests (CAS), final exam (FAS)
3) Analyze and solve equations that model economic processes;		Lecture, practical classes, independent work		Problem solving, testing, modular tests (CAS), final exam (FAS)
4) Apply mathematical tools to forecast economic phenomena;		Lecture, practical classes, independent work		Problem solving, testing, modular tests (CAS), final exam (FAS)
5) Use methods for finding indefinite integrals, methods for calculating definite integrals, and means of		Lecture, practical classes, independent work		Problem solving, testing, modular tests

investigating the convergence of improper integrals in economic problems.		(CAS), final exam (FAS)

Assessment

The final grade is given on a 100-point scale, including 60 points for continuous assessment and 40 points for final assessment.

60 points of the continuous assessment consist of:
30 points – module control work No. 1;
30 points – module control work No. 2.

40 points of the final assessment consist of:
10 points - answers to test tasks;
30 points - solving practical problems.
Assessment criteria:
I. Evaluation of the components of the current control

Module control works (MCW No. 1 - "Linear algebra and analytical geometry", MCW No. 2 - "Differential and integral calculus of a function of one independent variable") consist of testing and solving four practical problems.
a) Criteria for evaluating the correctness of answers to tests (six tests):
1 point - for each correct answer.
b) Criteria for evaluating the solution of the problem (maximum six points for each problem):
6 points
The student demonstrates a deep understanding of the material. Correctly understands the essence of the task. Justifies the choice of the solution method, makes the necessary references to theorems and definitions. There are no errors in logical reasoning, in the choice of formulas. Reasoned conclusions are made. The correct answer is obtained.
5 points
The student demonstrates a good understanding of the material. The correct algorithm for solving the problem is selected. But there are no necessary references to the corresponding theorems and statements. The correct answer is obtained.
4 points
The student demonstrates a good understanding of the material. The correct algorithm for solving the problem has been chosen. The solution contains no more than two inaccuracies (oversights), which are not the result of ignorance or misunderstanding of the educational material and do not significantly affect the result.
3-2 points
The student demonstrates a sufficient understanding of the material. But an irrational solution method has been chosen. The necessary explanations and conclusions are missing, there are errors in mathematical calculations. The problem has not been solved completely or in general form.
1-0 points
The student demonstrates insufficient understanding of the material. The solution algorithm is incorrect, there are significant errors in the formulas and mathematical calculations. The wrong answer was received, or the student did not begin to solve the problem at all.

II. Evaluation of examination work

The examination consists of testing (ten tests) and solving five practical problems.
a) Criteria for evaluating the correctness of test answers
1 point for each correct answer.
b) Criteria for evaluating the solution of the problem (maximum six points for each problem):
5-6 points

The student demonstrates deep knowledge of the material. Correctly understands the essence of the task. Justifies the choice of the solution method, makes the necessary references to theorems and definitions. Mathematical calculations are carried out without errors. The correct answer is obtained.
3-4 points
The student demonstrates a good understanding of the material. The correct algorithm for solving the problem is chosen. The necessary references to the relevant theorems and statements are provided. The solution contains no more than two inaccuracies (oversights) that are not a consequence of ignorance or misunderstanding of the educational material and do not significantly affect the result. The correct answer is obtained.
1-2 points
The student demonstrates sufficient understanding of the material. However, the chosen solution algorithm is not rational, significant errors were made in the choice of formulas or in mathematical calculations. Explanations and conclusions are missing. The problem is not solved completely or in a general form.
0 points
The student did not begin to solve the problem at all.

Content

MODULE 1
Topic 1. Linear algebra
Topic 2. Vector algebra
Topic 3. Line on the plane
MODULE 2
Topic 4. Introduction to mathematical analysis
Topic 5. Derivative of a function and its applications
Topic 6. Functions of many independent variables
MODULE 3
Topic 7. Indefinite integral
Topic 8. Definite integral and its applications

Literature

Compulsory reading

1. *Business Math -- Global Edition.* Cheryl Cleaves, Jeffrey Noble, Margie Hobbs – Longman (Pearson Education), 2025 – 293 p. (basic textbook).

2. *Higher Mathematics for Economists*. Vasylchenko I.P. /. – K.: Condor, 2025. – 608 p. (basic textbook).

3. *Business Mathematics and Statistical Theory: Textbook*. Part 1. [Electronic resource] / O.G. Kholod, I.M. Kozyreva. – Dnipro: Alfred Nobel University, 2022. – 88 p.

4. Klepko V.Yu. *Higher Mathematics in Examples and Problems: Textbook* / V.Yu. Klepko, V.L. Golets. – K.: TsUL, 2020. – 596. p.

5. *Higher and Applied Mathematics: Collection of Problems for Independent Work* / O.G. Kholod, G.G. Shvachych, I.M. Kozyreva, etc. – Dnipro: Alfred Nobel University, 2017. – 84 p.

6. *Mathematical models in marketing and management. Textbook* / V.F. Gamaliy, V.S. Sotnikov, R.I. Zhovnovach, V.A. Vyshnevska, I.V. Nikolaev– Kropyvnytskyi, 2023. – 181 p.

Recommended reading

1. *Higher Mathematics Using Information Technologies. Textbook* / V.P. Ivashchenko, G.G. Shvachych, V.S. Konovalenkov and others. – Zaporizhzhia: Dyke Pole, 2020. – 426 p.

2. *Workshop on the academic discipline "Higher Mathematics for Economists" based on MatLab* / S.M. Chistov, A.E. Nikiforov, T.F. Kutsenko and others. – K.: KNEU, 2018. – 190 p.

3. Radulesku T.-L.T., Radulesku V.D., Andreescu T. *Problems in real analysis: advanced calculus on the real axias,* Springer, 2019.

4. Trench W.F. *Inrtroduction to real analysis*, Pearson Education, 2018.

BUSINESS MATHEMATICS AND FUNDAMENTALS OF STATISTICS (SECOND SEMESTER)				
The course aims to familiarize students with the basics of the mathematical apparatus necessary for solving theoretical and practical problems of economics, mastering the skills of mathematical research of applied problems, methods of obtaining, grouping and processing experimental data. Objectives of the course: to develop skills in mathematical research of applied problems, to provide the necessary mathematical training and knowledge for studying other courses in the subject area; to teach how to use the appropriate mathematical apparatus to describe the relationships between economic indicators; to analyze and solve equations that model economic processes; to apply mathematical apparatus to forecast economic phenomena, to use the latest computer technologies and program packages, analytical platforms in applied research for presenting, systematizing and analyzing information. During the study of the course, the following competencies are formed: PH3 Use modern information and communication technologies and general- and special-purpose software packages. ЗК7 Apply the latest information and communication technologies. СК5 Conduct a comprehensive analysis and monitoring of global market conditions, assess changes in the international environment, and adapt to them. PH4 Systematise and organise information on processes and phenomena in the world economy; assess and explain the influence of endogenous and exogenous factors on them; draw conclusions and develop recommendations, taking into account the specific features of the national and international environment. ЗК3 Demonstrate the ability to learn and remain up to date. 3K10 Communicate with representatives of other professional groups at different levels, including experts from other fields of knowledge and types of economic activity. ЗК13 Make decisions and act in accordance with the principle of zero tolerance for corruption and any other forms of dishonesty. PH23 Recognise the need for lifelong learning in order to maintain a high level of professional competence. ЗК2 Preserve and promote the moral, cultural and scientific values and achievements of society. PH24 Justify the selection and application of information and analytical tools, methods of economic and statistical analysis, comprehensive analysis techniques, and methods for monitoring developments in world markets. ЗК4 Plan and manage time effectively. ЗК7 Apply the latest information and communication technologies. ЗК8 Demonstrate the ability to think abstractly, analyse and synthesise. ЗК12 Demonstrate knowledge and understanding of the subject area and professional activity.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	II	4 / mandatory	Lyudmila Yarmolenko, senior teacher	120 hours (22 h. lectures, 14 h. practical classes, 6 hours of laboratory classes, 78 h. self-directed learning) (6 consultations)
Learning outcomes On completion of the course, students will be able to:		**Teaching methods, teaching and learning activities**		**Forms of assessment (continuous assessment CAS, final**

		assessment FAS)
1) Apply mathematical tools to forecast economic phenomena; know basic concepts and theorems of the theory of random events; and calculate the probability of random events.	Lecture, tutorials, discussion, practical classes, independent work	Participation in discussions, problem solving, testing, final exam (FAS)
2) Know the types of random variables, methods of their assignment, methods of constructing distribution laws based on experimental data, and perform all necessary calculations related to random variables.	Lectures, tutorials, practical classes, independent work	Problem solving, explanation of relationships, dependencies, testing, module tests (), final exam (FAS)
3) Establish the form of the distribution law in simpler problems and, on this basis, predict the probability of future economic indicators.	Lectures, practical classes, laboratory work, statistical data analysis, problem solving using appropriate software, independent work	Solving problems using appropriate software, analyzing statistical data reports, laboratory work (CC), modular test work (CC), final exam (FAS)
4) Perform statistical estimation of distribution parameters; use statistical methods to process experimental data and draw statistical conclusions.	Lectures, practical classes, laboratory work, statistical analysis, problem solving using appropriate software; independent work	Solving problems using appropriate software, analyzing statistical data reports, laboratory work (CC), modular test work (CC), final exam (FAS)
5) Use statistical methods to process experimental data and draws statistical conclusions; use modern information technologies and application software packages in statistical research	Lectures, tutorials, laboratory work, statistical data analysis, problem solving using appropriate software, independent work	Solving problems using appropriate software, analyzing statistics reports, laboratory work (FAS)

Assessment

The final grade is given on a 100-point scale, including 60 points for continuous assessment and 40 points for final assessment.

60 points of the continuous assessment consist of:
15 points - module control work No. 1;
15 points - module control work No. 2;
15 points - laboratory work No. 1;
15 points - laboratory work No. 2.

The 40 points of the final control consist of:
16 points - testing;
24 points - solving problems.
Assessment criteria:
I. Assessment of the components of the current control

I. Assessment of the components of the current control

1. Module control work (MCW No. 1 - "Theory of Random Events", MCW No. 2 - "Theory of Random Variables") consists of testing (eight tests) and solving three practical problems.
a) Criteria for evaluating the correctness of test answers
1 point for each correct answer.
b) Criteria for evaluating the solution of the problem:
4 points
The student demonstrates a deep understanding of the material. The correct algorithm for solving the problem is chosen. There are no errors in logical reasoning or the choice of formulas. Reasoned conclusions are drawn. The correct answer is obtained.
3 points
The student demonstrates a good understanding of the material. The correct algorithm for solving the problem is chosen. The necessary references to the relevant theorems and statements are provided. The solution contains no more than two inaccuracies (oversights) that are not the result of ignorance or misunderstanding of the educational material and do not significantly affect the result. The correct answer is obtained.
2 points
The student demonstrates sufficient understanding of the material. However, the chosen solution algorithm is not rational, significant errors are made in the choice of formulas or in mathematical calculations. Explanations and conclusions are missing. The problem is not solved completely or in a general form.
1 point
The student demonstrates poor understanding of the material, An irrational solution method has been chosen. The solution contains significant mathematical errors. The answer is incorrect.
0 points
The student did not begin to solve the problem at all.

2. Laboratory work (LW No. 1 – “Statistical processing of sample data for a discrete random variable”, LW No. 2 – “Statistical processing of sample data for a continuous random variable”).
Laboratory work is performed using modern information packages. In particular, the student can perform calculations using the Microsoft Excel spreadsheet, in the MathCad software environment, or choose any other statistical package. To defend the laboratory work, it is necessary to provide the appropriate file.

Criteria for evaluating the performance and defense of laboratory work:
9-10 points
The student demonstrates a deep understanding of the material, mastery of the content. The information environment for performing the work is correctly selected. There are no errors in the algorithm or use of mathematical functions. When defending the work, the student draws the correct conclusions and confidently answers theoretical questions. The work is designed in accordance with the requirements.
7-8 points
The student has a good understanding of the material, demonstrates good command of the content. Modern information sources were used to complete the work. The student correctly selects mathematical functions for processing statistical material. There are minor errors in the conclusions, minor violations of the requirements for the design of the work.
5-6 points
The student generally conducts the research of the assigned task correctly, but does not provide the necessary comments on the algorithm. There are no conclusions, there are minor violations of the requirements for design. Some answers to questions during the defense of laboratory work are incorrect.
3-4 points
The student demonstrates sufficient understanding of the theoretical material on the basics of mathematical statistics, but the research algorithm has shortcomings and mathematical errors. The work

is not properly designed. A significant part of the answers to the questions during the defense are incorrect. The laboratory work is returned for revision.
1-2 points
The student demonstrates a weak understanding of the theoretical material. The sequence of stages of laboratory work is violated, there are significant errors in the choice of formulas for calculations. A significant part of the conclusions is erroneous. The laboratory work requires further development.
0 points
The studentdid not submit the laboratory work for defense at all.

II. Evaluation of the examination work

The examination work consists of testing (eight tests) and solving four practical problems.

a) Criteria for evaluating the correctness of test answers
2 points for each correct answer.
b) Criteria for evaluating the solution of the problem
5-6 points
The student demonstrates deep knowledge of the material. Correctly understands the essence of the task. Justifies the choice of the solution method, makes the necessary references to theorems and definitions. Mathematical calculations were performed without errors. The correct answer was obtained.
3-4 points
The student demonstrates a good understanding of the material. The correct algorithm for solving the problem is chosen. The necessary references to the relevant theorems and statements are provided. The solution contains no more than two inaccuracies (oversights) that are not the result of ignorance or misunderstanding of the educational material and do not significantly affect the result. The correct answer is obtained.
1-2 points
The student demonstrates sufficient understanding of the material. However, the chosen solution algorithm is not rational, significant errors were made in the choice of formulas or in mathematical calculations. Explanations and conclusions are missing. The problem is not solved completely or in a general form.
0 points
The student did not begin to solve the problem at all.

Content

MODULE 1
Topic 1. Basic concepts and theorems of probability theory
Topic 2. Test sequence
Topic 3. Random variables
Topic 4. Limit theorems
MODULE 2
Topic 5. Basic concepts of mathematical statistics
Topic 6. Statistical estimates
Topic 7. Confidence intervals
Topic 8. Testing statistical hypotheses

Literature

Compulsory reading

1. *Business Math -- Global Edition*. Cheryl Cleaves, Jeffrey Noble, Margie Hobbs – Longman (Pearson Education), 2025 – 293 p. (basic textbook).

2. *Probability theory and mathematical statistics* / V.V. Barkovsky, N.V. Barkovskaya, O.K. Lopatin. – K.: TsUL, 2019. – 424 p.

3. *Statistics: fundamentals of theory and practical work: Textbook* / V.S. Hryhorkiv, O.Yu. Vinnychuk, M.V. Hryhorkiv, L.L. Makhanets. – Chernivtsi: Chernivtsi. National University, 2022. – 304 p.

4. *Probability theory and mathematical statistics: Textbook.* / D.A. Naiko, O.F. Shevchuk. – Vinnytsia: VNAU, 2020. – 382 p.

5. *Fundamentals of probability theory and mathematical statistics: Textbook* / I.M. Vasylkiv. – Lviv: Ivan Franko National University of Lviv, 2020. – 184 p.

6. *Statistics: Textbook* / O.V. Raevneva, I.V. Aksyonova, O.I. Brovko; under the general editorship of Dr. Econ. Sciences, Professor O.V. Raevneva. – Kharkiv: KhNEU named after S. Kuznets, 2019. – 389 p.

7. *Probability theory and mathematical statistics. Collection of tasks for independent work* / S.B. Vakarchuk, O.G. Kholod, I.M. Kozyreva, L.I. Yarmolenko. – Dnipro.: Alfred Nobel University, 2018

8. *Statistics: Lecture notes: Textbook for students of the specialty 051 "Economics*" / Igor Sikorsky Kyiv Polytechnic Institute; Compiled by N.L. Kuzminskaya. – Kyiv: Igor Sikorsky Kyiv Polytechnic Institute, 2018. – 162 p.

Recommended reading

1. *Probability theory and mathematical statistics: A manual for solving problems* / G.I. Karmelyuk. – Kyiv: TsUL, 2019. – 576 p.

2. Gmurman V.E. *Fundamentals of probability theory and mathematical statistics*. London – New York (electronic version).

3. *Higher Mathematics Using Information Technologies. Textbook* / V.P. Ivashchenko, G.G. Shvachych, V.S. Konovalenkov and others. – Zaporizhzhia: Dyke Pole, 2020. – 426 p.

BUSINESS ECONOMICS: MICROECONOMICS				
The course aims to provide students with fundamental knowledge regarding the behavior of economic agents in final goods markets and resource markets, enabling them to prepare for the study of specialized courses within the relevant field of training.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	3/14 weeks	4 / mandatory	Anatolii Zadoia, Doctor of Sciences, Full Professor; Oleksandr Zadoia, PhD, Associate Professor	120 h. (26 h. lectures, 12 h. seminars/practical, 82 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) apply microeconomic models (demand, supply, market equilibrium) to forecast changes in market conditions and explain the behavior of consumers and firms in response to market fluctuations.			Interactive lectures, scenario-based learning, brainstorming, seminars with market trend analysis.	CAS: Participation in seminar discussions, short analytical tests. FAS: Theoretical and analytical questions in the final exam.
2) calculate and interpret indicators of elasticity, marginal costs, and marginal revenue to quantitatively justify decisions regarding output levels and the optimization of a firm's marketing strategy.			Problem-based learning, quantitative workshops, solving microeconomic tasks, calculation-based seminars.	CAS: Home assignments (problem sets), individual essay with quantitative justification. FAS: Problem-solving section in the exam paper.
3) utilize specialized software (e.g., MS Excel) to build microeconomic models and visualize cost and demand functions, which is essential for evidence-based marketing decision-making.			Computer-based workshops, software demonstrations, data visualization projects, IT-integrated practicals.	CAS: Practical task in MS Excel (modeling and graphing), defense of the digital report. FAS: Practical modeling task in the final assessment.
4) justify the choice of a firm's behavioral model (price leadership, product differentiation) under conditions of imperfect competition, demonstrating the ability to adapt marketing strategies to dynamic changes in market structure.			Case study method, simulation games, group projects on competitive strategies, creative workshops.	CAS: Group presentation on a selected industry case, midterm modular test. FAS: Strategic analysis task/case study in the exam.
5) demonstrate the ability to critically rethink classical microeconomic theories in the context of modern consumer behavior anomalies,			Research-based learning, peer-reviewing, reflective discussions, self-	CAS: Peer-assessment of essays, feedback on research findings during seminars.

showing skills for independent inquiry into controversial market practices.	directed literature review.	FAS: Critical analysis question in the final exam.
6) Conduct microeconomic monitoring of marketing environment factors to identify market segmentation boundaries and develop effective pricing policies based on the analysis of consumer and producer surplus.	Situational analysis, field-research simulations, monitoring projects, analytical workshops on consumer surplus.	CAS: Project on market segmentation and pricing for a specific product. FAS: Comprehensive situational analysis (Case study) in the exam.

Assessment

The final grade is assigned on a 100-point scale, including 60 points for continuous assessment and 40 points for the final assessment.

60 – Continuous Assessment (CAS):

- 10 – individual assignment (essay);
- 50 – midterm assessment (two tests, 25 points each), which includes:
  – 30 – participation in discussions;
  – 20 – problem-solving.

40 – Final Assessment (FAS):

Final exam, specifically:

- 20 – problem-solving;
- 20 – case study analysis.

Assessment criteria:

a) individual assignment (essay)

9–10 points: The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.

7–8 points: The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.

5–6 points: The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not provide a broad explanation for all questions. There are significant violations of the requirements for the design of the essay.

3–4 points: The student demonstrates a weak understanding of the material, superficial processing of the content; shallow depth of search. The work contains false statements. The work is returned for revision.

1–2 points: The student demonstrates some understanding of the material. The student does not provide detailed explanations of all aspects of the problem formulated in the assignment. The work is not properly formatted. The work is returned for revision.

0 points: The student demonstrates no knowledge or understanding of the issues raised in the assignment. The student demonstrates a fundamental lack of understanding of the topic. Requires a new assignment.

b) participation in discussions

For participating in the discussion, the student receives a percentage of the total points allocated for this type of assessment in the course design map:

81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material, expresses and successfully argues their position.

61–80%: The student expresses the correct positions, but some arguments are not sufficient. Minor errors are made in the statements.
41–60%: The student generally correctly understands the essence of the issue but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial
21–40%: The student demonstrates a fragmentary understanding of the subject of discussion. Makes erroneous judgments that are corrected after participating in the discussion.
1–20%: A lot of mistakes, with little to no understanding of the material's context
0%: The student does not have the knowledge to conduct a discussion.
c) problem-solving
For problem-solving, the student receives a percentage of the total points allocated for this type of assessment in the course design map:
81–100%: The student demonstrates an excellent understanding of the material, uses the correct formulas, and provides insightful conclusions. There are no arithmetic errors. The final answer is correct.
61–80%: The student demonstrates a good understanding of the material, provides a detailed explanation of all steps in the solution, and uses the correct formulas. However, the solution contains arithmetic errors, leading to an incorrect final answer.
41–60%: The student demonstrates a poor understanding of the material and fails to provide a broad explanation of all solution stages. The student uses the correct formulas but does not draw conclusions. Arithmetic errors are present, although the final answer is correct.
21–40%: The student demonstrates a poor understanding of the material, though they use the correct formulas. The solution contains arithmetic errors, and the final answer is incorrect.
1–20%: The student demonstrates some limited understanding of the material but does not provide a comprehensive explanation of the solution stages. The final answer is incorrect.
0%: The student fails to demonstrate any knowledge or understanding of the topic, shows a fundamental misunderstanding of the subject matter, and uses incorrect formulas. The final answer is incorrect.
d) exam papers
The criteria for the exam assignment are written on the exam card.

Content

Topic 1. Subject and method of microeconomics
Topic 2. Theory of consumer choice
Topic 3. Modeling consumer behavior in the goods market
Topic 4. Market demand and its elasticity
Topic 5. Theory of production
Topic 6. Costs and output
Topic 7. Perfectly competitive market
Topic 8. Monopolistic market
Topic 9. Monopolistic competition market
Topic 10. Oligopoly market
Topic 11. Formation of derived demand
Topic 12. Pricing in the resource market
Topic 13. General equilibrium analysis and efficiency

Literature

Compulsory reading

1. Zadoia, A., Zadoia, O. (2024). *Microeconomics: textbook* [Electronic issue]. Dnipro. Alfred Nobel University. 150 p. Available at: https://ir.duan.edu.ua/items/8182d50f-a70a-442e-be9f-b888b7b6a850

2. Zadoia, A.O., Zadoia, O.A. (2021). *Mikroekonomika: navchal'nyy posibnyk* [Microeconomics: a textbook. Electronic edition]. Dnipro: Alfred Nobel University. 148 p. Available at: https://ir.duan.edu.ua/items/68aa9e9a-bffc-4084-a7d6-195eb33cc79f

3. Shapiro, D., MacDonald, D., Greenlaw, S. (2022). *Principles of Microeconomics 2e*. Available at: https://openstax.org/details/books/principles-microeconomics-3e

4. Libby Rittenberg and Tim Tregarthen (2019). *Principles of Microeconomics*. Available at: https://ocw.mit.edu/ans7870/14/14.01SC/MIT14_01SCF11_rttext.pdf

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2. Hutchinson, E. (2017). *Principles of Microeconomics*. University of Victoria. 557 p. Available at: https://pressbooks.bccampus.ca/uvicecon103/open/download?type=print_pdf

3. *The Economy 2.0. Microeconomics*. CORE Econ. Available at: https://books.core-econ.org/the-economy/microeconomics/0-3-contents.html

4. Reynolds, R.L. (2011). *Basic Microeconomics*. Textbook Equity. 301 p. Available at: https://textbookequity.org/Textbooks/tbq_reynolds_microeconomics_07.pdf

5. Emerson, P.M. (2019). *Intermediate Microeconomics*. Oregon State University. 497 p. Available at: https://open.oregonstate.education/intermediatemicroeconomics/open/download?type=print_pdf

Web-resources

1. *Statystychnyy dovidnyk Ukrayiny* [Statistical Handbook of Ukraine]. Available at: https://stat.gov.ua/uk

2. *Natsional'nyy bank Ukrayiny* [National Bank of Ukraine]. Available at: https://bank.gov.ua/

3. *International Monetary Fund*. Available at: https://www.imf.org/external/index.htm

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5. *OECD*. Available at: https://www.oecd.org/en.html

6. *IMPUS*. Available at: https://www.ipums.org/

7. *Minfin*. Available at: http://index.minfin.com.ua/bank/stat/count.php

8. *Statista. The Statistics Portal*. Available at: https://www.statista.com/markets/

BUSINESS ECONOMICS: MACROECONOMICS				
The course aims to provide students with an understanding of the mechanisms of national economic functioning based on macroeconomic theories, concepts and models substantiated by global and domestic science and proven by economic practice, as well as to develop skills for assessing the macroeconomic situation to make informed decisions at the micro-, macro- and mega-levels.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	4/14 weeks	4 / mandatory	Anatolii Zadoia, Doctor of Sciences, Full Professor; Oleksandr Zadoia, PhD, Associate Professor	120 h. (26 h. lectures, 12 h. seminars/practical, 82 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) calculate and interpret key macroeconomic indicators (GDP, inflation rates, unemployment levels) to assess market purchasing power and justify the enterprise's marketing activity budget.			Problem-based learning, quantitative workshops, data analysis from statistical reports, calculation-based seminars.	CAS: Practical calculation tasks, individual homework on indicator analysis. FAS: Problem-solving section (calculations) in the exam.
2) utilize the interrelationships between macroeconomic stability and consumer behavior to effectively perform strategic planning and demand management functions within the firm's marketing policy.			Interactive lectures, scenario-based learning, brainstorming, seminars on consumption functions and aggregate demand.	CAS: Participation in seminar discussions, short analytical tests. FAS: Theoretical and analytical questions in the final exam.
3) correctly apply the terminology of macroeconomic analysis when preparing professional analytical reports and presentations in both state and foreign languages, arguing the impact of the economic environment on business.			Research-based learning, preparation of bilingual summaries, oral presentations, professional debates.	CAS: Presentation of an analytical report, peer-assessment of communication skills. FAS: Assessment of terminology usage in exam answers.
4) explain the mechanism of how state fiscal and monetary policies influence the formation of the marketing macro-environment, identifying opportunities and threats for implementing the enterprise's product and pricing policies.			Case study method, workshops on economic policy analysis, situational modeling, group discussions.	CAS: Case study report on the impact of specific government reforms. FAS: Situational analysis task (Case

		study) in the final exam
5) monitor the conditions of national and global markets, using macroeconomic data for market segmentation by income level and forecasting the efficiency of distribution channels under changing economic cycles.	Field-research simulations, workshops using international databases (IMF, World Bank), trend forecasting projects.	CAS: Group project on market segmentation based on income levels, midterm test. FAS: Comprehensive marketing macro-environment analysis in the exam.

Assessment

The final grade is assigned on a 100-point scale, including 60 points for continuous assessment and 40 points for the final assessment.

60 – Continuous Assessment (CAS):

- 10 – individual assignment (essay);
- 50 – midterm assessment (two tests, 25 points each), which includes:
  - 30 – participation in discussions;
  - 20 – problem-solving.

40 – Final Assessment (FAS):

Final exam, specifically:

- 20 – problem-solving;
- 20 – case study analysis.

Assessment criteria:

a) individual assignment (essay)

9–10 points: The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.

7–8 points: The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work.

5–6 points: The student generally correctly answers the questions posed, but demonstrates superficial processing of the content, small depth of search. The student does not provide a broad explanation for all questions. There are significant violations of the requirements for the design of the essay.

3–4 points: The student demonstrates a weak understanding of the material, superficial processing of the content; shallow depth of search. The work contains false statements. The work is returned for revision.

1–2 points: The student demonstrates some understanding of the material. The student does not provide detailed explanations of all aspects of the problem formulated in the assignment. The work is not properly formatted. The work is returned for revision.

0 points: The student demonstrates no knowledge or understanding of the issues raised in the assignment. The student demonstrates a fundamental lack of understanding of the topic. Requires a new assignment.

b) participation in discussions

For participating in the discussion, the student receives a percentage of the total points allocated for this type of assessment in the course design map:

81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material, expresses and successfully argues their position.

61–80%: The student expresses the correct positions, but some arguments are not sufficient. Minor errors are made in the statements.
41–60%: The student generally correctly understands the essence of the issue but cannot provide arguments in favor of one or another point of view. Knowledge of the subject of discussion is superficial
21–40%: The student demonstrates a fragmentary understanding of the subject of discussion. Makes erroneous judgments that are corrected after participating in the discussion.
1–20%: A lot of mistakes, with little to no understanding of the material's context
0%: The student does not have the knowledge to conduct a discussion.
c) problem-solving
For problem-solving, the student receives a percentage of the total points allocated for this type of assessment in the course design map:
81–100%: The student demonstrates an excellent understanding of the material, uses the correct formulas, and provides insightful conclusions. There are no arithmetic errors. The final answer is correct.
61–80%: The student demonstrates a good understanding of the material, provides a detailed explanation of all steps in the solution, and uses the correct formulas. However, the solution contains arithmetic errors, leading to an incorrect final answer.
41–60%: The student demonstrates a poor understanding of the material and fails to provide a broad explanation of all solution stages. The student uses the correct formulas but does not draw conclusions. Arithmetic errors are present, although the final answer is correct.
21–40%: The student demonstrates a poor understanding of the material, though they use the correct formulas. The solution contains arithmetic errors, and the final answer is incorrect.
1–20%: The student demonstrates some limited understanding of the material but does not provide a comprehensive explanation of the solution stages. The final answer is incorrect.
0%: The student fails to demonstrate any knowledge or understanding of the topic, shows a fundamental misunderstanding of the subject matter, and uses incorrect formulas. The final answer is incorrect.
d) exam papers
The criteria for the exam assignment are written on the exam card.

Content

Topic 1. National economy as a macroeconomic system
Topic 2. State as a subject of macroeconomic regulation
Topic 3. Indicators of the national economy
Topic 4. Dynamics of national production
Topic 5. Employment and unemployment
Topic 6. Inflation
Topic 7. Aggregate demand and aggregate supply
Topic 8. General equilibrium theories
Topic 9. Financial regulation mechanism
Topic 10. Monetary and credit regulation mechanism
Topic 11. Foreign economic policy mechanism
Topic 12. Social guarantees
Topic 13. Economic growth theories

Literature

1. Zadoia, A., Petrunia, Yu., Zadoia, O., Petrunia, V. (2025). *Macroeconomics: Textbook* [Electronic edition]. Dnipro: Alfred Nobel University. 276 p. Available at: https://ir.duan.edu.ua/items/3b301c2e-6d1c-41c6-834a-0377a7819e7d
2. Zadoia, A.O., Petrunia, Yu.E. (2022). *Makroekonomika: navchal'nyy posibnyk* [Macroeconomics: a textbook. Electronic resource]. Dnipro: Alfred Nobel University. 256 p. Available at: https://ir.duan.edu.ua/items/0286a333-bc37-43aa-962c-2eb79d8781b3

3. Campbell R. McConnell, Stanley L. Brue, Sean Masaki Flynn (2009). *Macroeconomics*. 18th Edition. Published by McGraw-Hill and Irwin. 917 p. Available at: https://library.nlu.edu.ua/POLN_TEXT/SENMK/economics_mcconnell.pdf

4. Tulchynska, S.O. (2024). *Makroekonomika. Praktykum* [Macroeconomics. Workshop. Electronic resource]. Compiled by: S. O. Tulchynska, O. V. Kostyunik, O. S. Solosich. Kyiv: Igor Sikorsky Kyiv Polytechnic Institute. 106 p. Available at: https://ela.kpi.ua/server/api/core/bitstreams/4a1c026b-6daf-4cf5-9dfd-a5b61ad0b620/content

5. Kenny Christianson (2022). *Introduction to Macroeconomics*. Fourth Edition. Economics Faculty Scholarship. 394 p. Available at: https://orb.binghamton.edu/cgi/viewcontent.cgi?article=1012&context=economics_fac

Recommended reading

1. Terianne Brown and Cynthia Foreman (2022). *Macroeconomics*. Creative Commons Attribution 4.0 International License. 998 p. Available at: https://pressbooks-dev.oer.hawaii.edu/uhmacroeconomics/open/download?type=print_pdf

2. Zadoia, A. (2024) *Innovativeness of the Ukrainian economy on the way to the EU*. European Vector of Economic Development. No 1 (36). PP.6-17. https://doi.org/10.32342/2074-5362-2024-1-36-1

3. Zadoia, A., Mahdich, A., Zadoia, O. (2023). *Structure of GDP use in EU countries: relationship of Indicators*. Věda a perspektivy. No. 3 (22). PP. 35-44. https://doi.org/10.52058/2695-1592-2023-3(22)-35-44

4. Kryuchkova, N.M., Pichugina, Y.V. (2019). *Makroekonomika. Praktykum: metodychnyy posibnyk do pidhotovky k seminars'kym (praktychnym) zanyattyam dlya studentiv ekonomichnykh spetsial'nostey* [Macroeconomics. Practical course: a methodological guide to preparing for seminar (practical) classes for students of economic specialties]. Odesa: ONU named after I.I. Mechnikov. 55 p. Available at: https://dspace.onu.edu.ua/server/api/core/bitstreams/df1aa50a-db00-4dfc-82ec-e2751fe75c29/content

5. Zadoia, O.A. (2025). *Instytutsiyna yakist' yak determinanta vyboru sotsial'no-ekonomichnoyi modeli: yevropeys'kyy dosvid ta uroky dlya Ukrayiny* [Institutional quality as a determinant of the choice of a socio-economic model: European experience and lessons for Ukraine]. Bulletin of Lviv University. Economic Series. Issue 69. http://dx.doi.org/10.30970/ves.2025.69.0.6909

Web-resources

1. *Statystychnyy dovidnyk Ukrayiny* [Statistical Handbook of Ukraine]. Available at: https://stat.gov.ua/uk

2. *Natsional'nyy bank Ukrayiny* [National Bank of Ukraine]. Available at: https://bank.gov.ua/

3. *International Monetary Fund*. Available at: https://www.imf.org/external/index.htm

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5. *Minfin*. Available at: http://index.minfin.com.ua/bank/stat/count.php

6. *Statista. The Statistics Portal*. Available at: https://www.statista.com/markets/

7. *Eurostat*. Available at: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Main_Page

8. *Moody's Investor Service*. Available at: http://www.moodys.com

Fundamentals of Civil Protection and Occupational Safety				
The course aims to provide students with fundamental knowledge and practical skills in civil protection and occupational safety, including legal regulations, risk prevention, workplace safety, and emergency response. It focuses on ensuring safe working conditions, protecting human health, and developing the ability to act effectively in normal and emergency situations. The course also promotes responsible behaviour, awareness of safety culture, and the effective use of modern technologies in professional activities.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	1 /14 weeks	3 / Mandatory	Oleksandr Pankov, Lecturer	90 h. (26 h. of lectures, 14 h. practical classes, 60 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:		**Teaching methods, teaching and learning activities**		**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Demonstrate understanding of key concepts, principles, and terminology in civil protection and occupational safety		Lectures, seminars, discussions		Oral answers, participation in discussions (CAS)
2) Apply national legislation, international standards, and regulatory frameworks related to occupational safety and civil protection.		Lectures, legal document analysis, case studies		Legal analysis tasks, case discussions (CAS)
3) Identify workplace hazards and analyse working conditions to ensure safety and prevent occupational risks.		Problem-solving tasks, case study analysis		Case-based assignments, practical tasks (CAS)
4) Develop preventive measures and safety strategies to reduce risks, accidents, and occupational diseases.		Lectures, project work, scenario analysis		Individual assignments, project work (CAS)
5) Use modern information and communication technologies and technical tools in safety management and risk prevention.		ICT-based tasks, presentations, independent work		Presentations, practical tasks (CAS), final test (CAS)
6) Demonstrate the ability to act effectively in emergency situations, including providing first aid and following safety procedures.		Simulations, role-playing, practical exercises		Simulation performance, practical skills evaluation (CAS), final test (CAS)
7) Make informed decisions in professional situations related to safety, considering legal, organizational, and risk factors.		Case analysis, discussions, scenario-based learning		Case-based tasks, participation (CAS), final test (CAS)
8) Promote a safety culture,		Lectures, discussions, group		Participation in

demonstrate responsibility, and ensure compliance with ethical and professional standards in occupational and social contexts.	work	discussions, teamwork evaluation (CAS), final test (CAS)

Assessment

The final grade is given on a 100-point scale, including continuous assessment.
Continuous assessment (100 points): 10 points – participation in discussions, debates, and interactive learning activities; 20 points – individual assignments (presentations, analytical tasks on civil protection and occupational safety); 30 points – module tests (written assessments covering course topics); 40 points – final pass/fail assessment (test).
Assessment criteria
a) Individual assignments (presentations, analytical tasks): 16–20 points: Excellent understanding of the material; well-structured and clearly presented work; use of relevant and up-to-date sources; evidence of critical thinking and independent analysis; 11–15 points: Good understanding of the material; generally well-structured work; minor inaccuracies or inconsistencies; 6–10 points: Basic understanding; some gaps in logic, structure, or content; limited analysis; 1–5 points: Poorly structured work; significant gaps in understanding; unclear or incorrect content.
b) Participation in discussions and interactive activities: 81–100%: Active and meaningful participation; well-argued opinions; clear understanding of the material; 51–80%: Regular participation; general understanding with minor inaccuracies; 21–50%: Limited participation; basic understanding with noticeable gaps; 1–20%: Minimal participation; lack of understanding of key concepts.
c) Module tests. Assessment criteria are specified in each test and include: correctness of answers; understanding of key concepts; ability to apply knowledge in practical situations.
d) Final test. The final test evaluates: understanding of key concepts of civil protection and occupational safety; ability to apply knowledge in professional and everyday situations; awareness of safety procedures and emergency response actions.

Content

Topic 1. Legal and Regulatory Framework of Occupational Safety in Ukraine
Topic 2. Occupational Safety Management Systems
Topic 3. Working Conditions and Risk Assessment
Topic 4. Psychology of Safety. Occupational Injuries and Professional Diseases
Topic 5. Electrical Safety and Prevention of Occupational Hazards
Topic 6. Legal and Regulatory Framework of Civil Protection
Topic 7. Fire Safety and Emergency Prevention
Topic 8. First Aid and Emergency Response
Topic 9. Safety Measures in Emergency Situations (air raids, chemical hazards, radiation threats)
Topic 10. Civil Protection in Wartime and Crisis Conditions (actions of personnel, safety procedures, behavioral strategies)

Literature

Compulsory reading

1. Levchenko, O. H., Polukarov, O. I., Zatsarnyi, V. V., Polukarov, Yu. O., & Zemlianska, O. V. (2019). *Okhorona pratsi ta tsyvilnyi zakhyst* [Occupational safety and civil protection]. Igor Sikorsky Kyiv Polytechnic Institute; Osnova. 287 p.

2. Verkhovna Rada Ukrainy. (2012). *Kodeks tsyvilnoho zakhystu Ukrainy* [Code of civil protection of Ukraine]. https://zakon.rada.gov.ua/laws/show/5403-17

3. European Agency for Safety and Health at Work. (2023). *Occupational safety and health in Europe: State and trends report*. Publications Office of the European Union.

4. International Labour Organization. (2023). *Safety and health at the heart of the future of work: Building on 100 years of experience*. ILO.

5. Verkhovna Rada Ukrainy. (1992). *Zakon Ukrainy "Pro okhoronu pratsi"* [Law of

Ukraine “On occupational safety”]. https://zakon.rada.gov.ua/laws/show/2694-12

6. Verkhovna Rada Ukrainy. (1994). *Zakon Ukrainy “Pro zabezpechennia sanitarno-epidemiolohichnoho blahopoluchchia naselennia”* [Law of Ukraine “On ensuring sanitary and epidemiological well-being of the population”]. https://zakon.rada.gov.ua/laws/show/4004-12

7. Derzhavnyi komitet Ukrainy z pytan tekhnichnoho rehuliuvannia ta spozhyvchoi polityky. (2001). *Derzhavnyi klasyfikator nadzvychainykh sytuatsii DK 019:2001* [State classifier of emergencies DK 019:2001].

8. Tkachuk, K. N., Zatsarnyi, V. V., Kashtanov, S. F., et al. (2018). *Okhorona pratsi ta promyslova bezpeka* [Occupational safety and industrial safety]. Libra. 412 p.

9. Tretiakov, O. V., Zatsarnyi, V. V., & Bezsonnyi, V. L. (2018). *Okhorona pratsi: navchalnyi posibnyk z testovym kompleksom* [Occupational safety: Study guide with test complex]. Znannia. 350 p.

10. Tretiakova, L. D., & Lytvynenko, H. Ye. (2018). *Zasoby indyvidualnoho zakhystu: vyrobnytstvo ta zastosuvannia* [Personal protective equipment: Production and application]. Libra. 280 p.

11. World Health Organization. (2022). *WHO guidelines on occupational safety and health*. WHO.

Recommended reading

1. International Labour Organization. (2021). *Guidelines on occupational safety and health management systems (ILO-OSH 2001)*. ILO.

2. World Health Organization. (2022). *Mental health at work: Policy brief*. WHO.

3. European Agency for Safety and Health at Work. (2022). *Telework and health risks in the context of the COVID-19 pandemic*. Publications Office of the European Union.

4. International Federation of Red Cross and Red Crescent Societies. (2023). *First aid guidelines*. IFRC.

5. International Organization for Standardization. (2018). *ISO 45001: Occupational health and safety management systems—Requirements with guidance for use*. ISO.

6. Hopkins, A. (2019). *Managing major hazards: The lessons of disaster*. Allen & Unwin.

7. Reason, J. (2016). *Managing the risks of organizational accidents*. Routledge.

8. Geller, E. S. (2017). *The psychology of safety handbook*. CRC Press.

Web-resources

1. International Labour Organization. (n.d.). Occupational safety standards, guidelines, and statistics. https://www.ilo.org

2. World Health Organization. (n.d.). Health and safety guidelines, emergency response, and mental health. https://www.who.int

3. European Agency for Safety and Health at Work. (n.d.). EU policies, workplace safety practices, and risk prevention. https://osha.europa.eu

4. State Emergency Service of Ukraine. (n.d.). Civil protection, emergency response guidelines, and safety instructions. https://dsns.gov.ua

5. Verkhovna Rada of Ukraine. (n.d.). National legislation and regulatory documents. https://zakon.rada.gov.ua

WEB DESIGN (WEBSITE BUILDERS AND RETAIL PLATFORMS)				
The course aims to develop a comprehensive understanding of the fundamental principles of web design in the context of e-commerce, as well as the functioning of retail platforms. It also focuses on building practical skills in website creation using modern website builders and digital tools.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1	4 / **mandatory**	Olha Hamzah PhD (Economics), Associate Professor	120 hours (20 h. lectures, 14 h. practical classes, 86 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. Use digital tools, website builders, and communication technologies for designing and developing websites in an e-commerce environment.			Lectures, demonstrations of website builders (Wix, WordPress, Shopify), guided practical sessions, hands-on website creation, tool exploration, interface configuration	Practical tasks (website builder exercises, tool usage), participation in class activities (CAS) Individual project (creation of a functional website/landing page using a builder) (CAS)
2. Apply UX/UI design principles and modern web design approaches to create user-oriented and conversion-focused websites.			Lectures, case studies, design workshops, prototype development (Figma), usability analysis, design evaluation	Design tasks, UX/UI analysis, class discussions (CAS) Individual project (UX/UI design justification within the developed website) (CAS)
3. Develop and implement basic e-commerce website solutions using retail platforms and digital tools.			Workshops, project-based learning, platform demonstrations (Shopify, WooCommerce), online store setup, template customization, product page creation	Practical assignments (platform setup, configuration tasks) (CAS) Individual project (development of an e-commerce website prototype) (CAS)
4. Integrate key functional elements of e-commerce systems, including payment solutions, user interface components, and basic SEO optimization.			Lectures, applied workshops, case-based learning, checkout flow setup, SEO optimization exercises, usability testing	Practical tasks (SEO basics, usability testing, integration exercises) (CAS) Individual project (implementation of functional elements and optimization of the website) (CAS)

Assessment
The final grade is awarded on a 100-point scale, including 40 points for the final assessment (individual project) and 60 points for continuous assessment during the semester. 60 points for continuous assessment: a) Practical assignments (website development, UX/UI tasks, builder-based work) – 35 points Assessment is based on the ability to design and develop web pages using website builders, apply UX/UI principles, and structure content effectively: - 31-35 points – tasks are completed correctly, website elements are well-structured, UX/UI principles are applied appropriately, conclusions are clear and justified. - 26-30 points – minor inaccuracies in structure or design, generally correct implementation. - 20-25 points – basic implementation, limited application of UX/UI principles. - 13-19 points – significant errors in structure or design, weak understanding. - 1-12 points – low level of understanding, incomplete or incorrect tasks. - 0 points – tasks are not completed. b) Case study and situational analysis (website evaluation, platform comparison) – 10 points Assessment is based on the ability to analyse websites, platforms, and design solutions: - 9-10 points – comprehensive analysis, well-structured arguments, justified conclusions. - 7-8 points – good understanding with minor inconsistencies. - 5-6 points – basic analysis with partial understanding. - 3-4 points – limited understanding, weak analysis. - 0-2 points – lack of understanding, incorrect or absent analysis. c) Tests (theoretical knowledge of web design, UX/UI, platforms) – 10 points Assessment is based on understanding key concepts: - 9-10 points – excellent knowledge of concepts and tools. - 7-8 points – good understanding with minor inaccuracies. - 5-6 points – basic understanding. - 3-4 points – limited knowledge. - 0-2 points – insufficient knowledge. d) Class participation and discussions – 5 points Assessment is based on engagement in learning activities: - 5 points – active participation and meaningful contributions. - 3-4 points – regular participation. - 1-2 points – limited participation. - 0 points – no participation. **Final Assessment – 40 points** Final Project (Website / Landing Page Development using a Website Builder) Assessment is based on the ability to design and develop a functional website with applied UX/UI principles and basic e-commerce elements: - 36-40 points – fully functional website, well-structured design, correct use of tools, strong UX/UI, clear justification of decisions. - 30-35 points – generally correct implementation with minor inaccuracies. - 24-29 points – basic implementation with limited design quality or functionality. - 16-23 points – incomplete website, weak structure and usability. - 1-15 points – very limited work, major errors. - 0 points – project not submitted.
Content
Topic 1. Web Design and Its Role in E-commerce

Topic 2. Types of Websites and Their Features
Topic 3. Introduction to Website Builders
Topic 4. Website Structure and Prototyping
Topic 5. Fundamentals of UX/UI Design
Topic 6. Basics of SEO in Web Design
Topic 7. Responsive and Mobile Design
Topic 8. Color and Typography in Web Design
Topic 9. Psychology of User Perception in Web Design
Topic 10. Introduction to Retail Platforms
Topic 11. Payment Systems and Shopping Cart Integration
Topic 12. Trends in Digital Marketing and Web Design

Literature

Compulsory reading

1. Pasichnyk, V. V., & Pasichnyk, O. V. (2021). *Web Design*. Lviv: Magnolia.
2. Trofymenko, O. H., Kozin, O. B., Zadereiko, O. V., & Plachinda, O. Ye. (2019). *Web Technologies and Web Design*. Odesa: Phoenix.
3. Osborn, T. (2021). *Hello Web Design*. San Francisco: No Starch Press.
4. Tidwell, J., Brewer, C., & Valencia, A. (2019). *Designing Interfaces*. O'Reilly Media.
5. Yablonski, J. (2020). *Laws of UX: Using Psychology to Design Better Products & Services*. O'Reilly Media.
6. Weinschenk, S. M. (2020). *100 Things Every Designer Needs to Know About People*. New Riders.
7. Miller, B. D., & Ackerman, J. (2022). *Principles of Web Design*. Allworth Press.
8. Krug, S. (2013). *Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability*. New Riders.
9. Marsh, J. (2016). *UX for Beginners: A Crash Course in 100 Short Lessons*. O'Reilly Media.
10. Berezhna, O. B., & Andriushchenko, T. Yu. (2021). *Typography*. Kharkiv: Simon Kuznets KhNEU.

Recommended reading

1. Shaleva, O. I. (2017). *E-commerce*. Kyiv: Center for Educational Literature.
2. Afanasieva, O. P. (2019). *Internet Marketing*. Kharkiv: Kharkiv State University of Food Technology and Trade.
3. Borodkina, I. L., & Borodkin, H. O. (2020). *Web Technologies and Web Design: Application of HTML for Digital Resources Development*. Kyiv: Lira-K.
4. Brown, E. (2019). *Web Development with Node and Express* (2nd ed.). O'Reilly Media.
5. Staiano, F. (2022). *Designing and Prototyping Interfaces with Figma*. Packt Publishing.
6. McGrath, M. (2020). *HTML, CSS & JavaScript in Easy Steps*. In Easy Steps Limited.
7. Nielsen, J. (2012). *Mobile Usability*. New Riders.
9. Drasner, S. (2017). *SVG Animations: From Common UX Implementations to Complex Responsive Animation*. O'Reilly Media.
10. Chaffey, D., & Ellis-Chadwick, F. (2022). *Digital Marketing* (8th ed.). Pearson.
11. Sterne, J. (2017). *Artificial Intelligence for Marketing: Practical Applications*. Wiley.

Web-resources

1. Wix – https://www.wix.com/
Website builder platform for creating websites and landing pages.
2. WordPress – https://wordpress.org/
Content management system for website development and customization.
3. Shopify – https://www.shopify.com/
E-commerce platform for creating and managing online stores.
4. WooCommerce – https://woocommerce.com/
E-commerce plugin for WordPress enabling online store functionality.

5. Figma – https://www.figma.com/
Interface design and prototyping tool for UX/UI development.
6. Google Analytics – https://analytics.google.com/
Platform for website traffic analysis and user behavior tracking.
7. Google Search Console – https://search.google.com/search-console/
Tool for monitoring website performance and SEO optimization.
8. Ahrefs – https://ahrefs.com/
SEO toolset for keyword research, backlink analysis, and website optimization.
9. HubSpot Academy – https://academy.hubspot.com/
Free courses on digital marketing, inbound marketing, and CRM tools.
10. Think with Google – https://www.thinkwithgoogle.com/
Insights on digital marketing trends, consumer behavior, and analytics.
11. Statista – https://www.statista.com/
Statistical data and reports for market and digital analysis.

MARKETING				
The course aims to develop a modern system of views and specialised knowledge in the field of marketing, as well as to provide practical skills in the development and promotion of goods in the market, taking into account the need to satisfy consumer needs and ensure the effective operation of an enterprise.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/14 weeks	9 / Mandatory Course paper: 1 ECTS credit	Svitlana Yaremenko, PhD (Economics), Associate Professor.	270 hours (58 h. lectures, 42 h. seminars/practical, 170 h. self-directed learning); 30 hours (Course paper)
Learning outcomes **On completion of the course, students will be able to:**			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Know and interpret the categorical apparatus of marketing, current trends in its development and calculate key marketing indicators to justify management decisions.			Lecture, seminar, discussion based on the materials of the studied literary sources	Participation in discussions, oral answers to questions (CAS), multiple-choice questions, final exam (FAS)
2) Identify the factors of the marketing environment, justify the principles of market segmentation, choose target segments and form brand positioning strategies.			Practical classes, case studies, presentation	Peer small group presentation assessment, case studies reports (CAS), multiple-choice questions, final exam (FAS)
3) Develop and integrate elements of the marketing complex (4P/7P): product, price, communication and distribution policy of the enterprise.			Practical classes, case studies, presentation	Peer small group presentation assessment, case studies reports (CAS), multiple-choice questions, final exam (FAS)
4) Organize full-cycle marketing research: from plan development and data collection to information analysis using modern methods and tools.			Lecture, practical and analytical exercises, discussion	Practical skills assessment, peer review (CAS), multiple-choice questions, final exam (FAS)
5) Identify and analyse the key characteristics of marketing systems at various levels and the behavioural patterns of their participants.			Practical classes, case studies, presentation	Peer small group presentation assessment, case studies reports (CAS), multiple-choice questions, final exam (FAS)
6) Communicate effectively in a professional environment, demonstrate the ability to work in a team and lead, demonstrate critical thinking and openness to constant updating of knowledge.			Practical classes, case studies, presentation	Peer small group presentation assessment, case studies reports (CAS), multiple-choice questions, final exam (FAS)
7) Formulate independent approaches to solving situations and make adjustments in the process of achieving goals			Course paper writing, independent work under the guidance of a teacher	Term Paper defense
Assessment				

The final grade is given on a 100-point scale, including 40 points as a result of Final exam and 60 points as a result of Continuous assessment of activities throughout the semester.
40 points: **Final exam** ((5 sets of written tasks, each task includes 24 tests, 1 analytical task and 1 analytical and calculation task).
Assessment criteria:
a) Test tasks. Multiple-choice questions: every correct answer gets 1 point.
b) Analytical task 10 points
9-10 points: The student provides an extensive answer for all discussed questions. The student is able to form well-reasoned opinions on the asked questions. Answers reflect the student's own standpoint and provide explanations for given approvals. The student shows excellent use of relevant facts and examples.
7-8 points: The student demonstrates good knowledge in the topic discussed. The student provides good arguments for his answers, displays good use of relevant data and examples. All answers are correct, but there is no argumentation.
5-6 points: The student highlights the problem but provides only a basic outline for the answers. Arguments are clear but limited. There are some minor omissions and inaccuracies, but no gross errors.
3-4 points: The student lacks a coherent grasp of the problems and issues raised in the questions. Important information has been omitted and irrelevant points have been included. The answers are too brief.
0-2 points: The student fails to show any knowledge or understanding of the issues raised in the questions. The student reveals fundamental misunderstanding of the subject matter. Most of the arguments and contentions are irrelevant.
c) Analytical and calculation task 6 points
6 points: The student provides a comprehensive and well-structured analysis of the problem. The student demonstrates strong ability to interpret data and apply appropriate analytical tools. Conclusions are well-reasoned and clearly supported by evidence. The student shows excellent use of relevant data, concepts, and examples.
5 points: The student demonstrates a good understanding of the problem and applies appropriate analytical methods. Analysis is generally clear and logically structured. Conclusions are supported, though some arguments may lack depth. Good use of relevant data and examples.
4 points: The student provides a basic analysis with partial application of analytical tools. Understanding of the problem is evident but limited. Arguments are somewhat underdeveloped. There are minor inaccuracies or omissions.
3 points: The student shows limited understanding of the problem. Analysis is weak, fragmented, or poorly structured. Important elements are missing or insufficiently explained. Use of data and examples is minimal or inappropriate.
0–2 points: The student fails to demonstrate understanding of the problem. Analysis is absent or irrelevant. Conclusions are missing or unsupported. The solution to the problem contains major errors and misunderstandings.
60 points: Continuous assessment:
10 points Participation in the discussion / workshop
20 points Case study
20 points Assignments / tasks
10 points Presentation (oral, multimedia)

Term paper is evaluated separately on a 100-point scale, including 20 points for timely submission of term paper, review of term paper is 40 points, defense is 40 points, and its score is not included into the course final grade. Successful completion of the term paper is a prerequisite for a student's admission to final examination.
Assessment criteria:
Review of Term Paper – 40 points
36–40 points: The student demonstrates an excellent and comprehensive understanding of the research topic. The paper is well-structured, logically organized, and clearly written. Strong analytical thinking is evident, with in-depth analysis and critical evaluation. Arguments are well-supported by relevant data, literature, and examples. Conclusions are clear, consistent, and grounded in the analysis.
28–35 points: The student demonstrates a good understanding of the topic. The paper is generally well-structured and coherent. Analysis is clear, though some aspects may lack depth. Arguments are supported by relevant data and examples, with minor gaps. Conclusions are logical but may not be fully developed.

20–27 points: The student demonstrates basic understanding of the topic. The paper has an acceptable structure but lacks clarity in some parts. Analysis is limited or descriptive rather than critical. Arguments are partially supported. There are some inaccuracies or omissions.
10–19 points: The student shows limited understanding of the topic. The paper is poorly structured or lacks coherence. Analysis is weak or superficial. Important elements are missing or insufficiently explained. Use of data and literature is minimal.
0–9 points: The student fails to demonstrate understanding of the topic. The paper lacks structure and coherence. Analysis is absent or irrelevant. Arguments are unsupported. The paper contains major errors and misunderstandings.

Defense of Term Paper – 40 points

36–40 points: The student demonstrates excellent knowledge of the research topic during the defense. The presentation is clear, well-structured, and confident. The student provides well-reasoned and comprehensive answers to questions. The student shows strong ability to justify conclusions and engage in discussion. The student effectively uses visual aids.
28–35 points: The student demonstrates good knowledge of the topic. Presentation is clear and generally well-structured; The answers to questions are mostly correct and supported. Some arguments may lack depth or clarity. Good overall communication skills.
20–27 points: The student demonstrates basic understanding of the topic. The presentation lacks clarity or structure in parts. Answers to questions are limited or partially correct. Arguments are weak or insufficiently supported.
10–19 points: The student shows limited understanding of the topic. Presentation is unclear, disorganized, or incomplete. Answers to questions are vague or incorrect. Student struggles to justify conclusions.
0–9 points: The student fails to demonstrate understanding of the topic. Presentation is absent or extremely poor. The student is unable to answer questions. The student shows fundamental misunderstanding of the subject matter.

Content

Topic 1. The essence and content of marketing. Formation of marketing theory
Topic 2. Marketing environment
Topic 3. Types of marketing and their characteristics
Topic 4. Marketing complex. Principles and functions of marketing
Topic 5. Marketing research as a basis for making management decisions
Topic 6. Market segmentation, target market selection and positioning
Topic 7. Consumer markets and consumer behavior
Topic 8. Theoretical aspects of marketing product policy
Topic 9. Principles of marketing pricing
Topic 10. Theory of marketing communications
Topic 11. Theory of marketing distribution policy
Topic 12. Competition, competitive forces and advantages. Competitiveness of the enterprise
Topic 13. Planning of marketing activities. Development of marketing strategy
Topic 14. Organization and control of marketing activities at the enterprise.

Literature

Compulsory reading

1. Petrunia Yu.Ye., & Petrunia V.Yu. *Marketynh: navchalnyi posibnyk. Seriia: "Biznes. Ekonomika. Finansy"* [Marketing: Study Guide. Series: "Business. Economics. Finance"]. – 4-te vyd., pererob. i dopov. Dnipro: Universytet mytnoi spravy ta finansiv, 2024. 360 p.
2. Pavlov K.V., Lyaliuk A.M., & Pavlova O.M. *Marketynh: teoriia i praktyka: pidruchnyk* [Marketing: Theory and Practice: Textbook]. Lutsk: SPD Hadiak Zh.V., drukarnia «Volynpolihraf», 2022. 408 p.
3. Ivanechko N.R. (ed.) *Marketynh: navch. posib.* [Marketing: Study Guide] / N. Ivanechko, T. Borysova, Yu. Protsyshyn ta in. Ternopil: ZUNU, 2021. 180 p.
4. Ivanenko L.M., & Boienko O. Yu. *Marketynh: navchalnyi posibnyk* [Marketing: Study Guide]. Vyd. 3-ie, dop. i pererob. Vinnytsia: Donetskyi natsionalnyi universytet imeni Vasylia Stusa, 2022. 362 p.

5. Senyshyn O.S., & Kryveshko O.V. *Marketynh: navch. posibnyk* [Marketing: Study Guide]. Lviv: Lvivskyi natsionalnyi universytet imeni Ivana Franka, 2020. 347 p.
6. Kotler Ph., Keller K.L. *Marketing Management* (2016). 15th ed. Prentice Hall, Pierson, 2016.
7. *Principles of Marketing* (14th Edition). – Philip Kotler, Gary Armstrong. – 740 p.
8. Pride W.M., Ferrell O.C. (2016) *Marketing*. 2nd ed. Cengage Learning, 2016.

Recommended reading

1. Ivanechko N.A. *Marketynh* [Marketing]. Ternopil: West Ukrainian National University, 2021. 347 p.
2. *Marketynh* [Marketing]. Lviv: Ivan Franko National University of Lviv, 2020. 347 p.
3. Fillis I., Melewar N. T. (eds.) *Handbook of Entrepreneurship and Marketing*. Cheltenham: Edward Elgar Publishing, 2020. 432 p.
4. Taranenko, I.V., Mishustina, T.S., & Yaremenko, S.S. (2024). Implementing marketing innovations in communication mix and product promotion as a competitive advantage of EU enterprises. In: *Intellectual and technological potential of the XXI century*. Monographic series European Science. Book 33(2), pp. 39-47 [Electronic edition].
5. Yaremenko, S. (2025). *Konkurentnyi benchmarkinh yak zasib udoskonalennia upravlinnia konkurentospromozhnistiu pidpryiemstva* [Competitive benchmarking as a means of improving enterprise competitiveness management]. Yevropeiskyi naukovyi zhurnal Ekonomichnykh ta Finansovykh innovatsii, 2 (16), 430-440.
6. Pavlova, V.A., Yaremenko, S.S., & Chernysh, L.V. (2025). *Implementatsiia tsyfrovoi stratehii v systemu upravlinnia konkurentospromozhnistiu pidpryiemstva* [Implementation of digital strategy in the enterprise competitiveness management system]. Investytsii: praktyka ta dosvid, №14.
7. Shevchenko, V.M., Mishustina, T.S., Yaremenko, S.S., & Malkovych, D.D. (2025). *Brendynh yak efektyvnyi instrument upravlinnia konkurentospromozhnistiu pidpryiemstva* [Branding as an effective tool for enterprise competitiveness management]. Mizhnarodnyi naukovyi zhurnal "Internauka", № 8.
8. Yaremenko, S.S. (2025). *Upravlinnia konkurentospromozhnistiu pidpryiemstva z vykorystanniam instrumentariiu marketynhovoi komunikatsiinoi polityky* [Management of enterprise competitiveness using marketing communication policy tools]. Ekonomichnyi prostir, № 201, 378-384.

Web-resources

1. Marketing in Ukraine (n.d.). https://uam.in.ua/common/zhurnal-marketyng-v-ukrayini/
2. NGO ‘Ukrainian Association of Marketing’ (NGO “UMA” (n.d.). https://uam.in.ua/en/home/
3. Nielsen. (n.d.). https://www.nielsen.com/
4. American Marketing Association. (n.d.). https://www.ama.org/
5. European Social Marketing Association (n.d.). https://europeansocialmarketing.org

ADVERTISING AND ADVERTISING ACTIVITIES				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian English	3/14 weeks, 40 hours in class	3 / Elective	Tetiana Mishustina, PhD (Candidate of Science), Associate Professor	90 hours (20 h. lectures, 18 h. seminars/practical, 52 h. self-study time)
The course aims to introduce students to the principles and tools of contemporary advertising and brand communications in both traditional and digital media. It focuses on the psychological mechanisms of persuasive communication, creative development of advertising messages and the design of campaigns for different media channels. Particular attention is given to modern communication technologies, social media and online advertising formats, as well as ethical and regulatory issues in advertising practice. Throughout the course, students apply theoretical concepts to practical tasks, developing creative ideas, advertising messages and simple campaign plans for real or hypothetical brands				
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Identify needs in advertising of a product, service or idea:			Lecture, practical classes, discussion, role play	Participation in the discussion, tests, participation in the role play (CAS)
2) Develop the idea of creating advertising messages based on marketing objectives and characteristics of the target audience;			Practical classes, self-study activity, presentation, role play	Presentation, essay, role play (CAS)
3) Use digital information and communication technologies and software products required for modern marketing activity and for the creation of advertising messages;			Practical classes, workshop, supervised project work	Peer small group presentation, essay (CAS)
4) Design advertising for various media based on modern design techniques;			Lecture, practical classes, internet search, presentation, project work	Project, presentation assessment (CAS)
5) Act in a socially responsible and civic-minded manner on the basis of ethical marketing principles, respect for cultural diversity and the values of civil society.			Problem lecture, workshop, self-study activity, supervised project work	Project (CAS)
Assessment **Final grade (final assessment) as a result of 100% continuous assessment:** 20% Participation in the discussion 10% Participation in the role play 20% Essay				

20% Presentation (oral, multimedia)
30 % Research project

Contents

Thematic structure of the course:

Topic 1. Advertising as a tool of marketing communications: functions, types, traditional vs digital media.
Topic 2. Psychological foundations of advertising and consumer behaviour.
Topic 3. Persuasion, attention and emotion in advertising messages.
Topic 4. Ethics, manipulation and social responsibility in advertising and propaganda.
Topic 5. Modern communication technologies in advertising
Topic 6. Creative copywriting.
Topic 7. Visual design in advertising: basic principles of layout, colour and imagery.
Topic 8. Native advertising and branded content.
Topic 9. Online and social media advertising: formats, basic targeting and metrics.

Literature

Language of teaching Ukrainian

Compulsory reading

1. Belch, G. E., & Belch, M. A. (2020). *Advertising and promotion: An integrated marketing communications perspective* (12th ed.). McGraw-Hill Education. https://www.mheducation.com/highered/product/advertising-promotion-integrated-marketing-communications-perspective-belch-belch/M9781260570915.html
2. Fennis, B. M., & Stroebe, W. (2020). *The psychology of advertising* (3rd ed.). Routledge. https://research.rug.nl/en/publications/the-psychology-of-advertising-4
3. Lovell, D. (2017). *Native advertising: The essential guide*. Kogan Page. https://www.perlego.com/book/1015407/native-advertising-the-essential-guide-pdf
4. Smith, M. (2017). *The native advertising advantage: Build authentic content that revolutionizes digital marketing and drives revenue growth*. McGraw-Hill Education. https://www.bol.com/nl/nl/p/the-native-advertising-advantage-build-authentic-content-that-revolutionizes-digital-marketing-and-drives-revenue-growth/9200000076708832/
5. Yankovets, T. M. (2023). *Tekhnolohii tsyfrovoho marketynhu* [Technologies of digital marketing] [Electronic edition]. Derzhavnyi torhovelno-ekonomichnyi universytet. 23 p. https://libtomcat.knteu.kiev.ua/library/DocDescription?doc_id=275091
6. Slobodianyk, A. M., Mohylevska, O. Yu., Romanova, L. V., & Salkova, I. Yu. (2022). *Digital-marketynh: teoriia i praktyka* [Digital marketing: Theory and practice]: navchalnyi posibnyk [study guide]. Kyiv International University. 228 p. https://library.megu.edu.ua:9443/jspui/handle/123456789/5225
7. Dubovyk, T. V., Buchatska, I. O., & Savchuk, A. M. (2025). *Marketynhovi komunikatsii* [Marketing communications]: pidruchnyk [textbook]. Derzhavnyi torhovelno-ekonomichnyi universytet. 244 p. https://knute.edu.ua/blog/read/?pid=5950&uk
8. Faivyshenko, D. S. (2025). *Mediadyzain* [Media design]: pidruchnyk [textbook]. Derzhavnyi torhovelno-ekonomichnyi universytet. 240 p. https://knute.edu.ua/blog/read/?pid=5950&uk

Recommended reading

1. O'Guinn, T. C., Allen, C. T., Scheinbaum, A. C., & Semenik, R. J. (2019). *Advertising and integrated brand promotion* (8th ed.). Cengage Learning.
2. Hackley, C., & Hackley, R. A. (2018). *Advertising and promotion* (4th ed.). SAGE Publications. 384 p. https://pure.royalholloway.ac.uk/en/publications/advertising-and-promotion-4th-edition/

3. Tuten, T. L. (2019). *Principles of marketing for a digital age*. SAGE Publications. 496 p. https://books.google.com/books/about/Principles_of_Marketing_for_a_Digital_Ag.html?id=Cs2YDwAAQBAJ
4. Tuten, T. L. (2025). *Principles of marketing for a digital age* (3rd ed.). SAGE Publications. 496 p. https://uk.sagepub.com/en-gb/eur/principles-of-marketing-for-a-digital-age/book291725
5. Romat, Ye. V. (2016). *Marketynhovi komunikatsii* [Marketing communications]: pidruchnyk [textbook]. Studtsentr.
6. Blahun, I. I., Hrynevych, L. V., & Zakryzhevska, I. V. (2025). *Marketynhovi komunikatsii: navchalnyi posibnyk u skhemakh i tablytsiakh* [Marketing communications: A study guide in charts and tables] [Electronic edition]. Vasyl Stefanyk Precarpathian National University. 285 p. https://lib-repo.pnu.edu.ua/bitstream/123456789/23245/1/%D0%9C%D0%B0%D1%80%D0%BA%D0%B5%D1%82%D0%B8%D0%BD%D0%B3%D0%BE%D0%B2%D1%96%20%D0%BA%D0%BE%D0%BC%D1%83%D0%BD%D1%96%D0%BA%D0%B0%D1%86%D1%96%D1%97%202025.pdf
7. Slobodianyk, A. M., Mohylevska, O. Yu., Romanova, L. V., & Salkova, I. Yu. (2022). *Digital-marketynh: teoriia i praktyka* [Digital marketing: Theory and practice]: navchalnyi posibnyk [study guide]. Kyiv International University. 228 p. https://vstup.htek.com.ua/wp-content/uploads/2024/10/30.1-Digital.pdf
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10. Voroniuk, A., & Polishchuk, O. (2019). *Aktualnyi internet-marketynh* [Current internet marketing]. WebPromoExperts.
11. Barden, Ph. (2023). *Zlam marketynhu* [Decoded: The science behind why we buy]. Vivat.
12. *Tekhnolohii reklamy ta brendynhu v sferi ekonomiky* [Technologies of advertising and branding in the economic sphere] (2024). Navchalno-metodychnyi kompleks [Teaching and learning package]. Taras Shevchenko National University of Kyiv. 57 p. https://sociology.knu.ua/sites/default/files/newsfiles/NMK_technologies_of_advertising_2024.pdf

Language of teaching English

1. Belch, G. E., & Belch, M. A. (2020). *Advertising and promotion: An integrated marketing communications perspective* (12th ed.). McGraw-Hill Education. 784 p. https://www.mheducation.com/highered/product/advertising-promotion-integrated-marketing-communications-perspective-belch-belch/M9781260570915.html
2. Hackley, C., & Hackley, R. A. (2021). *Advertising and promotion* (5th ed.). SAGE Publications. 432 p. https://www.perlego.com/book/3740270/advertising-and-promotion-pdf
3. Fennis, B. M., & Stroebe, W. (2020). *The psychology of advertising* (3rd ed.). Routledge. 512 p. https://research.rug.nl/en/publications/the-psychology-of-advertising-4
4. Lovell, D. (2017). *Native advertising: The essential guide*. Kogan Page. 248 p. https://www.perlego.com/book/1015407/native-advertising-the-essential-guide-pdf
5. Smith, M. (2017). *The native advertising advantage: Build authentic content that revolutionizes digital marketing and drives revenue growth*. McGraw-Hill Education. 240 p. https://www.bol.com/nl/nl/p/the-native-advertising-advantage-build-authentic-content-that-revolutionizes-digital-marketing-and-drives-revenue-growth/9200000076708832/
6. Tuten, T. L. (2025). *Principles of marketing for a digital age* (3rd ed.). SAGE Publications. 496 p. (updated edition). https://uk.sagepub.com/en-gb/eur/principles-of-marketing-for-a-digital-age/book291725

Recommended reading

1. O'Guinn, T. C., Allen, C. T., Scheinbaum, A. C., & Semenik, R. J. (2019). Advertising and integrated brand promotion (8th ed.). Cengage Learning.
2. Moriarty, S., Mitchell, N., Wells, W., Crawford, R., Brennan, L., & Spence-Stone, R. (2018). Advertising: Principles and practice (3rd global ed.). Pearson.
3. Rossiter, J. R., & Percy, L. (2017). Advertising communications and promotion

management (3rd ed.). McGraw-Hill Education.
4. Barden, P. (2013). Decoded: The science behind why we buy. John Wiley & Sons.
5. Bly, R. W. (2019). The copywriter's handbook: A step-by-step guide to writing copy that sells (4th ed.). Holt Paperbacks.
6. Tuten, T. L. (2020). Social media marketing (3rd ed.). SAGE Publications.
7. Rayna Sony Binu, M. (2025). The psychology behind advertisements and consumer behavior. International Journal for Multidisciplinary Research (IJFMR), 7(2). https://doi.org/10.36948/ijfmr.2025.v07i02.40468
8. Spytska, L. (2024). Consumer psychology and the effectiveness of marketing campaigns: The influence of psychological factors on consumer preferences and purchases. Economics of Development, 23(4), 48–59. https://ecdev.com.ua/en/journals/t-23-4-2024/psikhologiya-spozhivannya-ta-efektivnist-marketingovikh-kampaniy-vpliv-psikhologich
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10. Advertising Trends You Need to Know for 2025" (Adtelligent). https://adtelligent.com/blog/ad-tech-insights/7-digital-advertising-trends/
11. Datareportal "Digital 2025" global advertising trends (ad spend by channel, device and format). https://datareportal.com/reports/digital-2025-sub-section-global-advertising-trends
12. Deloitte "2025 Digital Media Trends" on changing media consumption habits and implications for advertising. https://www.deloitte.com/us/en/insights/industry/technology/digital-media-trends-consumption-habits-survey/2025.html

FUNDAMENTALS OF MANAGEMENT				
The course aims to develop students' systematic understanding of management as a professional domain and academic discipline, including comprehension of the content, logic and interrelationships of management functions, and the capacity to apply theoretical approaches and management instruments to analyse, organise and evaluate management processes within an organisation in order to improve its overall performance.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3 / 14 weeks	4 / mandatory	Volodymyr Momot, Doctor of Science (Economics), Full Professor	120 hours (28 h. lectures, 12 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Identify and explain the core theories, methods and functions of management and contemporary leadership concepts, demonstrating familiarity with the historical evolution of managerial thought.			Lectures, problem-based lectures, discussion, case study analysis	Testing, oral questioning, class participation in discussions (CAS), final examination (FAS)
2) Describe the content and interrelationships of the key functional areas of an organisation, using appropriate management terminology and conceptual frameworks.			Lectures, problem-based lectures, discussion, case study analysis	Testing, oral questioning, case study presentation (CAS), final examination (FAS)
3) Identify managerial problems and apply structured reasoning to justify management decisions in standard and problem-based organisational scenarios.			Problem-based lectures, case studies, situational problem analysis, problem-solving exercises	Problem-based situation resolution, case study presentation (CAS), final examination (FAS)
4) Apply management methods and tools to support the effective functioning of an organisation, selecting appropriate instruments in relation to defined objectives.			Problem-based lectures, case studies, situational problem analysis, problem-solving exercises	Evaluation of exercise results, presentation of work outcomes (CAS), final examination (FAS)
5) Identify sources of workplace stress and apply adaptive coping strategies to manage their effects on individual wellbeing and team functioning in professional situations.			Problem-based lectures, case studies, situational problem analysis	Problem-based situation resolution, oral questioning (CAS), final examination (FAS)

6) Analyse managerial situations and conduct effective communications across diverse functional areas of an organisation, adapting approach to context and audience.	Discussions, small-group work, case studies	Class participation in discussions, small-group presentation of results (CAS), final examination (FAS)
7) Apply independent learning strategies and demonstrate flexible, open and self-critical thinking when engaging with new knowledge and solving professional tasks.	Problem-based lectures, skills practice exercises, small-group work	Evaluation of exercise results, oral questioning (CAS), course paper / term paper (major CAS), final examination (FAS)
8) Conduct structured research individually and/or in a group under leadership guidance, organising the process and presenting findings in a coherent and evidence-based manner.	Individual and group research projects, small-group work	Research project presentation, peer evaluation of student reports (CAS), course paper / term paper (major CAS), final examination (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the final module control (test) and 60 points for work during the semester.
60 points for work in the semester:
10 points for an individual assignment (presentation);
50 points for practical activities (5 sessions × 10 points, including tests, Scrum-cases, and Excel calculation models).
Assessment criteria:
a) individual presentation
9–10 points: The student demonstrates an excellent understanding of the material. Uses current tax legislation, analytical databases (YouControl, Opendatabot), and digital tools. The work reflects the author's own point of view and is professionally designed.
6–8 points: Good mastery of the content. Modern information sources were used. There are minor design flaws in the task.
3–5 points: Logical structure, but the ideas lack clarity or consistency in analyzing tax norms.
1–2 points: Poorly structured task with major omissions in the tax context.
b) practical activities (5 sessions × 10 points) For each session, the student receives points based on the completion of tests, cases, and calculations:
81–100% (9–10 pts): Excellent mastery of material. Accurate tax calculations in MS Excel (VAT, PIT), precise verification of fiscal documents (receipts), and effective counterparty screening via E-cabinet.
51–80% (6–8 pts): Good understanding, but minor inaccuracies in Excel formulas or digital service operations are noticed.
21–50% (3–5 pts): Basic understanding with significant gaps in the practical application of reporting rules or data analysis.
1–20% (1-2 pts): High error rate, lack of understanding of the material's context or digital tools.
c) final module test
The criteria are specified in the test card. It includes theoretical questions and situational tasks.

Content

Content Module 1. The Essence of Management

Topic 1. Management as Professional Activity, a System of Knowledge and Managerial Thinking
Topic 2. Evolution of Management Theories and Approaches
Topic 3. Principles and Patterns of Effective Management
Topic 4. Management Functions as Instruments of Managerial Influence
Topic 5. The Management Process as a Sequence of Function Implementation
Content Module 2. Organisational Management Processes
Topic 6. Planning as the Basis of Goal-Oriented Management
Topic 7. Organising and Building Management Structures
Topic 8. Motivation in Management: Theories and Practical Application
Topic 9. Control and Evaluation of Performance Results
Topic 10. Regulation and Correction in the Management System
Topic 11. Information and Managerial Communications in an Organisation
Topic 12. Leadership in Management
Topic 13. Management Effectiveness: Assessment Approaches and Improvement Directions

Compulsory reading

1. Griffin, R., & Yatsura, V. (2019). *Osnovy menedzhmentu* [Fundamentals of management] (V. Yatsura & D. Olesnevych, Eds.). Bak. 624 p.
2. Kuzmin, O. Ye., & Melnyk, O. H. (2018). *Osnovy menedzhmentu* [Fundamentals of management]. Akademvydav. 416 p.
3. Baieva, O. V., Novalska, N. I., Zgalat-Lozynska, L. O., & Laiko, H. P. (2016). *Praktykum z menedzhmentu* [Management practicum] (Pt. 2). MAUP. 178 p.
4. Khmil, F. I. (2019). *Osnovy menedzhmentu* [Fundamentals of management]. Akademvydav. 608 p.
5. Biryuchenko, S. Yu., Buzhymska, K. O., Burachek, I. V., et al. (2021). *Menedzhment* [Management] (T. P. Ostapchuk, Ed.). Zhytomyr Polytechnic State University; Ruta. 856 p.

Recommended reading

1. Sumets, O. M., & Vlasovets, V. M. (2018). *Stratehii upravlinnia biznesom* [Business management strategies]. Planeta-Print. 119 p.
2. Sazonets, O. M. (2019). *Upravlinnia mizhnarodnym biznesom* [International business management]. NUWEE. 337 p.
3. Robbins, S. P., & Coulter, M. (2021). *Management* (15th ed.). Pearson. 720 p.
4. Mintzberg, H. (2009). *Managing*. Berrett-Koehler Publishers. 320 p.

Web-resources

1. Harvard Business Review. (n.d.). *Management insights*. https://hbr.org
2. McKinsey & Company. (n.d.). *Management and organisation*. https://www.mckinsey.com/capabilities/people-and-organizational-performance/our-insights
3. Verkhovna Rada of Ukraine. (n.d.). *Legislation database*. https://zakon.rada.gov.ua
4. European Foundation for Management Development. (n.d.). *Official website*. https://www.efmd.org
5. American Management Association. (n.d.). *Resources and insights*. https://www.amanet.org

STATISTICAL METHODS OF BUSINESS ANALYSIS				
The course aims to develop in future marketing specialists a system of theoretical knowledge and practical skills for collecting, statistically processing, modeling, and visualizing market data to monitor the market environment, assess consumer behavior, evaluate marketing risks, and justify effective strategic and operational marketing decisions using modern software tools (Excel/Google Sheets).				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	4 / 14 weeks	4 / mandatory	Viktoriia Varenyk PhD (Economics), Associate Professor	120 hours (26 h. lectures, 12 h. practical classes, 82 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyze and forecast market phenomena and processes based on the application of statistical methods and time series analysis, justifying the results during group discussions.			Interactive lectures, joint analysis of market trend cases with the instructor in Excel/Google Sheets, group presentation of results.	Participation in discussions, case study reports on market environment assessment and forecasting (CAS).
2) Use digital information and communication technologies, as well as software products (Excel/Google Sheets) for summarizing, grouping, and calculating marketing indicators.			Practical software-based sessions, collaborative work with spreadsheets during lectures (data grouping, index calculations), independent task completion based on a model.	Assessment of practical tasks in Excel/Google Sheets (CAS), final exam (FAS).
3) Assess marketing activity risks and the level of uncertainty in the market environment using methods of statistical measurement of interconnections (correlation and regression analysis).			Lecture-discussions, analysis of cases on marketing environment factors (e.g., evaluating promotional expense impact on sales volume), statistical risk modeling.	Results of calculation and analytical cases, assessment of marketing interconnections and risk analysis (CAS).
4) Explain the obtained statistical metrics and market decision-making alternatives to specialists and non-specialists using interactive spreadsheets and dashboard tools.			Practical sessions on constructing analytical panels, small group work on shared files in Google Sheets, team discussions of business analysis results.	Team activity, results of game-based tasks, and assessment of collaborative work in cloud spreadsheets during decision presentation (CAS), final exam (FAS).
5) Demonstrate independent work skills, critical thinking, and self-criticism in			Error analysis (work on mistakes) in marketing	Results of Wordwall exercises on data analysis

identifying and correcting typical calculation errors in marketing indices and distribution series.	data processing, theoretical review via Wordwall, solving problem-based tasks, and independent verification of calculations.	algorithms, practical part of the exam (FAS).
6) Monitor the market environment using tools of statistical observation and analysis of formal company statistical reporting.	Interactive lectures, terminology-focused games on the Wordwall platform, public presentation of market statistical monitoring reports.	Written exam answers, testing of professional terminology knowledge, assessment of the analytical report based on statistical data (CAS/FAS).

Assessment

The final grade is based on a 100-point scale, which includes 40 points for the final exam (Final Assessment – FAS) and 60 points for continuous work throughout the semester (Continuous Assessment – CAS).

Allocation of Points During the Semester (Continuous Assessment - CAS):

8 points — Individual assignment (Analytical Case Study in Marketing Research);

36 points — Participation in practical sessions and discussions (6 sessions - 6 points each);

16 points — Midterm exams (2 exams - 8 points each).

Assessment Rubrics:

a) Individual Assignment / Analytical Case Study (max. 8 points)

7–8 points: The student demonstrates an excellent understanding of statistical methods and advanced proficiency in Excel/Google Sheets within marketing analysis. The work contains a deep analysis of market data, offers a well-founded personal perspective on market trends, and is formatted strictly in accordance with the requirements.

5–6 points: The student understands the material well and demonstrates confident command of the analytical tools. There are minor inaccuracies in calculations, visualizations, or interpretations of marketing data.

1–4 points: The task is only partially completed, the logic of statistical calculations is flawed, and there are significant gaps in using Excel/Google Sheets functions for market data processing.

b) Participation in Practical Activities and Discussions (max. 36 points)

(Includes the completion of 6 practical case studies in Excel/Google Sheets and analytical activity via Wordwall. 6 points per session)

6 points (81–100%): The task is completed correctly and on time. The student successfully applies statistical methods in software to analyze consumer behavior and demand trends, justifies conclusions, and actively participates in classes.

4–5 points (51–80%): The student understands the educational material but makes technical or methodological inaccuracies in spreadsheets or marketing index calculations.

1–3 points (1–50%): The student demonstrates a basic understanding of the material but has substantial gaps in Excel/Google Sheets skills or a high volume of errors in processing market statistical data.

c) Midterm Exams (max. 16 points)

(Two midterm exams are scheduled during the semester, with a maximum of 8 points each)

Computer-Based Testing (max. 2 points per exam / 4 points total per semester): Conducted via the university platform. Test tasks are generated automatically by the system and are aimed at verifying knowledge of professional marketing terminology, the core nature of market statistical indicators, data grouping, and data analysis methods.

90%–100% correct answers = 2 points

60%–89% correct answers = 1 point

less than 60% correct answers = 0 points
Practical / Analytical Task (max. 6 points per exam / 12 points total per semester):
5–6 points: Flawless execution of the task: accurate calculation of statistical indicators of market development and market actors' activity (averages, demand variation, sales dynamics, or marketing factors correlation); correct application of analysis tools; formulation of professional, logical conclusions to justify data-driven marketing decisions.
3–4 points: The task is completed in full, but minor calculation errors or isolated inaccuracies in the interpretation of statistical results are present; analytical conclusions for marketing activities are somewhat superficial.
1–2 points: Gross methodological errors in statistical calculations; inability to properly process raw marketing data or draw basic conclusions for market decision-making.
d) Final Exam (Final Assessment – FAS) (max. 40 points)
The test assignment criteria are written on the test card. The exam evaluates the accuracy of solving complex Excel tasks, the ability to interpret statistical indicators, and the completeness of theoretical answers.

Content

Topic 1. Methodological Foundations of Statistics. Statistical Observation.
Topic 2. Presentation of Statistical Data: Tables, Graphs, and Maps.
Topic 3. Summarization and Grouping of Statistical Data.
Topic 4. Summary Statistical Indicators.
Topic 5. Analysis of Distribution Series.
Topic 6. Interactive Tables in Business Statistical Analysis.
Topic 7. Data Comparison Methods and Their Application in Business Process Statistical Analysis.
Topic 8. Analysis of Time Series (Dynamics Series).
Topic 9. Statistical Methods for Measuring Correlations and Relationships.
Topic 10. Indices and Index Method.
Topic 11. Statistical Analysis: Rapid Retrieval of Key Indicators.
Topic 12. Dashboards: A Tool for Statistical Analysis.
Topic 13. Enterprise Statistical Reporting.

Literature

Compulsory reading

1. Chmut, A. (2023). *Biznes-statystyka* [Business Statistics]: navchalnyi posibnyk dlia zdobuvachiv pershoho (bakalavrskoho) rivnia vyshchoi osvity. Kherson State University. 97 p.
2. Haidenko, S., & Kostiuk, V. (2023). *Biznes-statystyka* [Business Statistics]: navch. posib. Kharkivskyi natsionalnyi universytet miskoho hospodarstva imeni O. M. Beketova. 190 p.
3. Horkavyi, V. (2020). *Statystyka* [Statistics]: pidruchnyk. Alerta. 644 p.

Recommended reading

1. Alexander, M. (2022). *Excel Data Analysis: Forecasting and Simulation*. Wiley. 384 p.
2. Behun, S. (2022). *Statystyka* [Statistics]: navchalnyi posibnyk. Lutsk. 230 p. https://vstup.htek.com.ua/wp-content/uploads/2024/10/9.2-Begun_ZTS_2022.pdf
3. Black, K. (2023). *Business Statistics: For Contemporary Decision Making*. John Wiley & Sons. 832 p.
4. Bruce, P., Bruce, A., & Gedeck, P. (2024). *Practical Statistics for Data Scientists*. O'Reilly Media. 368 p.
5. Groebner, D., Shannon, P., & Fry, P. (2024). *Business Statistics: A Decision-Making Approach* (11th ed.). Pearson. 816 p.
6. Haidenko, S., & Kostiuk, V. (2023). *Biznes-statystyka* [Business Statistics]: navch. posib. Kharkivskyi natsionalnyi universytet miskoho hospodarstva imeni O. M. Beketova. 190 p. https://eprints.kname.edu.ua/62488/1/2022%20%D0%BF%D0%B5%D1%87.%2016%20%D0%9D%D0%9F%20%D0%91%D1%96%D0%B7%D0%BD%D0%B5%D1%81-%D1%81%D1%82%D0%B0%D1%82%D0%B8%D1%81%D1%82%D0%B8%D0%BA%D0%B0%20%D0%BD%D0%B0%D0%B2%D1%87.%20%D0%BF%D0%BE%D1%81%D1%96%D0%B1.pdf
7. Jaggia, S., & Kelly, A. (2025). *Business Statistics: Communicating with Numbers*. McGraw Hill. 912 p.

8. Korepanov, O., Soboliev, V., Chala, T., et al. (2021). *Mizhnarodna statystyka* [International Statistics]: navchalnyi posibnyk. Karazin Kharkiv National University. 444 p. https://ekhnuir.karazin.ua/server/api/core/bitstreams/0e18067c-a422-4332-a3e1-733c9bbb47e2/content

9. Pyrozhkov, S., Riazantseva, V., Motoryn, R., et al. (2020). *Statystyka* [Statistics]: pidruchnyk. Kyiv National University of Trade and Economics. 328 p.

Web-resources

1. Alfred Nobel University Electronic Library. (n.d.). *Official website*. https://lib.duan.edu.ua/uk/

2. Alfred Nobel University Institutional Repository. (n.d.). *Official website*. https://ir.duan.edu.ua/home

3. Eurostat — European Commission. *Official website*. https://ec.europa.eu/eurostat

4. International Monetary Fund. *Official website*. http://www.imf.org

5. Introductory Statistics. (n.d.). *Official website*. https://openstax.org/details/books/introductory-statistics

6. Lane, D. (n.d.). Introduction to Statistics. *Official website*. https://open.umn.edu/opentextbooks/textbooks/introduction-to-statistics

7. Microsoft Excel — bazovyi i serednii riven [Microsoft Excel — basic and intermediate level]. *Electronic resource*. https://www.thecampster.com/ua/course/view?slug=microsoft-excel-%D0%B1%D0%B0%D0%B7%D0%BE%D0%B2%D0%B8%D0%B9-%D1%96-%D1%81%D0%B5%D1%80%D0%B5%D0%B4%D0%BD%D1%96%D0%B9-%D1%80%D1%96%D0%B2%D0%B5%D0%BD%D1%8C

8. Organisation for Economic Co-operation and Development (OECD). *Official website*. http://www.oecd.org

9. Petrenko, V. (2022). Yak stvoryty dashbord v Excel [How to create a dashboard in Excel]. *Electronic resource*. https://laba.ua/blog/3287-kak-sozdat-dashbord-v-excel

10. Shafer, D., & Zhang, Z. (n.d.). Introductory Statistics. *Official website*. https://open.umn.edu/opentextbooks/textbooks/introductory-statistics

11. State Statistics Service of Ukraine. *Official website*. http://www.ukrstat.gov.ua/

12. Statista — The Statistics Portal for Market Data. *Official website*. https://www.statista.com

13. Statistics. (n.d.). *Official website*. https://www.oxfordfajar.com.my/higher-education/statistics/3366#returnurl=/higher-education/fundamentals-of-auditing/2353

14. Videokursy z Excel [Video courses on Excel]. *Official website*. https://support.microsoft.com/uk-ua/office/%D0%B2%D1%96%D0%B4%D0%B5%D0%BE%D0%BA%D1%83%D1%80%D1%81%D0%B8-%D0%B7-excel-9bc05390-e94c-46af-a5b3-d7c22f6990bb

15. Word ta Excel: instrumenty i laifkhaky [Word and Excel: tools and life hacks]. *Electronic resource*. https://courses.prometheus.org.ua/courses/course-v1:DNU+PRIN-101+2017_T1/about

16. World Bank Open Data. *Official website*. http://www.worldbank.org

MARKETING MIX (MARKETING PRODUCT POLICY)				
The course aims to develop theoretical knowledge and provide practical skills in forming an enterprise's product policy in a marketing-oriented environment, which involves the ability to use modern tools to analyze product competitiveness, apply idea generation methods to create new products, develop branding and packaging strategies, and develop flexible critical thinking and readiness to independently acquire new professional knowledge.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	3/14 weeks	4 / Mandatory Term paper: 1 ECTS credit	Svitlana Yaremenko, PhD (Economics), Associate Professor.	120 hours (26 h. lectures, 12 h. seminars/practical, 82 h. self-directed learning); 30 hours (Term paper)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Demonstrate knowledge and understanding of the theoretical foundations and principles of marketing activity.			Lectures, interactive workshops, strategic simulation games	Case study report (CAS), final exam (FAS)
2) Possess a methodology for forming a holistic product policy and determine strategic directions for its optimization based on the product life cycle stages.			Practical classes, seminars, analysis of real-world business cases	Peer small group presentation assessment, case studies reports (CAS), multiple-choice questions, final exam (FAS)
3) Meet the requirements placed on a contemporary marketing specialist and continuously improve one's personal professional competence.			Practical classes, case studies, presentation	Peer small group presentation assessment, case studies reports (CAS), multiple-choice questions, final exam (FAS)
4) Possess methods of creative search to generate ideas for innovative products, services, and functional packaging solutions			Brainstorming sessions, design thinking workshops	Creative project pitch, peer review of product ideas (CAS), multiple-choice questions, final exam (FAS)
5) Develop brand concepts and choose optimal brand strategies for effective business differentiation in a competitive environment.			Practical classes, visual branding workshops	Brand book development/draft, multiple-choice quiz (CAS), multiple-choice questions, final exam (FAS)
6) Work effectively in a team, demonstrate professional communication, exercise managerial initiative, and motivate group members to achieve project goals.			Group projects, role-playing, simulations	Peer small group assessment, observation of teamwork (CAS), multiple-choice questions, final exam (FAS)
7) Formulate independent approaches to solving situations and make adjustments in the process of achieving goals			Term paper writing, independent work under the guidance of a lecturer	Term Paper defense
Assessment				

The final grade is given on a 100-point scale, including 40 points as a result of Final exam and 60 points as a result of Continuous assessment of activities throughout the semester.
40 points: **Final exam** ((5 sets of written tasks, each task includes 24 tests, 1 analytical task and 1 analytical and calculation task).
Assessment criteria:
a) Test tasks. Multiple-choice questions: every correct answer gets 1 point.
b) Analytical task 10 points
9-10 points: The student provides an extensive answer for all discussed questions. The student is able to form well-reasoned opinions on the asked questions. Answers reflect the student's own standpoint and provide explanations for given approvals. The student shows excellent use of relevant facts and examples.
7-8 points: The student demonstrates good knowledge in the topic discussed. The student provides good arguments for his answers, displays good use of relevant data and examples. All answers are correct, but there is no argumentation.
5-6 points: The student highlights the problem but provides only a basic outline for the answers. Arguments are clear but limited. There are some minor omissions and inaccuracies, but no gross errors.
3-4 points: The student lacks a coherent grasp of the problems and issues raised in the questions. Important information has been omitted and irrelevant points have been included. The answers are too brief.
0-2 points: The student fails to show any knowledge or understanding of the issues raised in the questions. The student reveals fundamental misunderstanding of the subject matter. Most of the arguments and contentions are irrelevant.
c) critical analysis of issues 6 points
6 points: The student provides a comprehensive and well-structured analysis of the problem. The student demonstrates strong ability to interpret data and apply appropriate analytical tools. Conclusions are well-reasoned and clearly supported by evidence. The student shows excellent use of relevant data, concepts, and examples.
5 points: The student demonstrates a good understanding of the problem and applies appropriate analytical methods. Analysis is generally clear and logically structured. Conclusions are supported, though some arguments may lack depth. Good use of relevant data and examples.
4 points: The student provides a basic analysis with partial application of analytical tools. Understanding of the problem is evident but limited. Arguments are somewhat underdeveloped. There are minor inaccuracies or omissions.
3 points: The student shows limited understanding of the problem. Analysis is weak, fragmented, or poorly structured. Important elements are missing or insufficiently explained. Use of data and examples is minimal or inappropriate.
0–2 points: The student fails to demonstrate understanding of the problem. Analysis is absent or irrelevant. Conclusions are missing or unsupported. The solution to the problem contains major errors and misunderstandings.
60 points: Continuous assessment:
10 points Participation in the discussion / workshop
20 points Case study
20 points Assignments / tasks
10 points Presentation (oral, multimedia)

Term paper is evaluated separately on a 100-point scale, including 20 points for timely submission of term paper, review of term paper is 40 points, defense is 40 points, and its score is not included into the course final grade. Successful completion of the term paper is a prerequisite for a student's admission to final examination.
Assessment criteria:
Review of Term Paper – 40 points
36–40 points: The student demonstrates an excellent and comprehensive understanding of the research topic. The paper is well-structured, logically organized, and clearly written. Strong analytical thinking is evident, with in-depth analysis and critical evaluation. Arguments are well-supported by relevant data, literature, and examples. Conclusions are clear, consistent, and grounded in the analysis.
28–35 points: The student demonstrates a good understanding of the topic. The paper is generally well-structured and coherent. Analysis is clear, though some aspects may lack depth. Arguments are supported by relevant data and examples, with minor gaps. Conclusions are logical but may not be fully developed.

20–27 points: The student demonstrates basic understanding of the topic. The paper has an acceptable structure but lacks clarity in some parts. Analysis is limited or descriptive rather than critical. Arguments are partially supported. There are some inaccuracies or omissions.
10–19 points: The student shows limited understanding of the topic. The paper is poorly structured or lacks coherence. Analysis is weak or superficial. Important elements are missing or insufficiently explained. Use of data and literature is minimal.
0–9 points: The student fails to demonstrate understanding of the topic. The paper lacks structure and coherence. Analysis is absent or irrelevant. Arguments are unsupported. The paper contains major errors and misunderstandings.

Defense of Term Paper – 40 points

36–40 points: The student demonstrates excellent knowledge of the research topic during the defense. The presentation is clear, well-structured, and confident. The student provides well-reasoned and comprehensive answers to questions. The student shows strong ability to justify conclusions and engage in discussion. The student effectively uses visual aids.
28–35 points: The student demonstrates good knowledge of the topic. Presentation is clear and generally well-structured; The answers to questions are mostly correct and supported. Some arguments may lack depth or clarity. Good overall communication skills.
20–27 points: The student demonstrates basic understanding of the topic. The presentation lacks clarity or structure in parts. Answers to questions are limited or partially correct. Arguments are weak or insufficiently supported.
10–19 points: The student shows limited understanding of the topic. Presentation is unclear, disorganized, or incomplete. Answers to questions are vague or incorrect. Student struggles to justify conclusions.
0–9 points: The student fails to demonstrate understanding of the topic. Presentation is absent or extremely poor. The student is unable to answer questions. The student shows fundamental misunderstanding of the subject matter.

Content

Topic 1. Goods and services in marketing activities
Topic 2. Price and quality of goods
Topic 3. Competitiveness of goods and its indicators
Topic 4. Market of goods and formation of demand in the market of a separate product
Topic 5. Target market of goods and methods of its selection
Topic 6. Product policy of the enterprise
Topic 7. Life cycle of goods
Topic 8. Planning and development of new goods
Topic 9. Trademarks and packaging

Literature

Compulsory reading

1. Oklander M.A., & Kirnosova M.V. *Marketynhova tovarna polityka: pidruchnyk* [Marketing Product Policy: Textbook]. – Kyiv: “Tsentr uchbovoi literatury”, 2021. 246 p.
2. Bilovodska O.A., & Zhurylo V.V. *Marketynhova tovarna polityka: praktykum* [Marketing Product Policy: Practical Workshop]. – Kyiv: TsUL, 2023. 236 p.
3. Illiashenko S.M. *Marketynhova tovarna polityka: pidruchnyk* [Marketing Product Policy: Textbook]. – Kyiv: Vyd-vo “Universytetska knyha”, 2023. 234 p.
4. Raiko D.V., & Shypulina Yu.S. *Marketynhova tovarna polityka: navchalnyi posibnyk dlia samostiinoi roboty* [Marketing Product Policy: Study Guide for Independent Study]. – Sumy: Trytoriia, 2022. 158 p.
5. Kotler Ph., Keller K.L. *Marketing Management* (2016). 15th ed. Prentice Hall, Pierson, 2016.

Recommended reading

1. Yaremenko S.S., Taranenko I.V., & Mishustina T.S. *Marketynhova tovarna polityka: zbirnyk zavdan praktychnykh zaniat ta samostiinoi roboty* (praktykum) [Marketing Product Policy: Collection of Practical Tasks and Independent Study (Workshop)]. – 3-tie vyd., dop. i pererob. Dnipro: Alfred Nobel University, 2025. 141 p.

2. Shevchenko A.V., Borysenko O.S., Fisun Yu.V., & Krapko O.M. *Marketynhova tovarna polityka: praktykum* [Marketing Product Policy: Practical Workshop]. – Kyiv: NAU, 2022. 68 p.
3. Shevchenko V.M., Taranenko I.V., Yaremenko S.S., & Khripko D.O. *Konkurentnyi benchmarking yak instrument pidvyshchennia konkurentospromozhnosti ahrarnoho pidpryiemstva* [Competitive Benchmarking as a Tool for Increasing the Competitiveness of an Agricultural Enterprise]. // Agrosvit. No. 18, 2023. pp. 43-50.
4. Shevchenko V.M., Taranenko I.V., Yaremenko S.S., & Musaiev R.A. *Analiz asortymentnoi polityky torhovoho pidpryiemstva ta napriamy yii vdoskonalennia* [Analysis of the Product Range Policy of a Trading Enterprise and Directions for its Improvement]. // European Vector of Economic Development. Alfred Nobel University: Dnipro. – 2023. – Vol. No. 1 (34).
5. Yaremenko, S. (2025). *Konkurentnyi benchmarkinh yak zasib udoskonalennia upravlinnia konkurentospromozhnistiu pidpryiemstva* [Competitive benchmarking as a means of improving enterprise competitiveness management]. Yevropeiskyi naukovyi zhurnal Ekonomichnykh ta Finansovykh innovatsii, 2 (16), 430-440.
6. Shevchenko, V.M., Mishustina, T.S., Yaremenko, S.S., & Malkovych, D.D. (2025). *Brendynh yak efektyvnyi instrument upravlinnia konkurentospromozhnistiu pidpryiemstva* [Branding as an effective tool for enterprise competitiveness management]. Mizhnarodnyi naukovyi zhurnal "Internauka", № 8.
7. Yaremenko, S.S. (2025). *Upravlinnia konkurentospromozhnistiu pidpryiemstva z vykorystanniam instrumentariiu marketynhovoi komunikatsiinoi polityky* [Management of enterprise competitiveness using marketing communication policy tools]. Ekonomichnyi prostir, № 201, 378-384.
8. Taranenko I.V., Mishustina T.S., Yaremenko S.S., et al. *Marketynhove upravlinnia konkurentospromozhnistiu na mikro-, mezo-, makrorivni: monohrafiia* [Marketing Competitiveness Management at Micro, Meso, and Macro Levels: Monograph]. – Dnipro: Alfred Nobel University, 2017.
9. *Law of Ukraine 'On Copyright and Related Rights'* dated July 11, 2001, No. 2627-III. http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=2627-07
10. *Law of Ukraine 'On the Protection of Rights to Inventions and Utility Models'* dated December 15, 1993, No. 3687-XII. http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=3687-12
11. *Law of Ukraine 'On the Protection of Rights to Industrial Designs'* dated December 15, 1993, No. 3688-XII. http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=3688-12
12. *Law of Ukraine 'On the Protection of Rights to Marks for Goods and Services'* dated December 15, 1993, No. 3689-XII. http://zakon.rada.gov.ua/cgi-bin/laws/main.cgi?nreg=3689-12

Web-resources

1. Marketing in Ukraine (n.d.). https://uam.in.ua/common/zhurnal-marketyng-v-ukrayini/
2. NGO 'Ukrainian Association of Marketing' (NGO "UMA" (n.d.). https://uam.in.ua/en/home/
3. Nielsen. (n.d.). https://www.nielsen.com/
4. American Marketing Association. (n.d.). https://www.ama.org/
5. European Social Marketing Association (n.d.). https://europeansocialmarketing.org

MARKETING ANALYTICS (OPTIMIZATION METHODS AND MODELS. ECONOMETRICS)				
The course aims to develop theoretical knowledge and practical skills in using marketing analytical tools to build a marketing strategy, carry out strategic and operational management, make forecasts based on data analysis, and conduct modern marketing research, using its results to make appropriate and effective management and marketing decisions.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5	4 / mandatory	Ihor Bilotkach PhD (Economics), Associate Professor	120 hours (26 h. lectures, 12 h. practical classes, 82 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. Analyse and forecast market phenomena and processes based on the application of fundamental principles, theoretical knowledge and applied skills in implementing marketing activities.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final exam (FAS)
2. Collect and analyze the necessary information, calculate economic and marketing indicators, and justify management decisions based on the use of the necessary analytical and methodological tools.			Lectures, role-playing and simulations, leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final exam (FAS)
3. Identify the functional areas of marketing activities of an economic entity and their relationships in the management system, calculate the relevant indicators that characterize the effectiveness of such activities.			Lectures, workshops, business case analysis	Teamwork evaluation, class discussions and peer assessment (CAS), final exam (FAS)
4. Assess the risks of conducting marketing activities, establish the level of uncertainty of the marketing environment when making management decisions.			Lectures, seminars, discussions, scenario analysis workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final exam (FAS)
Assessment				
The final grade is given on a 100-point scale, including 40 points for the exam and 60 points for the work in the semester. 60 points for work in the semester: a) assessment criteria for the individual project:				

33–40 points – the student has completed the task correctly and demonstrates a deep understanding of the material. Comprehensive and detailed conclusions are provided. The project presentation (pitch) has been delivered.
27–32 points – the student has completed the task with minor inaccuracies that do not affect the overall result. Generalised conclusions are provided. The project presentation (pitch) has been delivered.
15–26 points – the student demonstrates insufficient understanding of the material. The task is completed partially or in a general manner. Partial conclusions are provided. Presentation materials are missing.
7–14 points – the student demonstrates insufficient understanding of the material and makes significant errors. Conclusions are absent. Presentation materials are missing.
1–6 points – the student demonstrates a lack of knowledge of the material. The task is not completed. Conclusions are absent. Presentation materials are missing.
0 points – the task has not been completed by the student.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51-80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21-50%: A basic understanding of the material, but with significant gaps or omissions.
1-20 %: A lot of mistakes, with little to no understanding of the material's context.
c) test papers
The criteria for the test assignment are written on the exam card.

Content

Topic 1. The essence and directions of marketing analytics.
Topic 2. Data-based marketing management.
Topic 3. Market and competitor analysis.
Topic 4. Organization of modern marketing research.
Topic 5. Data-driven marketing.
Topic 6. Analysis of advertising campaign data.
Topic 7. Data visualization in marketing analytics.
Topic 8. Interpretation of marketing analysis results.

Literature

Compulsory reading

1. Kotler Ph., Kartajaya H., Setiawan I. Marketynh 4.0. Vid tradytsiinoho do tsyfrovoho [Marketing 4.0: Moving from Traditional to Digital]. Kyiv: KM-Books, 2019. 224 p.[1]
2. Kviatko T. M., Mandych O. V., Sievidova O. I. et al. Marketynhovi doslidzhennia [Marketing Research]. Kharkiv: KhNTUSG, 2020. 163 p.
3. Pylypenko O. V. Stratehichnyi analiz [Strategic Analysis]. Ed. by M. I. Koval. Kyiv: Vydavnychyi dim "Personal", 2018. 350 p.
4. Svitwood A. Marketynhova analityka. Yak pidkripyty intuitsiiu danymy [Marketing Analytics: A Practical Guide to Real Marketing Science]. Transl. from English by O. Astashova. Kyiv: Nash Format, 2019. 152 p.
5. Orlov P. A., Lysytsia N. M., H. O. … Suchasnyi marketynh: analiz i perspektyvy rozvytku [Modern Marketing: Analysis and Development Prospects]. Scientific edition.

Recommended reading

1. Darchuk V. H. Analiz ta planuvannia marketynhovoi diialnosti [Analysis and Planning of Marketing Activities]. Kyiv: DUT, 2019. 146 p.

2. Lilyk I. Rynok marketynhovykh doslidzhen v Ukraini 2020 rik: ekspertna otsinka ta analiz UAM [The Market of Marketing Research in Ukraine in 2020: Expert Assessment and Analysis by UAM]. Marketynh v Ukraini, 2021, no. 1, pp. 4–25.
3. Pryimak V. Matematychni metody ekonomichnoho analizu [Mathematical Methods of Economic Analysis]. Kyiv: Tsentr navchalnoi literatury, 2019. 296 p.
4. Sokhetska A. V. Suchasni tendentsii marketynhovykh doslidzhen [Current Trends in Marketing Research]. Biznes Inform, 2020, no. 7, pp. 346–352.
5. Ding Y., DeSarbo W., Hanssens D., Jedidi K., Lynch J. et al. The past, present, and future of measurement and methods in marketing analysis. Marketing Letters, 2020, vol. 31, pp. 175–186.
6. Malhotra N., Nunan D., Birks D. Marketing Research: An Applied Approach. 5th ed. Harlow: Pearson, 2017. 976 p.

FINANCE IN BUSINESS (FINANCE, MONEY AND CREDIT. FINANCE)				
The course aims to provide students with a comprehensive understanding of the economic and financial mechanisms of enterprise functioning. It focuses on developing practical skills in managing cash flows, organizing settlement systems, and evaluating enterprise assets (fixed, intangible, and current) to ensure operational efficiency in modern domestic and global environments.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5/14 weeks	4 / Elective	Viktoria Varenyk, PhD (Candidate of Science), Associate Professor	120 hours (14 h. lectures, 24 h. practical classes, 82 h. self-directed learning)
Learning outcomes **On completion of the course, students will be able to:**			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Demonstrate a willingness to continuously update knowledge in the dynamic field of financial technologies and banking innovations, demonstrating adaptability to changes in global capital markets			Lecture, practicals, guided self-study activities, discussion	Participation in the discussion, practical skills assessment, explanation solving problems (CAS)
2) Be fluent in professional terminology in the field of monetary circulation, lending and public finance in the state and foreign languages when discussing financial strategies			Tutorials, self-study activity, solving problems, tests	Test (computer), exercise, essay (CAS)
3) Apply theoretical models of the money market and financial management to solve applied problems and meaningfully interpret indicators of financial reporting or banking statistics			Lecture, tutorials, solving problems, Internet search, self-study activities	Exercise, analysis of statistics report, analysis of statistics report (CAS)
4) Argue their own position on the choice of forms of international settlements and credit instruments at different levels of the global financial architecture (from micro to mega-level)			Problem lecture, case study in small groups	Participation in the discussion, test (computer), practical skills assessment, essay (CAS)
5) Conduct a comprehensive analysis of financial systems, compare the effectiveness of different monetary policy models, and assess the stability of credit institutions in a comparative perspective			Workshop, solving problems, discussion, tests	Participation in the discussion, test (computer) (CAS)
6) Uphold the financial and economic security and national interests of Ukraine, taking into account the challenges of			Lecture, tutorials, guided self-study	Explanation solving problems, test

international lending and external debt in the system of international economic relations	activities, solving problems	(computer), exercise (CAS)
7) Be aware of the need to constantly monitor changes in financial legislation and international standards to maintain a high level of professional expertise	Lecture, practical classes, discussion, case study, test	Participation in the discussion, essay, test (CAS)

The final grade is given on a 100-point scale, including:
30 points for an individual assignment;
70 points for examples of problem situations and audience involvement in their solution, testing, solving analytical problems.
Assessment criteria:
a) individual assignment
27–30 points – the work is performed at a high level: the topic is fully disclosed, the analysis is in-depth, relevant sources are used, statistical data are provided, the conclusions are well-reasoned, the design is error-free.
23–26 points – the topic is sufficiently disclosed, the analysis is of high quality, there are minor inaccuracies in the design, structure or presentation of the material.
19–22 points – the work generally meets the requirements, but the analysis is not deep enough, individual provisions require better substantiation, errors in design are possible.
15–18 points – the topic is partially disclosed, the analysis is superficial, the structure is broken, an insufficient number of sources are used.
10–14 points – the work contains significant shortcomings: weak analysis, lack of proper conclusions, significant errors in design.
1–9 points – the work is performed fragmentarily, the topic is almost not disclosed, there is no logic in the presentation.
0 points – the work is not submitted or does not correspond to the task.
b) work in the semester (evaluation criteria for each practical lesson (0–10 points)):
9–10 points – the student has fully completed the task, demonstrated a deep understanding of the theoretical material, correctly applied formulas and calculation methods, and substantiated the conclusions.
7–8 points – the task has been completed correctly, minor inaccuracies were made in the calculations or explanations, the conclusions are logical.
5–6 points – the task has been partially completed, there are individual errors in the calculations or analysis, the conclusions are not sufficiently substantiated.
3–4 points – less than half of the tasks have been completed, significant errors were made, the level of understanding of the material is insufficient.
1–2 points – the student has completed individual elements of the task, but has not demonstrated proper mastery of the material.
0 points – the student has not completed the task or was absent from class without a valid reason.

Contents

Topic 1. Introduction to finance
Topic 2. The nature and essence of money
Topic 3. Money turnover and money supply
Topic 4. Money market
Topic 5. Foreign exchange market
Topic 6. Inflation and monetary reforms
Topic 7. The Central Bank and its role in the economy
Topic 8. Commercial banks as the main link of the credit system
Topic 9. Non-banking financial institutions
Topic 10. International financial institutions
Topic 11. Financial technologies

Topic 12. Fundamentals of financial decision making
Topic 13. Introduction to Financial Analysis and Modeling

Literature

Compulsory reading

1. Huerta de Soto, J. (2020). *Money, bank credit, and economic cycles* [Electronic edition]. Mises Institute. 941 p. https://cdn.mises.org/money_bank_credit_and_economic_cycles_4th_edition.pdf

2. Michail, N. (2021). *Money, Credit, and Crises Understanding the Modern Banking System* [Electronic edition]. Palgrave Macmillan. 247 p. https://link.springer.com/book/10.1007/978-3-030-64384-3

3. Cline, D. K., & Mazumder, S. (2022). *Money, Banking, and Financial Markets* [Electronic edition]. Routledge. 190 p. https://www.routledge.com/Money-Banking-and-Financial-Markets-A-Modern-Introduction-to-Macroeconomics/Cline-Mazumder/p/book/9781032170268

Recommended reading

1. Yaroshevych, N. B. (2025). *Finansy, hroshi ta kredyt* [Finance, money and credit]. Novyi Svit-2000. 414 p. https://ns2000.com.ua/finansy-hroshi-ta-kredyt-pidruchnyk/

2. Sodoma, R. I., Dubynetska, P. P., & Samilo, A. V. (2024). *Finansy, hroshi ta kredyt: teoriia ta praktyka* [Finance, money and credit: theory and practice] [Electronic edition]. LDUBGD. 624 p. https://sci.ldubgd.edu.ua/bitstream/123456789/15179/3/%D0%BF%D1%80%D0%B0%D0%BA%D1%82%D0%B8%D0%BA%D1%83%D0%BC%20%D0%B4%D0%BB%D1%8F%20%D0%B4%D1%80%D1%83%D0%BA%D1%83.pdf

3. Politylo, M. P., Khoma, I. B., Chubka, O. M., Yaroshevych, N. B., & Yakymiv, A. I. (2022). *Finansy, hroshi ta kredyt* [Finance, money and credit]. Novyi Svit-2000. 234 p. https://www.researchgate.net/publication/361350480_FINANCE_MONEY_AND_CREDIT_Tutorial_Politylo_Mariia_Khoma_Iryna_Chubka_Olha_Yaroshevych_Natalia_Yakymiv_Andriy_-*Lviv_Novyi_svit-2000-2022*-_234_p

4. Boundless Finance. (n.d.). *Official website*. https://courses.lumenlearning.com/boundless-finance/front-matter/download-lecture-slides/

5. Piskova, Zh. V. & Tsurkan I.M. (2023). Derzhavnyy borh krayiny: tempy i napryamy yoho zmin v Ukrayini i Pol′shchi [Public Debt: Pace and Direction of Changes in Ukraine and Poland]. *Elektronnyy zhurnal 'Efektyvna ekonomika' vklyucheno do pereliku naukovykh fakhovykh vydan' Ukrayiny z pytan' ekonomiky* (Katehoriya 'B', Nakaz Ministerstva osvity i nauky Ukrayiny № 975 vid 11.07.2019). Spetsial′nosti – 051, 071, 072, 073, 075, 076, 292. Efektyvna ekonomika. 2023. № 1. https://www.nayka.com.ua/index.php/ee/issue/view/55. No 1.

6. Pestovska, Z. S. (2023) Pobudova modeli pidvyshchennia efektyvnosti upravlinnia kompanii zi strakhuvannia zhyttia v Ukraini [Building a model for improving the management efficiency of life insurance companies in Ukraine]. In *Transformation of economics, finance and management in the context of world globalization: Scientific monograph* (pp. 84–118) [Electronic edition]. Baltija Publishing. DOI: https://doi.org/10.30525/978-9934-26-307-1-5

Web-resources

1. Verkhovna Rada of Ukraine. (n.d.). *Official legislative portal*. https://zakon.rada.gov.ua
2. National Bank of Ukraine. (n.d.). *Official website*. https://bank.gov.ua
3. YouControl. (n.d.). Analytical system.*Official website*. https://youcontrol.com.ua

SERVICES MARKETING				
The course aims to equip students with both theoretical knowledge and practical skills related to modern concepts of services marketing, as well as the conditions, mechanisms and tools for their application. Particular emphasis is placed on applying these approaches in digital environments to enhance the performance of service-oriented businesses in e-commerce and to effectively meet evolving customer needs.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5/14 weeks	4 / mandatory	Inna Strelchenko Doctor of Science (Economics), Full Professor	120 hours (22 h. lectures, 10 h. practical classes, 88 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Identify the functional areas of marketing activities within an e-commerce business and analyse their interrelationships within the management system, as well as calculate relevant performance indicators to evaluate the effectiveness of these activities.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final exam (FAS)
2) Assess risks associated with marketing activities and evaluate the level of uncertainty in the marketing environment to support informed managerial decision-making, particularly in e-commerce contexts.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final exam (FAS)
3) Communicate marketing information, ideas, problems, and alternative managerial decision options clearly to both specialist and non-specialist audiences, including stakeholders from different organisational units, within e-commerce contexts.			Lectures, seminars, discussions, case study analysis	Participation in the discussion, case study reports (CAS), final exam (FAS)
4) Take responsibility for the outcomes of one's professional activities and demonstrate entrepreneurial and managerial initiative in e-commerce environments.			Lectures, discussions, case study analysis, self-directed learning	Class participation and discussions, case study reports (CAS), individual project presentation, multiple-choice questions, final exam (FAS)
5) Perform functional roles effectively within a team and propose well-justified marketing solutions, particularly in e-commerce contexts.			Lectures, discussions, work in small groups to solve problems	Class participation and discussions, Peer small group presentation (CAS), final exam (FAS)

6) Act in a socially responsible and civically conscious manner, guided by ethical principles of marketing, respect for cultural diversity, and the values of civil society, while upholding individual rights and freedoms in e-commerce contexts.	Lectures, role-playing and leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final exam (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points as a result of Final exam and 60 points as a result of Continuous assessment of activities throughout the semester.
40 points: Final exam (sets of written assignments, each of which includes 2 theoretical questions (essay) and multiple-choice questions)
Assessment criteria:
a) Theoretical questions 15 points for each
12-15 points: The student demonstrates strong theoretical knowledge related to the module content, a clear understanding of all key issues covered in lectures and practical sessions, and possesses analytical skills to assess the advantages and risks of the processes and phenomena studied.
8-11 The student demonstrates solid theoretical knowledge and understanding of the module content and the topics discussed in class, but lacks sufficient analytical skills to evaluate the advantages and risks of the studied phenomena.
4-7 points: The student demonstrates insufficient theoretical knowledge of the module content, does not fully grasp several key issues, and lacks analytical skills in evaluating the studied processes.
0-4 points: The student fails to demonstrate relevant theoretical knowledge, lacks understanding of the topics covered in class, and does not possess the analytical skills required for assessment.
b) Multiple-choice questions 10 points: every correct answer gets 1 point.

60 points for work in the semester:
20 points for an individual project (presentation);
40 points for discussions, final tests.
a) assessment criteria for the individual project:
18–20 points – the student has completed the task correctly and demonstrates a deep understanding of the material. Comprehensive and detailed conclusions are provided. The project presentation (pitch) has been delivered.
14–17 points – the student has completed the task with minor inaccuracies that do not affect the overall result. Generalised conclusions are provided. The project presentation (pitch) has been delivered.
10–13 points – the student demonstrates insufficient understanding of the material. The task is completed partially or in a general manner. Partial conclusions are provided. Presentation materials are missing.
5–9 points – the student demonstrates insufficient understanding of the material and makes significant errors. Conclusions are absent. Presentation materials are missing.
1–4 points – the student demonstrates a lack of knowledge of the material. The task is not completed. Conclusions are absent. Presentation materials are missing.
0 points – the task has not been completed by the student.

40 points for discussions, final tests.
a) For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.

1–20 %: A lot of mistakes, with little to no understanding of the material's context.
b) test papers
The criteria for the test assignment are written on the test card.

Content

Topic 1. Economic essence, classification and key characteristics of services. Services market.
Topic 2. Specific features of services marketing.
Topic 3. International models of services marketing.
Topic 4. Consumer behaviour models in services. Research of demand for services.
Topic 5. Marketing in tourism and hospitality.
Topic 6. Marketing in healthcare and beauty services.
Topic 7. Marketing of financial services (banking, insurance).
Topic 8. Marketing of educational services and consulting.
Topic 9. Marketing in IT services.
Topic 10. Marketing in the entertainment industry.
Topic 11. Marketing in non-profit sector.

Literature

Compulsory reading

1. Lovelock, C., Wirtz, J. (2016). *Services Marketing: People, Technology, Strategy* (8th ed.). Pearson.
2. Zeithaml, V. A., Bitner, M. J., Gremler, D. D. (2018). *Services Marketing: Integrating Customer Focus Across the Firm* (7th ed.). McGraw-Hill Education.
3. Kotler, P., Keller, K. L. (2016). *Marketing Management* (15th ed.). Pearson.
4. Chaffey, D., Ellis-Chadwick, F. (2019). *Digital Marketing* (7th ed.). Pearson.
5. Kotler, P. (2019). *Marketynh 4.0: Vid tradytsiinoho do tsyfrovoho* [Marketing 4.0: From Traditional to Digital]. KM-Buks. 224 p.
6. Strelchenko I., Hamzah, O. (2025). *Marketynhovi doslidzhennia: praktykum* [Marketing research: a textbook]. [Electronic edition]. Alfred Nobel University. 68 p.

Recommended reading

1. Grönroos, C. (2015). *Service Management and Marketing: Managing the Service Profit Logic* (4th ed.). Wiley.
2. Fisk, R. P., Grove, S. J., John, J. (2018). *Services Marketing: Interactive, Customer-Focused, and Digital* (5th ed.). Cengage Learning.
3. Wirtz, J., Lovelock, C. (2022). *Services Marketing: Asia-Pacific and Global Perspectives* (9th ed.). World Scientific.
4. Strauss, J., Frost, R. (2014). *E-Marketing* (7th ed.). Pearson.
5. Rust, R. T., Lemon, K. N., Zeithaml, V. A. (2020). *Driving Customer Equity: How Customer Lifetime Value Is Reshaping Corporate Strategy*. Free Press.
6. Strauss, J., Frost, R. (2014). *E-Marketing*. Pearson Education. 512 p.

Web-resources

1. World Trade Organization. (n.d.). Official website. https://www.wto.org
2. World Bank. (n.d.). Services and digital economy data. https://www.worldbank.org
3. European Commission. (n.d.). Digital Economy and Society Index (DESI). https://digital-strategy.ec.europa.eu
4. Statista. (n.d.). Services market and e-commerce statistics. https://www.statista.com
5. McKinsey & Company. (n.d.). Insights on services and digital transformation. https://www.mckinsey.com

MARKETING RESEARCH				
The course aims to provide theoretical and practical skills for organizing and conducting marketing research and collecting and analyzing marketing information. In particular, the study of categories, methods and algorithms of marketing research; acquiring skills in processing marketing information and interpreting the results of marketing research and using them to make management decisions in the field of e-commerce.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5/14 weeks	5 / mandatory Term paper: 1 ECTS credit	Inna Strelchenko Doctor of Science (Economics), Full Professor	180 hours (26 h. lectures, 12 h. practical classes, 112 h. self-directed learning) 30 hours (Term paper)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Identify and analyse key characteristics of marketing systems at different levels, including the behavioural patterns of their actors, with application to e-commerce environments.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final exam (FAS)
2) Assess risks associated with marketing activities and evaluate the level of uncertainty in the marketing environment to support informed managerial decision-making, particularly in e-commerce contexts.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final exam (FAS)
3) Demonstrate the ability to apply an interdisciplinary approach and perform key marketing functions of a business entity, particularly in e-commerce environments.			Lectures, discussions, case study analysis	Class participation and discussions, case study reports (CAS), multiple-choice questions, final exam (FAS) final exam (FAS)
4) Demonstrate the ability to work independently, think flexibly, remain open to new knowledge, and apply critical and self-critical thinking in marketing research and e-commerce contexts.			Lectures, discussions, work in small groups to solve problems	Class participation and discussions, Peer small group presentation (CAS), final exam (FAS)
5) Take responsibility for the results of one's professional activities and demonstrate entrepreneurial and managerial initiative, particularly in the field of e-commerce.			Lectures, role-playing and leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final exam (FAS)
6) Collect and analyse information, calculate economic and marketing indicators, and justify management decisions using appropriate analytical instruments.			Lectures, discussions, role-playing	Participation in the discussion (CAS), final exam (FAS)
Assessment				

The final grade is given on a 100-point scale, including 40 points as a result of Final exam and 60 points as a result of Continuous assessment of activities throughout the semester.
40 points: Final exam (sets of written assignments, each of which includes 2 theoretical questions (essay) and multiple-choice questions)
Assessment criteria:
a) Theoretical questions 15 points for each
12-15 points: The student demonstrates strong theoretical knowledge related to the module content, a clear understanding of all key issues covered in lectures and practical sessions, and possesses analytical skills to assess the advantages and risks of the processes and phenomena studied.
8-11 The student demonstrates solid theoretical knowledge and understanding of the module content and the topics discussed in class, but lacks sufficient analytical skills to evaluate the advantages and risks of the studied phenomena.
4-7 points: The student demonstrates insufficient theoretical knowledge of the module content, does not fully grasp several key issues, and lacks analytical skills in evaluating the studied processes.
0-4 points: The student fails to demonstrate relevant theoretical knowledge, lacks understanding of the topics covered in class, and does not possess the analytical skills required for assessment.
b) Multiple-choice questions 10 points: every correct answer gets 1 point.

60 points for work in the semester:
60 points for discussions, final tests.
a) For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.
b) test papers
The criteria for the test assignment are written on the test card.

Content

Topic 1. The essence of marketing research.
Topic 2. Information provision of marketing research.
Topic 3. Statistical foundations of marketing research.
Topic 4. Organizational aspects of marketing research.
Topic 5. Methods of collecting information.
Topic 6. Marketing research in the conditions of digitalization.
Topic 7. Analysis of marketing research results.
Topic 8. Presentation of research results.
Topic 9. Market research.
Topic 10. Research of the competitive environment.
Topic 11. Research of consumer behavior.
Topic 12. Ethnographic research.
Topic 13. Price studies.
Topic 14. Brand marketing research.

Literature

Compulsory reading

1. Malhotra, N. K., Nunan, D., & Birks, D. F. (2020). *Marketing Research: Applied Insight* (6th ed.). Pearson.
2. Burns, A. C., Veeck, A., & Bush, R. F. (2023). *Marketing Research* (9th ed.). Pearson.
3. Hair, J. F., Babin, B. J., & Carr, J. C. (2021). *Essentials of Marketing Research* (6th ed.). McGraw-Hill Education.
4. Sterne, J. (2017). *Artificial Intelligence for Marketing: Practical Applications*. Wiley. 368 p.

5. Voychak, A. V., Fedorchenko, A. V. (2007). *Marketynhovi doslidzhennia* [Marketing Research]. KNEU. 408 p.
6. Martynovych, N. O., Hornyk, V. H., Boichenko, E. B. (2021). *Marketynhovi doslidzhennia* [Marketing Research]. Liudmyla Publishing. 323 p.
7. Dobrianska, V. V., Ivasenko, O. A., Chyzhevska, M. B., Skrylnyk, A. S. (2024). *Marketynhovi doslidzhennia* [Marketing Research]. Poltava Polytechnic named after Yurii Kondratiuk. 218 p.
8. Kotler, P. (2019). *Marketynh 4.0: Vid tradytsiinoho do tsyfrovoho* [Marketing 4.0: From Traditional to Digital]. KM-Buks. 224 p.
9. Strelchenko I., Hamzah, O. (2025). *Marketynhovi doslidzhennia: praktykum* [Marketing research: a textbook]. [Electronic edition]. Alfred Nobel University. 68 p.

Recommended reading

1. Charnes J. (2007). *Financial Modeling with Crystal Ball and Excel*. New Jersey: John Wiley & Sons, Inc.
2. Semenova, K., & Tarasova, K. (2018). Biznes-statystyka [Business statistics]. FOP Huliaieva V. M.
3. Poltorak, V. (2003). Marketynhovi doslidzhennia [Marketing research]. Tsentr navchalnoi literatury. 387 p.
4. Kotler, P., Keller, K. L. (2016). *Marketing Management. Pearson Education*. 832 p.
5. Malhotra, N. K. (2020). *Marketing Research: An Applied Orientation*. Pearson Education. 816 p.
6. Hair, J. F., Bush, R. P., Ortinau, D. J. (2019). *Marketing Research*. McGraw-Hill Education. 480 p.
7. Chaffey, D., Ellis-Chadwick, F. (2019). *Digital Marketing*. Pearson Education. 702 p.
8. Strauss, J., Frost, R. (2014). *E-Marketing*. Pearson Education. 512 p.

Web-resources

1. International Monetary Fund. (n.d.). *Official website*. https://www.imf.org/en/home
2. World Trade Organization. (n.d.). *Official website*. https://www.wto.org
3. National Bank of Ukraine. (n.d.). *Official website*. https://bank.gov.ua/en/
4. S&P Global. (n.d.). *Official website*. https://www.spglobal.com/spdji/en/
5. Nasdaq. (n.d.). *Official website*. https://www.nasdaq.com/
6. Statista. *Official website*. https://www.statista.com/

ACCOUNTING IN E-COMMERCE				
The course aims to form a modern system of theoretical knowledge and practical skills in the theory of marketing accounting, control and audit of an enterprise and mastering the methodology of marketing audit in order to provide information and analytical support for e-commerce operations, reduce the probability and strength of commercial risk.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6/10	3 / mandatory	Ihor Bilotkach PhD (Economics), Associate Professor	90 hours (22 h. lectures, 12 h. practical classes, 56 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Solve professional tasks related to the application of e-commerce technologies, online payment systems and logistics technologies in electronic commerce.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final test (CAS)
2) Collect and analyse information, calculate economic and marketing indicators, and justify management decisions using appropriate analytical instruments.			Lectures, role-playing and simulations, leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
3) Demonstrate skills in independent work, flexible thinking, openness to new knowledge, and be critical and self-critical.			Lectures, workshops, business case analysis	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
4) Use knowledge of professional and practical training in marketing to monitor the main characteristics of the marketing environment, when conducting marketing research, market segmentation and positioning of products/services in the market, forming product, pricing, communication and distribution policies, and organizing marketing activities.			Lectures, workshops, business case analysis	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
Assessment				
The final grade is given on a 100-point scale, including 100 points for the work in the semester. 100 points for work in the semester:				

a) assessment criteria for the individual project:
33–40 points – the student has completed the task correctly and demonstrates a deep understanding of the material. Comprehensive and detailed conclusions are provided. The project presentation (pitch) has been delivered.
27–32 points – the student has completed the task with minor inaccuracies that do not affect the overall result. Generalised conclusions are provided. The project presentation (pitch) has been delivered.
15–26 points – the student demonstrates insufficient understanding of the material. The task is completed partially or in a general manner. Partial conclusions are provided. Presentation materials are missing.
7–14 points – the student demonstrates insufficient understanding of the material and makes significant errors. Conclusions are absent. Presentation materials are missing.
1–6 points – the student demonstrates a lack of knowledge of the material. The task is not completed. Conclusions are absent. Presentation materials are missing.
0 points – the task has not been completed by the student.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51-80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21-50%: A basic understanding of the material, but with significant gaps or omissions.
1-20 %: A lot of mistakes, with little to no understanding of the material's context.
c) test papers
The criteria for the final test assignment are written on the test card.

Content

Topic 1. Marketing accounting, control and audit in the system of market activity of the enterprise
Topic 2. Audit assessment of the marketing environment of the enterprise
Topic 3. Audit of the strategic goals of the enterprise
Topic 4. Audit of the system of indicators of efficiency of activity of enterprises
Topic 5. Audit of the organization of marketing at the enterprise
Topic 6. Audit of the system of procurement and logistics at the enterprise
Topic 7. Determination of costs that form marketing activities, their structure and classification.
Topic 8. Analysis of efficiency and directions of optimization of costs of marketing activities at enterprises.

Literature

Compulsory reading

1. Koriahina S. V. *Marketynhovyi audyt* [Marketing Audit]. Kyiv: Tsentr navchalnoi literatury (CNL), 2019. 320 p.
2. Shevchenko V. M., Mostova A. D. *Marketynhovyi audyt: zbirnyk zavdan dlia praktychnykh zaniat i samostiinoi roboty (praktykum)* [Marketing Audit: A Collection of Tasks for Practical Classes and Independent Work (Practicum)]. Dnipro: Alfred Nobel University, 2017. 99 p.
3. *Vytraty na marketynh: bukhhalterskyi ta podatkovyi oblik* [Marketing Expenses: Accounting and Tax Accounting]. Electronic resource. Available at: http://www.visnuk.com.ua/ua/pubs/id/3306

Recommended reading

1. Derevianchenko T. Ye. *Marketynhovyi audyt* [Marketing Audit]. Kyiv: KNEU, 2017. 357 p.
2. Bradul O. M., Shepeliuk V. A., Ilina S. B., Yunatskyi M. O., Khorosheniuk A. P., Bradul T. V.; Hrushko V. I. (ed.). *Audyt* [Audit]. In two parts. Kyiv: Lira-K, 2019. 323 p.
3. Kuzmin O. Ye., Zhovtanetska O. O., Zaiats N. O. *Systemnyi analiz i pryiniattia innovatsiinykh rishen* [System Analysis and Adoption of Innovative Decisions]. 2nd ed. Lviv: Novyi Svit – 2000, 2020. 227 p.
4. Havryshko N. V. *Oblik i analiz marketynhovoi ta zbutovoi diialnosti: upravlinskyi aspekt* (na prykladi pidpryiemstv khimiko-farmatsevtychnoi promyslovosti Ukrainy) [Accounting and Analysis of Marketing

and Sales Activities: Management Aspect (on the Example of Enterprises of the Chemical and Pharmaceutical Industry of Ukraine)]. Abstract of PhD thesis in Economics, specialty 08.06.04. Ternopil Academy of National Economy, Ternopil, 2001. 19 p..

5. Malhotra N., Nunan D., Birks D. *Marketing Research: An Applied Approach*. 5th ed. Harlow: Pearson, 2017. 976 p.

MARKETING POLICY OF DISTRIBUTION AND LOGISTICS				
The course aims to form a modern system of theoretical knowledge and practical skills in applying the theory of marketing policy of distribution and logistics as tools for increasing the efficiency of entrepreneurial activity in a competitive market				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6	3 / mandatory	Ihor Bilotkach PhD (Economics), Associate Professor	90 hours (20 h. lectures, 14 h. practical classes, 56 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Identify and analyse key characteristics of marketing systems at different levels, as well as the behavioral characteristics of their subjects.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final exam (FAS)
2) Demonstrate the ability to apply an interdisciplinary approach and perform the marketing functions of a market entity.			Lectures, role-playing and simulations, leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final exam (FAS)
3) Assess the risks of conducting marketing activities, establish the level of uncertainty of the marketing environment when making management decisions			Lectures, workshops, business case analysis	Teamwork evaluation, class discussions and peer assessment (CAS), final exam (FAS)
4) Demonstrate skills in independent work, flexible thinking, openness to new knowledge, and be critical and self-critical.			Lectures, seminars, discussions, scenario analysis workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final exam (FAS)
5) Be responsible for the results of your activities, demonstrate entrepreneurial and managerial initiative skills.			Lectures, workshops, business case analysis	Teamwork evaluation, class discussions and peer assessment (CAS), final exam (FAS)
6) Act socially responsible and socially conscious based on ethical marketing principles, respect for cultural diversity and the values of civil society, while respecting individual rights and freedoms.			Lectures, workshops, business case analysis	Teamwork evaluation, class discussions and peer assessment (CAS), final exam (FAS)
7) Apply innovative approaches to marketing activity and flexibly adapt to changes in the market environment.			Lectures, workshops, business case analysis	Teamwork evaluation, class discussions and peer assessment (CAS), final exam (FAS)
Assessment				
The final grade is given on a 100-point scale, including 40 points for the exam and 60 points for the work in the semester.				

60 points for work in the semester:
a) assessment criteria for the individual project:
33–40 points – the student has completed the task correctly and demonstrates a deep understanding of the material. Comprehensive and detailed conclusions are provided. The project presentation (pitch) has been delivered.
27–32 points – the student has completed the task with minor inaccuracies that do not affect the overall result. Generalised conclusions are provided. The project presentation (pitch) has been delivered.
15–26 points – the student demonstrates insufficient understanding of the material. The task is completed partially or in a general manner. Partial conclusions are provided. Presentation materials are missing.
7–14 points – the student demonstrates insufficient understanding of the material and makes significant errors. Conclusions are absent. Presentation materials are missing.
1–6 points – the student demonstrates a lack of knowledge of the material. The task is not completed. Conclusions are absent. Presentation materials are missing.
0 points – the task has not been completed by the student.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51-80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21-50%: A basic understanding of the material, but with significant gaps or omissions.
1-20 %: A lot of mistakes, with little to no understanding of the material's context.
c) test papers
The criteria for the test assignment are written on the exam card.

Content

Topic 1. The essence and significance of marketing policy of distribution and logistics
Topic 2. Goods movement and mechanisms of using distribution channels
Topic 3. Wholesale trade in distribution channels
Topic 4. Retail trade in distribution channels
Topic 5. Choice of marketing policy of distribution and distribution channels
Topic 6. Choice of optimal distribution channel
Topic 7. Competition in distribution channels
Topic 8. Goods movement management. Efficiency of activity of the logistics service of the enterprise.

Literature

Compulsory reading

1. Olinichenko K. S., Priadko O. M. *Marketingova polityka rozpodilu* [Distribution Marketing Policy]. Kharkiv: Vydavnytstvo Ivanchenka I. S., 2020. 84 p.
2. Oleksenko L. V. *Marketingova polityka rozpodilu* [Distribution Marketing Policy]. 2nd ed., rev. and enl. Cherkasy: ChDTU, 2024. 400 p.
3. Bezsmertna O. V., Moroz O. O., Bilokon T. M., Shvarts I. V. *Lohistyka* [Logistics]. Vinnytsia: VNTU, 2018. 161 p.
4. Aylin V. et al. *Lohistyka postachannia transportnykh i vyrobnychykh pidpryiemstv, firm, kompanii* [Supply Logistics of Transport and Manufacturing Enterprises, Firms, Companies]. Kherson: KhTEK, 2024. 200 p.
5. Rushton A., Croucher P., Baker P. *The Handbook of Logistics and Distribution Management.* 7th ed. London: Kogan Page, 2022. 912 p.

Recommended reading

1. Bilovodska O. A. *Skladovi suchasnoi marketynhovoi polityky rozpodilu produktsii pidpryiemstva* [Components of the Modern Marketing Distribution Policy of an Enterprise's Products]. Ekonomika ta suspilstvo, 2020, issue 4, pp. 120–126.
2. Bilovodska O. A., Diachenko S. V., Dykan A. P., Ilyashova I. V. *Marketing distributive and sales policy: research of essence, role and importance. Marketing and Management of Innovations,* 2017, no. 2, pp. 85–97.
3. Olinichenko K. S., Priadko O. M., Chmil H. L. *Marketingova polityka rozpodilu: praktykum* [Distribution Marketing Policy: Practicum]. Kharkiv: Derzhavnyi biotekhnolohichnyi universytet, 2023. 120 p.
4. Bilovodska O. A. *Marketingova polityka rozpodilu: suchasni transformatsii* [Distribution Marketing Policy: Modern Transformations]. Scientific Journal "Modern Economics", 2023, no. 39, pp. 45–52.
5. Hiddleston C. *Supply Chain Management*. New York: Larsen and Keller Education, 2021. 320 p.

MARKETING OF AN INDUSTRIAL ENTERPRISE				
The course aims to develop a system of theoretical knowledge and practical skills in industrial (B2B) marketing, with a focus on analysing market processes, applying marketing tools, and making data-driven managerial decisions in complex and dynamic business environments.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7	4 / mandatory	Olha Hamzah PhD (Economics), Associate Professor	120 hours (26 h. lectures, 12 h. practical classes, 82 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. Identify functional areas of industrial marketing and analyse their interconnections, including calculation of marketing performance indicators.			Lectures, analytical tasks, case studies, KPI calculations	Analytical tasks, case study reports (CAS); final test (CAS)
2. Apply innovative approaches in industrial marketing and adapt to changes in the market environment.			Lectures, workshops, simulations, case studies	Practical tasks, discussions (CAS); final test (CAS)
3. Assess risks and uncertainty in industrial marketing decision-making.			Case studies, scenario analysis, role-playing	Analytical tasks, case analysis (CAS); final test (CAS)
4. Apply an interdisciplinary approach integrating marketing, logistics, management, and analytics in B2B environments.			Integrated lectures, seminars, discussions	Practical tasks, discussions (CAS); final test (CAS)
5. Demonstrate independent thinking, critical analysis, and responsibility in developing marketing decisions.			Independent work, case analysis, discussions	Individual assignments, analytical tasks (CAS); final test (CAS)
6. Work effectively in teams and propose well-grounded marketing decisions in industrial (B2B) markets.			Group work, role-playing, case studies	Teamwork evaluation, group tasks (CAS); final test (CAS)
7. Understand and apply key marketing concepts (segmentation, targeting, positioning, marketing mix, marketing research) and follow ethical and socially responsible principles in industrial marketing.			Lectures, analytical tasks, discussions, ethical case analysis	Tests, analytical assignments, participation (CAS); final test (CAS)
Assessment				

The final grade is given on a 100-point scale, including 100 points for the work in the semester.
100 points for continuous assessment:
a) practical and analytical tasks (30 points)
Assessment is based on the correctness of task completion, the ability to apply theoretical knowledge, perform calculations, and justify marketing decisions:
27-30 points – the student correctly completes the tasks, demonstrates a deep understanding of the material, provides well-reasoned and comprehensive conclusions.
22-26 points – the student completes the tasks with minor inaccuracies that do not significantly affect the results; conclusions are generally correct.
16-21 points – the student demonstrates partial understanding of the material; tasks are completed at a basic level; conclusions are incomplete.
10-15 points – the student demonstrates insufficient understanding; significant errors are present; conclusions are poorly developed or absent.
1-9 points – the student demonstrates a low level of understanding; tasks are mostly incorrect or incomplete.
0 points – tasks are not completed.

b) case study analysis (10 points)
Assessment is based on the ability to analyse business situations, identify key problems, and propose justified solutions:
9-10 points – comprehensive and well-structured analysis, justified solutions.
7-8 points – good understanding of the case, minor inconsistencies.
5-6 points – basic analysis with partial understanding.
3-4 points – limited understanding, weak analysis.
0-2 points – lack of understanding, incorrect or absent analysis. The criteria for the test assignment are written on the test card.

c) class participation and discussions (10 points)
Assessment is based on the level of engagement and ability to contribute to discussions:
9-10 points – active participation, well-argued contributions.
7-8 points – regular participation, but arguments are not always sufficiently developed.
5-6 points – limited participation, superficial understanding.
3-4 points – minimal participation.
0–2 points – no participation.

d) teamwork and presentations (10 points)
Assessment is based on contribution to group work, collaboration, and presentation quality:
9-10 points – active contribution, clear and structured presentation, effective teamwork.
7-8 points – good participation, minor issues in collaboration or presentation.
5-6 points – limited contribution, poor presentation quality.
3-4 points – very low contribution.
0-2 points – no participation.

Final Test – 40 points
The final test assessment includes test questions and analytical tasks aimed at evaluating students' understanding of industrial marketing concepts and their ability to apply them in practical situations. Assessment is based on the completeness, accuracy, and justification of answers:
- 36-40 points – comprehensive and well-structured answers; correct application of concepts; clear and well-justified conclusions.
- 30-35 points – generally correct answers with minor inaccuracies; good understanding of key concepts.

- 24-29 points – basic level of understanding; partial correctness; limited justification of answers.
- 16-23 points – incomplete answers; weak understanding; insufficient justification.
- 1-15 points – very limited understanding; major errors; poorly developed answers.
- 0 points – assessment not completed.

Content

Topic 1. Essence, Objectives and Development Trends of Industrial Marketing
Topic 2. Industrial Markets, Digital Transformation, and B2B Marketing Features
Topic 3. Marketing Research in Industrial Enterprises
Topic 4. Market Segmentation, Demand Formation and Positioning
Topic 5. Procurement Marketing and Digital Purchasing Systems
Topic 6. Buyer Behaviour in Industrial Markets
Topic 7. Competition and Market Environment in Industrial Markets
Topic 8. Planning of Marketing Activities in Industrial Enterprises
Topic 9. Product Policy of Industrial Enterprises
Topic 10. Pricing Policy in Industrial Marketing
Topic 11. Distribution and Sales Management in B2B
Topic 12. Marketing Communications in Industrial Markets
Topic 13. Analysis, Control and Effectiveness of Marketing Activities

Literature

Compulsory reading

1. Boichuk, I. V., & Dmytriv, A. Ya. (2021). *Marketynh promyslovoho pidpryiemstva* [Marketing of Industrial Enterprise]. Center of Educational Literature. 360 p.
2. Boichuk, I. V. (2022). *Marketynh promyslovoho pidpryiemstva: konspekt lektsii* [Marketing of Industrial Enterprise: Lecture Notes]. Lviv University of Trade and Economics. 127 p.
3. Yakovlev, A. I., Larka, M. I., Sudarkina, S. P., et al. (2019). *Marketynh promyslovoho pidpryiemstva* [Marketing of Industrial Enterprise]. Kondor Publishing. 504 p.
4. Buriak, R. I. (Ed.). (2019). *Marketynh* [Marketing]. Comprint Publishing. 765 p.
5. Osnach, O. F., Pylypchuk, V. P., & Kovalenko, L. P. (2016). *Promyslovyi marketynh* [Industrial Marketing] (2nd ed.). Center of Educational Literature. 364 p.
6. Starostina, A. O. (Ed.), Dligach, A. O., & Kravchenko, V. A. (2015). *Promyslovyi marketynh: teoriia, svitovyi dosvid, ukrainska praktyka* [Industrial Marketing: Theory, Global Experience, Ukrainian Practice]. Znannia. 764 p.
7. Vachevskyi, M. V., Skotnyi, V. H., & Vachevskyi, O. M. (2014). *Promyslovyi marketynh: osnovy teorii ta praktyky*[Industrial Marketing: Fundamentals of Theory and Practice]. Center of Educational Literature. 256 p.
8. Hall, S. (2022). *Innovative B2B Marketing: New Models, Processes and Theory* (2nd ed.). Kogan Page. 372 p.
9. Armstrong, G., & Kotler, P. (2016). *Marketing: An Introduction* (13th ed.). Pearson. 642 p.
10. Krykavskyi, Ye. (2014). *Promyslovyi marketynh* [Industrial Marketing]. Lviv Polytechnic Publishing. 472 p.

Recommended reading

1. McNeil, R. (2007). *Marketing Research in B2B: Analysis and Evaluation of Business Markets*. Balance Business Books. 432 p.
2. Telietov, O. S. (2004). *Marketynh u promyslovosti* [Marketing in Industry]. Center of Educational Literature. 248 p.
3. Oklander, M. A., & Khromiv, O. P. (2004). *Promyslova lohistyka* [Industrial Logistics]. Center of Educational Literature.
4. Oklander, M. A., Lytovchenko, I. L., & Botushan, M. I. (2011). *Marketynhovi komunikatsii promyslovykh pidpryiemstv v umovakh informatsiinoi ekonomiky* [Marketing Communications of Industrial Enterprises in the Information Economy]. Astroprint. 232 p.
5. Reid, D. A., & Plank, R. E. (2004). *Fundamentals of Business Marketing Research*. Pearson. 283 p.
6. Hutt, M. D., & Speh, T. W. (2010). *Business Marketing Management: B2B* (10th ed.). South-Western Cengage Learning. 634 p.
7. Wright, R. (2003). *Business-to-Business Marketing: A Step-by-Step Guide*. Pearson Education. 536 p.

8. Yakivchenko, A. (2022). Innovative marketing of industrial enterprises: pre-war period and wartime adaptations. *Herald of Khmelnytskyi National University*. *Economic Sciences*, 5.
9. Oklander, M., Yashkina, O., & Letunovska, N. (2024). Digital marketing in survival and growth strategies of SMEs during wartime.
10. Shams, R. (2024). B2B marketing for industrial value addition: geopolitical factors. *Industrial Marketing Management*.
11. Srinivas, S., Das, A., Gupta, S., & Runkana, V. (2025). AI-driven approaches to B2B and B2C marketing. *arXiv preprint*.

Web-resources

1. American Marketing Association (n.d.). https://www.ama.org/
Professional resources, research, and publications in marketing, including B2B and industrial marketing.
2. Nielsen (n.d.). https://www.nielsen.com/
Market research, consumer insights, and analytics for data-driven marketing decisions.
3. HubSpot (n.d.). https://www.hubspot.com/
Tools and educational resources for digital marketing, CRM systems, and B2B marketing strategies.
4. European Marketing Confederation (n.d.). https://emc.be/
European marketing standards, professional development, and best practices.
5. Statista (n.d.). https://www.statista.com/
Statistical data and industry reports relevant to industrial and B2B markets.
6. Think with Google (n.d.). https://www.thinkwithgoogle.com/
Insights, trends, and case studies on digital transformation and B2B marketing.
7. Industrial Marketing Guide (n.d.). https://smart-team.io/en/what-is-industrial-marketing-guide-b2b-companies/
Overview of industrial marketing concepts, strategies, and B2B specifics.
8. Marketing Data Sources and Analytics (n.d.). https://funnel.io/blog/marketing-data-sources
Insights into modern marketing data integration and analytics tools.

INTERNATIONAL MARKETING (SPECIFICS OF CONDUCTING ONLINE BUSINESS ABROAD)				
The course aims to provide comprehensive knowledge on the application of international marketing tools, technologies, and strategies for conducting online business in foreign markets under conditions of environmental instability and uncertainty; to analyze the international digital marketing environment; and to develop effective solutions for managing international marketing and e-commerce activities.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7 / 14 weeks	3 / mandatory	Iryna Taranenko, Doctor of Science (Economics), Professor	90 hours (26 h. lectures, 12 h. seminars/practical, 52 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyze and forecast market trends, phenomena, and processes in international marketing and e-commerce.			Interactive lectures; analysis of global market trends; case studies on international e-commerce; guided discussions	Participation in the seminar/ discussion, trend analysis essay / essay peer review (CAS), final exam (FAS)
2) Collect and analyze data on the international marketing environment, calculate relevant indicators, and justify managerial decisions related to the selection of foreign markets for international online business activities.			Practical exercises in data analysis; use of analytical tools; analytical task	Class discussion participation, task assessment (CAS), final exam (FAS)
3) Select and justify international marketing strategies for market entry and online operations in foreign markets, and assess risks associated with international online business.			Lectures, guided self-directed learning, problem-based learning; workshop; case study; group work	Case discussion and strategy justification, case study report, group presentation with risk assessment (CAS), final exam (FAS)
4) Demonstrate entrepreneurial initiative, flexible thinking, managerial skills, and effective teamwork in international marketing and e-commerce contexts.			Lectures, case study, simulation exercises; role-playing; group mini-projects	Case study reports, group mini-project presentation, peer evaluation of teamwork and managerial contribution (CAS), final exam (FAS)
5) Demonstrate ethical and socially responsible behavior in international and culturally diverse business environments.			Discussions on ethical dilemmas; analysis of cross-cultural cases; independent study	Participation in discussions, case study report, peer small group presentation assessment (CAS), final exam (FAS)
6) Retrieve, evaluate, and utilize relevant information from academic, professional, and digital sources, and demonstrate professional			Self-study activity (source analysis), internet search,	Sources critical analysis assessment, essay peer review, written

communication skills in international online business contexts.	writing essay; group discussions; written assignments; communication exercises	assignments assessment, participation in group discussions, exercises (CAS); final exam (FAS)
7) Demonstrate practical, academic, and subject-specific skills, including teamwork, academic referencing, and bibliography search.	Writing essay, case study, presentation in small groups	Essay presentation with academic referencing, case study report, bibliography search task, teamwork assessment (CAS); final exam (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points as a result of Final exam and 60 points as a result of Continuous assessment of activities throughout the semester.
40 points: Final exam (4 sets of written assignments, each assignment includes Case study and multiple-choice and analytical questions).
Assessment criteria:
a) Case study 30 points
26-30 points: The student provides an extensive answer for all discussed questions. The student is able to form well-reasoned opinions on the asked questions. Answers reflect the student's own standpoint and provide explanations for given approvals. The student shows excellent use of relevant facts and examples.
21-25 points: The student demonstrates good knowledge in the topic discussed. The student provides good arguments for his answers, displays good use of relevant data and examples. All answers are correct, but there is no argumentation.
16-20 points: The student highlights the problem but provides only a basic outline for the answers. Arguments are clear but limited. There are some minor omissions and inaccuracies, but no gross errors.
11-15 points: The student lacks a coherent grasp of the problems and issues raised in the questions. Important information has been omitted and irrelevant points have been included. The answers are too brief.
0-10 points: The student fails to show any knowledge or understanding of the issues raised in the questions. The student reveals fundamental misunderstanding of the subject matter. Most of the arguments and contentions are irrelevant.
b) Multiple-choice and analytical questions 10 points: every correct answer gets 0,5 point
60 points: Continuous assessment:
10 points Participation in the discussion / workshop
20 points Case study
10 points Essay (written)
20 points Presentation (oral, multimedia)

Content

Topic 1. The theoretical basis and content of international marketing
Topic 2. International marketing in online business environment
Topic 3. International market research
Topic 4. The choice of foreign markets and models entering the foreign market for international online business activities
Topic 5. International marketing strategies for online business in foreign markets
Topic 6. Product policy at international online market
Topic 7. International distribution channels for online business
Topic 8. International marketing communications
Topic 9. International pricing in online business

Topic 10. Organization of international marketing and online business at the enterprise

Literature

Compulsory reading

1. Larina, Ya. S., Babicheva, O. I., Buriak, R. I., & Rafalska, V. A. (2025). *Mizhnarodnyi marketynh* [International Marketing]. Helvetyka. 452 p.

2. Cateora, Ph. R., Gilly, M. C., & Graham, J. L. (2024). *International Marketing (*19th edition). McGraw-Hill. 704 p.

3. Czinkota, M. R., & Ronkainen, I. A. (2022). *International Marketing*. Cengage Learning. 720 p.

4. Shtal, T. V., Astakhova, I. E., & Kozub, V. O. (2019). *Mizhnarodnyi marketynh* [International Marketing]. KhNEU im. S. Kuznetsia. 275 p.

5. I. Taranenko, I., Chychun, V., Korolenko, V., et al. (2021). Management of the Process of E-Commerce Development in Business on the Example of the European Union. *Studies of Applied Economics*, 5(39). **Scopus.** DOI: https://doi.org/10.25115/eea.v39i5.4911

Recommended reading

1. Taranenko, I. V., Mostova, A.D., & Shcholokova, H. V. (2025). Vplyv instrumentiv zelenoho marketynhu na spozhyvatsku povedinku v konteksti polityky zelenoho perekhodu YeS [The impact of green marketing tools on consumer behavior in the context of the EU green transition policy]. *Herald of Khmelnytskyi National University. Economic Sciences*, 1(338), 83–87.

2. Taranenko, I.V., Mishustina, T.S., & Yaremenko, S.S. (2024). Implementing marketing innovations in communication mix and product promotion as a competitive advantage of EU enterprises. In: *Intellectual and technological potential of the XXI century*. Monographic series European Science. Book 33(2), 39–47.

3. Taranenko, I. V., Lymonova, E. M., & Kliuchnyk, R. M. (2024). Konkurentni biznes-stratehii pidpryiemstv krain YeS v umovakh ekonomichnoi nestabilnosti [Competitive business strategies of EU enterprises under conditions of economic instability]. *Academy Review*, 2(61), 299–315. **Web of Science.**

4. Shevchenko, V.M., Taranenko, I.V., Yaremenko, S.S., et al. (2022). Trends in Digital Marketing in the Context of Information Society Development. *Postmodern Openings*, 13(2), 448–460. **Web of Science**.

3. Taranenko, I. V., Mishustina, T. S., & Yaremenko, S. S. (2021). Stratehichni innovatsiini oriientyry marketynhovoi komunikatsiinoi diialnosti pidpryiemstv krain YeS ta Ukrainy [Strategic innovative guidelines for marketing communication activities of enterprises in the EU and Ukraine]. *Nobelivskyi visnyk*, 1 (56), 92–106.

4. Kniazieva, T. V., Kolbushkin, Yu. P., Petrovska, S. V., et al. (2019). *Mizhnarodnyi marketynh* [International Marketing]. NAU. 164 p.

5. Mazaraki, A. A., Melnyk, T. M., Kudyrko, L. P., Iksarova, N. O., et al. (2018). *Mizhnarodnyi marketynh* [International Marketing]. KNTEU. 448 p.

6. Taranych, A. V., Omelchenko, V. Ya., Kuznietsov, V. H., & Hromenkova, S. V. (2017). *Mizhnarodnyi marketynh* (vydannia 3-tie, dopovnene) [International Marketing (3rd edition, revised and expanded)]. DonNU imeni Vasylia Stusa. 279 p.

7. Taranenko, I. V., & Sabetova, A. M. (2017). Sotsiokulturnyi profil krainy yak instrument mizhnarodnoho marketynhu [Sociocultural country profile as a tool of international marketing]. *Infrastruktura rynku*, (10).

8. Kingsnorth, S. (2016). *Digital Marketing Strategy: An Integrated Approach to Online Marketing*. Kogan Page. 339 p.

Web-resources

1. World Bank. (n.d.). *World Development Indicators*. https://databank.worldbank.org/source/world-development-indicators

2. World Bank. (n.d.). *Worldwide Governance Indicators*. https://info.worldbank.org/governance/wgi/#home

3. Geert Hofstede. (n.d.). *Cultural dimensions*. http://geert-hofstede.com/cultural-dimensions.html

4. World Bank. (n.d.). *Business Ready (B-READY)*. https://www.worldbank.org/en/businessready

5. WeLib. (n.d.). https://welib.org/search?page=1&q=international+marketing

6. Nielsen. (n.d.). https://www.nielsen.com/

7. Europages. (n.d.). *B2B Marketplace*. http://www.europages.co.uk/

***MARKETING MIX (LABORATORY OF IDEAS, INNOVATIONS AND STARTUPS — PRE-GRADUATION PROJECT*)**				
This project-based course is the capstone applied component of the Marketing Mix course sequence. Students develop, validate and present a comprehensive pre-graduation startup project within the e-commerce ecosystem, integrating knowledge and skills acquired across the degree programme. Working individually and in teams, students apply the Lean Startup methodology, design thinking, digital marketing tools and e-commerce technology frameworks to produce a market-ready startup concept — from initial ideation and customer validation through to a go-to-market strategy, technology stack selection and investor-grade pitch. The course is explicitly oriented toward entrepreneurial initiative, real-world market interaction and professional-quality deliverables.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7	4 / elective	Inna Strelchenko, Doctor of Science (Economics), Full Professor	120 hours (28 h. lectures, 14 h. practical classes, 78 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Apply acquired theoretical knowledge to solve practical tasks in marketing, including the development, justification and integrated presentation of an original startup project or pre-graduation e-commerce project as a viable market proposition.			Lecture, workshop: from idea to MVP, practical session, independent study: market research task	Lean Canvas submission (individual), competitor analysis brief (CAS), final test (CAS)
2) Use digital information and communication technologies and software products required for modern marketing activity, including digital tools for startup development, e-commerce platform configuration, product presentation and performance tracking.			Workshop (computer lab): hands-on session with digital startup tools, practical task, digital audit of a selected Ukrainian or international e-commerce startup.	Landing page (assessed on UX logic, content quality, call-to-action clarity and analytics integration), digital audit report (individual) (CAS), final test (CAS)
3) Apply innovative approaches to marketing activity and flexibly adapt to changes in the market environment, including identification and validation of unmet market needs, application of design thinking and agile methodologies to startup ideation and iteration.			Workshop, practical session: agile marketing planning, independent study: trend scan	Design thinking sprint report (team), MVP sprint plan (individual) (CAS), final test (CAS)
4) Assess the risks of marketing activity and determine the level of uncertainty in the marketing environment when making management decisions, including identification of startup-specific risks across financial, market, technological and operational dimensions.			Lecture, practical session, case study seminar	Risk Register (individual), case study analysis report (CAS), final test (CAS)
5) Demonstrate skills of independent work, flexible thinking and openness to new			Independent research module, reflection	Market intelligence brief (individual), reflection

knowledge, being critical and self-critical, including the capacity to independently research a startup niche, iterate on ideas based on feedback and reflect analytically on project decisions.	journal, peer critique session	journal, peer critique participation (CAS), final test (CAS)
6) Demonstrate skills in initiating and implementing innovative projects in e-commerce, including the ability to develop, validate and launch a startup concept within the e-commerce ecosystem, applying growth frameworks and digital marketing instruments.	Lecture, workshop: go-to-market strategy for e-commerce, integrated practical	Go-to-market strategy (team submission), AARRR funnel plan for the startup concept (CAS), final test (CAS)
7) Solve professional tasks related to the application of e-commerce technologies and systems, modern online payment platforms and logistics technologies in electronic commerce, including the selection and justification of technological solutions for the startup's operational infrastructure.	Lecture, practical decision-making session, independent study: technology landscape research	Technology stack selection and justification (team), technology landscape briefing (individual) (CAS), final test (CAS)

Assessment

The final grade is given on a 100-point scale, including:
100 points for work in the semester:
30 points – Final Pre-Graduation Startup Project (written plan + pitch presentation);
15 points – Progress checkpoint reports (3 × 5 points);
55 points – Individual and team analytical tasks, workshops, audits, reflections, peer evaluations and seminar participation.
a) Assessment criteria for the Final Pre-Graduation Startup Project (30 points):
The Final Project is a comprehensive startup marketing plan presented as a written document and defended as a pitch presentation (12–15 minutes). It must integrate all analytical work completed during the semester and demonstrate readiness for professional implementation.
26-30 pts – the project is complete and strategically coherent. Demonstrates deep understanding of the e-commerce startup ecosystem, validated market research, realistic financial projections and a fully justified technology stack and marketing mix. Pitch delivered confidently with effective responses to questions.
21-25 pts – the project is substantially complete with minor gaps. All key sections present. Pitch delivered; responses adequate.
14-20 pts – the project is partially complete. Lacks validation data or has unjustified strategic choices. Pitch materials incomplete.
7-13 pts – significant conceptual gaps. Key sections missing or fundamentally incorrect. Pitch not delivered or fails to communicate the project.
1-6 pts – the project is not completed meaningfully. Presentation absent.
0 pts – not submitted.
b) Assessment criteria for Progress Checkpoint Reports (5 points each × 3):
Each checkpoint (Weeks 4, 8 and 12) requires the team to submit an update on: tasks completed, key decisions made, problems encountered and solutions applied, and plan for the next phase. Assessed on adherence to timeline, quality of reflective reasoning and evidence of proactive project management.
c) Assessment criteria for analytical tasks, workshops and written submissions:
Each individual or team submission is evaluated using the following rubric applied proportionally to points allocated: 81-100%: thorough, evidence-based, demonstrates strong analytical reasoning and clear e-commerce relevance. 51-80%: substantially complete with minor gaps. 21-50%: partial understanding, significant omissions. 1-20%: largely incomplete or frequent errors. 0%: not submitted.
d) Peer evaluation and collaborative assessment:

Peer evaluation scores are used to adjust individual grades within team deliverables (±5 points). The team charter, self-declaration forms and the reflection journal are mandatory prerequisites: failure to submit any of these results in the student being ineligible for the credit.
e) Academic Integrity:
All submitted work must be original. AI-generated text presented as the student's own analytical work, plagiarism or any form of academic dishonesty results in a grade of 0 for the relevant component and may trigger disciplinary procedures under University regulations.

Content

CONTENT MODULE 1. STARTUP CONCEPT DEVELOPMENT AND MARKET VALIDATION
Topic 1. From idea to market proposition: startup typology, Lean Canvas, problem-solution fit and value proposition design in e-commerce.
Topic 2. Design thinking and agile marketing: sprint methodology, MVP concept, build-measure-learn cycle and iterative product development.
Topic 3. Market research for startups: competitive analysis, consumer insight methods (interviews, surveys, observation), customer journey mapping and persona development.
Topic 4. Risk assessment in startup projects: risk typology, risk matrix, scenario planning and entrepreneurial decision-making under uncertainty.
Topic 5. Ethics in startups and e-commerce: intellectual property, data privacy (GDPR), responsible advertising, dark patterns and social impact business models.

CONTENT MODULE 2. STARTUP MARKETING STRATEGY AND LAUNCH PLANNING
Topic 6. Go-to-market strategy for e-commerce startups: channel selection, launch sequencing, pricing strategy and positioning in competitive digital markets.
Topic 7. Digital marketing tools for startups: SEO, content marketing, social media advertising, email automation, influencer collaboration and performance marketing frameworks.
Topic 8. E-commerce technology stack: platform selection, payment systems, logistics solutions and technology decision-making for Ukrainian market conditions.
Topic 9. Growth frameworks: AARRR funnel application, retention and loyalty mechanics, referral programme design and growth hacking techniques.
Topic 10. Startup pitch and investor communication: pitch deck structure, storytelling, financial narrative, handling investor questions and competition presentation.

Literature

Compulsory reading

1. Ries, E. (2011). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses.* New York: Crown Business. 320 p. ISBN: 978-0-307-88789-4.

2. Strelchenko, I., Pysarkova, V., & Arakelova, I. (2025). *Sotsialno-oriientovani startapy v Ukraini ta sviti: tendentsii i skladnoshchi realizatsii* [Socially-oriented startups in Ukraine and the world: trends and implementation challenges]. Scientific Bulletin of the Odessa National Economic University, 6 (331), 17–26. DOI: 10.32680/2409-9260-2025-6-331-17-26.

3. Strelchenko, I., Pysarkova, V., & Tereschenko, P. (2025). *Mekhanizmy stymuliuvannia startap-aktyvnosti cherez rehionalni klastery v systemi innovatsiinoho rozvytku* [Mechanisms for stimulating startup activity through regional clusters in the innovation development system]. Review of Transport Economics and Management, 14 (30), 34–44. DOI: 10.15802/rtem2025/344966.

4. Strelchenko, I., et al. (2025). *Informatsiinyi biznes ta internet-marketynh: navchalnyi posibnyk* [Information business and internet marketing: a study guide] (S. Kolodynskyi & T. Mishustina, Eds.) [Electronic edition]. Condor. 480 p.

5. Blank, S., & Dorf, B. (2012). *The Startup Owner's Manual: The Step-by-Step Guide for Building a Great Company.* Pescadero, CA: K&S Ranch. 608 p. ISBN: 978-0-984-99930-8.

6. Kotler, P., Kartajaya, H., & Setiawan, I. (2021). *Marketing 5.0: Technology for Humanity*. Hoboken, NJ: Wiley. 224 p. ISBN: 978-1-119-66851-0.

Recommended reading

1. Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. Hoboken, NJ: Wiley. 288 p. ISBN: 978-0-470-87641-1.

2. Halligan, B., & Shah, D. (2014). *Inbound Marketing: Attract, Engage, and Delight Customers Online* (2nd ed.). Hoboken, NJ: Wiley. 224 p. ISBN: 978-1-118-89665-5.

3. Strelchenko, I., & Hamzah, O. (2025). *Marketynhovi doslidzhennia: praktykum* [Marketing research: a textbook]. [Electronic edition]. Alfred Nobel University. 68 p.

4. Strelchenko, I., Shevchenko, V., Hamzah, O., & Lysenko, A. (2025). *Vdoskonalennia internet-marketynhovoi stratehii po prosuvanniu tovariv pidpryiemstva v umovakh viiskovoho stanu* [Improvement of internet marketing strategy for promoting enterprise products under martial law]. International Scientific Journal "Internauka". Series: Economic Sciences, 7. DOI: 10.25313/2520-2294-2025-7-11235.

Web-resources

1. Startup School by Y Combinator. (n.d.). Free online startup curriculum. URL: https://www.startupschool.org

2. Google for Startups. (n.d.). Resources and tools for startup growth. URL: https://startup.google.com

3. Ukrainian Startup Fund. (n.d.). Official website. URL: https://usf.com.ua/en

4. Strategyzer. (n.d.). Business Model Canvas and Value Proposition Canvas templates. URL: https://www.strategyzer.com/library

5. Shopify Learn. (n.d.). E-commerce launch guides and case studies. URL: https://www.shopify.com/learn

6. Repository of Alfred Nobel University. https://ir.duan.edu.ua/home

MARKETING MIX (E-COMMERCE PRICING)				
The course aims to develop theoretical knowledge and practical skills in marketing pricing with a focus on e-commerce environments. It emphasises the use of analytical tools, digital technologies, and data-driven approaches for pricing decisions, risk assessment, and optimisation of pricing strategies in dynamic online markets.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	8	3 / mandatory	Olha Hamzah PhD (Economics), Associate Professor	90 hours (24 h. lectures, 8 h. practical classes, 58 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. Collect and analyse market and pricing data, calculate economic and marketing indicators, and justify pricing decisions using analytical tools.			Lectures, practical calculations, case studies, data analysis tasks	Practical tasks, analytical assignments (CAS); final exam with calculations and analytical tasks (FAS)
2. Apply innovative approaches and adapt pricing strategies to changes in digital and e-commerce environments.			Case-based learning, scenario analysis, practical assignments	Case analysis, problem-solving tasks (CAS); final exam (FAS)
3. Assess risks and uncertainty in pricing decisions in online markets.			Lectures, risk analysis tasks, scenario modelling	Analytical tasks, case studies (CAS); final exam (FAS)
4. Communicate pricing decisions and alternatives to specialists and non-specialists.			Presentations, discussions, group work	Presentations, participation (CAS); final exam (FAS)
5. Apply an interdisciplinary approach combining marketing, analytics, and e-commerce technologies in pricing decisions.			Integrated lectures, cross-functional case studies	Analytical tasks, discussions (CAS); final exam (FAS)
6. Demonstrate independent thinking, flexibility, and critical evaluation of pricing strategies.			Independent work, analysis of real pricing cases	Individual assignments (CAS); final exam (FAS)
7. Work effectively in teams and propose well-grounded pricing solutions.			Group work, role-playing, case studies	Teamwork evaluation, group tasks (CAS); final exam (FAS)
8. Understand and apply key marketing concepts (segmentation, targeting, positioning, marketing mix) in pricing decisions.			Lectures, analytical tasks, segmentation exercises	Tests, analytical tasks (CAS); final exam (FAS)

9. Solve professional tasks related to pricing in e-commerce, including digital platforms, payment systems, and logistics.	Practical tasks, applied lectures, e-commerce case studies	Practical tasks, case analysis (CAS); final exam (FAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the Final exam and 60 points for the work in the semester.

60 points for continuous assessment:

a) practical tasks (35 points)

Assessment is based on the correctness of task completion, the ability to perform pricing calculations, analyse pricing decisions, and justify conclusions:

31-35 points – the student correctly completes the tasks, demonstrates a deep understanding of pricing concepts, provides well-reasoned and comprehensive conclusions.

26-30 points – the student completes the tasks with minor inaccuracies that do not significantly affect the results; conclusions are generally correct.

20-25 points – the student demonstrates partial understanding of the material; tasks are completed at a basic level; conclusions are incomplete.

13-19 points – the student demonstrates insufficient understanding; significant errors are present; conclusions are poorly developed or absent.

1-12 points – the student demonstrates a low level of understanding; tasks are mostly incorrect or incomplete.

0 points – tasks are not completed.

b) situational and analytical tasks (15 points)

Assessment is based on the ability to analyse pricing situations, assess risks, and propose justified solutions:

13-15 points – comprehensive and well-structured analysis, justified decisions.

10-12 points – good understanding of the situation with minor inconsistencies.

7-9 points – basic analysis with partial understanding.

4-6 points – limited understanding, weak analysis.

0-3 points – lack of understanding, incorrect or absent analysis.

c) tests (10 points)

Assessment is based on the correctness of answers to test questions:

9-10 points – excellent knowledge of theoretical material.

7-8 points – good understanding with minor inaccuracies.

5-6 points – basic understanding of key concepts.

3-4 points – limited knowledge.

0-2 points – insufficient knowledge of the material.

40 points – final exam

The final exam is conducted in written form and includes test questions, analytical tasks and calculation-based problems. Assessment criteria for exam tasks are provided in the examination materials.

Content

Topic 1. Pricing Theory and Its Role in E-commerce

Topic 2. Pricing in Digital Markets and Legal Framework

Topic 3. Pricing Methods in E-commerce

Topic 4. Marketing Research for Pricing Decisions

Topic 5. Digital Tools and Technologies for Pricing Analysis

Topic 6. Development of Pricing Strategy in E-commerce
Topic 7. Pricing Strategies in Competitive Digital Markets
Topic 8. Pricing Across Market Segments
Topic 9. Pricing Policy Management in E-commerce
Topic 10. Pricing Risk and Uncertainty Management
Topic 11. Digital and AI Technologies in Pricing
Topic 12. Digital and AI Technologies in Pricing

Literature

Compulsory reading

1. Buchniev, M. M. (2023). *Marketynhove tsinoutvorennia* [Marketing Pricing]. Volodymyr Dahl East Ukrainian National University. 134 p.
2. Makarenko, N. O., & Lyshenko, M. O. (2020). *Marketynhove tsinoutvorennia: teoretychni osnovy* [Marketing Pricing: Theoretical Foundations]. Buryn Printing House. 129 p.
3. Oklander, M. A., & Chukurna, O. P. (2020). *Marketynhova tsinova polityka* [Marketing Pricing Policy]. Center of Educational Literature. 284 p.
4. Berezin, O. V., & Karpenko, Yu. V. (2015). *Upravlinnia tsinoutvorenniam* [Pricing Management]. Universytetska Knyha. 176 p.
5. Duhina, S. I. (2005). *Marketynhova tsinova polityka* [Marketing Pricing Policy]. KNEU. 393 p.
6. Zhehus, O. V., Popova, L. O., & Partsyrna, T. M. (2013). *Teoriia ta praktyka tsinoutvorennia u systemi marketynhu*[Theory and Practice of Pricing in Marketing]. Kharkiv State University of Food Technology and Trade. 250 p.
7. Kolesnykov, O. V. (2016). *Tsinoutvorennia* [Pricing] (3rd ed.). Center of Educational Literature. 159 p.
8. Mazur, O. Ye. (2012). *Rynkove tsinoutvorennia* [Market Pricing]. Center of Educational Literature. 480 p.
9. Larina, Ya. S. (Ed.), & Barylovych, O. M. (2016). *Marketynhova tsinova polityka* [Marketing Pricing Policy] (2nd ed.). Disa Plus. 280 p.
10. Hamzah, O. V., & Strelchenko, I. I. (2025). *Marketynhove tsinoutvorennia: praktykum* [Marketing Pricing: Practical Guide]. Alfred Nobel University. 68 p.

Recommended reading

1. Aheiev, Ye. Ya. (2012). *Tsinoutvorennia: teoriia ta praktyka* [Pricing: Theory and Practice]. Novyi Svit-2000. 373 p.
2. Boichyk, I. M. (2016). *Ekonomika pidpryiemstva* [Enterprise Economics]. Kondor Publishing. 378 p.
3. Verkhohliadova, N. I., Ilina, S. B., & Ivannikova, N. A. (2007). *Osnovy tsinoutvorennia* [Fundamentals of Pricing]. Kondor Publishing. 252 p.
4. Dligach, A. O. (2006). *Marketynhova tsinova polityka: svitovyi dosvid, vitchyzniana praktyka* [Marketing Pricing Policy: Global Experience and Ukrainian Practice]. Profesional. 304 p.
5. Yakymenko-Tereshchenko, N. V. (Ed.). (2018). *Ekonomika pidpryiemstva* [Enterprise Economics]. Ivanchenko Publishing. 451 p.
6. Koriniev, V. L., Koretskyi, M. Kh., & Datsii, O. I. (2007). *Marketynhova tsinova polityka* [Marketing Pricing Policy]. Center of Educational Literature. 200 p.
7. Losheniuk, I. R., Humeniuk, A. M., & Chaplinskyi, Yu. B. (2008). *Marketynhova tsinova polityka* [Marketing Pricing Policy]. Dakor. 184 p.
8. Tormosa, Yu. H. (2001). *Tsiny ta tsinova polityka* [Prices and Pricing Policy]. KNEU. 156 p.
9. Oklander, M. A., & Chukurna, O. P. (2020). *Marketynhova tovarna polityka* [Marketing Product Policy]. Center of Educational Literature. 284 p.

Web-resources

1. American Marketing Association. https://www.ama.org/
Professional resources, research, and publications in marketing, including pricing strategies and pricing analytics.
2. McKinsey & Company. https://www.mckinsey.com/
Insights and reports on pricing strategies, revenue management, and digital transformation.
3. HubSpot. https://www.hubspot.com/
Tools and educational resources for CRM systems, pricing strategies, and customer value analysis.
4. Deloitte Insights. https://www2.deloitte.com/insights
Research and analytical materials on pricing, risk management, and business strategy.

5. Statista. https://www.statista.com/
Statistical data, industry reports, and pricing benchmarks for market analysis and forecasting.
6. Harvard Business Review. https://hbr.org/
Articles and case studies on pricing strategy, behavioural pricing, and decision-making.
7. Pricing Solutions. https://www.pricingsolutions.com/
Consulting insights, practical tools, and case studies in pricing strategy and optimization.

CONSUMER BEHAVIOR				
The course aims to provide comprehensive theoretical knowledge on consumer behavior specific features in e-commerce, internal and external determinants of consumer behavior, marketing tools and methods of influencing consumer behavior as well as practical skills on how to use these methods to achieve the organization goals in the modern digital environment				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	8 / 8 weeks	4 / mandatory	Iryna Taranenko, Doctor of Science (Economics), Full Professor	120 hours (24 h. lectures, 16 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Explain the specific features of using tools and technologies to influence consumer behavior in e-commerce under conditions of environmental instability and uncertainty.			Lecture, seminars, self-study activities, essay, group discussion	Presentation on tools and technologies influencing consumer behavior in e-commerce, participation in group discussion (CAS); final exam (FAS).
2) Apply modern methods, digital marketing tools, and consumer decision-making models to solve practical problems related to consumer behavior in e-commerce.			Work in small groups to solve problems based on consumer decision-making models in e-commerce	Problem-solving task, peer small group presentation (CAS); final exam (FAS).
3) Analyze internal and external factors influencing consumer behavior and assess their implications for a company's marketing and e-commerce activities.			Lecture, self-studied learning, workshop, case study on consumer behavior in e-commerce	Participation in discussion, case study report assessing factors influencing consumer behavior in e-commerce (CAS); final exam (FAS).
4) Apply marketing research methods to develop digital consumer profiles and adapt consumer behavior models to specific e-commerce contexts.			Lecture, marketing research mini-project: digital consumer profile development and adaptation of consumer behavior models, discussion	Marketing research mini-project assessment, practical skills assessment, peer review (CAS); final exam (FAS).
5) Integrate ethical approaches and principles of social responsibility into the development and implementation of marketing strategies in the digital environment.			Lecture, self-study learning, case study on ethical and socially responsible marketing decisions	Participation in ethical dilemma discussion, case study report (CAS); final exam (FAS).

6) Develop and test marketing hypotheses related to consumer behavior using AI-based analytics methods.	Datasets analysis, workshop, discussion	AI-based consumer behavior analytics task, marketing hypothesis development and testing report, peer small group presentation (CAS); final exam (FAS).
7) Analyze the specifics of digital consumer behavior and design omnichannel campaigns adapted to consumer journeys across digital and offline touchpoints.	Lecture, self-study activities, case study on digital consumer behavior, role-playing game, omnichannel campaign design mini-project	Project assessment, case study report, teamwork evaluation, class discussion, and peer assessment (CAS); final exam (FAS).

Assessment

The final grade is given on a 100-point scale, including 40 points as a result of Final exam and 60 points as a result of Continuous assessment of activities throughout the semester.
40 points: Final exam (4 sets of written assignments, each assignment includes practical/analytical task, and multiple-choice and analytical questions)
Assessment criteria:
a) Practical/analytical task 30 points
26-30 points: The student provides a comprehensive and well-structured analysis of the problem. The student demonstrates strong ability to interpret data and apply appropriate analytical tools. Conclusions are well-reasoned and clearly supported by evidence. The student shows excellent use of relevant data, concepts, and examples.
21-25 points: The student demonstrates a good understanding of the problem and applies appropriate analytical methods. Analysis is generally clear and logically structured. Conclusions are supported, though some arguments may lack depth. Good use of relevant data and examples.
16-20 points: The student provides a basic analysis with partial application of analytical tools. Understanding of the problem is evident but limited. Arguments are somewhat underdeveloped. There are minor inaccuracies or omissions.
11-15 points: The student shows limited understanding of the problem. Analysis is weak, fragmented, or poorly structured. Important elements are missing or insufficiently explained. Use of data and examples is minimal or inappropriate.
0-10 points: The student fails to demonstrate understanding of the problem. Analysis is absent or irrelevant. Conclusions are missing or unsupported. Solution to the problem contains major errors and misunderstandings.
b) Multiple-choice and analytical questions 10 points: every correct answer gets 0,5 point
60 points: Continuous assessment:
10 points Participation in the discussion / workshop
20 points Case study
10 points Essay or digital consumer behavior analysis report (written)
20 points Group project presentation: digital consumer profile, AI-based hypothesis testing, or omnichannel campaign design (oral, multimedia)

Content

Topic 1. Consumer in the market exchange system (e-commerce context)
Topic 2. Theoretical fundamentals of the consumer behavior analysis
Topic 3. The process of consumer's decision making in the e-commerce
Topic 4. Internal factors of consumer behavior. The personality theories. The value scales.

Topic 5. The impact of external environment on consumer behavior
Topic 6. The consumer's behavioral reactions
Topic 7. Specific features of organizational consumer's decision-making process in the e-commerce
Topic 8. Marketing tools of influence on consumer behavior in the e-commerce
Topic 9. Modern methods of consumer behavior research
Topic 10. Specific features of modern Ukrainian consumer in the e-commerce context

Literature

Compulsory reading

1. Parsons, E., & MacLaran, P. (2023). *Contemporary issues in Marketing and Consumer Behavior* (3rd edition). Routledge. 206 p.

2. Oklander, M. A., & Zharska, I. O. (2021). *Povedinka spozhyvacha* [Consumer Behavior]. TsUL. 208 p.

3. Solomon, M., Hogg, M.K., Askegaard, S., & Bamossy, G. (2019). *Consumer Behaviour: A European Perspective* (7th edition). Pearson Education. 648 p.

4. Horodniak, I. V. (2018). *Povedinka spozhyvacha* [Consumer Behavior]. Lvivskyi natsionalnyi universytet imeni Ivana Franka. 256 p.

Recommended reading

1. Taranenko, I. V., Mostova, A. D., & Shcholokova, H. V. (2025). Vplyv instrumentiv zelenoho marketynhu na spozhyvatsku povedinku v konteksti polityky zelenoho perekhodu YeS [The impact of green marketing tools on consumer behavior in the context of the EU green transition policy]. *Herald of Khmelnytskyi National University. Economic Sciences*, 1(338), 83–87.

2. Yaremenko, S. S., Taranenko, I. V., Shevchenko, V. M., & Kurochkina, Ye. S. (2025). Vdoskonalennia instrumentiv internet-marketynhu v komunikatsiinii diialnosti navchalnoho IT-tsentru dlia zaluchennia kliientiv [Improvement of internet marketing tools in the communication activities of an educational IT center for customer acquisition]. *European Vector of Economic Development*, 1(38), 117–132.

3. Pakhucha, E. V. (2023). *Povedinka spozhyvacha* [Consumer Behavior]. Derzhavnyi biotekhnolohichnyi universytet. 126 p.

4. Taranenko, I. V., Miliutin, O. O., Shcholokova, H. V., & Yaremenko, S. S. (2023). Stvorennia portretu spozhyvacha dlia vyboru efektyvnykh kanaliv marketynhovoi komunikatsii [Creating a consumer profile to select effective marketing communication channels]. *Efektyvna ekonomika*, (3).

5. Yaremenko, S. S., Taranenko, I. V., Shevchenko, V. M., & Kuzmenko, M. O. (2023). Influens-marketynh yak efektyvnyi instrument zaluchennia spozhyvachiv [Influencer marketing as an effective tool for consumer engagement]. *European Vector of Economic Development*, 2(35), 125–142.

6. Bochko, O. Yu., & Kozhushok, N. (2021). Doslidzhennia povedinky spozhyvachiv v umovakh COVID-19 ta vplyv na nykh trendiv marketynhu [Study of consumer behavior under COVID-19 conditions and the influence of marketing trends]. *Pryazovskyi Economic Herald*, 2 (25), 66–71.

7. Taranenko, A. O., & Kovshova, I. O. (2020). Doslidzhennia povedinky spozhyvachiv pry stvorenni brendu kompanii [Study of consumer behavior in the process of company brand creation]. *Logos.online* [International scientific e-journal], (9).

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9. Ologunebi, J. O., Taiwo, E.O., et al. (2024). Digital Consumer Behavior in E-commerce: A Study of Amazon and Temu's Customer Purchase Decision-Making Processes in the UK and the USA. DOI: https://doi.org/10.2139/ssrn.5071874 Available at SSRN: https://ssrn.com/abstract=5071874

10. E-commerce Customers: Types, Expectations, and Tips. *Shopify blog*. https://surl.li/gnzabr

11. Parsons, E., & MacLaran, P. (2023). *Contemporary issues in Marketing and Consumer Behavior* (3rd edition). Routledge. 206 p.

12. Mothersbaugh, D., Hawkins, D., Kleiser, S. B., Best, R (2020). *Consumer Behavior: Building Marketing Strategy* (14th edition). McGraw-Hill, 540 p.

Web-resources

1. Journal of Consumer Behavior: An International Research Review. (n.d.). https://onlinelibrary.wiley.com/journal/14791838

2. Journal of Consumer Research. (n.d.). https://consumerresearcher.com/

3. Journal of Customer Behaviour. (n.d.). https://researchjcb.com/

4. Journal of Electronic Commerce Research (n.d.). https://www.csulb.edu/college-of-business/journal-of-electronic-commerce-research-jecr
5. Marketing Media Review (MMR). (n.d.). https://mmr.ua/
https://marketer.ua/ua/
6. Geert Hofstede. (n.d.). *Cultural dimensions*. http://geert-hofstede.com/cultural-dimensions.html
7. The Culture Factor. (n.d.). *Country comparison tool*. https://www.theculturefactor.com/country-comparison-tool

RISK MANAGEMENT				
The course aims to develop students' competencies in identifying, assessing and managing risks in e-commerce and digital business environments. It provides an understanding of contemporary risk management principles, methods, and tools for analysing financial, operational, market, cybersecurity, legal, and reputational risks to support informed managerial decision-making. The course prepares students to apply qualitative and quantitative risk assessment methods, develop risk mitigation strategies, and integrate risk management into e-commerce business processes through real-world case studies and project-based learning.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	8/8 weeks	3 / mandatory	Inna Strelchenko Doctor of Science (Economics), Full Professor	90 hours (16 h. lectures, 16 h. practical classes, 58 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Demonstrate knowledge and understanding of the theoretical foundations and principles of marketing activity, including the conceptual basis of risk management as an integral function of strategic marketing decision-making.			Interactive lecture with Q&A, problem-based discussion	Online quiz, active participation in problem-based discussion (CAS); final test (CAS)
2) Identify functional areas of marketing activity of an economic entity and their interrelationships within the management system; calculate relevant performance indicators characterising the effectiveness of such activity, including risk-adjusted metrics used in e-commerce environments.			Structured lecture with visual aids, workshop, collaborative group exercise, individual analytical task	Completed risk assessment matrix submitted via LMS, written group report, individual analytical task evaluated (CAS), final test (CAS)
3) Demonstrate the ability to apply an interdisciplinary approach and perform marketing functions of a market entity, integrating risk assessment methods with marketing analytics, digital tools, and cross-functional management practices relevant to e-commerce operations.			Cross-disciplinary lecture, case study (interdisciplinary): analysis of a supply chain disruption in an e-commerce company, digital tool workshop, project work	Case study report (individual): interdisciplinary, team project presentation, self-assessment form (CAS), final test (CAS)
4) Take responsibility for the outcomes of one's professional activities and demonstrate entrepreneurial and managerial initiative, including the capacity to identify, evaluate and respond to marketing and operational risks in a dynamic digital business environment.			Problem-based lecture, role-play simulation: students act as marketing managers responding to a	Role-play performance, individual risk response plan, reflection journal (CAS), final test (CAS)

	crisis scenario, business game, reflection journal	
5) Comprehend the essence and content of the macro- and micro-marketing environment, the principles of market segmentation, target segment selection and positioning, the structural elements of the marketing mix, the foundations of product, pricing, communication and distribution policy, as well as the theoretical basis for conducting marketing research — with awareness of how environmental uncertainties and risk factors shape these decisions in e-commerce contexts.	Lecture with visual mapping, applied workshop, mini-research task, review of 2 academic or industry sources on macro-environment risks affecting e-commerce in Ukraine	PEST-based risk register (individual submission), mini-research report, annotated bibliography (CAS), final test (CAS)
6) Solve professional tasks related to the application of e-commerce technologies and systems, modern online payment platforms and logistics technologies in electronic commerce, including the identification and mitigation of technological, financial and supply chain risks inherent to digital commerce ecosystems.	Applied lecture: typology of e-commerce technological risks problem-solving workshop, digital simulation, final individual project	Workshop solution report, digital simulation output, final Risk Management Plan (CAS), final test (CAS)

Assessment

The final grade is given on a 100-point scale, including 100 points for the work in the semester.
100 points for work in the semester:
40 points for an Individual Risk Management Plan (final project + pitch);
60 points for analytical and written tasks, group components, role-play simulation, final test.
a) The individual project requires the student to develop a Risk Management Plan for a selected e-commerce business, covering technological, financial, marketing and supply chain risk dimensions. The written plan is submitted via LMS and defended as a pitch presentation (8–10 minutes) before the group. Assessment criteria for the individual project:
33–40 points – the plan is complete, logically structured, and demonstrates deep understanding of risk management principles in an e-commerce context. Risk identification, assessment (matrix with quantitative indicators) and response strategies are all fully developed. Mitigation measures are feasible and professionally justified. The pitch is delivered clearly and confidently.
27–32 points – the plan is substantially complete with minor inaccuracies that do not affect the overall result. All required sections are present. Conclusions are generalised but logically consistent. The pitch has been delivered.
15–26 points – the plan is partially complete. Risk assessment lacks quantitative grounding or e-commerce specificity. Conclusions are partial. Presentation materials are incomplete or absent.
7–14 points – the plan contains significant conceptual errors. The risk management framework is applied incorrectly or superficially. Conclusions are absent. Presentation is not delivered.
1–6 points – The plan is not completed in a meaningful way. No evidence of understanding of risk management concepts. Presentation is absent.
0 points – the task has not been submitted.
b) Assessment Criteria – Analytical and Written Tasks:
Each individual written submission (risk assessment matrix, case study report, PEST-based risk register, mini-research report, workshop solution report, digital simulation output) is evaluated using the following general rubric, applied proportionally to the points allocated for each component:

81-100% - task completed correctly and in full. Demonstrates sound analytical reasoning, accurate application of risk management tools, and clear linkage to e-commerce context. Conclusions are specific and evidence-based;
51-80% - task is substantially completed. Demonstrates understanding of the material with minor inaccuracies or gaps in analytical depth;
21-50% - task is partially completed. Basic understanding of the material is evident but significant gaps, errors or omissions are present;
1-20% - task is largely incomplete or contains frequent errors. Little to no understanding of the applied context is demonstrated;
0% - task not submitted or contains no meaningful content.
c) Assessment Criteria – Group Components:
Group work is assessed on the quality of the collective output. Each group member receives the same group score unless the lecturer has documented evidence of unequal contribution. Peer assessment is applied to component 4 (group report on functional risk identification) using a shared rubric distributed in advance.
81-100% - the group output is thorough, well-structured and demonstrates strong interdisciplinary integration. All members contribute visibly to the presentation or report;
51-80% - the output is solid with minor gaps. Contributions are reasonably balanced across group members;
21-50% - the output is partial or unevenly developed. Evidence of limited collaboration;
1-20% - the output is largely incomplete or superficial. Little evidence of group coordination;
0% - not submitted.
d) Assessment Criteria – Role-Play Simulation:
The role-play performance (crisis response scenario) is assessed by the lecturer in real time using a structured observation rubric:
5 – the student responds to the crisis scenario logically and promptly. Decisions are well-justified with reference to risk management frameworks. Demonstrates clear managerial initiative and ownership of outcomes;
4 – decisions are mostly sound with minor inconsistencies. Initiative is demonstrated;
2-3 – the student participates but demonstrates limited ability to apply risk response strategies under pressure;
1 – participation is minimal or decisions are fundamentally incorrect;
0 – the student did not participate in the simulation.
e) Assessment Criteria – Test Papers
The criteria for the test assignment are written on the test card.

Content

CONTENT MODULE 1. FUNDAMENTALS OF RISK MANAGEMENT IN MARKETING AND E-COMMERCE
Topic 1. Risk management as a function of marketing activity: concepts, classification, and the role of uncertainty in e-commerce environments.
Topic 2. Marketing environment analysis as a basis for risk identification: macro- and micro-level factors in digital markets.
Topics 3–4. Methods and tools for risk assessment in marketing: qualitative and quantitative approaches, risk matrices, scenario analysis.
CONTENT MODULE 2. RISK MANAGEMENT IN E-COMMERCE OPERATIONS
Topic 5. Functional risks of marketing activity: product, pricing, communication and distribution risks in online retail.
Topics 6–7. Technological, financial and supply chain risks in e-commerce: online payment systems, logistics platforms, and digital infrastructure vulnerabilities.
Topic 8. Risk response strategies and managerial decision-making under uncertainty: entrepreneurial initiative and responsibility for outcomes.

Literature

Compulsory reading

1. Velikoivanenko, H. I., Dolinskyi, L. B., & Strelchenko, I. I. (2016). *Analiz, modeliuvannia ta upravlinnia finansovymy investytsiiamy* [Analysis, modelling and management of financial investments]. Kyiv: KNEU. 495 p.

2. Strelchenko, I., Pysarkova, V., Arakelova, I. (2025). Sotsialno-oriientovani startapy v Ukraini ta sviti: tendentsii i skladnoshchi realizatsii [Socially-oriented startups in Ukraine and the world: trends and implementation challenges]. *Scientific Bulletin of the Odessa National Economic University*, 6 (331), 17–26. DOI: 10.32680/2409-9260-2025-6-331-17-26.

3. Strelchenko, I., Shevchenko, V., Hamzah, O., Lysenko, A. (2025). Vdoskonalennia internet-marketynhovoi stratehii po prosuvanniu tovariv pidpryiemstva v umovakh viiskovoho stanu [Improvement of internet marketing strategy for promoting enterprise products under martial law]. *International Scientific Journal "Internauka". Series: Economic Sciences*, *2*(7(99), 55–63. DOI: 10.25313/2520-2294-2025-7-11235.

4. Hopkin, P. (2022). *Fundamentals of Risk Management: Understanding, Evaluating and Implementing Effective Risk Management* (6th ed.). Kogan Page. URL: https://www.koganpage.com/risk-management/fundamentals-of-risk-management-9781398607156.

5. Lam, J. (2014). *Enterprise Risk Management: From Incentives to Controls* (2nd ed.). Hoboken, NJ: Wiley. URL: https://www.wiley.com/en-us/Enterprise+Risk+Management%3A+From+Incentives+to+Controls%2C+2nd+Edition-p-9781118413616.

6. Hubbard, D. W. (2020). *The Failure of Risk Management: Why It's Broken and How to Fix It* (2nd ed.). Hoboken, NJ: Wiley. URL: https://www.wiley.com/en-us/The+Failure+of+Risk+Management%3A+Why+It%27s+Broken+and+How+to+Fix+It%2C+2nd+Edition-p-9781119522034.

7. Strelchenko I., et al. (2025). *Informatsiinyi biznes ta internet-marketynh: navchalnyi posibnyk* [Information business and internet marketing: a study guide] (S. Kolodynskyi & T. Mishustina, Eds.) [Electronic edition]. Condor. 480 p.

Recommended reading

1. McNeil, A. J., Frey, R., & Embrechts, P. (2015). *Quantitative Risk Management: Concepts, Techniques and Tools* (Revised ed.). Princeton, NJ: Princeton University Press. 699 p. ISBN: 978-0-691-16627-8.

2. Aven, T. (2015). *Risk Analysis* (2nd ed.). Chichester: Wiley. 216 p. ISBN: 978-1-119-05779-6.3. Strelchenko, I., Pysarkova, V., Tereschenko, P. (2025). Mekhanizmy stymuliuvannia startap-aktyvnosti cherez rehionalni klastery v systemi innovatsiinoho rozvytku [Mechanisms for stimulating startup activity through regional clusters in the system of innovative development]. Review of transport economics and management, 14 (30), 34–44. DOI: 10.15802/rtem2025/344966.

3. Strelchenko I., Hamzah, O. (2025). Marketynhovi doslidzhennia: praktykum [Marketing research: a textbook]. [Electronic edition]. Alfred Nobel University. 68 p.

4. ISO 31000:2018. *Risk Management — Guidelines*. International Organization for Standardization. URL: https://www.iso.org/standard/65694.html.

Web-resources

1. Institute of Risk Management (IRM). (n.d.). Official website. https://www.theirm.org

2. World Economic Forum. (n.d.). Global Risks Report. https://www.weforum.org/reports/global-risks-report-2025

3. European Commission. (n.d.). Digital Single Market — e-Commerce policy and regulation. https://digital-strategy.ec.europa.eu/en/policies/e-commerce

4. Organisation for Economic Co-operation and Development — OECD. (n.d.). Risk and Regulatory Policy. https://www.oecd.org/gov/regulatory-policy/risk.htm

FUNDAMENTALS OF UI/UX DESIGN				
The course aims to develop students' understanding and practical skills in applying the principles of User Interface (UI) and User Experience (UX) design to create user-centered digital products for electronic commerce. It focuses on the key stages of the UX design process, including user research, analysis of customer needs, information architecture, wireframing, visual interface design, prototyping, and usability testing. The course also promotes an understanding of the role of UI/UX design in enhancing customer experience, improving user engagement, supporting business objectives, and developing competitive digital solutions for e-commerce.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	8/14 weeks	3 / Mandatory	Ryzhkov Igor, Doctor of Sciences, Associate Professor	90 hours (16 h. lectures, 16 h. practical classes, 58 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain the fundamental concepts, principles, and processes of UI and UX design in electronic commerce.			interactive lectures, class discussions, analysis of real-world examples, independent study.	quizzes, participation in discussions. (CAS), final exam (FAS)
2) analyze user needs, customer behavior, and user journeys to support user-centered interface design.			case studies, practical exercises, customer journey mapping, group work.	practical assignments, case analysis (CAS), final exam (FAS)
3) develop information architecture, user flows, and low-fidelity wireframes for digital products.			practical workshops, project-based learning, guided exercises in Figma.	practical tasks, individual project (CAS), final exam (FAS)
4) create visual interface designs and interactive prototypes using modern UI/UX design tools.			computer laboratory work, demonstrations, individual practical assignments.	prototype development, practical assessment (CAS), final exam (FAS)
5) evaluate interface usability and apply usability testing methods and accessibility principles (WCAG).			usability testing sessions, heuristic evaluation, peer review, independent work.	usability evaluation report, practical assignments (CAS), final final exam (FAS)
6) apply UI/UX design principles to improve customer experience and support business objectives in e-commerce.			project-based learning, presentation of design solutions, analysis of best practices.	individual project presentation, participation(CAS), final exam (FAS)
Assessment				
The final grade is awarded on a 100-point scale, including 40 points for the final examination and 60 points for semester work.				

The 60 points for semester work consist of:
5 practical assignments (30 points in total, 6 points each);
3 in-class discussions/case analyses (18 points in total, 6 points each);
Current quizzes and classroom participation (12 points in total).
Practical assignments (0–6 points each)
5–6 points: The student demonstrates an excellent understanding of UI/UX design principles and effectively applies user-centered design methods. The assignment is well-structured, visually consistent, and includes appropriate use of UX research, information architecture, wireframes, prototypes, or usability evaluation. Design decisions are clearly justified.
3–4 points: The student demonstrates a good understanding of the material, but the practical solution contains minor weaknesses in structure, usability, visual consistency, or application of UI/UX methods. Some design decisions require further justification.
1–2 points: The assignment is incomplete or demonstrates limited understanding of UI/UX concepts. Important design principles are applied incorrectly or omitted, and significant errors affect the quality of the solution.
0 points: The assignment is not submitted or does not meet the minimum requirements.
Discussions / Case analyses (0–6 points each)
5–6 points: Actively participates in discussions, critically analyzes interface design examples, provides well-reasoned arguments, and demonstrates the ability to apply UI/UX concepts to real e-commerce cases.
3–4 points: Participates in discussions with generally relevant comments but demonstrates only partial analysis or limited critical reflection.
1–2 points: Participates occasionally with minimal or insufficiently relevant contributions.
0 points: Does not participate.
Current quizzes and classroom participation (0–12 points)
Students are assessed based on regular attendance, completion of short quizzes, participation in practical activities, and engagement during workshops.
Final Examination (40 points)
The final assessment consists of a written examination that includes theoretical questions and practical tasks related to UI/UX design. Students are evaluated on their ability to explain key UI/UX concepts, analyze user needs, apply user-centered design principles, develop appropriate interface solutions, interpret wireframes or prototypes, and justify design decisions. Assessment also considers the student's understanding of usability, accessibility, visual design principles, and their application in electronic commerce. The detailed assessment criteria are provided in the examination paper.

Content

Topic 1. Introduction to UI/UX Design
Topic 2. UX Research and User-Centered Design
Topic 3. Information Architecture and Wireframing
Topic 4. Visual Interface Design
Topic 5. Prototyping and Responsive Design
Topic 6. Usability, Accessibility, and UX Evaluation
Topic 7. UI/UX Design for E-commerce Applications

Literature

Compulsory reading

1. Garrett, J. J. (2011). *The Elements of User Experience: User-Centered Design for the Web and Beyond* (2nd ed.). Berkeley, CA: New Riders. 192 p.

2. Krug, S. (2014). *Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability* (3rd ed.). Berkeley, CA: New Riders. 216 p.

3. Norman, D. A. (2013). *The Design of Everyday Things*. Revised and Expanded Edition. New York: Basic Books. 368 p.

4. Cooper, A., Reimann, R., Cronin, D., & Noessel, C. (2014). *About Face: The Essentials of Interaction Design* (4th ed.). Indianapolis: Wiley. 720 p.

5. Ponomarenko V.S., Zolotarova I.O., Butenko N. V. (2021) *Elektronna komertsiia* [Electronic Commerce]. Kharkiv: Simon Kuznets Kharkiv National University of Economics, 320 p.

6. Berko A.Yu., Pasichnyk V.V. (2021) *Vebtekhnolohii ta vebdyzain* [Web Technologies and Web Design]. Lviv: Vydavnytstvo Lvivskoi politekhniky, 316 p.

Recommended reading

1. Nielsen, J. (2020). *Usability Heuristics for User Interface Design*. Nielsen Norman Group.

2. ISO. (2019). *ISO 9241-210:2019 Ergonomics of Human-System Interaction – Human-Centred Design for Interactive Systems*. Geneva: International Organization for Standardization.

3. W3C. (2023). *Web Content Accessibility Guidelines (WCAG) 2.2*. World Wide Web Consortium.

4. Google. (2024). *Material Design 3*. Google Design.

5. Figma. (2024). *Figma for Education and Design Resources*. Figma Inc.

6. Morze N. V., Vember V. P., Hladun M. A. (2022) *Vebdyzain* [Web Design]. Kyiv: Borys Grinchenko Kyiv University, 280 p.

7. Kraus N. M., Kraus K. M. (2021) *Tsyfrova ekonomika ta elektronna komertsiia* [Digital Economy and Electronic Commerce]. Kyiv: Ahrar Media Hrup, 408 p.

8. obets V. M., Polovyna V. V. (2023) User experience yak chynnyk konkurentospromozhnosti pidpryiemstv elektronnoi komertsii [User experience as a factor of competitiveness of e-commerce enterprises]. *Ekonomika ta suspilstvo – Economy and Society*, no. 55.

Web-resources

1. Nielsen Norman Group. *UX Research and Usability Articles*. Available at: https://www.nngroup.com

2. Interaction Design Foundation.. *UX Design Learning Platform*. Available at: https://www.interaction-design.org

3. Google Design. (n.d.). *Material Design 3*. Available at: https://m3.material.io

4. World Wide Web Consortium (W3C). *Web Content Accessibility Guidelines (WCAG)*. Available at: https://www.w3.org/WAI/standards-guidelines/wcag/

5. Ministerstvo tsyfrovoi transformatsii Ukrainy. *Diia. Osvita* [Diia. Education]. Available at: https://osvita.diia.gov.ua (in Ukrainian)

6. Ministerstvo tsyfrovoi transformatsii Ukrainy. *Diia.Biznes* [Diia.Business]. Available at: https://business.diia.gov.ua

NOBEL STUDIES: A LABORATORY OF INNOVATION, IDEAS AND STARTUPS				
The course aims to develop students' competencies in creating and advancing innovative projects and startups based on creative thinking, entrepreneurial initiative and modern technological solutions. It provides an understanding of the processes of generating innovative ideas and transforming them into commercially viable projects. The course is designed to prepare students for launching their own startups through practical, laboratory-based learning, incorporating real-life cases and project-based activities within an innovation lab environment.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	1/14 weeks	7 / mandatory	Inna Strelchenko Doctor of Science (Economics), Full Professor	210 hours (10 h. lectures, 42 h. practical classes, 158 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Apply innovative approaches to the implementation of marketing activities of an economic entity and flexibly adapt to changes in the e-commerce environment.			Lectures, seminars, discussions, case study analysis	Class participation and discussions, case study reports (CAS), final test (CAS)
2) Communicate information, ideas, problems, and alternative managerial decision-making options to both specialists and non-specialists in e-commerce, as well as to representatives of different structural units of an economic entity.			Lectures, discussions, leadership workshops	Class participation and discussions, teamwork evaluation (CAS), final test (CAS)
3) Demonstrate the ability to work independently, exhibit flexible thinking, openness to new knowledge, and maintain a critical and self-critical mindset, when creating and making decisions in the field of e-commerce.			Lectures, discussions, role-playing and simulations	Class participation and discussions, teamwork evaluation (CAS), final test (CAS)
4) Take responsibility for the outcomes of one's activities and demonstrate entrepreneurial and managerial initiative in the field of e-commerce.			Lectures, discussions, leadership workshops	Class participation and discussions, teamwork evaluation (CAS), final test (CAS)
5) Perform functional responsibilities within a team and propose well-founded e-commerce decisions.			Lectures, role-playing and simulations, leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)

6) Demonstrate responsibility in relation to the moral, cultural, and scientific values and achievements of society in professional e-commerce activities.	Lectures, role-playing and leadership workshops	Teamwork evaluation, class discussions (CAS), final test (CAS)
7) Demonstrate skills in initiating and implementing innovative projects in e-commerce.	Lectures, seminars, discussions, business case analysis	Participation in the discussion (CAS), individual project (presentation) (CAS)
8) Solve professional tasks related to the application of e-commerce technologies and systems, modern online payment systems, and logistics technologies in e-commerce.	Lectures, seminars, discussions, business case analysis	Participation in the discussion (CAS), individual project (presentation) (CAS)

Assessment

The final grade is given on a 100-point scale, including 100 points for the work in the semester.
100 points for work in the semester:
40 points for an individual project (presentation);
60 points for discussions, final tests.
a) assessment criteria for the individual project:
33–40 points – the student has completed the task correctly and demonstrates a deep understanding of the material. Comprehensive and detailed conclusions are provided. The project presentation (pitch) has been delivered.
27–32 points – the student has completed the task with minor inaccuracies that do not affect the overall result. Generalised conclusions are provided. The project presentation (pitch) has been delivered.
15–26 points – the student demonstrates insufficient understanding of the material. The task is completed partially or in a general manner. Partial conclusions are provided. Presentation materials are missing.
7–14 points – the student demonstrates insufficient understanding of the material and makes significant errors. Conclusions are absent. Presentation materials are missing.
1–6 points – the student demonstrates a lack of knowledge of the material. The task is not completed. Conclusions are absent. Presentation materials are missing.
0 points – the task has not been completed by the student.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.
c) test papers
The criteria for the test assignment are written on the test card.

Content

CONTENT MODULE 1. GENERATION AND DEVELOPMENT OF BUSINESS IDEAS
Topic 1. Startup as a type of business.
Topic 2. Problem-oriented approach in startups: identifying customer pain points.
Topics 3–4. Market analysis and target audience identification.
Topic 5. Development of a unique value proposition (UVP).

Topic 6. Preparation of a Lean Canvas for a startup.
CONTENT MODULE 2. BUSINESS MODEL AND FINANCING
Topics 7–8. Startup lifecycle.
Topic 9. Business model development using the Business Model Canvas methodology.
Topics 10–11. Sources of startup financing: venture capital, grants, crowdfunding.
Topic 12. Development of a financial plan and startup budget.
CONTENT MODULE 3. PROTOTYPE AND MVP DEVELOPMENT
Topic 13. Development of a minimum viable product (MVP).
Topic 14. Hypothesis testing and customer feedback collection.
Topic 15. UX/UI design as a component of a successful startup.
CONTENT MODULE 4. LEGAL ASPECTS OF STARTUP CREATION
Topic 16. Legal aspects of startup creation.
Topic 17. Trademark registration.
CONTENT MODULE 5. MARKETING AND GO-TO-MARKET STRATEGY. PRESENTATION AND SCALING
Topics 18–19. Development of a marketing strategy for a startup.
Topic 20. PR and media relations for startups.
Topics 21–22. Preparation and delivery of a startup pitch to investors.
Topics 23–24. Business scaling: entering new markets.

Literature

Compulsory reading

1. Strelchenko, I., Pysarkova, V., Arakelova, I. (2025). Sotsialno-oriientovani startapy v Ukraini ta sviti: tendentsii i skladnoshchi realizatsii [Socially-oriented startups in Ukraine and the world: trends and implementation challenges]. *Scientific Bulletin of the Odessa National Economic University,* 6 (331), 17-26. DOI: 10.32680/2409-9260-2025-6-331-17-26.

2. Strelchenko, I., Pysarkova, V., Tereschenko, P. (2025). Mekhanizmy stymuliuvannia startap-aktyvnosti cherez rehionalni klastery v systemi innovatsiinoho rozvytku [Mechanisms for stimulating startup activity through regional clusters in the system of innovative development]. *Review of transport economics and management, 14* (30), 34-44. DOI: 10.15802/rtem2025/344966.

3. Lidow, D. (2022). *The Entrepreneurs: The Relentless Quest for Value*. New York, NY: Columbia University Press. URL: https://principus.si/2023/12/05/derek-lidow-the-entrepreneurs-the-relentless-quest-for-value/.

4. Gupta, A., George, G., & Fewer, T. J. (2024). *Venture Meets Mission: Aligning People, Purpose, and Profit to Innovate and Transform Society*. Stanford University Press.

5. Mills, K. G. (2024). *Fintech, Small Business & the American Dream* (2nd ed.). Boston, MA: Palgrave Macmillan. URL: https://www.hbs.edu/faculty/Pages/item.aspx?num=66328.

6. Gobela, V. V., & Leskiv, H. Z. (2024). *Menedzhment startapiv* [Startup management]. Lvivskyi derzhavnyi universytet vnutrishnikh sprav. URL: https://dspace.lvduvs.edu.ua/bitstream/1234567890/8616/1/menedzStartup_Maket.pdf

7. Yastremska, O. M. (2022). *Innovatsiine pidpryiemnytstvo ta upravlinnia startap proiektamy* [Innovative entrepreneurship and startup project management]. KhNEU.

8. Hnatenko, I. A. (2023). *Osoblyvosti formuvannia ta rozvytku startapiv* [Features of startup formation and development]. Ekonomika i upravlinnia, 152–153.

Recommended reading

1. Blank, S. Four *Steps to the Epiphany: Successful Strategies for Startups* That Win. K & S Ranch, 2005.

2. Isenberg, D. *Worthless, Impossible, and Stupid: How Contrarian Entrepreneurs Create and Capture Extraordinary Value*. Harvard Business Review Press, 2013.

3. Collins, J. *Good to Great: Why Some Companies Make the Leap and Others Don't.* HarperBusiness, 2001.

4. Strelchenko, I., Shevchenko, V., Hamzah, O., Lysenko, A. *Vdoskonalennia internet-marketynhovoi stratehii po prosuvanniu tovariv pidpryiemstva v umovakh viiskovoho stanu* [Improvement of internet marketing strategy for promoting enterprise products under martial law]. International Scientific Journal "Internauka". Series: Economic Sciences, 7. DOI: 10.25313/2520-2294-2025-7-11235.

5. Strelchenko I., et al. (2025). *Informatsiinyi biznes ta internet-marketynh: navchalnyi posibnyk* [Information business and internet marketing: a study guide] (S. Kolodynskyi & T. Mishustina, Eds.) [Electronic edition]. Condor 480 p.

6. Strelchenko I., Hamzah, O. (2025). *Marketynhovi doslidzhennia: praktykum* [Marketing research: a textbook]. [Electronic edition]. Alfred Nobel University. 68 p.

Web-resources

1. Organisation for Security and Co-operation in Europe. (n.d.). *Official website*. https://www.osce.org

2. World Trade Organization. (n.d.). *Official website*. https://www.wto.org

PSYCHOLOGICAL FOUNDATIONS OF PERSONALITY SELF-DEVELOPMENT				
The course aims to provide knowledge of the psychological foundations, mechanisms, and factors of personality self-development, focusing on self-awareness, self-regulation, motivation, personal growth, and self-realization, as well as the development of reflective skills, emotional resilience, and strategies for effective personal and professional self-improvement.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2	4 / selective	Iryna Oliinyk, Ph.D., Associate Professor	120 hours (26 h. of lectures, 14 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Understand the main theoretical approaches to the issue of personality development, as well as the mechanisms of self-development, self-awareness, and self-actualization.			Lectures, interactive discussions, analysis of academic sources, thematic discussions, and problem-based learning.	participation in discussions, theoretical analysis tasks, reflective exercises. (CAS); assessment of understanding of the theoretical foundations of personal self-development, the mechanisms of self-awareness and self-actualization; analysis of psychological concepts and situations. (CAS)
2) Analyze emotional and volitional processes, individual psychological characteristics, and their impact on personal growth and self-development.			Analysis of psychological case studies, self-reflection activities, practical exercises, and small-group work.	case analysis, practical assignments, self-reflection tasks (CAS); assessment of the ability to analyze individual psychological characteristics and their role in personal development; practice-oriented assignments (CAS)
3) Identify the role of self-esteem, self-confidence, personal boundaries, and motivation in developing the capacity for self-development and self-actualization			Training exercises, reflective learning, brainstorming, group discussions, and practical assignments	reflective diary, practical tasks, participation in group activities (CAS); assessment of the ability to apply

		psychological knowledge regarding self-esteem, motivation, and personal boundaries in the analysis of real-life situations; situational tasks (CAS)
4) Apply resource-oriented and regulatory approaches to promote psychological well-being, self-awareness, and the development of an individual's inner potential.	Practical exercises, self-development techniques, mindfulness practices, guided reflection, and training methods	practical exercises, resource-oriented assignments, self-development activities. (CAS); assessment of the ability to use resource-oriented approaches and self-regulation techniques. Practical assignment (CAS)
5) Demonstrate skills in effective interpersonal communication, self-presentation, emotional self-regulation, and responsible behavior in professional and social contexts	Communication exercises, role-play activities, teamwork, peer-feedback, interactive discussions.	participation in communication activities, peer assessment, and group tasks (CAS); assessment of interpersonal interaction skills, self-regulation, and constructive communication; practice-oriented tasks. (CAS)
6) Engage in professional and personal reflection, identify areas for self-improvement, and maintain one's psychological well-being.	Reflective writing, self-analysis exercises, portfolio activities, supervision elements, guided discussions.	reflective journal, self-analysis tasks, portfolio elements. (CAS); assessment of the ability to engage in professional and personal reflection, identification of strategies for self-development and the prevention of emotional burnout. Reflective task / final test (CAS)
Assessment		
The final grade is given on a 100-point scale based on continuous assessment activities and final credit assessment. Continuous assessment (CAS) – 100 points: 30 points – participation in discussions, practical exercises, self-reflection activities, and group interaction; 25 points – individual analytical assignment / presentation on topics related to personality self-development;		

20 points – reflective diary and self-analysis tasks; 15 points – practical assignments focused on self-awareness, emotional regulation, motivation, and personal growth strategies; 10 points – final credit test covering theoretical and practical aspects of personality self-development.
Assessment criteria:
a) Participation in discussions, practical exercises, and group interaction (30 points)
24–30 points: The student actively participates in discussions and practical activities, demonstrates strong understanding of personal self-development concepts, emotional self-regulation, self-awareness, and interpersonal interaction.
16–23 points: The student regularly participates and demonstrates a good understanding of the material, though some responses may lack depth or practical integration.
8–15 points: The student demonstrates basic participation and partial understanding of the course concepts.
1–7 points: Minimal participation and weak understanding of the material.
0 points: No participation in practical activities or discussions.
b) Individual analytical assignment / presentation (25 points)
20–25 points: The student demonstrates excellent understanding of psychological foundations of personality self-development, self-esteem, motivation, emotional processes, and self-actualization. The assignment is scientifically grounded, well-structured, and demonstrates independent analysis.
13–19 points: The student demonstrates a good understanding of the topic with minor inaccuracies or insufficient analytical depth.
6–12 points: The assignment demonstrates basic understanding but lacks coherence or practical applicability.
1–5 points: The work is fragmented, superficial, or contains substantial inaccuracies.
0 points: The assignment is not submitted.
c) Reflective diary and self-analysis tasks (20 points)
16–20 points: The reflective work demonstrates deep self-awareness, meaningful self-analysis, emotional insight, and understanding of personal growth mechanisms and self-development processes.
11–15 points: The student demonstrates good reflective abilities and understanding of personal strengths and limitations, though reflection may occasionally lack depth.
6–10 points: Reflection is mainly descriptive with limited analytical interpretation.
1–5 points: Minimal reflective engagement and fragmented self-analysis.
0 points: The reflective diary is not submitted.
d) Practical assignments on self-development strategies (15 points)
12–15 points: The student effectively applies self-regulation techniques, resource-oriented approaches, emotional regulation strategies, and personal development methods in practical situations.
8–11 points: The student demonstrates generally appropriate application of practical methods with minor inaccuracies.
4–7 points: The student demonstrates limited practical understanding and partial application of self-development techniques.
1–3 points: Minimal understanding and inability to appropriately apply practical approaches.
0 points: The practical tasks are not completed.
e) Final credit test (10 points)
8–10 points: The student demonstrates excellent understanding of theoretical and practical aspects of personality self-development, self-awareness, motivation, emotional regulation, and self-actualization.
6–7 points: The student demonstrates a good understanding of the material with minor inaccuracies.
4–5 points: The student demonstrates satisfactory but limited understanding of the course concepts.
1–3 points: Minimal understanding of theoretical and practical aspects of personality self-development.

0 points: The student does not complete the final test tasks.

Content

Topic 1. Theoretical Approaches to the Problem of Personal Development in the Human Sciences.
Topic 2. The Human Being in the Works of Philosophers, Psychologists, and Educators.
Topic 3. The Concept of Personal Development.
Topic 4. Emotional and Volitional Processes in Personal Development.
Topic 5. Psychological foundations of self-awareness.
Topic 6. Key mechanisms influencing personal self-development
Topic 7. Individual psychological characteristics of the personality.
Topic 8. Unconditional self-love (self-worth) and the formation of a well-rounded personality.
Topic 9. Awareness of oneself and one's inner strength.
Topic 10. Self-esteem. Self-confidence.
Topic 11. Personal boundaries.
Topic 12. Unlocking potential—the path to self-actualization.
Topic 13. The concept of motivation and its role in shaping the individual's capacity for self-development.

Literature

Compulsory reading

1.Katsavets H. (2021). *Psykholohiia osobystosti* [Personality Psychology]. Kyiv: Alerta. 334 s.

2. Kuzikova S.B. (2020). *Psykholohichni osnovy stanovlennia subiekta samorozvytku v yunatskomu vitsi* [Psychological Foundations of the Formation of the Subject of Self-Development in Adolescence]. Sumy: MakDen. 410 s.

3. Kuzikova S.B. (2020). *Psykholohichni osnovy stanovlennia subiekta samorozvytku v yunatskomu vitsi* [Psychological Foundations of the Formation of the Subject of Self-Development in Adolescence]. 2-he vyd., pererobl., dopovn. Sumy: Vyd-vo SumDPU imeni A.S. Makarenka. 324 s. http://repository.sspu.edu.ua/handle/123456789/9285

4. Mitina S. (2020). *Psykholohiia osobystosti* [Personality Psychology]. Kyiv: Lira-K. 574 s.

5. Moskalets V.P. (2020). *Psykholohiia osobystosti* [Personality Psychology]. 3-tie vyd., pererob., dopovn. Kyiv: Lira-K. 364 s.

6. Tytarenko T. (2023). *Suchasna psykholohiia osobystosti* [Modern Personality Psychology]. Kyiv: Karavela. 372 s.

Recommended reading

1. Varii M.I. (2008). *Psykholohiia osobystosti* [Personality Psychology]. Kyiv: Tsentr uchbovoi literatury. 592 s.

2. Katsavets R.S. (2024). *Psykholohiia rozvytku osobystosti* [Psychology of Personality Development]. Kyiv: Alerta. 152 s.

3. Kovalenko E.A. (2004). *Sotsialno-istorychni typy suspilnykh system i osnovni stratehii samorozvytku osobystosti* [Socio-Historical Types of Social Systems and Main Strategies of Personality Self-Development]. Naukovi zapysky Kharkivskoho viiskovoho universytetu. Seriia: Sotsialna filosofiia, psykholohiia. Kharki, vyp. 2 (20), s. 152–160.

4. Kolisnyk O. (2006). Dukhovnyi potik psykhiky [Spiritual Flow of the Psyche]. *Sotsialna psykholohiia*, № 2, s. 16–30.

5. Kolisnyk O. (2006). Dukhovnyi samorozvytok osobystosti [Spiritual Self-Development of Personality]. *Sotsialna psykholohiia*, № 1, s. 62–77.

6. Lifarieva N.V. (2003). *Psykholohiia osobystosti* [Personality Psychology]. Kyiv: TsNL. 238 s.

7. Merzliakova O. (2007). Samorealizatsiia osobystosti [Self-Realization of Personality]. *Naukovyi svit*, № 9, s. 28–29.

8. Oliinyk I.V., Hrushka V.V. (2024). Sotsialno-psykholohichnyi treninh yak efektyvnyi instrument formuvannia u zdobuvachiv liderskykh yakostei, navychok samomenedzhmentu ta motyvatsii do samorozvytku [Social-Psychological Training as an Effective Tool for Developing Leadership Qualities, Self-Management Skills and Motivation for Self-Development]. *Aktualni pytannia u suchasnii nautsi,* № 12(30), s. 993–1007.

9. Polishchuk O.M. (2016). Resursy samorozvytku osobystosti [Resources of Personality Self-Development]. In: *Psykholohiia samorozvytku osobystosti*. Chernivtsi–Kyiv, s. 64–82.

10. Pomytkina L.V. (2023). Motyvatsiini chynnyky pryiniattia rishen shchodo zhyttievoi samorealizatsii osobystosti [Motivational Factors of Decision-Making Regarding Life Self-Realization of Personality]. In: *Indyvidualnist u psykholohichnykh vymirakh spilnot ta profesii*. Kyiv: Medinform, s. 2–6.

11. Bocheliuk V.Y., Striukova Yu.V. (2020) *Psykholohichni osnovy rozvytku osobystosti* [Psychological Foundations of Personality Development]. Zaporizhzhia: Prosvita. Vol. 7. 420 s.

12. Fedan O.V. (2017). Teoretychni pidkhody do problemy samorozvytku osobystosti [Theoretical Approaches to the Problem of Personality Self-Development]. *Teoretychni i prykladni problemy psykholohii*, № 2, s. 201–210.

13. Robertson I.T., Smith M. (2001). Personnel Selection [Personnel Selection]. *Journal of Occupational and Organisational Psychology*, vol. 74, no. 4, pp. 441–472.

Web-resources

1. Self-Education and Self-Regulation of Personality. (2011). Official website. https://library.udpu.edu.ua/library_files/439675.pdf

2. Psychology of Human Self-Development, Methods and Stages. (n.d.). Official website. https://babylife.com.ua/psihologiya-samorozvitku-ludini-metodi-ta-etapi

3. Open University of Maidan Online. (n.d.). Official website. https://vumonline.ua/

4. Center for Personal Development in Wroclaw. (n.d.). Official website. https://ua.crp-wroclaw.com/

5. Prometheus PLUS. (n.d.). Official website. https://prometheus.org.ua/

7. EdEra-Ukrainian Online Education Studio. (n.d.). Official website. https://ed-era.com/

8. Educational Hub. (n.d.). Official website. https://eduhub.in.ua/

9. Lumos Labs. (n.d.). Official website. https://www.lumosity.com/en/

10. HabitBull. (n.d.). Official website. https://www.habitbull.com/

11. Headspace. (n.d.). Official website. https://www.headspace.com/

SECOND FOREIGN LANGUAGE (FRENCH)

The course aims to develop students' ability to use the language in accordance with standard vocabulary and grammar norms across writing, speaking, listening, and reading skills at levels A1–A2. The language practice is framed within cross-cutting thematic areas related to everyday life, social interaction, and cultural contexts, enabling learners to build functional communicative competence in a second language environment.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
French	2/ 14 weeks	4 / elective	Svitlana Halazdra, Senior Lecturer	120 hours (40 h. practical classes, 80 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Critically analyse, select and effectively apply linguistic, grammatical and lexical tools of the French language for communication in academic, professional and everyday contexts at the A1–A2 level	Practical classes, grammar workshops, reading and text analysis activities	Class participation and discussions, written assignments, reading comprehension tasks (CAS), final test (CAS)
2) Exhibit communicative and interpersonal skills, collaborate within pairs and groups, engage in dialogues and role-play situations in French to solve typical communicative tasks	Practical classes, role-playing and simulations, communicative practice sessions, pair and group work	Oral participation, teamwork evaluation, peer assessment (CAS), final oral/ written test (CAS)
3) Develop and implement basic communicative strategies in French, including writing structured texts, short essays, and delivering simple presentations in accordance with intercultural communication norms	Practical classes, writing workshops, presentation practice sessions, project-based tasks	Written assignments, short essays, presentations (CAS), final test (CAS)
4) Make well-founded decisions in everyday and academic communicative situations in French, demonstrating the ability to respond appropriately in unfamiliar or unpredictable interaction contexts	Practical classes, discussions, scenario-based exercises, communicative simulations	Participation in discussions, scenario-based tasks, oral presentations (CAS), final test (CAS)

Assessment

Semesters 3–6
The final grade is given on a 100-point scale as a result of 100% continuous assessment (CAS):
20 points for participation in role plays and communicative simulations;
20 points for test (multiple choice, computer-based grammar and vocabulary test);
20 points for essay (written assignment in French);
10 points for presentation (oral, multimedia);
20 points for participation in discussions;

10 points for mid-term control (written tests assessing practical language skills, short written tasks/essay) Assessment criteria: a) Essay (written assignment) 16–20 points: The student demonstrates excellent command of French at the required level, uses a wide range of vocabulary and grammatical structures correctly. The text is well-structured, coherent, and fully meets communicative requirements. Few or no language errors. 11–15 points: The student shows good command of the language. The essay is generally well-structured, but some minor lexical or grammatical inaccuracies are present. The communicative goal is achieved. 6–10 points: The essay has basic structure, but contains frequent errors in grammar, vocabulary, or coherence. Communication is partially successful but limited. 1–5 points: The text is poorly structured, with major grammatical and lexical errors that significantly hinder understanding. Communicative task is not achieved. b) Participation in discussions and role plays 81–100%: The student actively participates, communicates fluently, demonstrates excellent understanding and appropriately argues their ideas in French. 51–80%: The student participates regularly, demonstrates understanding, but occasional inaccuracies in language use are present. 21–50%: The student participates minimally, with limited vocabulary and frequent errors affecting communication. 1–20%: Very limited participation, lack of understanding of communicative tasks in French. c) Test and mid-term control The criteria for tests and mid-term control are defined in the test materials and assessment sheets. Semester 8 The final grade (100%) consists of final assessment (40%) and continuous assessment (60%): 40 points for Final exam (written): two sets of tasks, including essay writing and tests for practical language skills assessment; 60 points for Continuous assessment (CAS): 5 points for participation in role plays; 5 points for test (multiple choice, computer-based grammar and vocabulary test); 20 points for essay (written assignment in French); 10 points for presentation (oral, multimedia); 20 points for mid-term control (written tests, essay) Assessment criteria: a) Final exam (written tasks) The evaluation criteria include accuracy of grammar and vocabulary use, coherence and structure of written texts, ability to complete communicative tasks in French, and overall linguistic competence at A1–A2 level. b) Continuous assessment components The criteria correspond to the descriptors defined for essays, presentations, tests, discussions, and communicative participation as described above.
Content
Topic 1. On fait des courses. Topic 2. Les plats traditionnels de la France et de l’Ukraine Topic 3. Mes conseils à la mode. Topic 4. La météo. Qu’est-ce que je mets aujourd’hui? Topic 5. Nouvel appartement, nouvelle vie! (le logement, les meubles) Topic 6. C’est interdit ! (les règles de la vie commune, les problèmes à la maison) Topic 7. Voyages! (l’hébergement, les services, le transport, les objets de vacances) Topic 8. Les sensations, les émotions (la carte postale, à l’aéroport)

Topic 9. Les jobs qui n'existeront plus
Topic 10. Etes-vous accro à votre portable?
Topic 11. On mange quoi ce soir?
Topic 12. On mange où?
Topic 13. Le tour du monde des prénoms
Topic 14. Le nom et le caractère

Literature

Compulsory reading

1. Alcaraz, M., Braud, C., et al. (2018). *Édito 1, A1+ Livre de l'élève. Méthode de français* [Édito 1, A1+ student's book. French method]. Paris: Didier.
2. Alcaraz, M., Braud, C., et al. (2018). *Édito 1, A1+ Cahier de l'élève. Méthode de français* [Édito 1, A1+ workbook. French method]. Paris: Didier.
3. Alcaraz, M., Braud, C., et al. (2018). *Édito 2, A2+, B1 Livre de l'élève. Méthode de français* [Édito 2, A2+, B1 student's book. French method]. Paris: Didier.
4. Alcaraz, M., Braud, C., et al. (2018). *Édito 2, A2+, B1 Cahier de l'élève. Méthode de français* [Édito 2, A2+, B1 workbook. French method]. Paris: Didier.
5. Siréjols, E. (2017). *Vocabulaire en dialogues. Niveau débutant* [Vocabulary in dialogues. Beginner level]. Paris: Clé International.

Recommended reading

1. Busela, V. (2010). *Frantsuzko-ukrainskyi, ukrainsko-frantsuzkyi slovnyk* [French–Ukrainian, Ukrainian–French dictionary]. Kyiv: VTF Perun.
2. Caquineau, M.-P., Delatour, Y., Jennepin, D., & Lessage-Langot, F. (2008). *Les exercices de grammaire: niveau B1* [Grammar exercises: B1 level]. Paris: Hachette.
3. Cosmopolite *1. Méthode de français. Livre de l'élève* (2018) [Cosmopolite 1. French method. Student's book]. Paris: Hachette Livre.
4. *Dictionnaire français au collège* (2003) [French dictionary for middle school]. Paris: Larousse.
Grégoire, M., & Merlo, G. (2017). *Grammaire progressive du français* [Progressive French grammar]. Paris: Clé International.
5. Lescure, R., Gadet, E., & Vey, P. (2006). *DELF A2 150 activités* [DELF A2: 150 activities]. Paris: Clé International.
6. Matviishyn, V. H. (2011). *Frantsuzka mova yak druha pislia anhliiskoi* [French as a second language after English]. Ternopil: Navchalna knyha – Bohdan.
7. Mérieux, R., & Loiseau, Y. (2013). *Latitudes A2/B1 du CECR. Méthodes de français* [Latitudes A2/B1 of the CEFR. French methods]. Paris: Didier.
8. Opatskyi, S. Ye. (2014*). Français, le niveau débutant* [French, beginner level]. Kyiv.
9. Udilova, T. M. (2010). *Vpravy z hramatyky frantsuzkoi movy (riven 1)* [Exercises in French grammar (level 1)]. Vinnytsia: Nova knyha.

Web-resources

1. FrancaisFacile. (n.d.). https://www.francaisfacile.com/
2. Le Francais Facile avec. (n.d.). https://francaisfacile.rfi.fr/fr/
3. Le Point du FLE. (n.d.). https://www.lepointdufle.net/
4. TV5 Monde Edu. (n.d.). https://apprendre.tv5monde.com/fr

BASICS OF BUSINESS PSYCHOLOGY				
The course aims to provide general theoretical and practical training for students on the essence of innovative psychological technologies in the process of managing an organization, as well as to stimulate the active participation of students in personal development and self-improvement, and the development of communication competencie				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3/14 weeks	4 / elective	Boiko L., Associate Professor	120 hours (28 h. lectures, 12 h.practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Adequately assess one's own knowledge and apply it in various professional situations			Lecture, seminar, discussion based on lecture materials and studied literature, dialogue seminar, problem-solving, work in micro-groups,	Class participation and discussions, case study reports (CAS)
2) Analyse and formulate professional tasks using computer technologies;			Lectures, role-playing and simulations, leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS)
3) Apply productive communication skills when interacting with consumers			Lectures, strategic planning workshops, business case analysis	Case study reports, strategic project development milestones (CAS), final test (CAS)
4) Substantiate and defend personal viewpoints when solving professional tasks			Lectures, seminars, discussions, scenario analysis workshops, preparation of presentations	Participation in the discussion, scenario-based assignments, presentation (CAS)
5) Manage one's own learning for professional self-realisation			Discussions based on lectures and literature, case-study analysis, work in micro-groups.	Participation in discussions, preparation of project presentations and participation in solving non-standard professional situations (CAS)

6) Perform professional tasks in uncertain and extreme situations	Interactive lectures, case-based learning, guided literature review, problem-based learning	Analysis of scientific articles, literature review assignments, oral presentations, and participation in discussions (CAS)
7) Make well-grounded decisions and take responsibility for professional outcomes	Seminars, discussions, debates, presentations, group work, role-playing.	Oral presentations, participation in discussions, written assignments (reports, essays), peer assessment (CAS), final test (CAS)

Assessment

The final grade is given on a 100-point scale, including 40 points for the test and 60 points for the work in the semester.
60 points for work in the semester:
20 points for group work (presentation of group projects);
40 points for discussions
Assessment criteria:
a) presentation of group projects:
16–20 points: The student demonstrates excellent understanding of the material, mastery of the content and depth of search. The student uses modern scientific and information literature and databases. The work contains elements of novelty and reflects the author's own point of view.
11–15 points: The student understands the material well and demonstrates a good mastery of the content and depth of search. Modern information sources were used to perform the task. There are minor violations of the requirements in the design of the task.
6–10 points: The structure is somewhat logical, but the ideas and concepts may not always be clearly or effectively expressed. The task may lack coherence and/or accuracy in certain areas.
1–5 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material’s context.
c) test papers
The criteria for the test assignment are written on the test card.

Content

Topics 1–2. Subject, objectives and methods of psychology. Management psychology
Topics 3–4. Psyche, consciousness and self-consciousness. Self-esteem and level of aspiration
Topics 5–6. The concept of personality in psychology. Personality types and business
Topics 7–8. Individual and typological characteristics of personality. Formation of soft skills
Topic 9. Areas of personality formation and realisation: activity, communication, self-development

Topics 10–11. Communication skills and interpersonal communication. Techniques and technologies of business communication
Topic 12. Teamwork. Cooperation and competition. Conformism and social loafing
Topic 13. Development of critical thinking, different types of intelligence and creativity
Topic 14. Emotional and volitional sphere of personality. Needs and motives. Self-regulation

Literature

Compulsory reading

1. Kalenychenko, R. A., et al. (2023). *Psykholohiia biznesu* [Business Psychology]. Irpin: State Tax University. 269 p.
2. Zasiekina, L. V. and Pasternyk, T. V. (2018). *Osnovy psykholohii ta mizhosobove spilkuvannia* [Fundamentals of Psychology and Interpersonal Communication]. Kyiv. 216 p.
3. Miliutina, K. L. and Trofimov, A. Ye. (2020). *Psykholohiia suchasnoho biznesu* [Psychology of Modern Business]. Kyiv: Lira-K. 168 p.
4. Husieva, O. Yu., Lehominova, S. V., Voskoboieva, O. V., Romashchenko, O. S. and Khlevytska, T. B. (2019). *Psykholohiia pidpryiemnytstva ta biznesu* [Psychology of Entrepreneurship and Business]. Kyiv.
5. Serheienkova, O. (2019). *Zahalna psykholohiia* [General Psychology]. Kyiv. 296 p.
6. Romanets, V. (2018). *Osnovy psykholohii* [Fundamentals of Psychology]. Kyiv. 632 p.

Recommended reading

1. Cummings, J. A. and Sanders, L. (2019). *Introduction to Psychology*. Saskatoon, SK: University of Saskatchewan Open Press.
2. Feist, G. G. and Rosenberg, E. L. (2018). *Introduction to Psychology*. New York: DK. 258 p.
3. Zhyhailo, N. I., Tsymbaliuk, M. M., Kokhan, M. O., Danylevych, N. M. and Demchyshak, N. B. (2023). *Psykholohiia biznesu ta upravlinnia* [Psychology of Business and Management]. Lviv: Ivan Franko National University of Lviv. 399 p.
4. Mitina, S. V. (2020). *Psykholohiia osobystosti* [Personality Psychology]. Kyiv. 274 p.
5. Dutkevych, T. (2019). *Zahalna psykholohiia. Teoretychnyi kurs* [General Psychology. Theoretical Course]. Kyiv. 488 p.
6. Kahneman, D., Sibony, O. and Sunstein, C. R. (2021). *Noise: A Flaw in Human Judgment*. New York: Little, Brown and Company. 464 p.
7.Ferguson, K. (2023). *Head & Heart: The Art of Modern Leadership*. London: Penguin. 304 p.
8. Ferrazzi, K. and Gohar, K. (2022). *Competing in the New World of Work*. Boston, MA: Harvard Business Review Press. 272 p.

Web-resources

1. Stud.com.ua. (n.d.). Official website. https://stud.com.ua
2. Center for Professional Development. (n.d.). Official website. https://ua.crp-wroclaw.com/blog/

CONFLICTOLOGY				
The course aims to develop students' understanding of the nature, structure and dynamics of conflicts in various spheres of activity. It provides knowledge of key concepts, principles and methods of conflict resolution, including negotiation, mediation and conflict management strategies. The course also focuses on developing students' ability to analyse conflict behaviour at the individual, group and organizational levels in order to understand, predict and effectively manage conflicts in professional and social contexts, taking into account psychological, social and cultural factors.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Conflictology	3	4 /elective	Serhii Dubinskyi Ph.D (Economy), Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyse the nature, structure and functions of conflicts, as well as psychological mechanisms underlying their emergence and development.			Lectures, problem-based learning, case study analysis, discussions	class participation; case analysis; written assignments (CAS), final written test; theoretical analytical task (CAS)
2) Explain socio-psychological characteristics of conflict interaction and evaluate their impact on individuals, groups and organizations.			Lectures, discussions, case studies	participation in discussions; analytical tasks; written assignments. (CAS), situational analysis; final written test. (CAS)
3) Identify causes and dynamics of conflict situations and assess their potential consequences.			Lectures, case analysis, group discussions	case analysis; group work; participation in discussions. (CAS), conflict analysis task; final written test. (CAS)
4) Apply methods and strategies of conflict prevention and resolution, including negotiation, mediation, arbitration and de-escalation techniques.			Lectures, simulations, role-playing	practical tasks; simulations; role-play evaluation. (CAS), practical-oriented conflict resolution task; final written test. (CAS)
5) Use psychological approaches to prevent, manage and de-escalate conflicts in professional and social contexts			Lectures, practical exercises, case studies	case analysis; practical assignments; written tasks. (CAS), applied conflict-management task; final written test. (CAS)

6) Develop practical recommendations and strategies for conflict management in teams and organizations.	Lectures, practical exercises, case studies	project work; presentations; analytical assignments. (CAS), defence of conflict-management strategy; final written test. (CAS)
7) Demonstrate ethical, tolerant and culturally sensitive behaviour in conflict interaction, applying effective communication and teamwork skills	Lectures, discussions, role-playing	participation in discussions; reflective assignments;role-play evaluation. (CAS), situational communication task; final written test. (CAS)

Assessment

The final grade is given on a 100-point scale based on the student's work during the semester, including participation in discussions, practical activities, role-playing tasks, individual assignments, case study analysis, modular assessment, reflective tasks, and the final test. Continuous assessment (CAS) – 100 points: 15 points – participation in discussions and analytical seminars (active engagement in discussions, argumentation, analysis of conflict situations); 15 points – participation in role-playing and simulation activities (demonstration of negotiation, mediation, communication and conflict-resolution skills); 20 points – thematic case study analysis and presentation (application of theoretical approaches to practical conflict situations); 20 points – modular assessment (completion of tests, analytical and situational tasks); 10 points – individual assignments and reflective tasks (conflict analysis, self-reflection, development of conflict-management strategies); 20 points – final test including: theoretical questions; analytical tasks; conflict case analysis; practical-oriented situational tasks related to negotiation and conflict resolution.

Assessment criteria

a) Participation in discussions and practical activities (30 points). 24–30 points: The student actively participates in discussions and practical activities, demonstrates a deep understanding of conflict processes, effectively applies conflict-resolution strategies, clearly argues positions, and demonstrates advanced communication and teamwork skills.

16–23 points: The student demonstrates good understanding of the material, regularly participates in discussions and practical tasks, though minor inaccuracies in analysis or argumentation may occur.

8–15 points: The student demonstrates basic understanding of theoretical concepts and limited participation in discussions and practical activities.

1–7 points: The student demonstrates minimal participation and insufficient understanding of the course content.

0 points: The student does not participate in discussions or practical activities.

b) Thematic case study analysis and presentation (20 points)

Assessment is based on: depth of conflict analysis; logical structure and consistency; application of theoretical concepts; ability to propose practical conflict-management strategies; quality of oral and visual presentation.

c) Modular assessment (20 points)

Assessment is based on: understanding of theoretical concepts; analytical thinking; ability to apply negotiation and mediation strategies; ability to solve situational conflict tasks.

d) Individual assignments and reflective tasks (10 points)

Assessment is based on: quality of self-reflection; ability to analyse personal conflict behaviour; development of practical recommendations and strategies; clarity, coherence and academic quality of written work.

e) Final test (20 points)
The final test evaluates: integration of theoretical and practical knowledge; ability to analyse and interpret conflict situations; application of negotiation and mediation strategies; use of effective communication and conflict-management techniques; ability to justify decisions in professional conflict situations.

Content

Topic 1. Introduction to Conflictology: Concepts, Structure and Functions of Conflict
Topic 2. Classification of Conflicts
Topic 3. Causes of Conflicts
Topic 4. Dynamics of Conflict Development
Topic 5. Psychological Mechanisms of Conflict Behaviour
Topic 6. Methods of Conflict Resolution
Topic 7. Manipulation in Conflict Situations
Topic 8. Conflicts in Organizations and the Workplace

Literature

Compulsory reading

1. Fisher, R., Ury, W., & Patton, B. (2011). *Getting to Yes: Negotiating Agreement Without Giving In* (3rd ed.). Penguin Books.
2. Deutsch, M., Coleman, P. T., & Marcus, E. C. (2019). *The Handbook of Conflict Resolution: Theory and Practice*. Jossey-Bass.
3. Lewicki, R. J., Barry, B., & Saunders, D. M. (2020*). Negotiation* (8th ed.). McGraw-Hill.
4. Rahim, M. A. (2017). *Managing Conflict in Organizations* (4th ed.). Routledge.
5. Mayer, B. (2012). *The Dynamics of Conflict: A Guide to Engagement and Intervention* (2nd ed.). Jossey-Bass.

Recommended reading

1. Krychevskyi, R. L., & Dubovska, E. M. (2021). *Conflictology: Theory and Practice*. Kyiv: Akademiia.
2. Borysova, O. V. (2020). *Psychology of Conflict and Ways of Its Resolution*. Lviv: Svit.
3. Kocherhin, O. V. (2022). *Conflictology*. Kharkiv: KhNU Publishing.
4. Kurbatov, V. I. (2017). *Methods of Conflict Management*. Odesa: Politekhnika.
5. Turchanova, L. I. (2021). *Strategies of Behaviour in Conflict Situations*. Dnipro: Alfred Nobel University.
6. Kozlov, V. V. (2020). *Theory and Practice of Mediation*. Kyiv: Kyiv-Mohyla Academy Publishing House.
7. Hromov, D. I. (2019). *Psychological Aspects of Negotiation Process*. Lviv: LNU Publishing

Web-resources

1. American Psychological Association (APA). (n.d.). https://www.apa.org
2. International Association for Conflict Management (IACM). (n.d.). https://www.iacm-conflict.org
3. Program on Negotiation at Harvard Law School. (n.d.). https://www.pon.harvard.edu
4. Mediate.com. (n.d.). https://www.mediate.com
5. Harvard Business Review. (n.d.). Conflict management and negotiation. https://hbr.org
6. McKinsey & Company. (n.d.). Organizational and leadership insights. https://www.mckinsey.com
7. MIT Sloan Management Review. (n.d.). https://sloanreview.mit.edu
8. Conflict Resolution Network. (n.d.). https://www.crnhq.org
9. Beyond Intractability Project (University of Colorado). (n.d.). https://www.beyondintractability.org
10. PubMed. (n.d.). https://pubmed.ncbi.nlm.nih.gov
11. Google Scholar. (n.d.). https://scholar.google.com
12. National Academy of Educational Sciences of Ukraine. (n.d.). https://naps.gov.ua
13. Institute of Psychology named after H. S. Kostiuk. (n.d.). https://psychology-naes-ua.institute

PUBLIC RELATIONS IN INTERNATIONAL ECONOMIC RELATIONS				
The course aims to provide bachelor's students with general theoretical and practical training in public relations.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	4 /14 weeks	4 / elective	Ruslan Kliuchnyk PhD (Political Science), Associate Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) communicate freely on professional issues in the state and foreign languages, both orally and in writing, and to use economic terminology professionally.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
2) use modern information and communication technologies, as well as general and specialized software packages.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
3) demonstrate self-management and intercultural communication skills when interacting with representatives of different business cultures and professional groups, based on respect for diversity and multiculturalism.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
4) plan, organize, motivate, evaluate, and improve the effectiveness of teamwork; to conduct research in a group under the guidance of a leader, taking into account modern requirements and time constraints.			Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations,	Participation in discussion, presentations (CAS)

	individual research projects.	
5) determine functional features, nature, level, and degree of interconnections between subjects of international economic relations at different levels and to establish communication between them.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
6) demonstrate knowledge of the state of research in international economic relations and the world economy in an interdisciplinary combination with political, legal, and natural sciences.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
7) analyze international economic processes and formulate recommendations that take into account Ukraine's national economic and security interests.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
8) apply the principles of business protocol and etiquette in international economic relations, taking into account intercultural communication in both professional and social contexts.	Problem-based learning, case study, interactive lectures, quiz, discussion, media search, case study, presentations, individual research projects.	Participation in discussion, presentations (CAS)
Assessment		
The final grade is given on a 100-point scale. 100 points for work in the semester: 60 points for discussions; 40 points for presentation; Assessment criteria: **a) individual assignment (presentation)** **32–40 points** Exceptional, detailed knowledge and understanding of the basic underlying concepts and principles. The student demonstrates excellent understanding of the material, mastery of the content, depth of search. The student uses modern scientific and information literature, databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.		

22–31 points
The student understands the material well, demonstrates good mastery of the content and depth of search. Modern information sources were used to perform the work. There are minor violations of the requirements in the design of the work. Engagement with a wide range of literature.
10–21 points
Basic appreciation of the context of the application. Work may lack coherence and/or accuracy in places.
1–9 points
Work is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.

b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.

Content

Topic 1. The Role of Public Relations in the System of International Relations. Objects of International Public Relations
Topic 2. Subject and Actors of Public Relations in International Relations
Topic 3. Country Image
Topic 4. Main Directions of Public Relations
Topic 5. Modern Information Agencies

Literature

Compulsory reading

1. Cacciatore, M. A., & Meng, J. (2022). Measuring the value of public relations: An international investigation of how communication practitioners view the challenge and suggest solutions. *Athens Journal of Mass Media and Communications*, 8(2), 107–130.

2. Susanti, D. E., et al. (2022). Public relations strategy in maintaining a positive reputation in the digital age. *International Journal of Multicultural and Multireligious Understanding (IJMMU)*, 9(1). Retrieved from: https://waqafilmunusantara.com/wp-content/uploads/2022/06/3-5.pdf

3. Bokovets, V. V. (2024). *Upravlinnia imidzhem pidpryiemstva: elektronnyi navchalnyi posibnyk kombinovanoho (lokalnoho ta merezhnoho) vykorystannia* [Enterprise image management: electronic textbook for combined (local and network) use]. Vinnytsia: VNTU. 112 p. Retrieved from: https://pdf.lib.vntu.edu.ua/books/2024/Bokovets_2024_112.pdf

4. Curtin, P. (2007). *International public relations: Negotiating culture, identity, and power*. Los Angeles: Sage Publications. 229 p.

5. Kliuchnyk, R. (2019). Natural and socio-cultural factors in country image formation. *Journal of Modern Economic Research*, 1(3), 17–28.

6. The Soft Power 30 (2019). Retrieved from: https://softpower30.com/wp-content/uploads/2019/10/The-Soft-Power-30-Report-2019-1.pdf

7. Olinichenko, K. S., Kolesnyk, V. O., & Tsoi, V. O. (2024). Vykorystannia zasobiv public relations u suchasnykh umovakh [Use of public relations tools in modern conditions]. *BiznesInform*, 5, 303–309.

8. Butenko, O. P., & Malakhov, V. A. (2024). Synerhiia samorehuliuvannia ta pravovykh norm u sferi pablik releishnz: etychni standarty ta suspilna vidpovidalnist [Synergy of self-regulation and legal norms in public relations: ethical standards and social responsibility]. *Investytsii: praktyka ta dosvid*, 2, 135–141.

9. Qausya, A. A., & Bernadette, S. (2023). Strategic marketing public relations for brand elevation: A case study of the #JacquelleDisneyEdition campaign. *Journal of Communication and Public Relations*, 2(2), 80–102.

Recommended reading

1. Freitag, A. (2008). *Global public relations: Spanning borders, spanning cultures*. London: Routledge. 306 p.

2. Van Deth, J. W. (2014). A conceptual map of political participation. *Acta Politica*, 49, 349–367.

3. Kliuchnyk, R. M., & Nevesela, K. O. (2020). Populizm yak suchasnyi polityko-ekonomichnyi fenomen [Populism as a modern political and economic phenomenon]. *Akademichnyi ohliad*, 2(53), 5–15.

4. Telietov, O. S., & Telietova, S. (2024). Komunikatsiina konverhentsiia zhurnalistyky ta pablik releishnz [Communication convergence of journalism and public relations]. *Obraz*, 1(44), 168–177.

5. Oloo, D. (2025). Mapping the discourse of power: Diplomatic actors on X (formerly Twitter). *Journal of Communication and Public Relations*, 4(1), 1–18.

6. Nugroho, M., & Suseno, I. G. (2025). Gender and language: Analyzing communication styles in argumentative writing. *Journal of Communication and Public Relations*, 4(1), 102–117.

Web-resources

1. World Bank (n.d.). *Official website*. Available at: https://data.worldbank.org/
2. Statista (n.d.). *Official website*. Available at: https://www.statista.com/
3. The United Nations (n.d.). *Official website*. Available at: https://www.un.org/en
4. Eurostat (n.d.). *Official website*. Available at: https://ec.europa.eu/eurostat

INNOVATIVE ENTREPRENEURSHIP AND STARTUP PROJECT MANAGEMENT				
The course aims to equip students with the knowledge and practical skills required for innovative entrepreneurship and startup project management, including the application of modern management theories and leadership concepts, the design of organizational structures and business processes, and the ability to analyze managerial situations and communicate effectively with stakeholders in dynamic and uncertain environments.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	4/14 weeks	4 / elective	Valeriia Pysarkova Ph.D (Economics)	120 hours (26 h. lectures, 14 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Apply modern management theories, methods, and leadership concepts in decision-making within innovative entrepreneurship and startup project management.			Lectures, case study analysis, group discussions, brainstorming sessions	Class participation and discussions, case study reports, module tests (CAS)
2) Design startup organizational structures, assign functional roles, and develop basic business processes to support team activities.			Lectures, role-playing, teamwork activities, startup development workshops	Teamwork evaluation, participation in role-playing and workshops, project development tasks (CAS)
3) Analyze managerial situations and demonstrate effective communication with stakeholders in the implementation of startup projects.			Lectures, business simulations, pitching sessions, case study analysis	Simulation performance, pitching presentations, peer assessment, case analysis (CAS)
Assessment				
The final grade is given on a 100-point scale. 100 points for work in the semester: 35 points for participation in discussions and case study analysis; 25 points for practical tasks; 15 points for analytical tasks and case studies; 15 points for presentations; 10 points for teamwork. Assessment criteria: a) participation in discussions and case study analysis 30–35 points: The student actively participates in discussions, demonstrates excellent mastery of the material, clearly argues their position, actively contributes to case-study analysis and provides well-grounded managerial decisions. 22–29 points: The student demonstrates a good understanding of the material, participates in discussions and case analysis, though some inaccuracies or insufficient argumentation may be present.				

13–21 points: The student demonstrates a basic understanding of the material, participates irregularly in discussions and provides limited analysis of case studies.
1–12 points: The student demonstrates poor understanding of the material, rarely participates in discussions and is unable to provide justified conclusions during case-study analysis.
b) practical tasks
21–25 points: The student fully completes practical tasks, correctly applies startup management tools and methods, demonstrates creativity and provides justified solutions.
16–20 points: Practical tasks are generally completed correctly, though minor inaccuracies or insufficient detail may be present.
10–15 points: Tasks are partially completed with limited analytical support and weak justification.
1–9 points: Tasks are poorly completed, incomplete or not submitted.
c) analytical tasks and case studies
13–15 points: The student demonstrates excellent analytical skills, correctly applies startup and innovation management concepts, conducts in-depth analysis and provides well-argued conclusions and recommendations.
10–12 points: The student demonstrates a good level of analytical thinking with minor inaccuracies in conclusions or argumentation.
6–9 points: The analysis is basic, insufficiently detailed and not always logically justified.
1–5 points: The analysis is weak, incomplete or contains significant conceptual errors.
d) presentations
13–15 points: The student demonstrates excellent understanding of the material, depth of analysis and professional presentation skills. The presentation is logically structured, visually clear and reflects independent thinking and creativity.
10–12 points: The student demonstrates a good understanding of the topic with minor inaccuracies in structure or presentation.
6–9 points: The presentation has a partially logical structure, though ideas are not always clearly expressed or sufficiently supported.
1–5 points: The presentation is poorly structured, unclear and contains significant errors.
e) teamwork
9–10 points: The student demonstrates active participation, initiative, leadership and effective collaboration in team activities and startup project development.
6–8 points: The student participates actively in teamwork, though some communication or organizational issues may occur.
3–5 points: The student demonstrates limited contribution to teamwork activities.
1–2 points: Minimal participation and ineffective collaboration within the team.

Content

Topic 1. Startup as an innovative form of entrepreneurship
Topic 2. Startup team formation: role distribution, team dynamics and leadership
Topic 3. Design thinking: problem identification, idea generation and selection
Topic 4. Business model canvas and startup business model development
Topic 5. Minimum viable product (MVP) development
Topic 6. Customer research in startups: identifying needs and behavior of the target audience
Topic 7. Market segmentation and competitive analysis
Topic 8. Startup business plan: structure, objectives and development strategy
Topic 9. Startup marketing
Topic 10. Investment management and legal aspects of startup projects
Topic 11. Startup presentation: pitching

Literature

Compulsory reading

1. Hrytsiuk, N. O., Ivashko, O. A., & Sak, T. V. (2022). *Innovatsiine pidpryiemnytstvo ta upravlinnia startap proiektamy* [Innovative entrepreneurship and startup project management]. Lutsk: Vezha-Druk. 172 p.

2. Blank, S., & Dorf, B. (2021). *Posibnyk startapera. Povnyi kurs stvorennia uspishnoho startapu* [The startup owner's manual: The step-by-step guide for building a great company]. Kyiv: Nash Format. 496 p.

3. Ries, E. (2011). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. New York: Crown Business. 336 p.

4. Golomb, V. (2020). *Pryskorenyi startap: stratehiia krutoho startapu* [Accelerated startup: Strategy of a high-growth startup]. Kyiv: Samit-Knyha. 376 p.

Recommended reading

1. Havrysh, O. A., Boiarynova, K. O., Kravchenko, M. O., & Kopishynska, K. O. (2020). *Upravlinnia startapamy* [Startup management]. Kyiv: KPI im. Ihoria Sikorskoho, Vydavnytstvo "Politekhnika". 716 p.

2. Havrysh, O. A., Boiarynova, K. O., & Kopishynska, K. O. (2019). *Rozrobka startap-proiektiv* [Startup project development]. Kyiv: KPI im. Ihoria Sikorskoho. 188 p.

3. Pysarkova, V. (2025). *Formuvannia innovatsiinoho potentsialu startapiv na osnovi informatsiino-analitychnykh platform* [Formation of innovative potential of startups based on information-analytical platforms]. *Ekonomika ta suspilstvo* [Economy and Society], 80. DOI: 10.32782/2524-0072/2025-80-116

4. Strelchenko, I., Pysarkova, V., & Tereshchenko, P. (2025). *Mekhanizmy stymuliuvannia startap-aktyvnosti cherez rehionalni klastery v systemi innovatsiinoho rozvytku* [Mechanisms for stimulating startup activity through regional clusters in the innovation development system]. *Review of Transport Economics and Management*, 14(30).

5. Strelchenko, I., Pysarkova, V., & Arakelova, I. (2025). *Sotsialno-oriientovani startapy v Ukraini ta sviti: tendentsii i skladnoshchi realizatsii* [Socially oriented startups in Ukraine and the world: trends and implementation challenges]. *Naukovyi visnyk Odeskoho natsionalnoho ekonomichnoho universytetu* [Scientific Bulletin of Odesa National Economic University], 6(331), 17–26.

6. Gupta, A., George, G., & Fewer, T. J. (2024). *Venture meets mission: Aligning people, purpose, and profit to innovate and transform society*. Stanford: Stanford University Press. 280 p.

7. Bodin, L. (2025). *Atomic scaling: How small teams create huge growth*. London: Entrepreneur Press. 300 p.

Web-resources

1. Startup ecosystem guide. (n.d.). *Tech ecosystem guide to Ukraine*. https://data.unit.city/tech-guide/Tech_Ecosystem_Guide_To_Ukraine_En-1.1.pdf

2. Prometheus. (n.d.). *How to start a startup*. https://courses.prometheus.org.ua

3. Design Kit. (n.d.). *How Might We method*. https://www.designkit.org/methods/3

4. MIT Global Startup Workshop. (n.d.). *The winning pitch*. https://www.youtube.com/watch?v=UBNJh2rOOlI

5. Pitch mistakes entrepreneurs make. (n.d.). https://www.youtube.com/watch?v=xr1PKaoflLo

6. Startup incubators and accelerators in Ukraine. (n.d.). https://bankchart.com.ua

7. Top Ukrainian startups. (n.d.). http://prportal.com.ua

8. Startup trends and performance. (n.d.). http://news.finance.ua

9. Y Combinator. (n.d.). *Startup library*. https://www.ycombinator.com/library

10. Startup Genome. (n.d.). *Global startup ecosystem reports*. https://startupgenome.com/reports

BUSINESS ETHICS				
The course aims to develop knowledge of the historical and psychological analysis of ethics by studying the experience of moral standards in different countries, and to develop the ability to navigate economic relations in order to use practical principles to solve modern problems.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5/141 weeks	4 / elective	Oksana Kuzmenko PhD (Economics), Associate Professor	120 hours (20h. lectures, 20 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) know ethical and psychological factors of people's productivity and on this basis to intensify their labor activity.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS)
2) know rules and norms of behavior of partners, colleagues, that promote development cooperation, solution of problems in the business environment.			Lectures, strategic planning workshops, business case analysis	Case study reports, strategic project development milestones (CAS)
3) know the moral and psychological state of the culture of communication in society, which significantly affects the economy, politics and culture of the country, its citizens and the spirituality of their national identity.			Lectures, seminars, discussions, scenario analysis workshops	Participation in the discussion, scenario-based assignments, presentation (CAS)
4) know methods and style of management in the business environment.			Lectures, strategic planning workshops, business case analysis	Case study reports, strategic project development milestones (CAS)
5) know the nature of communication, the role of interpersonal relationships in business communication.			Lectures, role-playing and simulations, leadership workshop	Teamwork evaluation, class discussions and peer assessment (CAS)
Assessment				
Final grade as a result of 100% continuous assessment: 70%–practical work and activity in the practical session 30%–module work1, module work 2. 7 practical works are performed, each worth 10 points - 70 points. 1st module (maximum 45 points). Points for the 1st module are received by the student if they perform: 3 current practical works, each of which is estimated at a maximum of 7 points; active participation in the practical lesson (maximum 3 points); MCW (maximum 15 points). 2nd module (maximum 55 points). Points for the 2nd module are received by the student if they perform: 4 current practical works, each of which is estimated at a maximum of 7 points; active participation in the practical lesson (maximum 3 points); MCW (maximum 15 points). Criteria for evaluating current practical work 0-3 points. The task is partially completed or formal in nature. Lacks in-depth analysis, shows weak				

understanding of ethical principles, contains significant errors or lacks logical structure.
4–5 points. Task completed, but the analysis is partially superficial. Demonstrates understanding of basic ethical concepts, though argumentation is not fully developed. Some minor errors or inaccuracies may be present.
6–7 points. Complete and independent task performance. In-depth and well-argued ethical analysis, correct application of theoretical approaches, use of relevant real-world examples. Clear structure and well-justified personal position.
Criteria for evaluating activity in a practical session
0–1 point. Minimal or no participation: brief or superficial responses, or no contribution to the discussion.
2 points. Moderate participation: generally correct answers, but limited depth or argumentation; irregular engagement.
3 points. Active participation: meaningful contributions, well-argued opinions, engagement in discussions, use of relevant examples.
Module control work evaluation criteria. Test part.
0–15 points. Contains 15 test questions, each of which is worth 1 point for a correct answer.
The criteria for the test assignment are written on the test card.

Content

Topic 1. Ethics - the foundation of modern business
Topic 2. Business Ethics: nature, rules
Topic 3. Style and manners businessman
Topic 4. Culture of behavior out of service.
Topic 5. Ethical standards of business communication
Topic 6. Non-verbal means of communication and business etiquette
Topic 7. Corporate culture and administrative ethics
Topic 8. Ethics advertising
Topic 9. Ethics and Etiquette in international business relations

Literature

Compulsory reading

1. Hryshchenko, I. M. (2019). *Etyka biznesu* [Business ethics]. Kyiv National University of Trade and Economics. 256 p.
2. Malakhov, V.A. (2020). *Etyka: kurs lektsii* [Ethics: lecture course]. Lybid. 384 p.
3. Palekha, Yu.I. (2018). *Etyka dilovykh vidnosyn* [Ethics of business relations]. Kondor. 356 p.
4. Slyvka, S.S. (2019). *Dilova etyka v pidpryiemnytskii diialnosti* [Business ethics in entrepreneurial activity]. Novyi Svit-2000. 312 p.
5. Khmil, F.I. (2019). *Dilova etyka* [Business ethics]. Akademvydav. 288 p.
6. Shevchuk, D.A. (2021). *Etyka biznesu ta korporatyvna sotsialna vidpovidalnist* [Business ethics and corporate social responsibility]. Tsentr navchalnoi literatury. 312 p.
7. Carroll, A.B., & Buchholtz, A.K. (2021). Business and society: Ethics, sustainability, and stakeholder management. Cengage Learning.
8. Sergeeva O., Orlova V. & Kuzmenko O. (2024) Rozvytok pidpryiemnytskoi diialnosti v rozdribnykh orhanizatsiiakh [Development of entrepreneurial activity in retail organizations]. *Successes and achievements in science (Series "Law", Series "Education", Series "Management and Administration", Series "Social and Behavioral Sciences"):* journal. 2024. No. 10 (10) P. 1257. P. 1186-1202.
9. Orlova V., Kuzmenko O. & Serhieieva O. (2024) Pidpryiemstva v umovakh hlobalizatsii ekonomiky [Of enterprises in the globalization of the economy]. [Electronic edition] *Economy and society*. 62. .DOI:10.32782/2524-0072/2024-62-1.

Recommended reading

1. Ferrell, O.C. (2011). *Business ethics: Ethical decision making and cases*. Cengage Learning.
2. Byars, S. M., & Stanberry, K. (2018). *Business ethics* [Textbook]. Rice University, OpenStax.
3. Beverungen, A., Dunne, S., & Hoedemaekers, C. (2013). The financialisation of business ethics. *Business Ethics: A European Review*, 22(1). 102–117.

4. Boiko, M.H. (2020). *Korporatyvna sotsialna vidpovidalnist biznesu* [Corporate social responsibility of business]. Tsentr navchalnoi literatury. 320 p.
5. Kredisov, A.I. (2019). *Upravlinnia korporatyvnoiu sotsialnoiu vidpovidalnistiu* [Management of corporate social responsibility]. Znannia. 400 p.
6. Lazorenko, O.V. (2022). *Sotsialna vidpovidalnist biznesu v Ukraini* [Corporate social responsibility in Ukraine]. *Ekonomika Ukrainy*, 4, 67–75.
7. Halchynskyi, A.S. (2021). *Ekonomichna etyka ta sotsialna vidpovidalnist* [Economic ethics and social responsibility]. Lybid. 256 p.
8. Crane, A., Matten, D., & Spence, L. (2019). *Corporate social responsibility: Readings and cases in a global context*. Routledge. 536 p.
9. Ferrell, O.C., Fraedrich, J., & Ferrell, L. (2021). *Business ethics: Ethical decision making and cases*. Cengage Learning. 640 p.
10. Velasquez, M. G. (2017). *Business ethics: Concepts and cases* (7th ed.). Pearson. 480 p.
11. Treviño, L. K., & Nelson, K. A. (2021). *Managing business ethics: Straight talk about how to do it right* (8th ed.). Wiley. 554 p.
12. Hartman, L. P., DesJardins, J., & MacDonald, C. (2018). *Business ethics: Decision making for personal integrity and social responsibility*. McGraw-Hill. 608 p.
13. Bowie, N. E. (2017). *Business ethics: A Kantian perspective*. Cambridge University Press. 280 p.
14. OECD. (2019). *OECD guidelines for multinational enterprises*. OECD Publishing. 108 p.

Web-resources

1. United Nations Global Compact. (n.d.). *Official website*. https://www.unglobalcompact.org
2. Organisation for Economic Co-operation and Development (OECD). (n.d.). *Official website*. https://www.oecd.org
3. European Commission – Corporate Social Responsibility. (n.d.). *Official website*. https://ec.europa.eu/info/business-economy-euro/doing-business-eu/corporate-social-responsibility_en
4. Transparency International. (n.d.). *Official website*. https://www.transparency.org
5. Harvard Business Review. (n.d.). *Official website*. https://hbr.org

WEBSITE DEVELOPMENT USING CMS SYSTEMS				
The course aims to provide theoretical and practical training in creating websites of various types using the WordPress CMS system.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5/14 weeks	4 / elective	Yuliia Bartashevska PhD (Economics), Associate Professor, Master in Computer Science	120 hours (24 h. lectures, 16 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) explain information, ideas, problems, and alternative management decision-making options to specialists and non-specialists.			Lecture-dialogue, analysis of specific situations	Participation in the seminar, answering questions (CAS), final test (CAS)
2) demonstrate the ability to apply an interdisciplinary approach.			Lecture, solving practical case-studies, searching on the Internet	Oral answers to questions, solving practical problems, answering questions (CAS), final test (CAS)
3) show skills of independent work, flexible thinking, openness to new knowledge.			Lecture, solving practical case-studies, searching on the Internet	Oral answers to questions, solving practical problems, answering questions (CAS), final test (CAS)
4) show skills of independent work, be critical and self-critical.			Project presentations, solving practical case-studies	Project defense (CAS), final test (CAS)
Assessment				
The final grade is given on a 100-point scale, including 40 points for the test and 60 points for the work in the semester. 100 points for work in the semester: 80 points for individual case-studies; 20 points for tests Module 1 (40 points): 4 tasks of 5 points each and 2 works of 10 points each are performed. Module 2 (40 points): 4 tasks are completed, each worth 5 points, and 2 tasks are completed, each worth 10 points, respectively. Assessment criteria: 5 points – the student has fully completed the work, configured WordPress, demonstrates knowledge of the necessary plugins, basic rules of the site. Accurate execution, high-quality presentation of the results. 4 points – the student has completed the work, but there are minor inaccuracies that cannot affect the final result. Demonstrates knowledge of the necessary plugins, basic rules of the site. 3 points – the student demonstrates insufficient knowledge of WordPress, elements and plugins. The work is not completed in full.				

2 points – the student has almost no tools, the work is performed poorly and the main points of the work are missing.
1 point – the task has not been completed, and the existing execution demonstrates ignorance of the material.
0 points – the task has not been completed by the applicant.

9-10 points – the student has completed the work completely, configured WordPress, demonstrates knowledge of the necessary plugins, basic rules for the site. Accurate execution, high-quality presentation of the results.
7-8 points – the student has completed the work, but there are minor inaccuracies that cannot affect the final result. Demonstrates knowledge of the necessary plugins, basic rules for the site.
5-6 points – the student demonstrates insufficient knowledge of WordPress, elements and plugins. The work is not completed in full.
3-4 points – the student has almost no tools, the work is of poor quality and the main points of the work are missing.
1-2 points – the task has not been completed to the end, and the existing execution demonstrates ignorance of the material.
0 points – the task has not been completed by the applicant.

Content

CONTENT MODULE 1. CREATING AN ONLINE STORE SITE
1. The concept of CMS systems. WordPress: use, installation, configuration.
2. WordPress: administration. Choosing and configuring a theme.
3. WooCommerce plugin: advantages, disadvantages, settings. Choosing a theme.
4. Creating products. Adding images, articles, categories and descriptions.
5. Variant products. Catalog.
6. Removing unwanted information. Site security.
7. Surveys and ratings. Analytics.
8. Site settings. SEO plugins.
CONTENT MODULE 2. CREATING A SITE OF A SELECTED THEME
9. Creating pages, posts, categories. Tags.
10. Templates. Template hierarchy.
11. Menu registration. Configuring different types of menus.
12. Creating a taxonomy.
13. Custom fields. Dynamic output of posts. Hosting the site.

Literature

Compulsory reading

1. Nimesh, R., *WordPress 5 Cookbook* (2020). Packt Publishing; Illustrated edition, 660 p.
2. *The Ultimate WordPress Administration Guide 2024*. URL: https://www.interserver.net/tips/kb/the-ultimate-wordpress-administration-guide-2024/

Recommended reading

1. WordPress Support. URL: https://wordpress.com/support/
2. Williams, A., *Wordpress SEO 2020: Optimize Your WordPress Site for Better Rankings!* (2020). Kindle Edition. 140 p.

Web-resources

1. WordPress. URL: https://wordpress.org/download/
2. Visual Studio Code. URL: https://code.visualstudio.com/download
3. https://www.coursera.org/4. FREE WordPress for Beginners e-Book. URL: https://www.lcn.com/support/articles/free-wordpress-for-beginners-e-book/

COMPANY CAPITAL: BREAKTHROUGH BUSINESS STRATEGIES				
The course aims to equip students with a comprehensive body of theoretical knowledge and conceptual understanding of purpose-driven business leadership. It examines a range of business strategies and organizational practices that companies can leverage to foster positive change and explains why purpose-led enterprises are uniquely positioned to tackle some of the most significant economic and financial challenges of the modern world.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6/10 weeks	4 / elective	Svitlana Fedulova, Doctor of Sciences (Economics), Full Professor	120 h. (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:		**Teaching methods, teaching and learning activities**		**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) systematize and structure information on companies' business processes; evaluate and explain the influence of endogenous and exogenous factors; formulate conclusions and develop recommendations aimed at enhancing company performance in the context of national and international environments.		Lectures, practical sessions, classroom discussions, independent learning, and report preparation.		Participation in discussions, report submission, presentations, and completion of an individual assignment (CAS).
2) apply theoretical knowledge to address practical issues related to the formation and management of company capital and critically interpret the results obtained.		Lectures, practical sessions, discussions, independent learning, case study analysis, problem-solving activities, and analytical report preparation.		Completion of an individual assignment, presentation, and participation in discussions (CAS).
3) perform a comprehensive analysis of complex corporate economic systems; compare and evaluate their components; assess and justify the effectiveness of their performance.		Seminars, independent learning, and report preparation.		Report submission, presentation, and participation in discussions (CAS).
4) justify the choice of financing sources and capital development strategies in accordance with international economic trends and business conditions.		Lectures, practical sessions, discussions, independent learning, case analysis, problem-solving exercises, and analytical report preparation.		Completion of an individual assignment, presentation, and participation in discussions (CAS).
Assessment				
The final grade is given on a 100-point scale, including 60 points for the current control and 40 points for the individual assignment. 60% – current control. This includes: 40% – calculation tasks; 20% – participation in discussions.				

40% – individual assignment.

Assessment criteria:

a) Individual assignment (analytical project)

The individual assignment is evaluated on the following scale:

31–40 points:

The student demonstrates a profound understanding of the course material and a high level of analytical competence. The work shows strong research depth, supported by the use of up-to-date academic literature, scientific publications, and relevant data sources. The assignment contains elements of originality and reflects the student's independent reasoning and critical perspective. The structure and formatting fully comply with academic requirements.

21–30 points:

The student shows a solid understanding of the subject matter and good analytical skills. Relevant and modern information sources are used appropriately. The work is generally well-structured, although minor inconsistencies or formatting issues may be present.

11–20 points:

The work demonstrates a basic logical structure, but the presentation of ideas and concepts is not always clear or consistent. Some sections may lack depth, coherence, or analytical precision.

1–10 points:

The assignment is poorly structured and lacks clarity. Significant gaps in understanding are evident, and the content is insufficient, inaccurate, or confusing.

b) Participation in discussions

Student performance in discussions is assessed according to the level of engagement and understanding of the topic:

81–100%:

The student actively participates in discussions, demonstrates an excellent understanding of the subject matter, and provides well-reasoned and logically supported arguments.

51–80%:

The student shows a good general understanding of the material, although minor inaccuracies or incomplete arguments may occur.

21–50%:

The student demonstrates a basic level of understanding, but significant gaps in knowledge and limited participation are evident.

1–20%:

Participation is minimal, with frequent misunderstandings and a lack of engagement with the topic.

c) Calculation tasks

Evaluation criteria for calculation tasks are specified separately in the cards.

Content

Topic 1. Company capital, business justification
Topic 2. Economic conditions and your business
Topic 3. Theory of capital formation
Topic 4. Formation of a company's equity capital
Topic 5. Cost of a company's equity capital
Topic 6. Company's debt capital

Topic 7. Strategies and tactics for using capital in a company's operating activities

Topic 8. Strategies and tactics for using capital in a company's investment activities

Topic 9. Business and an interconnected world. The impact of cross-border flows of goods and capital on the competitive positions of firms and nations

Literature

Compulsory reading

1. Chebanova, T. Ye. (2025). *Finansovyi menedzhment: navchalnyi posibnyk* [Financial management: Study guide]. Odesa National Maritime University. https://rp.onmu.org.ua/handle/123456789/4743

2. Davydenko, N. M. (2024). *Finansovyi menedzhment* [Financial management] (2nd ed., revised and expanded). State Tax University. https://ir.dpu.edu.ua/handle/123456789/6122

3. Damodaran, A. (2024). *Applied corporate finance: A user's manual* (5th ed.). Wiley.

4. Stetsenko, S. P., Tyto k, V. V., Lysytsia, N. V., Matsapura, O. V., Tsyfra, T. Yu., & Chynchyk, A. A. (2024). *Finansy: navchalnyi posibnyk* [Finance: Study guide]. Kyiv National University of Construction and Architecture. https://repositary.knuba.edu.ua/handle/123456789/13276

5. Titman, S., Keown, A. J., & Martin, J. D. (2022). Financial management: Principles and applications. Pearson.

6. Fabozzi, F. J. (2021). Bond markets, analysis, and strategies (10th ed.). Pearson.

7. Brealey, R. A., Myers, S. C., & Allen, F. (2020). Principles of corporate finance (13th ed.). McGraw-Hill Education.

8. Melnyk, O. V. (2020). *Kapitalizatsiia pidpryiemstv: teoriia ta praktyka* [Capitalization of enterprises: Theory and practice]. Vydavets Pankova A. S. 428 p.

Recommended reading

1. Kremen, O. I., Kolos, V. I., Dementovych, B. R., & Kremen, V. M. (2022). *Optymizatsiia struktury kapitalu pidpryiemstva* [Optimization of the capital structure of an enterprise]. *Mizhnarodnyi naukovyi zhurnal "Internauka". Seriia: Ekonomichni nauky*, (1), 190–200.

2. Marchenko, V. M. (2020). *Metodolohiia upravlinnia kapitalizatsiieiu pidpryiemstv* [Methodology of enterprise capitalization management]. *Formuvannia rynkovykh vidnosyn v Ukraini*, (4), 56–61.

3. Shevchuk, N. V., Terentieva, O. V., Klymenko, S. M., & Hmyria, V. P. (2021). *Investytsiini aspekty kapitalizatsii za suchasnykh umov diialnosti pidpryiemstv* [Investment aspects of capitalization under modern enterprise conditions]. *Finansovo-kredytna diialnist: problemy teorii ta praktyky*, 4(39), 533–540.

4. Shevchuk, N. V., & Mahdaliuk, O. V. (2021). *Vyznachennia ta otsiniuvannia fundamentalno-vartisnykh rezultativ kapitalotvorennia promyslovykh pidpryiemstv Ukrainy* [Definition and assessment of fundamental value-based results of capital formation of industrial enterprises in Ukraine]. In L. M. Savchuk & L. M. Bandorina (Eds.), *Pidkhody do vyrishennia problem finansuvannia, bezpeky, ekonomichnoho ta informatsiinoho rozvytku subiektiv hospodariuvannia v umovakh pandemii* [Approaches to solving problems of financing, security, economic and information development of business entities under pandemic conditions] Porohy. 376 p.

Web-resources

1. *Stock market infrastructure development agency of Ukraine (SMIDA).* (n.d.). *Official website.* Available at: https://smida.gov.ua/

2. *Open Data Portal.* n.d.). *Official website.* Available at: https://data.gov.ua/

3. *The global body for professional accountants. ACCA.* (n.d.). *Official website.* Available at: https://www.accaglobal.com/gb/en.html

4. *Statystychnyy dovidnyk Ukrayiny* [Statistical Handbook of Ukraine]. Available at: https://stat.gov.ua/uk

5. *Natsional'nyy bank Ukrayiny* [National Bank of Ukraine]. Available at: https://bank.gov.ua/

6. *The World Bank*. (n.d.). *Official website.* Available at: https://www.worldbank.org/

7. *Minfin*. (n.d.). *Official website.* Available at: http://index.minfin.com.ua/bank/stat/count.php

8. *Statista. The Statistics Portal*. (n.d.). *Official website*. Available at: https://www.statista.com/markets/

9. *Eurostat*. (n.d.). *Official website.* Available at: https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Main_Page

COMMUNICATIVE COMPETENCE OF A SPECIALIST				
The course aims to develop students' communicative competence for effective professional interaction in psychological practice, psychoeducational activities, and correctional-developmental work. It focuses on the analysis of psychological mechanisms of communication, the application of verbal and non-verbal communication strategies, and the development of skills for ethical, inclusive, and trauma-informed interaction in diverse professional contexts. The course also aims to develop students' ability to critically evaluate communication processes, design communication-based psychoeducational and correctional-developmental activities, apply resource-oriented approaches in emotionally complex situations, and reflect on their own communicative behaviour in professional practice.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6 / 10 weeks	4 / elective	Yudina Alina, PhD	120 hours (20 hours of lectures, 20 hours of practical classes, 80 hours of self-directed learning) pass/fail (credit)
Learning outcomes **On completion of the course, students will be able to:**			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment CAS)**
1) Critically analyse psychological mechanisms of professional communication, communication barriers, and behavioural patterns in interpersonal interaction in psychological practice.			Lectures, case-study analysis, guided discussions, communication analysis tasks, video analysis, reflective questioning	Case analysis tasks (CAS), participation in discussions (CAS), analytical written task (CAS), final integrated case analysis (CAS)
2) Apply verbal, non-verbal, empathic, and active listening techniques in professional, psychoeducational, and correctional-developmental interaction.			Practical exercises, role-playing, simulations, communication training activities, peer interaction, modelling professional situations	Performance in role-plays and simulations (CAS), practical communication tasks (CAS), observation and feedback tasks (CAS), final practical assignment (CAS)
3) Demonstrate the ability to communicate ethically, inclusively, and professionally with diverse client groups in emotionally complex and intercultural situations.			Lectures, scenario-based learning, ethical dilemma analysis, intercultural communication tasks, group discussions	Ethical case analysis (CAS), participation in discussions and simulations (CAS), situational assignment (CAS), final integrated task (CAS)
4) Evaluate communication strategies and select appropriate approaches for conflict prevention, crisis communication, and trauma-informed interaction			Case studies, crisis simulations, reflective exercises, problem-based learning, supervised group discussions	Crisis communication case tasks (CAS), reflective assignment (CAS), participation in simulations (CAS), final case-based assessment (CAS)

5) Design psychoeducational and communication-based correctional-developmental activities aimed at improving interpersonal interaction and emotional regulation.	Project-based learning, mini-project development, workshops, collaborative learning, independent work	Development of a psychoeducational mini-project (CAS), project presentation (CAS), practical assignment (CAS), final project defence (CAS)
6) Present professional information and results of communication analysis clearly and аргументовано for specialists and non-specialists using appropriate communication strategies and digital tools.	Presentations, ICT-based tasks, communication workshops, peer-review activities, independent work	Oral presentation (CAS), digital presentation task (CAS), peer-review activity (CAS), final presentation (CAS)
7) Reflect on personal communicative behaviour, emotional reactions, and professional interaction in order to improve communicative competence and prevent professional burnout	Reflective exercises, self-assessment tasks, communication diaries, supervision-based discussions, guided reflection	Reflective diary (CAS), self-analysis task (CAS), participation in reflective discussions (CAS), final reflective report (CAS)

Assessment

The final grade is given on a 100-point scale based on continuous assessment during the semester. The course is assessed as a pass/fail (credit) based on the total number of points obtained.

100 points for continuous assessment (CAS): 25 points – individual analytical or psychoeducational presentation; 25 points – case study analysis, practical and communication-based tasks; 25 points – participation in discussions, role-plays, simulations, and reflective activities; 25 points – final integrated credit task (communication project, integrated case analysis, correctional-developmental or psychoeducational assignment).

The credit is awarded based on the cumulative assessment results obtained during the semester.

Assessment criteria

a) Individual analytical or psychoeducational presentation (CAS)

21–25 points: The student demonstrates excellent understanding of the topic, critical analysis of communication processes, well-developed arguments, and effective professional communication skills. The presentation reflects independent thinking, use of relevant academic sources, and the ability to adapt information for different audiences.

16–20 points: Good understanding of the material, logical structure, and generally appropriate argumentation. Minor inaccuracies or insufficient depth of analysis may be present.

11–15 points: Basic understanding of the topic with limited analysis and insufficient development of arguments or practical implications.

1–10 points: Poorly structured presentation with minimal understanding of the topic and major inaccuracies.

b) Case study analysis, practical and communication-based tasks (CAS)

21–25 points: The student demonstrates strong analytical and practical skills, effectively applies theoretical knowledge to professional communication situations, provides well-reasoned solutions, and appropriately uses ethical, empathic, and trauma-informed approaches.

16–20 points: Good understanding and application of theoretical knowledge with some limitations in analysis, practical implementation, or justification of decisions.

11–15 points: Basic understanding with partial, superficial, or inconsistent analysis and limited practical application.

1–10 points: Weak performance with major gaps in understanding, analysis, and application of communication strategies.

c) Participation in discussions, role-plays, simulations, and reflective activities (CAS)

81–100%: Active, consistent, and meaningful participation. The student demonstrates critical thinking, empathy, ethical communication, reflective engagement, and the ability to justify their position and interact constructively with others.
51–80%: Regular participation with general understanding of the material, though some inaccuracies or limited engagement may occur.
21–50%: Limited participation and superficial understanding of communication tasks and interaction processes.
1–20%: Minimal participation, weak engagement, and lack of understanding of key communication principles.
d) Final integrated credit task (CAS)
The final integrated task may include a communication project, psychoeducational activity, integrated case analysis, or correctional-developmental communication assignment.
21–25 points: Excellent performance demonstrating critical analysis, clear structure, practical applicability, professional communication skills, and justified decisions in complex communication situations.
16–20 points: Good performance with logical structure and generally appropriate practical application. Minor inaccuracies may be present.
11–15 points: Satisfactory performance with noticeable gaps in analysis, structure, or practical implementation.
1–10 points: Poorly completed task with significant conceptual and practical errors.

Content

Topic 1. Professional communication competence of a psychologist: structure, functions, and ethical foundations
Topic 2. Psychological mechanisms of communication and interpersonal interaction
Topic 3. Verbal communication in psychological practice
Topic 4. Non-verbal communication, emotional intelligence, and self-regulation
Topic 5. Active listening, empathy, and feedback in helping interaction
Topic 6. Communication barriers, conflicts, and difficult interaction
Topic 7. Trauma-informed and crisis communication
Topic 8. Inclusive and intercultural communication in psychological practice
Topic 9. Digital communication and psychoeducational activities
Topic 10. Designing communication-based psychoeducational and correctional-developmental activities

Literature

Compulsory reading

1. Adler, R. B., Rodman, G., & du Pré, A. (2022). *Understanding human communication* (14th ed.). Oxford University Press.
2. DeVito, J. A. (2021). *The interpersonal communication book* (15th ed.). Pearson.
3. Egan, G. (2019). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Cengage Learning.
4. Hargie, O. (2021). *Skilled interpersonal communication: Research, theory and practice* (7th ed.). Routledge.
5. Rogers, C. R. (2020). *On becoming a person: A therapist's view of psychotherapy*. Mariner Books.
6. Bedenlier, S., Wunder, I., Gläser-Zikuda, M., Kammerl, R., Kopp, B., Ziegler, A., & Händel, M. (2021). Digital communication and interaction in higher education: A systematic review. *International Journal of Educational Technology in Higher Education, 18*, 1–20. https://doi.org/10.1186/s41239-021-00279-7
7. MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin, 146*(2), 150–186. https://doi.org/10.1037/bul0000219
8. SAMHSA. (2023). *Practical guide for implementing a trauma-informed approach*. Substance

Abuse and Mental Health Services Administration.

9. van Laar, E., van Deursen, A. J. A. M., van Dijk, J. A. G. M., & de Haan, J. (2020). Determinants of 21st-century digital skills: A large-scale survey among working professionals. *Computers in Human Behavior, 100*, 93–104. https://doi.org/10.1016/j.chb.2019.06.017

10. Voronkova, V. H. (2019). *Etyka dilovoho spilkuvannia*. Mahnoliia.

Recommended reading

1. Corey, G. (2020). *Theory and practice of counseling and psychotherapy* (10th ed.). Cengage Learning.

2. Knapp, M. L., Hall, J. A., & Horgan, T. G. (2014). *Nonverbal communication in human interaction* (8th ed.). Cengage Learning.

3. Rosenberg, M. B. (2015). *Nonviolent communication: A language of life* (3rd ed.). PuddleDancer Press.

4. Spitzberg, B. H., & Cupach, W. R. (2011). Conceptualizing interpersonal communication competence. *Journal of Social and Personal Relationships, 28*(6), 825–830. https://doi.org/10.1177/0265407510388699

5. Tenzer, H., & Pudelko, M. (2017). The influence of language differences on power dynamics in multinational teams. *Journal of World Business, 52*(1), 45–61. https://doi.org/10.1016/j.jwb.2016.11.002

6. MacCann, C., Jiang, Y., Brown, L. E. R., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin, 146*(2), 150–186. https://doi.org/10.1037/bul0000219

7. Porges, S. W. (2021). *Polyvagal safety: Attachment, communication, self-regulation*. W. W. Norton & Company.

8. Siegel, D. J. (2020). *The developing mind: How relationships and the brain interact to shape who we are* (3rd ed.). Guilford Press.

9. Zasiekina, L. V., & Pastryk, T. V. (Eds.). (2018). *Osnovy psykholohii ta mizhosobove spilkuvannia*. Medytsyna.

Web-resources

1. American Psychological Association (APA). (n.d.). Professional resources on communication, ethics, and psychological practice. American Psychological Association

2. British Psychological Society (BPS). (n.d.). Professional guidelines and psychological resources. British Psychological Society

3. Coursera. (n.d.). Communication skills and psychology-related online courses. Coursera

4. European Federation of Psychologists' Associations (EFPA). (n.d.). European standards and professional resources in psychology. European Federation of Psychologists' Associations

5. MindTools. (n.d.). Communication, teamwork, and emotional intelligence resources. MindTools

6. National Child Traumatic Stress Network (NCTSN). (n.d.). Trauma-informed communication and psychological support resources. National Child Traumatic Stress Network

7. Psychology Today. (n.d.). Articles and resources on communication, emotional regulation, and interpersonal interaction. Psychology Today

8. Substance Abuse and Mental Health Services Administration (SAMHSA). (n.d.). Trauma-informed care and mental health resources. Substance Abuse and Mental Health Services Administration

9. TED Talks. (n.d.). Talks on communication, leadership, empathy, and emotional intelligence. TED Talks

10. Verywell Mind. (n.d.). Mental health, communication, and emotional well-being resources. Verywell Mind

<table>
<tr><td colspan="5">BUSINESS FOREIGN LANGUAGE</td></tr>
<tr><td colspan="5">The course aims to teach a business foreign language and develop necessary foreign language communicative competence in the areas of professional and situational communication in oral and written forms. The main aim of teaching a foreign language for business is fulfilled through more specific competencies: acquiring skills of practical foreign language proficiency in various types of speech activities in the scope of topics related to professional needs (B2 and above); obtaining the latest professional information from foreign sources; using monologue and dialogic speech within every day, socio-political, general economic and professional topics; summarization of socio-political and general economic literature in a foreign language; making presentations on professional topics and the results of own research.</td></tr>
<tr><td>Language of teaching</td><td>Semester / Duration</td><td>ECTS credits / Type of course (mandatory, elective)</td><td>Course Coordinator</td><td>Student workload</td></tr>
<tr><td>English</td><td>3-7/ 61 weeks</td><td>26 / Mandatory</td><td>Nelia Blynova, PhD in Philology, Associate Professor;
Svitlana Medynska, PhD in Professional Education, Associate Professor;
Karyna Ostrovska, Senior Lecturer</td><td>780 hours (334 h. practical classes, 446 h. self-directed learning)</td></tr>
<tr><td colspan="3">Learning outcomes
On completion of the course, students will be able to:</td><td>Teaching methods, teaching and learning activities</td><td>Forms of assessment (continuous assessment CAS, final assessment FAS)</td></tr>
<tr><td colspan="3">1. Use basic terminology in English and have basic structured knowledge in the business sphere due to understanding of extended professional speech (presentations, discussions, etc.) in standard English</td><td>Performing self-study tasks, listening to different types of audio and video materials, testing listening skills</td><td>Practical skills assessment, oral answers to questions, grading tests (CAS), final test (FAS)</td></tr>
<tr><td colspan="3">2. Read and comprehend professional texts in which authors express certain attitudes and points of view, recognizing a wide range of terminology and abbreviations from the professional field</td><td>Self-study tasks performance, Internet search, textbook assignments, vocabulary drills, writing essays based on reading, reading skills testing</td><td>Practical skills assessment, oral answers to questions, grading written assignments and tests (CAS), final test (FAS)</td></tr>
<tr><td colspan="3">3. Apply listening skills such as prediction, listening for specific information and note-taking while listening to a variety of recordings and authentic interviews with business people concerning business environment and relevant business issues</td><td>Tutorials, textbook assignments, self-study activities</td><td>Practical skills assessment, grading tests (CAS), final test (FAS)</td></tr>
<tr><td colspan="3">4. Use the language effectively to communicate on a variety of topics related to studies and profession, taking into account English phonetic norms and knowledge of English prescriptive grammar</td><td>Presentation, project method, case-study analysis, writing essays on professional topics,</td><td>Assessment of presentations, projects, case studies, grading written assignments,</td></tr>
</table>

	speaking and writing skills testing	oral questioning (CAS)
5. Write business correspondence and essays of different types on the business topics processing information from various sources and analyzing it on the basis of writing rules, structure, and language clichés for business correspondence	Writing business letters based on situations, writing essays, testing writing skills	Grading written assignments (CAS)
6. Apply language tools necessary for conducting business negotiations, presenting a company's products and services, and presenting the results of a completed project	Analysis of specific situations (case-study), project method, individual presentations	Assessment of presentations, projects, case studies, speaking skills (CAS)
7. Work actively in a team and communicate with people who are business professionals and with experts from other domains	Analysis of specific situations (case-study), project method, group presentations, Internet search	Assessment of presentations, projects, case studies, speaking skills (CAS)
8. Behave appropriately in a multicultural environment, taking into account national characteristics of representatives of different cultures	Analysis of specific situations (case-study), project method, individual/ group presentations, Internet search	Assessment of presentations, projects, case studies, speaking skills (CAS)

Assessment

Semesters 3-7: The final grade is based on a 100-point scale and is calculated as a result of continuous assessment throughout the semester.
The assessment includes the following components:
30 points for presentation/ project;
20 points for participation in discussions/ case studies;
20 points for written assignments (essay/ business correspondence);
30 points for achievement/ final tests
Semester 8: The final grade is based on a 100-point scale and is calculated as a result of 60% continuous assessment (CAS) and 40% final exam (FAS):
10 points for participation in the case study (work on a problematic situation);
10 points for essay/ business correspondence (written);
20 points for presentation/ project;
20 points for achievement/ final tests;
40 points for Final exam (written assignments which include a set of tests and tasks for practical skills assessment) (FAS)
Assessment criteria
a) Presentation/ project
The student is assessed according to the following criteria:
9–10 points: The student demonstrates excellent understanding of the material. The presentation is well-structured, coherent, and fully meets the task requirements. A wide range of relevant vocabulary and grammatical structures is used accurately. Arguments are clear, well-developed, and supported with appropriate examples. The speech is fluent, with little to no errors.
7–8 points: The student demonstrates a good understanding of the material. The presentation is generally well-structured and meets most of the task requirements. The student uses an adequate range of vocabulary and grammatical structures relevant to the topic. Some arguments may lack depth or clarity. Minor grammatical or lexical errors are present but do not significantly hinder communication.

5–6 points: The student demonstrates a satisfactory understanding of the material. The presentation is partially structured and only partly meets the task requirements. The student uses a limited range of vocabulary and grammatical structures. Some ideas are insufficiently developed. Errors are noticeable and may hinder effective communication.
1–4 points: The student demonstrates a poor understanding of the material. The presentation is incomplete or does not meet the task requirements. The use of vocabulary and grammar is very limited or inappropriate. There is little logical structure, and frequent errors significantly hinder communication.
b) Participation in discussions/ case studies
Students receive points based on their level of participation in class discussions/ case studies:
81–100%: The student actively participates in discussions/ case studies, demonstrates excellent knowledge of the material, and confidently expresses and justifies their opinions. The material on the discussion/ case study is presented in a fluent, independent, logical, thorough and reasonable manner with the use of a wide range of vocabulary and grammatical structures on the topic on the basis of all the provided recommendations and instructions.
51–80%: The student demonstrates a good understanding of the material and participates in discussions/ case studies. The student provides arguments using a sufficient range of vocabulary and grammatical structures on the topic, taking into account the main recommendations and instructions, though some of the arguments lack sufficient depth and language skills, with some minor inaccuracies and mistakes.
21–50%: The student shows a basic understanding of the material but participates inconsistently or with significant gaps. The ideas are presented fragmentarily and superficially (without any arguments or justification) with the use of a narrow range of vocabulary on the topic and with gross grammar mistakes, which leads to significant inaccuracies.
1–20%: The student demonstrates little to no understanding of the material and rarely participates in discussions/ case studies. The ideas are presented with the use of separate phrases (utterances) that are relevant to the topic, but the student demonstrates little vocabulary on the topic and makes many grammar mistakes that hinder full understanding.
c) Written assignment
5 points: The text is fully coherent and follows the required structure. The student demonstrates a wide range of vocabulary and sophisticated grammar. The topic is fully disclosed with persuasive arguments. Practically error-free.
4 points: The text is well-organized and the topic is clearly disclosed. The student uses a sufficient range of vocabulary and structures. Minor grammatical or spelling errors are present but do not interfere with the message.
3 points: The structure is incomplete or inconsistent. The analysis/story is superficial with limited argumentation. The student demonstrates narrow vocabulary and significant errors that occasionally hinder understanding.
1–2 points: The assignment does not follow the required format. The topic is not disclosed, and ideas are disconnected. Frequent gross errors in grammar and vocabulary significantly hinder comprehension.
d) Test
The test includes tasks on vocabulary, grammar, reading, listening, and writing. The criteria for the test assignment are written on the test card. The final score for the test is determined based on the percentage of correct answers.

Contents

Topic 1. Business Opportunities and Factors for Their Identification
Topic 2. Success and Competition. Competitive Advantage. Competitive Strategy. Action Plan.
Topic 3. Managerial Functions
Topic 4. Staff Motivation
Topic 5. Leader, Leadership and Leadership Styles

Topic 6. Teamwork and Team Building
Topic 7. Finance and Fundraising
Topic 8. Forms of International Business Activity. Mergers and Acquisitions
Topic 9. Globalization and Its Impact on the Modern World
Topic 10. International Marketing. 4 Ps and PLC
Topic 11. Customer Service. Developing Brand Loyalty. Dealing with Counterfeiters. New Product Development
Topic 12. Customer Relations Management
Topic 13. Consumer Behaviour
Topic 14. The Marketing and Sales Force
Topic 15. Marketing and Technology
Topic 16. Channels of Distribution
Topic 17. E-commerce and Online Banking
Topic 18. Market Research
Topic 19. Brand Management. Advertising and Promotion. Advertising Media and Methods
Topic 20. Endorsement and Sponsorship
Topic 21. Building Relationships in Business. Sales Territories and Sales Ethics
Topic 22. Market Segmentation
Topic 23. Marketing Campaign Assessment
Topic 24. Marketing Strategies

Literature

Compulsory reading

1. Cotton, D., Falvey, D., Kent, S. (2016). *Market Leader*. Intermediate/ Upper-Intermediate. Business English Flexi Course Book. Pearson.
2. Kozhushko, S., Medynska, S., Miasoid, H. (2020). *Handbook on Effective Business English Exam Preparation* [Electronic resource]. Dnipro, Alfred Nobel University.
3. Trappe, T., Tullis, G. (2011). *Intelligent Business*. Advanced. Pearson.

Recommended reading

1. Emmerson, P. (2009). *Business Grammar Builder*. Macmillan Publishers Limited.
2. Emmerson, P. (2009). *Business Vocabulary Builder*. Macmillan Publishers Limited.
3. Emmerson, P. (2011). *Business English Handbook. Advanced*. Macmillan Publishers Limited.
4. Evans, V. (2000). *Successful Writing*. Upper-Intermediate. Express Publishing.
5. Hewings, M. (2023). *Advanced Grammar in Use*. Cambridge University Press.
6. Hughes, J., Duckworth, M., & Turner, R. (2019). *Business Result*. Upper-Intermediate (2nd ed.). Oxford University Press. 156 p.
7. Johnson, C. (2001). *Market Leader. Banking and Finance*. Longman.
8. Kozhushko, S., Baranova, I. (2013). *Business Letter Writing*. Dnipropetrovsk, DUEP Press.
9. MacKenzie, I. (2010). *English for Business Studies. A course for Business Studies and Economics students* (3rd ed.). Cambridge University Press.
10. Mackenzie, I. (2000). *Management and Marketing*. Pearson Education Limited.
11. Mascull, B. (2018). *Business Vocabulary in Use: Upper-Intermediate/ Advanced*. (3rd ed.). Cambridge University Press.
12. Pilbeam, A. (2001). *Market Leader. International Management*. Longman.

Web-resources

1. The Economist. (n.d.) *Official website*. www.economist.com
2. The Financial Times. (n.d.) *Official website*. www.ft.com
3. The Harvard Business Review. (n.d.) *Official website*. https://hbr.org/
4. Econlib. (n.d.). https://www.econlib.org/
5. TED Talks: Discover ideas worth spreading. (n.d.). https://www.ted.com/talks

BASICS OF CREATIVE DECISION-MAKING IN MARKETING				
The course aims to develop students' ability to apply creative thinking tools to the design of effective marketing solutions in conditions of uncertainty and strong competition. Students explore contemporary approaches to idea generation, visual thinking, teamwork, analysis, and presentation of creative concepts in marketing. Particular attention is paid to structured creativity methods, collaborative ideation, design thinking, and the use of artificial intelligence as a tool for marketing creativity.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian English	2/14	4 / elective	Tetiana Mishustina, PhD (Candidate of Science), Associate Professor	120 hours (26 lectures, 14 h. seminars/practical, 80 h. self-study time)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Explain the core principles of creativity and creative thinking and use the basic conceptual vocabulary of creativity in marketing contexts.			Lectures, guided discussions, analysis of examples, short reflective activities.	Class participation and short written responses (CAS), final test (CAS).
2) Apply structured creativity methods and idea-generation techniques to address marketing problems and opportunities.			Lectures, practical classes, creativity exercises, case analysis, guided application of creativity tools.	Practical assignments, case-based tasks (CAS), final test (CAS).
3) Generate, analyse and evaluate marketing ideas using individual and collaborative creativity techniques.			Team-based workshops, brainstorming sessions, SCAMPER and Six Thinking Hats exercises, simulations.	Teamwork evaluation, participation in discussions, peer feedback (CAS), final test (CAS).
4) Develop and justify creative solutions to marketing challenges using design thinking and other creative problem-solving approaches.			Problem-solving workshops, design thinking activities, project work, presentations.	Individual creative assignment, presentation of a creative concept (CAS), final test (CAS).
5) Present marketing ideas and creative concepts in a clear, structured and visually persuasive form, using contemporary digital and AI-assisted tools where appropriate.			Presentation workshops, visualisation tasks, AI-supported creativity exercises, supervised project work.	Individual presentation and discussion of results (CAS), final test (CAS).
6) Reflect on and improve creative decision-making processes through feedback, self-evaluation and iterative development of marketing ideas			Guided self-study, reflective tasks, consultations, project-based learning.	Independent task performance and project milestones (CAS), final test (CAS).

Assessment

The final grade is based on 100% continuous assessment during the semester. Assessment is carried out on a 100-point scale; all points are earned through completed tasks, participation in class activities, and the presentation of the individual project.

Distribution of points during the semester (100 points):

1. Tests and short written tasks – 20 points.
2. Practical class activities – 40 points.
3. Individual creative assignment (creative mini-project) – 25 points.
4. Presentation of the individual or group project and participation in discussion – 15 points.

Assessment criteria:

a) tests and short written tasks

16–20 points: The student demonstrates excellent understanding of the course material, accurately uses the key concepts of creativity and marketing, and provides clear, well-structured written answers.
11–15 points: The student demonstrates good understanding of the material, but some answers may be incomplete, insufficiently precise, or lack depth.
6–10 points: The student demonstrates only basic understanding of the material, with significant gaps in knowledge, weak terminology, or partial answers.
1–5 points: The student demonstrates minimal understanding of the material and provides fragmented, inaccurate, or irrelevant answers.

b) practical class activities

33–40 points: The student participates actively and consistently in practical tasks, demonstrates creativity, applies relevant methods appropriately, works effectively in teams, and produces well-justified solutions.
25–32 points: The student participates regularly and demonstrates a good understanding of practical methods, though some solutions may lack originality, depth, or consistency.
17–24 points: The student demonstrates only basic participation and limited ability to apply creativity tools to practical tasks. Solutions may be underdeveloped or insufficiently justified.
1–16 points: The student participates irregularly and shows limited understanding of the practical tasks. Contributions are weak, incomplete, or largely unsupported.

c) individual creative assignment (creative mini-project)

21–25 points: The student presents an original and well-developed creative marketing idea, clearly explains the methods used for idea generation and selection, and provides convincing justification of the concept's relevance and feasibility. The written work is logically structured and well presented.
16–20 points: The student presents a good creative idea and explains the main steps of its development, though the justification or structure may contain minor weaknesses.
11–15 points: The student proposes a basic idea, but the work lacks depth, consistency, or clear explanation of the methods used.
1–10 points: The assignment is poorly structured, conceptually weak, and insufficiently justified. Major omissions or inaccuracies are evident.

d) presentation of the individual or group project and participation in discussion

13–15 points: The student delivers a clear, confident, and well-structured presentation, uses appropriate visual support, responds effectively to questions, and actively contributes to discussion.
10–12 points: The presentation is generally well prepared and understandable, though delivery, visual support, or answers to questions may show minor weaknesses.
7–9 points: The presentation communicates the basic idea, but it lacks clarity, structure, or persuasive argumentation. Participation in discussion is limited.
1–6 points: The presentation is poorly prepared, unclear, or incomplete. The student has difficulty explaining the idea and shows minimal participation in discussion.

Content

Topic 1. Creativity as a marketing competence.
Topic 2. Psychological foundations of creative thinking.

Topic 3. Visualization in marketing: mind maps and visual thinking.
Topic 4. Collective methods of generating creative ideas: brainstorming and its variations.
Topic 5. Six Thinking Hats method.
Topic 6. SCAMPER and the Osborn checklist.
Topic 7. Analysis, evaluation, and selection of creative ideas.
Topic 8. Design thinking for marketing solutions.
Topic 9. Artificial intelligence as a tool for marketing creativity.
Topic 10. TRIZ as a structured approach to non-standard solutions.
Topic 11. Presentation of a creative marketing idea: structure and visualizatio

Literature

Compulsory reading

1. Bila, T. H. (2021). *Osnovy kreatyvnoho myslennia: navchalnyi posibnyk* [Fundamentals of creative thinking]. Taras Shevchenko National University of Kyiv. 250 p.
2. Bohachev, O. P. (2021). *Kreatyvnyi marketynh: osnovy teorii ta praktyky* [Creative marketing: fundamentals of theory and practice]. Tsentr uchbovoi literatury. 320 p.
3. Karavaiko, V. P. (2022). *Psykholohiia tvorchoho myslennia* [Psychology of creative thinking]. Osnova. 190 p.
4. Hodín, S. (2020). *Fioletova korova: Yak stvoryty nezabutnii produkt* [Purple Cow: How to create an unforgettable product]. Folio. 168 p.
5. Kelley, T., & Kelley, D. (2013). *Creative confidence: Unleashing the creative potential within us all*. Crown Business.
6. Liedtka, J., Salzman, R., & Azer, D. (2017). *Designing for growth: A design thinking toolkit for managers* (2nd ed.). Columbia Business School Publishing.
7. Michalko, M. (2023). *Thinkertoys: A handbook of creative-thinking techniques* (3rd ed.). Ten Speed Press.
8. Sawyer, R. K. (2022). *Explaining creativity: The science of human innovation* (3rd ed.). Oxford University Press.
9. Berger, J. (2020). *The catalyst: How to change anyone's mind*. Simon & Schuster.

Recommended reading

1. Kovalchuk, I. O. (2021). *Tvorche myslennia: yak rozvynuty vlasnyi potentsial* [Creative thinking: how to develop one's own potential]. Litopys. 160 p.
2. Martynenko, L. V. (2020). *Kreatyvnist u biznesi: innovatsii, idei, stratehiia* [Creativity in business: innovation, ideas, strategy]. Astroprynt. 230 p.
3. Protsyshyn, Yu. (2022). *Kreatyvnist u marketynhu -- naibilsh zatrebuvanyi soft skill sohodennia* [Creativity in marketing as the most demanded soft skill today]. *Visnyk Khmelnytskoho natsionalnoho universytetu*, 2(304), Vol. 2, 66--72.
4. Kapranova, L. (2023). *Kreatyvnist myslennia yak zaporuka pryiniattia nestandartnykh biznes-rishen* [Creative thinking as a basis for non-standard business decision-making]. *Visnyk Pryazovskoho derzhavnoho tekhnichnoho universytetu. Seriia: Ekonomichni nauky*, 1(38), 106--111.
5. Tharp, T. (2019). *The creative habit: Learn it and use it for life*. Simon & Schuster.
6. De Bono, E. (1999). *Six thinking hats*. Back Bay Books.
7. Roam, D. (2008). *The back of the napkin: Solving problems and selling ideas with pictures*. Portfolio.
8. Amabile, T. M. (2019). *Creativity in context: Update to the social psychology of creativity*. Springer.
9. Lukhanina, K. (2024). *Hlobalni trendy internet-marketynhu: suchasnyi vymir ta maibutni transformatsii* [Global trends in internet marketing: modern dimension and future transformations]. *Ekonomika ta suspilstvo*, (60).
10. IAB Ukraine. (2025). *Trendbook 2025*. IAB Ukraine.
11. *Trendy digital-marketynhu u 2025 rotsi: tendentsii, yaki (ne) zminyuiut rynok* [Digital marketing trends in 2025: trends that do (not) change the market]. (2025). *CASES*.

Web-resources

1. Google Skillshop. *Digital marketing and creative advertising courses*. A free learning platform with modules on Google Ads, YouTube, and measurement for developing data-driven and creative campaigns. Retrieved from: https://skillshop.exceedlms.com/

2. Meta Blueprint. *Online courses on creative advertising in social media*. Training on campaign planning, creative formats, and measurement for Facebook and Instagram marketing. Retrieved from: https://www.facebook.com/business/learn

3. HubSpot Academy. *Content and inbound marketing resources*. Free courses and certifications on content strategy, creative campaigns, and marketing automation. Retrieved from: https://academy.hubspot.com/

4. Think with Google. *Insights and case studies on creative marketing*. Analytical reports, trend overviews, and best practices for creative digital campaigns worldwide. Retrieved from: https://www.thinkwithgoogle.com/

5. WARC (World Advertising Research Center). *Global knowledge base on marketing effectiveness and creativity* (requires institutional subscription). Contains case studies, reports, and rankings such as WARC Creative and WARC Effectiveness. Retrieved from: https://www.warc.com/

BASICS OF BUSINESS COMMUNICATION (BUSINESS COMMUNICATIONS)				
The course aims to provide students with a comprehensive framework of theoretical knowledge and practical skills for developing and implementing effective marketing communication policies. The course focuses on training specialists capable of strategic promotion planning, budget management, and selecting optimal engagement tools for target audiences in today's dynamic market environment.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	2/14 weeks	4/ Elective	Svitlana Yaremenko, PhD (Economics), Associate Professor.	120 hours (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Understand the conceptual framework of marketing communications and current industry trends to shape an effective corporate communication policy.			Lectures, case-based learning, strategic planning workshops.	Strategic marketing plan (CAS), Final test (CAS).
2) Apply digital tools and technologies for marketing communications across consumer, industrial, and international markets.			Seminars, analysis of real-world digital campaigns.	Analytical report (CAS), Multiple-choice questions, Final test (CAS).
3) Work effectively in a team to generate creative advertising ideas, copy, and comprehensive promotion programs.			Practical classes, writing workshops, creative brainstorming.	Portfolio of creative documents (CAS), Peer review of projects (CAS), Final test (CAS).
4) Demonstrate leadership and initiative by performing functional roles within a group and motivating others to adopt innovative marketing solutions.			Interactive workshops, role-playing, team simulations.	Peer small group assessment, Observation of teamwork (CAS), Final test (CAS).
5) Take professional responsibility for communication outcomes and demonstrate managerial initiative in marketing activities.			Case-based learning (managerial dilemmas), problem-based learning.	Managerial decision log (CAS), Final test (CAS).
6) Select and implement effective communication tools to enhance the enterprise's performance and ensure proper marketing conduct.			Practical classes on marketing software, performance analysis workshops.	Performance metrics report (CAS), Multiple-choice questions (CAS), Final test (CAS).
7) Design omnichannel communication campaigns, considering digital consumer behavior in global and local market environments.			Project-based learning, independent work under guidance, omnichannel strategy workshops.	Omnichannel project presentation (CAS), Final test (CAS).
Assessment				
Final grade as a result of 100% continuous assessment: 20% participation in discussion, brainstorming, business game				

30% test (multiple choice)
20% analysis of situations (case-study)
30% individual task
To pass the course, students must complete the following components:
1) **Testing (30 points):** Includes multiple-choice questions and short theoretical tasks to evaluate students' grasp of marketing communication concepts and sales psychology.
Assessment criteria: Every correct answer earns a specific number of points towards the total score of 30.
2) Individual Project (30 points):
A comprehensive task where students develop an omnichannel communication strategy or a sales management plan for a specific business.
Assessment criteria:
25-30 points: Deep analytical insight, creative approach, and professional justification of chosen tools.
18-24 points: Good understanding of the topic, logical structure, but minor gaps in argumentation.
10-17 points: Basic analysis provided with partial application of tools.
0-9 points: Fundamental misunderstanding or failure to meet project requirements.
3) Case Studies (20 points):
Analysis of real-world business situations, conflict resolution in sales, and consumer behavior.
Assessment criteria: Evaluation is based on the student's ability to interpret data, apply analytical tools, and propose evidence-based solutions.
4) Practical Assignments / Tasks (20 points):
Continuous assessment of classroom activities, including CRM simulations, writing briefs, and role-playing exercises.
Assessment criteria: Focuses on participation, practical skill demonstration, and the quality of task completion

Content

Topic 1. Goods and services in marketing activities
Topic 2. Price and quality of goods
Topic 3. Competitiveness of goods and its indicators
Topic 4. Market of goods and formation of demand in the market of a separate product
Topic 5. Target market of goods and methods of its selection
Topic 6. Product policy of the enterprise
Topic 7. Life cycle of goods
Topic 8. Planning and development of new goods
Topic 9. Trademarks and packaging

Literature

Compulsory reading

1. Romat Ye.V. *Marketynhovi komunikatsii: pidruchnyk* [Marketing Communications: Textbook]. – Kyiv: Studtsentr, 2021. 432 p.
2. Korol I.V. *Marketynhovi komunikatsii: navchalno-metodychnyi posibnyk* [Marketing Communications: Teaching and Methodological Manual]. – Uman: Vizavi, 2018. 195 p.
3. Kotler Ph., Keller K.L. *Marketing Management* (2016). 15th ed. Prentice Hall, Pierson, 2016.

Recommended reading

1. Horpynych O.V., & Arkhypova A.O. *Sotsiolohiia masovykh komunikatsii ta mediaplanuvannia: navchalnyi posibnyk* [Sociology of Mass Communications and Media Planning: Study Guide]. – Kyiv: DUT, 2018. 255 p.
2. Vikarchuk O.I., Kalinichenko O.O., Nikolenko S.M., & Poita I.O. *Reklamnyi kreatyv: navchalnyi posibnyk* [Advertising Creative: Study Guide]. – Zhytomyr: Publisher O.O. Yevenok, 2018. 208 p.

3. Zlenko A.M. *Suchasni PR tekhnolohii: navchalno-metodychnyi posibnyk* [Modern PR Technologies: Teaching and Methodological Manual]. – Boryspil: Ryzohrafika, 2018. 260 p.

4. Yaremenko, S., Taranenko, I., Shevchenko, V., Kuzmenko, M. *Infliuens-marketynh iak efektyvnyў instrument zaluchennia spozhyvachiv* [Influence marketing as an effective tool for attracting consumers]. European Vector of Economic Development. 35(2),125-142.

5. Taranenko I.V., Mishustina T.S., & Yaremenko S.S. (2021). *Stratehichni innovatsiini oriientyry marketynhovoi komunikatsiinoi diialnosti* [Strategic Innovative Benchmarks for Marketing Communication Activities]. Nobel Herald, №1 (56).

6. Pavlova, V.A., Yaremenko, S.S., Chernysh, L.V. (2025). Implementatsiia tsyfrovoi stratehii v systemu upravlinnia konkurentospromozhnistiu pidpryiemstva [Implementation of digital strategy in the enterprise competitiveness management system]. *Investytsii: praktyka ta dosvid*, №14.

7. Shevchenko, V. M., Mishustina, T. S., Yaremenko, S. S., Malkovych, D. D. (2025). Brendynh yak efektyvnyi instrument upravlinnia konkurentospromozhnistiu pidpryiemstva [Branding as an effective tool for enterprise competitiveness management]. *Mizhnarodnyi naukovyi zhurnal "Internauka"*, № 8.

8. Shevchenko, V., Taranenko, I., Yaremenko, S., Mishustina, T., Poprotskyy, O., & Mostova, A. (2022). Trends in Digital Marketing in the Context of Information Society Development. *Postmodern Openings*, 13(2), 448-460.

Web-resources

1. Marketing in Ukraine (n.d.). https://uam.in.ua/common/zhurnal-marketyng-v-ukrayini/

2. NGO ‘Ukrainian Association of Marketing’ (NGO “UMA” (n.d.). https://uam.in.ua/en/home/

3. Vseukrainska reklamna koalitsiia [All-Ukrainian Advertising Coalition]. https://vrk.org.ua/ad-market/

INVESTMENTS AND MODERN FINANCIAL INSTRUMENTS				
The course aims to provide students with a systematic understanding of investment activity, modern financial instruments, the principles of functioning of capital markets, foreign exchange markets, derivatives, digital assets, and strategic investment, taking into account behavioural and ESG factors.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3/14 weeks	4 / elective	Inna Strelchenko Doctor of Science (Economics), Full Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyse and forecast market phenomena and processes based on the application of fundamental principles, theoretical knowledge and applied skills in e-commerce activities.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final test (CAS)
2) Apply acquired theoretical knowledge to solve practical tasks in the field of e-commerce.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final test (CAS)
3) Use digital information and communication technologies, as well as relevant software tools, required for the effective implementation of modern e-commerce activities and the practical application of the e-commerce instruments.			Lectures, seminars, discussions, case study analysis	Participation in the discussion, case study reports (CAS), final test (CAS)
4) Demonstrate the ability to apply an interdisciplinary approach and perform the e-commerce functions of an economic entity.			Lectures, discussions, case study analysis, self-directed work	Class participation and discussions, case study reports (CAS), final test (CAS)
5) Take responsibility for the outcomes of one's activities and demonstrate entrepreneurial and e-commerce initiatives.			Lectures, discussions, leadership workshops	Class participation and discussions, teamwork evaluation (CAS), final test (CAS)
6) Perform functional responsibilities within a team and propose well-founded e-commerce decisions.			Lectures, role-playing and leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
7) Understand the nature and content of the macro- and micro-environment of e-commerce, the fundamentals of market segmentation, target segment selection and positioning, the structural elements of the marketing mix, the basics of product, pricing, communication and distribution policies, the theoretical foundations of marketing			Lectures, discussions, role-playing	Participation in the discussion (CAS), final test (CAS)

research, and the principles of organising e-commerce activities.		
8) Demonstrate skills in initiating and implementing innovative projects in e-commerce.	Lectures, discussions, business case analysis	Participation in the discussion (CAS), individual project (presentation) (CAS)
9) Solve professional tasks related to the application of e-commerce technologies and systems, modern online payment systems, and logistics technologies in e-commerce.	Lectures, seminars, discussions, business case analysis	Participation in the discussion (CAS), individual project (presentation) (CAS)

Assessment

The final grade is given on a 100-point scale, including 100 points for the work in the semester.
100 points for work in the semester:
40 points for an individual project (presentation);
60 points for discussions, final tests.
a) assessment criteria for the individual project:
33–40 points – the student has completed the task correctly and demonstrates a deep understanding of the material. Comprehensive and detailed conclusions are provided. The project presentation (pitch) has been delivered.
27–32 points – the student has completed the task with minor inaccuracies that do not affect the overall result. Generalised conclusions are provided. The project presentation (pitch) has been delivered.
15–26 points – the student demonstrates insufficient understanding of the material. The task is completed partially or in a general manner. Partial conclusions are provided. Presentation materials are missing.
7–14 points – the student demonstrates insufficient understanding of the material and makes significant errors. Conclusions are absent. Presentation materials are missing.
1–6 points – the student demonstrates a lack of knowledge of the material. The task is not completed. Conclusions are absent. Presentation materials are missing.
0 points – the task has not been completed by the student.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.
c) test papers
The criteria for the test assignment are written on the test card.

Content

Topic 1. Fundamentals of investment: concepts, participants and classifications.
Topic 2. Capital markets: stock market, bonds and equities.
Topic 3. Foreign exchange market and methods of market analysis.
Topic 4. Derivative financial instruments (derivatives).
Topic 5. Financial analysis for investment decision-making.
Topic 6. Corporate finance and strategic investment.
Topic 7. Alternative investments.
Topic 8. Behavioural finance and investor psychology.

Topic 9. ESG investing and sustainable development.
Topic 10. Digital currencies and DeFi. Fundamentals of cryptocurrencies (BTC, ETH).
Topic 11. NFTs, metaverses and next-generation digital assets.

Literature

Compulsory reading

1. Bodie Z., Kane A., Marcus A. (2021). *Investments*, McGraw-Hill.
2. Brealey R., Myers S., Allen F. (2022). *Principles of Corporate Finance*, McGraw-Hill.
3. Hull J. (2022). Options, *Futures and Other Derivatives*, Pearson.
4. Antonopoulos A. (2017). *Mastering Bitcoin*, O'Reilly.
5. Shiller R. (2015). *Irrational Exuberance*, Princeton University Press.
6. Nakamoto S. (2008). *Bitcoin: A Peer-to-Peer Electronic Cash System*.
7. Dolinskii L.B., Velykoivanenko G.I., Strelchenko I.I. (2016). *Analiz, modeliuvannia ta upravlinnia finansovymy investytsiiamy: navch. Posibnyk [Analysis, modelling and management of financial investments: study guide]*. Kyiv: KNEU.

Recommended reading

1. Charnes J. (2007). *Financial Modeling with Crystal Ball and Excel*. New Jersey: John Wiley & Sons, Inc.
2. Semenova, K., & Tarasova, K. (2018). Biznes-statystyka [Business statistics]. FOP Huliaieva V. M.
3. Poltorak, V. (2003). Marketynhovi doslidzhennia [Marketing research]. Tsentr navchalnoi literatury. 387 p.
4. Strelchenko I., Stognii D., Strelchenko A. (2025). *Specifics of predicting the profitability of individual bank products based on machine learning.* State Higher Educational Institution 'Ukrainian State University of Chemical Technology'. No 1. p.88-97.
5. Strelchenko I., Hamzah, O. (2025). *Marketynhovi doslidzhennia: praktykum* [Marketing research: a textbook]. [Electronic edition]. Alfred Nobel University. 68 p.

Web-resources

1. International Monetary Fund. (n.d.). *Official website*. https://www.imf.org/en/home
2. World Trade Organization. (n.d.). *Official website*. https://www.wto.org
3. National Bank of Ukraine. (n.d.). *Official website*. https://bank.gov.ua/en/
4. S&P Global. (n.d.). *Official website*. https://www.spglobal.com/spdji/en/
5. Nasdaq. (n.d.). *Official website*. https://www.nasdaq.com/
6. Google Finance. (n.d.). *Official website*. https://www.google.com/finance/?hl=uk

CREATING AND MANAGING YOUR OWN BUSINESS				
The course aims to introduce the main stages involved in establishing a business and the types of organisational and legal forms of enterprises, develop students' ability to plan their own business activities, and equip them with the skills to analyse necessary information and calculate economic and marketing indicators using analytical and methodological tools.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	3/14 weeks	4 / elective	Valentyna Shevchenko PhD (Public Administration), Associate Professor	120 hours (20 h. lectures, 20 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Demonstrate the ability to collect and analyze the necessary information, calculate economic and marketing indicators of the enterprise.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS)
2) Justify management decisions based on the use of the necessary analytical and methodological tools.			Lectures, role-playing and simulations, workshops	Teamwork evaluation, class discussions and peer assessment (CAS)
3) Demonstrate entrepreneurial and managerial initiative skills, apply their knowledge in the modern international business environment.			Practical exercises, case studies, participation in discussions, informal learning	Individual assignment, preparation of an individual assignment, completion of Practical Assignments (CAS)
Assessment				
The final grade is given on a 100-point scale. All 100 points are accumulated during the semester: 100 points for work in the semester: 30 points for participation in the discussion / workshop; 30 points for case study;				

40 points — 4 sets of written assignments, each assignment includes calculation-analytical task.
a) Participation in discussions 30 points
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.
b) Case study 30 points
For case study, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.
c) Practical/analytical task 40 points
33-40 points: The student provides a comprehensive and well-structured analysis of the problem. The student demonstrates strong ability to interpret data and apply appropriate analytical tools. Conclusions are well-reasoned and clearly supported by evidence. The student shows excellent use of relevant data, concepts, and examples.
25-32 points: The student demonstrates a good understanding of the problem and applies appropriate analytical methods. Analysis is generally clear and logically structured. Conclusions are supported, though some arguments may lack depth. Good use of relevant data and examples.
17-24 points: The student provides a basic analysis with partial application of analytical tools. Understanding of the problem is evident but limited. Arguments are somewhat underdeveloped. There are minor inaccuracies or omissions.
9-16 points: The student shows limited understanding of the problem. Analysis is weak, fragmented, or poorly structured. Important elements are missing or insufficiently explained. Use of data and examples is minimal or inappropriate.
0-8 points: The student fails to demonstrate understanding of the problem. Analysis is absent or irrelevant. Conclusions are missing or unsupported. Solution to the problem contains major errors and misunderstandings.

Content

Topic 1. The essence, functions and basic methods of managing your own business
Topic 2. Strategy and tactics of your own business development
Topic 3. Planning of your own business activities
Topic 4. Analysis of your own business activity indicators
Topic 5. Assessment of the effectiveness of personnel use. Personnel management
Topic 6. Formation of a system for ensuring the functioning of your own business
Topic 7. Assessment of the level of risks and economic security of your own business

Literature

Compulsory reading

1. Mykhalytska N., Yatsyk M. (2024). *Managing your own business: a study guide in diagrams and tables*. Lviv: Lviv State University of Internal Affairs, 480 p.

2. Bilyak T.O., Biryuchenko S.Yu., Buzhymska K.O., et al. (2023). *Entrepreneurship and the foundations of business. Workshop: Textbook*. Zhytomyr Polytechnic Institute, 2023. 280 p.

3. Shah, A., Talsma, B., McDaniel, C., Gitman, L., Koffel, L. & Reece, M. (2022). *Introduction to Business Administration*. The Louisiana Library Network. URL: https://louis.pressbooks.pub/introbusinessadmin/back-matter/references/

Recommended reading

1. Kornilova, O., Kotlubay, V., Kalmykova, N., Kuznetsova L. (2025). *Creating your own business: a teaching and methodical manual for first-year (bachelor's) students of higher education [Electronic edition]*. Phoenix. 280 p.

2. Metoshop, I.M., Perevozova, I.V., Fadeeva, I.G., Protas, V.V., Savko, O.Ya., Kravchenko, V.Yu. (2023). *Fundamentals of business: methodological guidelines for the theoretical and practical course.* Ivano-Frankivsk National Technical University of Oil and Gas. 75 p.

3. Yevchuk L. A. (2023). *Fundamentals of business and business planning: a textbook*. Publishing house of Petro Mohyla National University. 264 p.

4. Verkhovna Rada of Ukraine. (2018). *On limited and additional liability companies*. http://www.oooaq.qc.ca/ordre/lois-reglements/doc-lois/loi-90.pdf

5. Verkhovna Rada of Ukraine. (1991). *On Entrepreneurship*. https://zakon.rada.gov.ua/laws/show/698-12#Text

6. Verkhovna Rada of Ukraine. (1991). *On Foreign Economic Activity*. https://zakon.rada.gov.ua/laws/show/959-12#Text

7. Verkhovna Rada of Ukraine. (1991). *On the Protection of Foreign Investments in Ukraine*. https://zakon.rada.gov.ua/laws/show/1540%D0%B0-12#Text

8. Zhuravlov, D., Prokhorenko, M., Chernadchuk, T., Omelyanenko, V., Shevchenko, V. (2021). The impact of the public debt of a country on the sustainable development entrepreneurship. *European Vector of Entrepreneurship and Sustainability* Issues 8(4): 654-667. **(WoS)** https://jssidoi.org/jesi/article/846

9. Drobyazko, S. , Hilorme, T., Shevchenko, V., Yudina, O. (2021). Assessment of energy sustainability and development of companies based on cognitive modeling. *Conference on Environmental and Energy Sustainabilities*, 24 May 2021. E3S, 2021.January 2021, E3S Web of Conferences 277:02006. **(Scopus)** DOI:10.1051/e3sconf/202127702006

10. Horiashchenko, Y., Taranenko, I., Yaremenko, S., Shevchenko, V., Mishustina, T., & Klimova, I. (2021). Integrated system of enterprises' innovative development management under the conditions of post-fordism. *Postmodern Openings*, Vol. 12 No. 3Sup1 (2021), 45-60. **(WoS)** https://doi.org/10.18662/po/12.3Sup1/350

11. Taranenko, I.V., Naumenko, V.S., Shevchenko, V.N., Yaremenko, S.S. (2025). Analiz konkurentnoi sytuatsii na rynku dlia formuvannia stratehichnoho vektora rozvytku pidpryiemstva [Analysis of the competitive situation in the market for the formation of a strategic vector of enterprise development]. *Academy Review* No. 1(62). P. 211-225. **(WoS)** DOI:10.32342/3041-2137-2025-1-62-15.

Web-resources

1. Action.Business. *Official website.* https://business.diia.gov.ua/
2. Sme.gov.ua. *Official website*. https://tsme.gov.ua/services/
3. Business Platform Merezha. *Official website.* https://www.ebrd.com/home/what-we-do/focus-areas/digitalisation/merezha.html
4. Taxer. *Official website*. https://taxer.ua/uk/
5. Opendatabot. *Official website.* https://opendatabot.ua/
6. Trello / Asana. *Official website.* https://www.qpm.ai/uk
7. Kyivstar Business Hub. *Official website.* https://hub.kyivstar.ua/articles/16-resursiv-dlya-vyznachennya-rynkovyh-biznes-tendenczij
8. Mailchimp. *Official website.* https://sendpulse.ua/features/email/email-marketing-platform?

BASICS OF BUSINESS COMMUNICATION (COMPUTER GRAPHICS AND COMMUNICATION DESIGN)				
The course aims to develop skills in processing and editing web design objects, provide an understanding of the development of graphic design and the use of graphic software packages. The main objectives of this course are to obtain a systematic understanding of the features of the use of computer graphics and tools for creating design objects; master knowledge in the field of describing, presenting and formalizing the capabilities of web design elements; acquire skills in using vector and raster graphics to create and process web objects				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	4	4/ mandatory	Yuliia Bartashevska, PhD, Associate Professor	120 hours (16 h. lectures, 24 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) understand and know the principles of creating and editing web design objects, understand their features, diversity, and multifunctionality for use in the field of professional activity ;			Lectures, seminars-dialogues, solving practical problems, tests.	Class participation and discussions, solving practical tasks, final test (CAS)
2) use the methodology and rules for working with elements and certain objects of web design;			Lectures, seminars-dialogues, solving practical problems, tests.	Class participation and discussions, solving practical tasks, final test (CAS)
3) use skills in working with graphic editors in the process of designing web objects;			Lectures, seminars-dialogues, solving practical problems, tests.	Class participation and discussions, solving practical tasks, final test (CAS)
4) present, discuss, and defend personally created web design objects using formal and informal communication tools.			Lectures, seminars-dialogues, solving practical problems, tests.	Class participation and discussions, solving practical tasks, final test (CAS)
5) can improve learning skills for further learning with a high level of independence (autonomy).			Presentations, solving practical problems, independent work	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
Assessment				
The final grade is given on a 100-point scale, including 60% laboratory work defense, 20 points for the test and 20 points for the work in the semester. 60% laboratory work defense; 20 points for the test; 20 points for the work in the semester (individual presentation). Assessment criteria: a) individual presentation				

16-20 points: The student demonstrates excellent understanding of the material. The implementation algorithm has been correctly chosen, the results have been presented qualitatively. Reasoned conclusions.
11-15 points: The student understands the material well and demonstrates insufficient understanding of the material. However, there are errors in the selection and implementation of the solution algorithm. There are no conclusions and the applicant cannot qualitatively explain the result obtained. The task is completed partially or in general form.
6-10 points: the applicant demonstrates ignorance of the material, the implementation algorithm was chosen incorrectly and the result obtained is not final, contains significant errors.
1-5 points: the candidate demonstrates ignorance of the material. The task is not completed, and the existing solution contains gross errors.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51-80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21-50%: A basic understanding of the material, but with significant gaps or omissions.
1-20 %: A lot of mistakes, with little to no understanding of the material's context.
c) test papers
The criteria for the test assignment are written on the test card.

Content

CONTENT MODULE 1. INTRODUCTION TO WEB DESIGN SOFTWARE.

1.1. The emergence, features, and basic requirements of web design. Introduction to the Figma environment .
1.2. Figma workspace and interface .
1.3. Figma objects and modifying them.

CONTENT MODULE 2. CREATING WEB DESIGN OBJECTS IN FIGMA.

2.1. Bezier curves . Editing shapes. Nodes and lines. Settings "Fill", "Border". Equations and distribution.
2.2. Shadow, Transparency tools, using Levels.
2.3. Boolean Groups . Methods: "Grouping", "Union", "Intersection", "Combination".
2.4. "Equation", "Distribution", "Grid" tools.
2.5. Working with text in Figma .
2.6. Figma Community . Plugins in Figma . Purpose, connection and application.
2.7. Working with styles and components in Figma .
2.8. Figma Object Navigation . Prototype and its use for creating navigation graphic elements.

CONTENT MODULE 3. MAIN RULES AND PRINCIPLES OF WEB DESIGN.

3.1. Coloristics . Working with color. Schemes of color application. Principles of color reproduction in a computer.
3.2. Typography in web design. Types of fonts and basic rules for their use.

Literature

Compulsory reading

1. Robin Williams '*Design. A book for non -designers'* / R.V. Williams.– Vivat , 2022, – 240 p.
2. Sean Adams '*How Design Makes Us Think'* / Sh. Adams (translation: Maksym Timchenko).– ArtHuss , 2022, – 256 p.
3. Pasichnyk V. V. *Web technologies and web design. Book 1. Web technologies* / Pasichnyk V.V., Pasichnyk O.V., Ugrin D.I.– K.: Magnolia , 2021, – 336 p.

4. Trofymenko O.G. *Web technologies and web design: a tutorial* / O.G. Trofymenko, O.B. Kozin , O.V. Zadereiko , O.E. Plachinda . – Odessa: Phoenix, 2019. – 284 p.
5. Pasichnyk O.G. *Fundamentals of web design* / O.G. Pasichnyk, O.V. Pasichnyk, I.V. Stetsenko: [Textbook]. — K.: Publishing house BHV. — 2009. — 338 p. : ill .

Recommended reading

1. Trofymenko O.G., Kozin O.B. *Web design and HTML programming: teaching and methodological manual*. Odessa: Phoenix, 2017. 194 p.
2. Ogurtsov V.V., Grynyov D.V., Shcherbakov O.V. *Fundamentals of web and web design, client-side programming: laboratory practical course on the academic discipline 'Web technologies and web design' for students of the direction of training 6.050101 'Computer science*'. Kharkiv: KhNEU named after S. Kuznets , 2015. 208 p.
3. Sabin-Wilson L. WordPress . *Web design* . John Wiley & Sons . – Canada , – 2011. -384 c.
4. https://www.figma.com/community/file/1128717174121908164
5. https://cases.media/creativepractice/course/figma-basics/about
6. https://support.crowdin.com/uk/figma-plugin/
7. http://savelink.org.ua/shho-take-veb-dizajn-iz-chim-jogo-yidyat/
8. https://designtalk.club/veb-dyzajn-dlya-pochatkivtsiv-5-krashhyh-porad-yak-rozpochaty-svoyu-pidgotovku/

<table>
<tr><td colspan="5">MODERN MARKETING TECHNOLOGIES (ADVERTISING TECHNOLOGIES)</td></tr>
<tr><td colspan="5">The course aims to familiarize students with modern advertising technologies and provide them with practical skills in creating advertisements and distributing marketing content. Advertising skills that will be developed: copywriting, editing, making good photos for SMM, advert and posters, making advert videos and spots.</td></tr>
<tr><td>Language of teaching</td><td>Semester / Duration</td><td>ECTS credits / Type of course (mandatory, elective)</td><td>Course Coordinator</td><td>Student workload</td></tr>
<tr><td>Ukrainian</td><td>4/14 weeks</td><td>4 /Mandatory</td><td>Antonina Miamlina, Instructional Practitioner</td><td>120 hours (20 h. lectures, 20 h. practical classes, 80 h. self-directed learning)</td></tr>
<tr><td colspan="3">Learning outcomes
On completion of the course, students will be able to:</td><td>Teaching methods, teaching and learning activities</td><td>Forms of assessment (continuous assessment CAS, final assessment FAS)</td></tr>
<tr><td colspan="3">1) Know and understand the creative and technical aspects and technologies involved in creating advertisements. Apply new knowledge in practical situations</td><td>Lecture, practical classes, discussion, presentation, role play</td><td>Participation in the discussion, writing articles, working with graphics and video, participation in the role play (CAS)</td></tr>
<tr><td colspan="3">2) Process new information and interpret it in the context of marketing information they have already learned. Students correctly apply technical techniques and demonstrate proficiency in the methods of organizing, planning, and evaluating marketing communication activities, as well as the ability to integrate various promotional tools into a marketing communications mix.</td><td>Lectures and discussions, practical classes, self-study activity, practical assignments</td><td>Presentation, essay, role play practical assignments (creative and technical) discussion of scenarios (CAS)</td></tr>
<tr><td colspan="3">3) Understand and apply various types of advertising content. Are able to work with informational products to effectively carry out communication activities. Develop strategies to address specific business challenges. Justify the need to use a particular advertising technique during a promotional campaign.</td><td>Practical exercises, case studies, participation in discussions, informal learning</td><td>Individual assignment, preparation of an individual assignment, completion of Practical Assignments (CAS)</td></tr>
<tr><td colspan="3">4) Design advertising and PSA for various media based on modern design techniques;</td><td>Lecture, practical classes, internet search, presentation, project work</td><td>Project, presentation assessment (CAS)</td></tr>
<tr><td colspan="3">5) Identify needs in advertising of a product, service or idea. Develop the idea of creating advertising messages based on marketing objectives and characteristics of the target</td><td>Problem lecture, workshop, self-study activity,</td><td>Project (CAS)</td></tr>
</table>

audience;	supervised project work	

Assessment

Final grade as a result of 100% continuous assessment:
100% completion of individual practical tasks
To pass the course, students must complete the 10 tasks (10 points each)
Assessment criteria:
10 practical works are performed, each worth 10 points.
Assessment criteria for works:
9-10 points – the student is a true performer of the work, demonstrates a deep understanding of the material. All detailed conclusions are made.
7-8 points – the student has completed the work, but there are inaccuracies that cannot affect the final result. Generalized conclusions have been made.
5-6 points – the student demonstrates insufficient understanding of the material. The task has been completed partially or in general terms. The applicant has made partial conclusions.
3-4 points – the student demonstrates ignorance of the material, contains significant errors, conclusions are missing.
1-2 points – the student demonstrates ignorance of the material. The task has not been completed to the end, conclusions are missing.
0 points – the task has not been completed completely by the student

Content

Topic 1. Advertising Technologies and Content Marketing
Topic 2. Copywriting and Content
Topic 3. Advertising Illustration (Visual Content, Infographics) and Design
Topic 4. Video Content and Video Advertising
Topic 5. Video Advertising: Production and Monetization
Topic 6. Scrum and Agile Methodologies in Marketing and Advertising
Topic 7. Storytelling in Advertising

Literature

Compulsory reading

1. Volosheniuk O. (2019) *The ABCs of Visual Literacy* / I. Balykin, O. Chornyi, O. Fedchenko / Edited by O. Volosheniuk, V. Ivanov, R. Yevtushenko — Kyiv: AUP, (core textbook).
2. Ogilvy, D. (2023) *Ogilvy on Advertising* / David Ogilvy.— Kharkiv: Family Leisure Club

Recommended reading

1. Iryna Kostyuchenko (2021). *Copywriting in Algorithms*. — Kyiv, IRIO, 2021
2. Zinsser, William (2019,). *Text-Pex-Schmex: The Magic of Persuasive Writing* / Translated from English by Dmytro Kozhedub, 2nd edition / — Kyiv, "Nash Format,"
3. Moy, D. (2019) *Television Journalism: Practical Journalism*,/ Ordolf, M. Editd by V. F. Ivanov; Translated from German by V. Klymchenko. — Kyiv: Academy of Ukrainian Press, Center for Free Press.
4. Contemporary Advertising, (2021), *William Arens and Michael Weigold*, 16th Edition
5. Ogilvy, D. (2012) *Confessions of an Advertising Man*, Southbank Publishing.

Web-resources

1. Advertising Age. *Official website.* https://adage.com/
2. Adweek, Breaking News in Advertising, Media, and Technology https://www.adweek.com/ Free access, in English.
3. More about advertising *Official website.* https://www.moreaboutadvertising.com/
4. The Drum *Official website.* *https://www.thedrum.com/*
5. TED Conferences. (n.d.). *Official website*. https://www.ted.com
6. Coursera. (n.d.). *Official websit*e. https://www.coursera.org
7. Udemy. (n.d.). *Official website.* https://www.udemy.com
8. LinkedIn Learning. (n.d.). *Official website.* https://www.linkedin.com/learning
9. Google Skillshop *Official website.* https://skillshop.withgoogle.com/
10. Diia.Education *Official website.* *https://osvita.diia.gov.ua/en/courses/digital-marketing-manager*

MODERN MARKETING TECHNOLOGIES AND E-COMMERCE (AI IN MARKETING AND E-COMMERCE)				
The course aims to develop theoretical knowledge and practical skills in applying artificial intelligence and digital technologies in marketing and e-commerce. It focuses on data-driven decision-making, analysis of market trends and consumer behaviour, and the use of AI tools for developing, implementing, and optimising marketing and e-retail solutions.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	4	4 / elective	Olha Hamzah PhD (Economics), Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyse and forecast market trends and processes using marketing principles, data analysis, and AI tools in marketing and e-commerce.			Lectures, case studies, AI-based analytics, market trend analysis	Analytical tasks, case studies, discussions (CAS); final analytical assignment / AI project (CAS)
2) Apply theoretical marketing knowledge to solve practical problems in marketing and e-commerce environments.			Practical classes, scenario-based tasks, case analysis	Practical assignments, case studies (CAS); final analytical assignment (CAS)
3) Use digital technologies and AI tools (e.g., ChatGPT, analytics tools, automation platforms) for marketing and e-commerce activities.			Workshops, tool demonstrations, hands-on AI tasks	Practical tasks, mini-projects (CAS); individual AI project (CAS)
4) Apply an interdisciplinary approach integrating marketing, AI, analytics, and e-commerce systems.			Integrated lectures, cross-functional case studies, project-based learning	Analytical tasks, group discussions (CAS); complex case / project (CAS)
5) Take responsibility for results and demonstrate entrepreneurial initiative in developing AI-driven marketing and e-commerce solutions.			Project-based learning, independent work, AI experimentation	Project tasks, participation (CAS); individual AI project (CAS)
6) Work effectively in teams and propose well-grounded marketing decisions using AI and digital tools.			Group work, brainstorming, collaborative AI tasks	Teamwork evaluation, group tasks (CAS); project justification (CAS)
7) Understand and apply key marketing concepts (segmentation, targeting, positioning, marketing mix) in digital and e-commerce environments.			Lectures, analytical tasks, segmentation exercises	Tests, analytical assignments (CAS); theoretical-analytical tasks (CAS)

8) Develop and implement innovative projects in e-commerce using AI technologies.	Project-based learning, innovation workshops	Project tasks, idea presentations (CAS); final AI-driven project (CAS)
9) Solve professional tasks related to e-commerce technologies, including payment systems, logistics, and digital platforms.	Applied lectures, case studies, practical exercises	Practical tasks, case analysis (CAS); situational tasks (CAS)

Assessment

The final grade is awarded on a 100-point scale, including 40 points for the final assessment (individual project) and 60 points for continuous assessment during the semester.

60 points for continuous assessment:

a) practical and analytical tasks (30 points)

Assessment is based on the ability to apply AI tools in marketing tasks, perform analysis, and justify decisions:

27-30 points – tasks are completed correctly, AI tools are used effectively, solutions are well-reasoned and comprehensive.

22-26 points – minor inaccuracies, generally correct application of tools and analysis.

16-21 points – partial understanding, basic level of task completion, limited justification.

10-15 points – significant errors, weak application of AI tools, poorly developed conclusions.

1-9 points – low level of understanding, incorrect or incomplete tasks.

0 points – tasks are not completed.

b) case study analysis (15 points)

Assessment is based on the ability to analyse marketing situations and propose AI-based solutions:

13-15 points – comprehensive and well-structured analysis, justified solutions using AI tools.

10-12 points – good understanding, minor inconsistencies in analysis.

7-9 points – basic analysis with partial understanding.

4-6 points – limited understanding, weak analysis.

0-3 points – lack of understanding, incorrect or absent analysis.

c) class participation and discussions (5 points)

Assessment is based on engagement and contribution to discussions:

5 points – active participation, argumentation, engagement in discussions.

3-4 points – regular participation with minor limitations.

1-2 points – limited participation.

0 points – no participation.

d) tests (10 points)

Assessment is based on theoretical knowledge of AI in marketing:

9-10 points – excellent knowledge of concepts and tools.

7-8 points – good understanding with minor inaccuracies.

5-6 points – basic understanding.

3-4 points – limited knowledge.

0-2 points – insufficient knowledge.

40 points – final assessment (individual project)

Individual project: Development of an AI-driven advertising campaign

Assessment is based on the completeness, quality, and justification of the project:

36-40 points – comprehensive project including target audience analysis, campaign concept, prompt design, AI-generated content (text, visuals, video/audio), basic SEO optimisation, KPI system, and ethical justification; solutions are well-structured and clearly justified.

30-35 points – well-developed project with minor gaps or inconsistencies; generally correct use of AI tools and justification.
24-29 points – basic project implementation with partial coverage of required elements; limited analytical depth.
16-23 points – incomplete project, weak justification, insufficient use of AI tools.
1-15 points – very limited project, major errors, lack of understanding.
0 points – project not submitted.

Content

Topic 1. The Role of AI in Marketing and E-commerce
Topic 2. Data Analysis and Machine Learning in Marketing
Topic 3. Target Audience Analysis and Segmentation
Topic 4. Personalisation and Recommendation Systems
Topic 5. Natural Language Processing (NLP) in Marketing
Topic 6. AI Tools for Content Creation
Topic 7. AI in Digital Marketing and SEO Optimisation
Topic 8. E-commerce Platforms and Digital Ecosystems
Topic 9. Marketing Automation and AI Integration
Topic 10. Payment Systems and Logistics in E-commerce
Topic 11. AI in Marketing Strategy and Decision-Making
Topic 12. Performance Analytics and KPI Evaluation
Topic 13. Ethical, Legal, and Social Aspects of AI in Marketing and E-commerce

Literature

Compulsory reading

1. Warnock, V. (2023). *ChatGPT for Marketers: A Practical Guide to Using AI for Content Creation*. 238 p.
2. Kaput, M. (2022). *Marketing Artificial Intelligence: AI, Marketing, and the Future of Business*. Dallas.
3. Davenport, T. H., & Mittal, N. (2023). *All-in on AI: How Smart Companies Win Big with Artificial Intelligence*. Harvard Business Review Press. 224 p.
4. Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.
5. Kotler, P. (2019). *Marketing 4.0: Moving from Traditional to Digital*. KM-Buks. 224 p.
6. Sterne, J. (2017). *Artificial Intelligence for Marketing: Practical Applications*. Wiley. 368 p.
7. Kutkovetskyi, V. Ya. (2017). *Rozpiznavannia obraziv* [Pattern Recognition]. Petro Mohyla Black Sea National University. 420 p.
8. Ertel, W. (2017). *Introduction to Artificial Intelligence* (2nd ed.). Springer. 356 p.
9. Shakhovska, N. B., Kaminskyi, R. M., & Vovk, O. B. (2018). *Systemy shtuchnoho intelektu* [Artificial Intelligence Systems]. Lviv Polytechnic. 392 p.
10. Hitis, V. B., & Hudkova, K. Yu. (2018). *Metody shtuchnoho intelektu* [Methods of Artificial Intelligence]. Donbas State Engineering Academy. 136 p.
11. Strelchenko, I. I., Ovcharenko, O. V., & Strelchenko, A. A. (2024). Artificial intelligence market in Ukraine and globally: current state and development prospects. *Odesa National Economic University Herald*, 7–8.
12. Mishustina, T. S., Pysarkova, V. R., & Hamzah, O. V. (2024). Methodological aspects of artificial intelligence use: essence, terminology and law. *Digital Economy and Economic Security*, 5.

Recommended reading

1. Russell, S., & Norvig, P. (2014). *Artificial Intelligence: A Modern Approach* (3rd ed.). Pearson.
2. Nikolskyi, Yu. V., Pasichnyk, V. V., & Shcherbyna, Yu. M. (2013). *Systemy shtuchnoho intelektu* [Artificial Intelligence Systems]. Magnolia-2006.
3. Yampolskyi, L. S., Tkach, B. P., & Lisovychenko, O. I. (2011). *Systemy shtuchnoho intelektu v planuvanni, modeliuvanni ta upravlinni* [AI Systems in Planning and Management]. Personal Publishing.

Web-resources

1. OpenAI. https://www.openai.com/
AI tools (ChatGPT) for content generation, prompting, and marketing automation.
2. Google. https://www.thinkwithgoogle.com/
Insights, trends, and case studies on AI in digital marketing and consumer behaviour.
3. HubSpot (n.d.). https://www.hubspot.com/

Resources on CRM systems, automation, and AI-driven marketing strategies.
4. Statista. https://www.statista.com/
Statistical data and reports for market analysis and campaign planning.
5. Harvard Business Review. https://hbr.org/
Articles on AI, digital transformation, and marketing strategy.
6. McKinsey & Company. https://www.mckinsey.com/
Research and insights on AI adoption and business transformation.
7. SEMrush. https://www.semrush.com/
SEO tools and analytics for keyword research and campaign optimisation.
8. Canva. https://www.canva.com/
AI-supported tools for visual content creation.

PSYCHOLOGY OF MARKETING				
The course aims to form a modern system of views and specialized knowledge in the field of sales, develop practical skills in identifying customer needs and motivating purchases, and form the ability to build long-term trusting relationships with customers, using modern sales techniques and promoting products on the market to ensure the effective operation of the enterprise. The course is aimed at developing practical skills in managing emotions, creating product or service value, overcoming objections, and achieving high sales results through an individual approach to each client.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	4/14 weeks	4 / Elective	Svitlana Yaremenko, PhD (Economics), Associate Professor.	120 hours (26 h. lectures, 14 h. seminars/practical, 80 h. self-directed learning);
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Understand the conceptual framework of marketing and the theoretical foundations of sales psychology to influence organizational performance.			Lectures, literature review, comparative analysis of sales theories.	Theoretical test (CAS), Final test / Quiz (CAS).
2) Apply modern sales techniques and psychological methods for rapid customer assessment and effective interaction with various buyer groups.			Role-playing (sales simulations), consumer behavior analysis, workshops.	Sales pitch demonstration (CAS), Practical assignment (CAS).
3) Analyze staff performance and manage customer conflicts, including the development of measures to resolve complaints and grievances.			Crisis management simulations, case studies on conflict resolution.	Conflict resolution report (CAS), Peer review of simulation (CAS).
4) Utilize digital information and communication technologies for professional marketing activities and practical application of marketing tools.			IT-tool demonstrations, practical classes.	CRM data entry project (CAS), Digital tool proficiency task (CAS).
5) Demonstrate professional communication and leadership skills to motivate teams toward unconventional marketing solutions and goal achievement.			Team-building simulations, leadership role-play, brainstorming.	Peer assessment (CAS), Managerial initiative log (CAS).
6) Exhibit critical thinking and adaptability in formulating independent approaches to problem-solving and adjusting processes to achieve strategic goals.			Problem-based learning (PBL), individual research project.	Individual case study analysis (CAS), Final Project / Pass-Fail Assignment (CAS).
Assessment				
Final grade as a result of 100% continuous assessment: 20% participation in discussion, brainstorming, business game 30% test (multiple choice) 20% analysis of situations (case-study)				

30% individual task
To pass the course, students must complete the following components:
5) **Testing (30 points):** Includes multiple-choice questions and short theoretical tasks to evaluate students' grasp of marketing communication concepts and sales psychology.
Assessment criteria: Every correct answer earns a specific number of points towards the total score of 30.
6) Individual Project (30 points):
A comprehensive task where students develop an omnichannel communication strategy or a sales management plan for a specific business.
Assessment criteria:
25-30 points: Deep analytical insight, creative approach, and professional justification of chosen tools.
18-24 points: Good understanding of the topic, logical structure, but minor gaps in argumentation.
10-17 points: Basic analysis provided with partial application of tools.
0-9 points: Fundamental misunderstanding or failure to meet project requirements.
7) Case Studies (20 points):
Analysis of real-world business situations, conflict resolution in sales, and consumer behavior.
Assessment criteria: Evaluation is based on the student's ability to interpret data, apply analytical tools, and propose evidence-based solutions.
8) Practical Assignments / Tasks (20 points):
Continuous assessment of classroom activities, including CRM simulations, writing briefs, and role-playing exercises.
Assessment criteria: Focuses on participation, practical skill demonstration, and the quality of task completion.

Content

Topic 1. Fundamentals of Sales Psychology: Business and You
Topic 2. Consumer Behavior
Topic 3. Motives for Purchases
Topic 4. Merchandising.
Topic 5. Effective Sales

Literature

Compulsory reading

1. Pylypchuk, V. P., & Dannikov, O. V. (2011). Upravlinnia prodazhem: navchalnyi posibnyk [*Sales Management: Study Guide*]. Kyiv: KNEU.
2. Kotler Ph., Keller K.L. *Marketing Management* (2016). 15th ed. Prentice Hall, Pierson, 2016.

Recommended reading

1. Vikarchuk, O.I., Kalinichenko, O.O., et al. (2018). *Reklamnyi kreatyv: navchalnyi posibnyk* [Advertising Creative: Study Guide]. Zhytomyr: Vydavets O.O. Yevenok. 208 p.
2. Savytska, N.L. (2018). *Upravlinnia rezultatyvnistiu marketynhu* [Marketing Performance Management]. Part 1. Kharkiv: KhDUKhT. 116 p.
3. Babko, N.M., et al. (2020). *Povedinka spozhyvacha: navchalnyi posibnyk* [Consumer Behavior: Study Guide]. Kharkiv: KhNTUSH. 170 p.
4. Smerichevskyi, S.F., et al. (2018). *Brend-menedzhment: navchalnyi posibnyk* [Brand Management: Study Guide]. Kyiv: NAU. 156 p.
5. Bezugla, L.S., et al. (2019). *Marketynhovi doslidzhennia: navchalnyi posibnyk* [Marketing Research: Study Guide]. Bila K.O. 300 p.
6. Dykan, V.L., et al. (2018). *Tovaroznavstvo ta komertsiina diialnist* [Commodity Science and Commercial Activity]. Kharkiv: UkrDUZT. 362 p.
7. Korol, I.V. (2018). *Marketynhovi komunikatsii: navchalno-metodychnyi posibnyk* [Marketing Communications: Training Manual]. Uman: Vizavi. 191 p.
8. Berger, Jonah. (2018). *Nevydymyi vplyv. Prykhovani syly, yaki formuiut povedinku* [Invisible Influence: The Hidden Forces that Shape Behavior]. Kyiv: Nash Format. 240 p.
9. Rackham, Neil. (2019). *Tekhnika prodazhu SPIN* [SPIN Selling]. Kyiv: Nash Format. 248 p.

10. Yaremenko, S., Taranenko, I., Shevchenko, V., & Kuzmenko, M. *Infliuens-marketynh iak efektyvnyў instrument zaluchennia spozhyvachiv* [Influence marketing as an effective tool for attracting consumers]. *European Vector of Economic Development*. 35(2), 125-142.

Web-resources

1. Marketing in Ukraine (n.d.). https://uam.in.ua/common/zhurnal-marketyng-v-ukrayini/
2. NGO 'Ukrainian Association of Marketing' (NGO "UMA" (n.d.). https://uam.in.ua/en/home/
3. Vseukrainska reklamna koalitsiia [All-Ukrainian Advertising Coalition] (n.d.). https://vrk.org.ua/ad-market/

FUNDAMENTALS OF E-RETAIL SYSTEMS				
The course aims to develop a system of theoretical knowledge and practical skills for analysing, designing, and managing e-retail ecosystems, including platforms, marketplaces, digital channels, and data-driven interactions using artificial intelligence and advanced analytics in contemporary digital commerce environments.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	4	4 / elective	Olha Hamzah PhD (Economics), Associate Professor	120 hours (28 h. lectures, 12 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyse and forecast market trends and processes in e-commerce and e-retail based on marketing principles and consumer behaviour insights.			Lectures with market analysis, case studies (Amazon, marketplaces), analytical tasks using real data; analysis of e-retail trends and consumer behaviour.	Analytical tasks, case analysis, participation in discussions (CAS); final analytical assignment / case-based exam task (FAS).
2) Apply marketing theories and concepts to solve practical problems in e-retail (business models, pricing, assortment, communication strategies).			Case-based learning, practical classes, problem-solving tasks; analysis of e-commerce business models and marketing decisions.	Practical assignments, case studies, problem-solving tasks (CAS); final analytical task with applied marketing solutions (FAS).
3) Use digital tools and technologies (e-commerce platforms, analytics tools, CRM systems, payment solutions) in e-retail.			Demonstrations of digital tools, workshops, guided practical tasks; platform analysis and mini-projects.	Practical tasks using digital tools, mini-projects (CAS); final assignment with application of digital tools (FAS).
4) Apply an interdisciplinary approach integrating marketing, logistics, digital technologies, and analytics in e-retail systems.			Integrated lectures, interdisciplinary case studies, project-based learning; cross-functional analysis and discussions.	Group tasks, interdisciplinary case analysis (CAS); complex integrated case task (FAS).

5) Demonstrate entrepreneurial initiative and responsibility in e-retail project development.	Project-based learning, entrepreneurial case studies, discussions; development of e-retail ideas and decision-making.	Project tasks, idea presentations, participation (CAS); final assignment with justification of business decisions (FAS)
6) Work effectively in teams and propose well-grounded marketing decisions for e-retail systems.	Group work, role-based simulations, discussions; collaborative analysis of e-retail cases.	Teamwork evaluation, group presentations (CAS); case-based exam task (FAS).
7) Understand and apply key marketing concepts in e-commerce (segmentation, targeting, positioning, marketing mix).	Lectures, practical segmentation tasks, strategy analysis; development of STP strategies.	Tests, analytical assignments (CAS); theoretical-analytical exam questions (FAS).
8) Develop and implement innovative e-retail projects based on digital trends and platform solutions.	Project-based learning, innovation case studies; development of e-commerce concepts.	Project tasks, idea presentations (CAS); final project / innovation-focused case (FAS).
9) Solve professional tasks related to e-commerce technologies (payment systems, logistics, fulfilment).	Practical workshops, case studies, applied lectures; analysis of payment and logistics systems.	Practical tasks, case analysis (CAS); situational exam tasks (FAS).

Assessment

The final grade is awarded on a 100-point scale, including 40 points for the final assessment (individual project) and 60 points for continuous assessment during the semester.

60 points – Continuous Assessment (CAS)

a) Practical and analytical tasks (e-retail analysis, platform evaluation, marketing decisions) – 30 points

Assessment is based on the ability to analyse e-retail systems, apply marketing concepts, and propose data-driven solutions:

- 27-30 points – comprehensive analysis, correct application of concepts, well-justified decisions.
- 23-26 points – generally correct analysis with minor inaccuracies.
- 18-22 points – basic level of analysis, limited justification.
- 12-17 points – significant errors, weak understanding.
- 1-11 points – low level of understanding, incomplete tasks.
- 0 points – tasks are not completed.

b) Case study and situational analysis (e-commerce models, platforms, consumer behaviour) – 10 points

Assessment is based on the ability to interpret real e-retail cases and propose solutions:

- 9-10 points – structured and insightful analysis, justified conclusions.
- 7-8 points – good understanding with minor inconsistencies.

- 5-6 points – basic analysis with partial understanding.
- 3-4 points – limited understanding, weak analysis.
- 0-2 points – lack of understanding, incorrect or absent analysis.

c) Tests (theoretical knowledge of e-commerce, e-retail systems, marketing concepts) – 10 points
Assessment is based on understanding key theoretical concepts:
- 9-10 points – excellent knowledge of concepts and terminology.
- 7-8 points – good understanding with minor inaccuracies.
- 5-6 points – basic understanding.
- 3-4 points – limited knowledge.
- 0-2 points – insufficient knowledge.

d) Class participation and teamwork – 10 points
Assessment is based on engagement in group work and discussions:
9-10 points – active participation, strong contribution to teamwork.
7-8 points – regular participation and contribution.
5-6 points – moderate participation.
3-4 points – limited participation.
0-2 points – no participation.

Final Assessment – 40 points
Final Analytical Assignment - Exam
Assessment is based on the ability to analyse an e-retail system and propose well-grounded marketing and operational decisions:
- 36-40 points – comprehensive analysis, correct application of tools and concepts, strong justification of decisions.
- 30-35 points – generally correct analysis with minor inaccuracies.
- 24-29 points – basic implementation with limited analytical depth.
- 16-23 points – incomplete analysis, weak justification.
- 1-15 points – very limited work, major errors.
- 0 points – assignment not submitted.

Content

Topic 1. Introduction to E-commerce and E-Retail Systems
Topic 2. E-commerce Business Models
Topic 3. Market Participants and Digital Consumer Behaviour
Topic 4. E-commerce Platforms and Technologies
Topic 5. Design and Launch of an Online Store
Topic 6. E-Retail Marketing and Promotion
Topic 7. Online Advertising in E-Retail
Topic 8. Electronic Payments and Transaction Security
Topic 9. Logistics and Fulfilment in E-Retail
Topic 10. Assortment and Pricing Management
Topic 11. Customer Experience and Service Management
Topic 12. E-Retail Analytics and Performance Metrics
Topic 13. Future Trends in E-Retail Systems

Literature

Compulsory reading

1. Sak, T. (2023). *Electronic Commerce and Global Entrepreneurship: Lecture Notes*. Lutsk: Lesya Ukrainka Volyn National University.
2. Lysak, O. I., Andrieieva, L. O., & Tebenko, V. M. (2020). *Electronic Commerce: Lecture Course*. Melitopol: Liuks.

3. Chmyr, I. O. (2021). *Electronic Commerce: Lecture Notes*. Odesa: Odesa State Environmental University.
4. Kraus, K. M., Kraus, N. M., & Manzhura, O. V. (2021). *Electronic Commerce and Internet Trade: Study Guide*. Kyiv: Agrar Media Group.
5. Shaleva, O. I. (2017). *Electronic Commerce*. Kyiv: Center for Educational Literature.
6. Drazhnytsia, S. A. (2013). *Electronic Commerce*. Lviv: Novyi Svit-2000.
7. Pasichnyk, V. V., & Pasichnyk, O. V. (2021). *Web Design*. Lviv: Magnolia.
8. Trofymenko, O. H., Kozin, O. B., Zadereiko, O. V., & Plachinda, O. Ye. (2019). *Web Technologies and Web Design*. Odesa: Phoenix.
9. Osborn, T. (2021). *Hello Web Design*. San Francisco: No Starch Press.
10. Tidwell, J., Brewer, C., & Valencia, A. (2019). *Designing Interfaces*. O'Reilly Media.
11. Yablonski, J. (2020). *Laws of UX: Using Psychology to Design Better Products and Services*. O'Reilly Media.
12. Weinschenk, S. M. (2020). *100 Things Every Designer Needs to Know About People*. New Riders.
13. Miller, B. D., & Ackerman, J. (2022). *Principles of Web Design*. Allworth Press.
14. Strauss, J., & Frost, R. (2016). *E-marketing* (7th ed.). Routledge.

Recommended reading

1. Borodkina, I. L., & Borodkin, H. O. (2020). *Web Technologies and Web Design: Application of HTML for Creating Digital Resources*. Kyiv: Lira-K.
2. Tomashevskyi, O. M., Tsehelyk, H. H., Viter, M. B., & Duduk, V. I. (2012). *Information Technologies and Business Process Modelling*. Kyiv: Center for Educational Literature.
3. Brown, E. (2019). *Web Development with Node and Express* (2nd ed.). O'Reilly Media.
4. Staiano, F. (2022). *Designing and Prototyping Interfaces with Figma*. Packt Publishing.
5. *Web Development and Design for Beginners: HTML5, CSS3, JavaScript, and Responsive Design* (2021).
6. Strelchenko, I. I., Ovcharenko, O. V., & Strelchenko, A. A. (2024). The artificial intelligence market in Ukraine and worldwide: Current state and development prospects. *Odesa National Economic University Herald*, 7-8, 7-16.
7. Mishustina, T. S., Pysarkova, V. R., & Hamzah, O. V. (2024). Methodological aspects of artificial intelligence use: essence, terminology and law. *Digital Economy and Economic Security*, 5.
8. Krug, S. (2013). *Don't Make Me Think, Revisited: A Common Sense Approach to Web Usability*. New Riders.
9. Nielsen, J. (2012). *Mobile Usability*. New Riders.
10. Chaffey, D., & Ellis-Chadwick, F. (2022). *Digital Marketing: Strategy, Implementation and Practice* (8th ed.). Pearson.
11. Drazhnytsia, S. A. (2013). *E-commerce*. Lviv: Novyi Svit-2000.

Web-resources

1. OpenAI. https://www.openai.com/
AI tools (e.g., ChatGPT) for content generation, automation, and data-driven marketing solutions.
2. Google Analytics. https://analytics.google.com/
Platform for analysing website traffic, customer behaviour, and e-commerce performance.
3. Shopify. https://www.shopify.com/
E-commerce platform for building, managing, and scaling online stores.
4. Amazon Seller Central. https://sellercentral.amazon.com/
Marketplace platform for managing product listings, sales, and logistics in global e-retail ecosystems.
5. WooCommerce. https://woocommerce.com/
Open-source e-commerce solution for building and customising online stores.
6. SEMrush. https://www.semrush.com/
SEO, keyword research, and digital marketing analytics tools.
7. Think with Google. https://www.thinkwithgoogle.com/
Insights, trends, and case studies in digital marketing and consumer behaviour.
8. Statista. https://www.statista.com/
Statistical data and market reports for e-commerce analysis.
9. Nielsen Norman Group. https://www.nngroup.com/
Research-based resources on UX/UI design, usability, and user behaviour.
10. Harvard Business Review. https://hbr.org/
Articles on digital transformation, AI, and platform-based business models.

ENTREPRENEURSHIP AND BUSINESS ACTIVITY				
The course aims to form a system of theoretical knowledge and practical skills in the application of marketing theory as a tool for increasing the efficiency of entrepreneurial activity in a competitive market. At the same time, special emphasis is placed on the acquisition by students of modern marketing technologies and their role in a market economy; the formation of a special understanding of entrepreneurial activity as a way of life, and the acquisition of modern methods in developing a business strategy for an enterprise.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	4/14 weeks	4 / elective	Ihor Bilotkach PhD (Economics), Associate Professor	120 hours (28 h. lectures, 12 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1)Assess the risks of conducting marketing activities, establish the level of uncertainty of the marketing environment when making management decisions.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final test (FAS)
2)Explain information, ideas, problems, and alternative management decision-making options to marketing specialists and non-specialists, and to representatives of various structural divisions of a market entity.			Lectures, role-playing and simulations, workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (FAS)
3)Demonstrate skills in independent work, flexible thinking, openness to new knowledge, and be critical and self-critical.			Lectures, strategic planning workshops, business case analysis	Teamwork evaluation, class discussions and peer assessment (CAS), final test (FAS)
4)Be responsible for the results of your activities, demonstrate entrepreneurial and managerial initiative skills.			Lectures, seminars, discussions, scenario analysis workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (FAS)
5)Perform functional duties in the group, offer sound marketing solutions.			Lectures, seminars, discussions, scenario analysis workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (FAS)
6)Demonstrate responsibility in relation to moral, cultural, scientific values and achievements of society in professional marketing activities.			Lectures, seminars, discussions, workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (FAS)
Assessment				
The final grade is given on a 100-point scale, including 40 points for the test and 60 points for the work in the semester. 60 points for work in the semester:				

a) assessment criteria for the individual project:
33–40 points – the student has completed the task correctly and demonstrates a deep understanding of the material. Comprehensive and detailed conclusions are provided. The project presentation (pitch) has been delivered.
27–32 points – the student has completed the task with minor inaccuracies that do not affect the overall result. Generalised conclusions are provided. The project presentation (pitch) has been delivered.
15–26 points – the student demonstrates insufficient understanding of the material. The task is completed partially or in a general manner. Partial conclusions are provided. Presentation materials are missing.
7–14 points – the student demonstrates insufficient understanding of the material and makes significant errors. Conclusions are absent. Presentation materials are missing.
1–6 points – the student demonstrates a lack of knowledge of the material. The task is not completed. Conclusions are absent. Presentation materials are missing.
0 points – the task has not been completed by the student.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51-80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21-50%: A basic understanding of the material, but with significant gaps or omissions.
1-20 %: A lot of mistakes, with little to no understanding of the material's context.
c) test papers
The criteria for the test assignment are written on the test card.

Content

Topic 1. Fundamentals of entrepreneurship and business activities
Topic 2. Business environment and marketing environment
Topic 3. Technology of enterprise development (own business)
Topic 4. Planning and design of business activities
Topic 5. Marketing activities of business units
Topic 6. Assessment of business risks
Topic 7. Analysis of economic and financial activities of business units
Topic 8. Strategic management of entrepreneurship

Literature

Compulsory reading

1. Marchenko V. M. (ed.) Osnovy pidpryiemnytskoi diialnosti [Fundamentals of Entrepreneurial Activity]. Kyiv: Tsentr uchbovoi literatury, 2022. 512 p.
2. Shepel T. V., Komlichenko O. O., Zhyvets A. M. Osnovy pidpryiemnytskoi diialnosti [Fundamentals of Entrepreneurial Activity]. Sumy: Universytetska knyha, 2022. 308 p.
3. Ivanechko N. A. Marketynh [Marketing]. Ternopil: West Ukrainian National University, 2021. 347 p.
4. Marketynh [Marketing]. Lviv: Ivan Franko National University of Lviv, 2020. 347 p.
5. Fillis I., Melewar N. T. (eds.) Handbook of Entrepreneurship and Marketing. Cheltenham: Edward Elgar Publishing, 2020. 432 p.

Recommended reading

1. Illiashenko S. M. (ed.) Marketynhova diialnist pidpryiemstv [Marketing Activity of Enterprises]. Zaporizhzhia: Zaporizhzhia National University, 2020. 512 p.
2. Ivanechko N. A. Marketynh [Marketing]. Ternopil: West Ukrainian National University, 2021. 347 p. (electronic resource, university e-library).
3. Marchenko V. M. et al. Osnovy pidpryiemnytskoi diialnosti [Fundamentals of Entrepreneurial Activity]. Kyiv: Tsentr uchbovoi literatury, 2022. 240 p.

4. Sofiienko A. V. Teoretychnyi marketynh [Theoretical Marketing]. Kropyvnytskyi: Central Ukrainian National Technical University, 2021. 220 p.
5. Nwankwo S., Gbadamosi A. (eds.) Entrepreneurship Marketing: Principles and Practice of SME Marketing. 2nd ed. London: Routledge, 2020. 430 p.

MODERN MARKETING TECHNOLOGIES (SOCIAL MEDIA MARKETING)				
The course aims to develop students' knowledge and practical skills in applying modern marketing technologies with a particular focus on social media marketing. Students will learn to develop digital marketing strategies, create and manage content for social media platforms, plan and optimize advertising campaigns, analyze marketing performance using digital analytics, and apply AI-powered marketing tools to enhance business communication and customer engagement in the digital environment.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5/14	4 / Elective	Volodymyr Dubnytskyi, Doctor of Sciences (Economy), Full Professor	120 hours (20 lectures, 20 h. seminars/practical, 80 h. self-study time)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Explain the principles, concepts, and current trends of modern marketing technologies and social media marketing			Interactive lectures; guided discussions; analysis of business cases; independent study.	Participation in discussions, short quizzes, practical tasks (CAS)
2) Develop social media marketing strategies aligned with organizational goals and target audience needs			Case studies; workshops; problem-based learning; group discussions.	Case study analysis, strategy development assignment (CAS)
3) Create and manage content plans for social media platforms using modern content marketing approaches and AI-powered tools			Practical classes; project-based learning; hands-on training with digital tools.	Content plan development, practical assignments, individual project (CAS)
4) Plan, launch, and optimize paid advertising campaigns on social media platforms using contemporary advertising tools and performance metrics.			Practical exercises; software demonstrations; advertising campaign simulations.	Practical assignments, campaign analysis, analytical report (CAS)
5) Analyze social media performance using marketing analytics, key performance indicators (KPIs), and digital marketing metrics to support managerial decision-making			Analytical tasks; workshops; independent data analysis.	Analytical report, practical tasks, case study (CAS)

6) Apply AI-powered marketing technologies and digital tools to improve customer engagement, marketing communications, and business performance.	Hands-on training with AI applications; practical workshops; project work.	Practical assignments, AI-based marketing project (CAS)
7) Demonstrate teamwork, communication, and presentation skills while developing social media marketing projects and solving practical business problems	Team projects; presentations; discussions; collaborative learning.	Group project, oral presentation, participation (CAS)
8) Evaluate and justify the selection of modern marketing technologies for solving business problems under dynamic market conditions	Integrated case studies; project-based learning; simulation exercises.	Comprehensive marketing project, case-based assessment (CAS)

Assessment

The final grade is based on 100% continuous assessment during the semester. Assessment is carried out on a 100-point scale.

Distribution of points during the semester (100 points):

1. Tests and short written tasks – 15 points.
2. Practical class activities – 35 points.
3. Individual practical assignment – 30 points.
4. Presentation of the individual project and participation in discussion – 20 points.

Assessment criteria:

a) Tests and short written tasks (15 points)

13–15 points: The student demonstrates excellent understanding of modern marketing technologies, social media marketing concepts, digital tools, and current industry trends. Answers are accurate, well-structured, and supported by relevant examples.

10–12 points: The student demonstrates good understanding of the course material, although some answers may lack depth or precision.

7–9 points: The student demonstrates satisfactory knowledge with minor inaccuracies or incomplete explanations.

1–6 points: The student demonstrates limited understanding of the course material. Answers are fragmented, inaccurate, or incomplete.

0 points: The task was not submitted, was not completed, or does not provide assessable evidence of the relevant learning outcome.

b) Practical class activities (35 points)

30–35 points: The student actively participates in practical activities, effectively applies digital marketing tools, demonstrates creativity, analytical thinking, and produces well-justified marketing solutions.

24–29 points: The student regularly participates in practical activities and correctly applies marketing tools, although some solutions may lack originality or depth.

18–23 points: The student demonstrates basic practical skills but has difficulty applying digital marketing tools independently.

1–17 points: Participation is irregular, and practical work demonstrates limited understanding of the course material.

0 points: The task was not submitted, was not completed, or does not provide assessable evidence of the relevant learning outcome.

c) Individual practical assignment (30 points)

26–30 points: The student develops a comprehensive social media marketing campaign or digital marketing project with clearly defined objectives, target audience, content strategy, advertising approach, performance indicators, and implementation plan. The work is original, well-structured, and professionally presented.

21–25 points: The project demonstrates good understanding of marketing technologies but contains minor weaknesses in analysis, structure, or justification.

16–20 points: The project meets the basic requirements but lacks originality, consistency, or sufficient justification.

1–15 points: The project is incomplete, poorly structured, or demonstrates insufficient understanding of modern marketing technologies.

0 points: The task was not submitted, was not completed, or does not provide assessable evidence of the relevant learning outcome.

d) Presentation of the individual project and participation in discussion (20 points)

18–20 points: The student delivers a clear, confident, and well-organized presentation, effectively uses digital and visual materials, justifies marketing decisions, responds professionally to questions, and actively contributes to discussion.

14–17 points: The presentation is well prepared and understandable, though delivery or argumentation may contain minor weaknesses.

10–13 points: The presentation communicates the main ideas but lacks structure, confidence, or persuasive argumentation.

1–9 points: The presentation is poorly prepared, incomplete, or demonstrates limited understanding of the developed marketing project.

0 points: The task was not submitted, was not completed, or does not provide assessable evidence of the relevant learning outcome.

Content

Topic 1. Introduction to Modern Marketing Technologies and the Digital Marketing Ecosystem.

Topic 2. Social Media Marketing Strategy and Target Audience Analysis.

Topic 3. Content Marketing and Content Planning for Social Media.

Topic 4. Social Media Platforms and Their Marketing Applications

Topic 5. Paid Social Media Advertising and Campaign Management.

Topic 6. Artificial Intelligence and Marketing Automation in Social Media Marketing.

Topic 7. Social Media Analytics, Performance Measurement, and Marketing Metrics.

Topic 8. Influencer Marketing, Community Management, and Online Brand Reputation.

Topic 9. Integrated Digital Marketing Communications.

Topic 10. Emerging Marketing Technologies, Data Privacy, Digital Ethics and Future Trends.

Literature

Compulsory reading

1. Balabanova, L. V., Kholod, V. V., & Balabanova, I. V. (2021). *Stratehichnyi marketynh* [Strategic Marketing]. Kyiv: Tsentr uchbovoi literatury. 612 p.
2. Shcherbakov, S. A. (2021). *Targetovana reklama v sotsialnykh merezhakh: Prosto v yabluchko. Otrymuite bilshe kliientiv iz Facebook ta Instagram* [Targeted Advertising in Social Media: Hit the Target. Get More Customers from Facebook and Instagram]. Kharkiv: Folio. 256 p.
3. Kotler, P., Kartajaya, H., & Setiawan, I. (2021). *Marketing 5.0: Technology for Humanity*. Hoboken, NJ: Wiley.
4. Kotler, P., Keller, K. L., & Chernev, A. (2022). *Marketing Management* (16th ed.). Pearson.
5. Chaffey, D., Ellis-Chadwick, F., & Abed-Rabbo, M. (2025). *Digital Marketing* (9th ed.). Pearson.
6. Tuten, T. L. (2023). *Social Media Marketing* (5th ed.). SAGE Publications.
7. Kingsnorth, S. (2022). *Digital Marketing Strategy: An Integrated Approach to Online Marketing* (3rd ed.). Kogan Page.

Recommended reading

1. Dahl, S. (2021). *Social Media Marketing: Theories and Applications* (3rd ed.). SAGE Publications.

2. Atherton, J. (2023). *Social Media Strategy: A Practical Guide to Social Media Marketing and Customer Engagement* (2nd ed.). Kogan Page.
3. Ryan, D. (2020). *Understanding Digital Marketing: A Complete Guide to Engaging Customers and Implementing Successful Digital Campaigns* (5th ed.). Kogan Page.
4. Scott, D. M. (2024). *The New Rules of Marketing & PR: How to Use Content Marketing, AI, Social Media, Podcasting, Video, and Newsjacking to Reach Buyers Directly* (9th ed.). Wiley.
5. Freberg, K. (2025). *Social Media for Strategic Communication: Creative Strategies and Research-Based Applications* (3rd ed.). SAGE Publications.
6. Mahoney, L. M., & Tang, T. (2024). *Strategic Social Media: From Marketing to Social Change* (2nd ed.). Wiley.
7. Vynohradova, O. V., & Nedopako, N. M. (2022). *Marketynh u sotsialnykh merezhakh* [Social Media Marketing]. Kyiv: Derzhavnyi universytet telekomunikatsii. 202 p.
8. Slobodianyk, A. M., Mohylevska, O. Yu., Romanova, L. V., & Salkova, I. Yu. (2022). *Digital-marketynh: teoriia i praktyka* [Digital Marketing: Theory and Practice]. Kyiv: Kyiv International University. 228 p.
9. Borysova, T. M. (2022). *Kompleksnyi internet-marketynh* [Integrated Internet Marketing]. Ternopil: Zakhidnoukrainskyi natsionalnyi universytet. 272 p.
10. Taranenko, I. V., Mishustina, T. S., & Yaremenko, S. S. (2021). Stratehichni innovatsiini oriientyry marketynhovoi komunikatsiinoi diialnosti pidpryiemstv krain YeS ta Ukrainy [Strategic innovative guidelines for marketing communication activities of enterprises in the EU and Ukraine]. *Nobelivskyi visnyk*, 1, 92–106. doi: 10.32342/2616-3853-2021-1-14-9.

Web-resources

1. Google Skillshop. *Digital marketing and creative advertising courses*. A free learning platform with modules on Google Ads, YouTube, and measurement for developing data-driven and creative campaigns. Retrieved from: https://skillshop.exceedlms.com/
2. Meta Blueprint. *Online courses on creative advertising in social media*. Training on campaign planning, creative formats, and measurement for Facebook and Instagram marketing. Retrieved from: https://www.facebook.com/business/learn
3. HubSpot Academy. *Content and inbound marketing resources*. Free courses and certifications on content strategy, creative campaigns, and marketing automation. Retrieved from: https://academy.hubspot.com/
4. Think with Google. *Insights and case studies on creative marketing*. Analytical reports, trend overviews, and best practices for creative digital campaigns worldwide. Retrieved from: https://www.thinkwithgoogle.com/
5. WARC (World Advertising Research Center). *Global knowledge base on marketing effectiveness and creativity* (requires institutional subscription). Contains case studies, reports, and rankings such as WARC Creative and WARC Effectiveness. Retrieved from: https://www.warc.com/

MODERN MARKETING TECHNOLOGIES (PUBLIC RELATIONS)				
The course aims to provide comprehensive knowledge and skills in identifying and using the main elements of PR technologies; theoretical justification and practical testing of the main PR methods and techniques.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	5/14 weeks	4 / elective	Ihor Bilotkach PhD (Economics), Associate Professor	120 hours (24 h. lectures, 16 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Demonstrate skills in independent work, flexible thinking, openness to new knowledge, and be critical and self-critical.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final test (CAS)
2) Be responsible for the results of your activities, demonstrate entrepreneurial and managerial initiative skills.			Lectures, role-playing and simulations, workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
3) Perform functional duties in the group, offer sound marketing solutions.			Lectures, role-playing and simulations, workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
4) Act socially responsible and socially conscious based on ethical marketing principles, respect for cultural diversity and the values of civil society, while respecting individual rights and freedoms.			Lectures, seminars, discussions, workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
5) Demonstrate responsibility in relation to moral, cultural, scientific values and achievements of society in professional marketing activities			Lectures, seminars, discussions, workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
Assessment				
The final grade is given on a 100-point scale, including 40 points for the test and 60 points for the work in the semester. 60 points for work in the semester: a) assessment criteria for the individual project: 33–40 points – the student has completed the task correctly and demonstrates a deep understanding of the material. Comprehensive and detailed conclusions are provided. The project presentation (pitch) has been delivered. 27–32 points – the student has completed the task with minor inaccuracies that do not affect the overall result. Generalised conclusions are provided. The project presentation (pitch) has been delivered.				

15–26 points – the student demonstrates insufficient understanding of the material. The task is completed partially or in a general manner. Partial conclusions are provided. Presentation materials are missing.
7–14 points – the student demonstrates insufficient understanding of the material and makes significant errors. Conclusions are absent. Presentation materials are missing.
1–6 points – the student demonstrates a lack of knowledge of the material. The task is not completed. Conclusions are absent. Presentation materials are missing.
0 points – the task has not been completed by the student.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51-80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21-50%: A basic understanding of the material, but with significant gaps or omissions.
1-20 %: A lot of mistakes, with little to no understanding of the material's context.
c) test papers
The criteria for the test assignment are written on the test card.

Content

Topic 1. PR in the mass communications system.
Topic 2. PR toolkit.
Topic 3. PR technologies in commercial activities.
Topic 4. Political PR.
Topic 5. PR: foreign and domestic experience.

Literature

Compulsory reading

1. Kurban, O. V. (2016). *PR u marketynhovykh komunikatsiiakh* (PR in marketing communications): navchalnyi posibnyk. Kyiv: Kondor. 246 s.
2. Berezenko, V. V. (2017). *Teoriia ta istoriia zv'iazkiv z hromadskistiu* (Theory and history of public relations): navch.-metod. posibnyk dlia zdobuvachiv vyshchoi osvity mahistra spetsialnosti «Zhurnalistyka» osvitnoi prohramy «Zviazky z hromadskistiu». Zaporizhzhia: ZNU. 107 s.
3. Haponenko, V. A., Rykhlik, V. A. (2015). *Zviazky z hromadskistiu* (Public relations): navch. posibnyk. Kyiv: KNEU. 238 s.
4. Romanovskyi, O. H., Sereda, N. V., Vorobiova, Ye. V. (2018). *Osnovy pablik ryleishnz* (Fundamentals of public relations): navchalnyi posibnyk dlia studentiv spetsialnostei 053 «Psykholohiia» ta 074 «Publichne upravlinnia ta administruvannia». Kharkiv: NTU «KhPI». 174 s.
5. Romat, Ye. V., Buchatska, I. O., Dubovyk, T. V. (2016). *Zviazky z hromadskistiu (bazovyi kurs)* [Public relations (basic course)]: navch. posib. Kyiv. 284 s.
6. Theaker, A. (2013). *The Public Relations Handbook*. London; New York: Routledge. 254 p.

Recommended reading

1. Berezenko, V. (2014). *Teoriia pablik ryleishnz: osoblyvosti stanovlennia* (Theory of public relations: features of formation). Naukovi zapysky Instytutu zhurnalistyky, 57, 216–220.
2. Drahomyretska, N. M., Kandahura, K. S., Bukach, A. V. (2017). *Komunikatyvna diialnist u derzhavnomu upravlinni* (Communicative activity in public administration): navchalnyi posibnyk. Odesa: ORIDU NADU. 180 s.
3. Poltorak, V. A. (2018). *Kompetentnist hromadskoi dumky: orhanichna i neorhanichna* (Competence of public opinion: organic and inorganic). Sotsialni tekhnolohii: aktualni problemy teorii ta praktyky, 79, 163–170.
4. Pocheptsov, H. (2017). *Vid pokemoniv do hibrydnykh viin: novi komunikatyvni tekhnolohii XXI stolittia* (From Pokémon to hybrid wars: new communication technologies of the 21st century). Kyiv: Vydavnychyi dim «Kyievo-Mohylianska akademiia». 260 s.
5. Jackson, N. (2012). *Promoting and Marketing Events: Theory and Practice*. London; New York: Routledge. 505 p.

MODERN MARKETING TECHNOLOGIES (DATA ANALYSIS AND VISUALIZATION IN MARKETING)				
The course aims to develop theoretical knowledge and practical skills in marketing data analysis and visualisation for data-driven decision-making. It focuses on applying marketing principles using digital tools to analyse market trends, consumer behaviour, and business performance.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6	4 / **elective**	Olha Hamzah PhD (Economics), Associate Professor	120 hours 20 h. lectures, 20 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyse and forecast market trends and processes using data analysis, marketing principles, and digital analytics tools.			Lectures, data analysis tasks, work with datasets (Power BI), market trend analysis	Practical tasks, analytical assignments, class participation (CAS); final analytical assignment (CAS)
2) Apply theoretical marketing knowledge to solve practical tasks using data analysis and visualisation tools.			Practical classes, case studies, data visualisation exercises, scenario-based tasks	Case study analysis, analytical tasks, discussions (CAS); final analytical assignment (CAS)
3) Use digital technologies and software tools (Power BI, analytics platforms) for marketing data processing, analysis, and decision-making.			Demonstrations of tools, workshops	Practical tasks, individual assignments (CAS); final analytical assignment (CAS)
4) Apply an interdisciplinary approach combining marketing, analytics, and digital technologies in solving business problems.			Integrated lectures, case studies, cross-functional analysis tasks	Analytical tasks, discussions (CAS); final analytical assignment (CAS)
5) Take responsibility for analytical results and demonstrate initiative in data-driven decision-making.			Independent work, project tasks, consultations	Individual assignments, practical tasks (CAS); final analytical assignment (CAS)
6) Work effectively in teams and propose data-driven marketing decisions based on analysis and visualisation.			Group work, workshops, collaborative analysis tasks	Teamwork evaluation, group tasks, participation (CAS); final analytical assignment (CAS)
7) Understand and apply key marketing concepts (segmentation, targeting, positioning, marketing mix) using data analysis tools.			Lectures, analytical tasks, segmentation exercises, data interpretation	Tests, analytical tasks (CAS); final analytical assignment (CAS)

8) Develop and justify innovative marketing solutions using data analytics and modern technologies.	Project-based learning, innovation-focused tasks	Project tasks, presentations (CAS); final analytical assignment (CAS)
9) Solve professional marketing tasks using digital technologies, including analytics systems and data-driven tools.	Practical tasks, applied lectures, case studies	Practical tasks, case analysis (CAS); final analytical assignment (CAS)

Assessment

The final grade is awarded on a 100-point scale, including 40 points for the final assessment (individual project) and 60 points for continuous assessment during the semester.

60 points for continuous assessment:

a) practical and analytical tasks (35 points)

Assessment is based on the ability to collect, process, analyse, and visualise data using analytical tools (Power BI):

31-35 points– tasks are completed correctly, data is analysed and visualised appropriately, conclusions are well-reasoned.

26-30 points – minor inaccuracies in analysis or visualisation, generally correct conclusions.

20-25 points – basic level of analysis, limited interpretation of results.

13-19 points – significant errors in analysis or visualisation, weak conclusions.

1-12 points – low level of understanding, incorrect or incomplete tasks.

0 points – tasks are not completed.

b) case study and situational analysis (10 points)

Assessment is based on the ability to interpret data and propose data-driven marketing decisions:

9-10 points – comprehensive and well-structured analysis, justified conclusions.

7-8 points – good understanding with minor inconsistencies.

5-6 points – basic analysis with partial understanding.3–4 points – limited understanding, weak analysis.

0-2 points – lack of understanding, incorrect or absent analysis.

c) tests (10 points)

Assessment is based on theoretical knowledge of data analysis and visualisation:

9-10 points – excellent knowledge of concepts and tools.

7-8 points – good understanding with minor inaccuracies.

5-6 points – basic understanding.

3-4 points – limited knowledge.

0-2 points – insufficient knowledge.

d) class participation and discussions (5 points)

Assessment is based on engagement in learning activities:

5 points – active participation and meaningful contributions.

3-4 points – regular participation.

1-2 points – limited participation.

0 points – no participation.

Final analytical assignment (test / project-based task)

Assessment is based on the ability to work with data, perform analysis, visualise results, and justify conclusions:

36-40 points – comprehensive analysis, correct use of tools, clear and informative visualisation, well-justified conclusions.

30-35 points – generally correct analysis with minor inaccuracies in interpretation or visualisation.

24-29 points – basic implementation with limited analytical depth.
16-23 points – incomplete analysis, weak visualisation, insufficient justification.
1-15 points – very limited work, major errors.
0 points – assignment not submitted.

Content

Topic 1. The Role of Data Analytics in Business and Marketing
Topic 2. Information and Knowledge in the Digital Economy
Topic 3. Data Collection Methods in Marketing
Topic 4. Methods of Data Processing and Analysis
Topic 5. Visual Communication of Data in Marketing
Topic 6. Modern Data Visualisation Tools and Infographics
Topic 7. Interpretation of Data and Marketing Decisions
Topic 8. AI and Machine Learning in Marketing Analytics
Topic 9. Customer and Sales Data Analysis
Topic 10. Integrated Marketing Analytics with Power BI

Literature

Compulsory reading

1. Sydorova, A. V., Bilenko, D. V., & Burkina, N. V. (2019). *Biznes-analityka* [Business Analytics]. Vasyl Stus Donetsk National University. 104 p.
2. Bekes, G. (2021). *Data Analysis for Business, Economics, and Policy*. Cambridge University Press. 738 p.
3. Wilke, C. O. (2019). *Fundamentals of Data Visualization: A Primer on Making Informative and Compelling Figures*. O'Reilly Media. 387 p.
4. Kolokolov, A., & Zelensky, M. (2024). *Data Visualization with Microsoft Power BI*. O'Reilly Media. 461 p.
5. Healy, K. (2018). *Data Visualization: A Practical Introduction*. Princeton University Press. 296 p.
6. Ferrari, A., & Russo, M. (2017). *Analyzing Data with Microsoft Power BI and Power Pivot for Excel*. Microsoft Press. 459 p.
7. Seamark, P. (2018). *Beginning DAX with Power BI: The SQL Pro's Guide to Better Business Intelligence*. Apress.
8. Few, S. (2006). *Information Dashboard Design: The Effective Visual Communication of Data*. O'Reilly Media. 206 p.
9. Varenko, V. M. (2014). *Informatsiino-analitychna diialnist* [Information and Analytical Activity]. University Ukraine. 417 p.

Recommended reading

1. Anisimov, A. V., & Kuliabko, P. P. (2017). *Informatsiini systemy ta bazy danykh* [Information Systems and Databases].
2. Antonenko, V. M., Mamchenko, S. D., & Rohushyna, Yu. V. (2016). *Suchasni informatsiini systemy i tekhnolohii: upravlinnia znanniamy* [Modern Information Systems and Technologies].
3. Ware, C. (2008). *Visual Thinking for Design*. Morgan Kaufmann. 183 p.
4. Warnock, V. (2023). *ChatGPT for Marketers*. 238 p.
5. Russell, S., & Norvig, P. (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). Pearson.
6. Sterne, J. (2017). *Artificial Intelligence for Marketing: Practical Applications*. Wiley.

Web-resources

1. Microsoft. https://powerbi.microsoft.com/
Official Power BI platform: dashboards, analytics tools, and learning resources.
2. Google. https://analytics.google.com/
Google Analytics platform for web and marketing data analysis.
3. Kaggle. https://www.kaggle.com/
Datasets, analytics tools, and practical exercises for data analysis.
4. Statista. https://www.statista.com/
Statistical data and reports for marketing analysis.
5. Harvard Business Review. https://hbr.org/
Articles on data-driven decision-making and analytics.
6. Google. https://www.thinkwithgoogle.com/

Marketing analytics insights and digital trends.
7. Microsoft. https://learn.microsoft.com/
Tutorials and documentation for Power BI and data analysis tools.

EUROPEAN STRATEGIES				
The course aims to provide comprehensive knowledge of the European Union's strategic development models, policies, and integration processes, analyze the implementation of EU strategic initiatives and the Digital Single Market strategy, and develop an understanding of Ukraine's European integration priorities and opportunities in the context of contemporary economic and digital transformation.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	6 / 11 weeks	4 / elective	Iryna Taranenko, Doctor of Science (Economics), Professor	120 hours (20 h. lectures, 20 h. seminars/practical, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Investigate the nature of European Union as a model of regional integration, identify the main directions of EU policy, and assess Ukraine's prospects and challenges in the process of European integration			Lectures, seminars, self-study activity, internet search, essay	Participation in the seminar/ discussion, essay peer review (CAS), final test (CAS)
2) Evaluate the objectives, instruments, and outcomes of EU strategic initiatives and apply approaches to strategic planning and policy implementation within the European Union.			Lectures, workshop, analytical task	Class discussion participation, task assessment (CAS), final test (CAS)
3) Examine the principles and development of the EU Digital Single Market, assess the impact of digital transformation on business and society, and identify opportunities for Ukraine's integration into the European digital economy.			Lectures, guided self-directed learning, case study	Class discussion participation, case study report (CAS), multiple-choice questions, final exam (CAS)
4) Recognize dynamic changes in the EU strategies and policies, work out effective solutions, demonstrate flexible thinking, and develop skills for team work and openness to new knowledge.			Lectures, practical classes, workshop, case study	Participation in the discussion, case study reports (CAS), final test (CAS)
5) Retrieve and utilize relevant information from appropriate sources e.g. textbooks, newspapers, business magazines and selected journals, websites, databases.			Self-study activity, internet search, writing essay, presentation	Essay peer review, participation in the discussion (CAS), presentation assessment, final test (CAS)
6) Demonstrate relevant practical, academic and subject specific skills e.g. group work, academic referencing and bibliography search.			Writing essay, case study, presentation in small groups	Essay presentation, case study report, teamwork assessment, final test (CAS)
Assessment				

The final grade is given on a 100-point scale, including 60 points as a result of Continuous assessment of activities throughout the semester and 40 points as a result of Final test (Case study)
40 points: Final test (Case study).
Assessment criteria:
33-40 points: The student provides an extensive answer for all discussed questions. The student is able to form well-reasoned opinions on the asked questions. Answers reflect the student's own standpoint and provide explanations for given approvals. The student shows excellent use of relevant facts and examples.
25-32 points: The student demonstrates good knowledge in the topic discussed. The student provides good arguments for his answers, displays good use of relevant data and examples. All answers are correct, but there is no argumentation.
17-24 points: The student highlights the problem but provides only a basic outline for the answers. Arguments are clear but limited. There are some minor omissions and inaccuracies, but no gross errors.
9-16 points: The student lacks a coherent grasp of the problems and issues raised in the questions. Important information has been omitted and irrelevant points have been included. The answers are too brief.
0-8 points: The student fails to show any knowledge or understanding of the issues raised in the questions. The student reveals fundamental misunderstanding of the subject matter. Most of the arguments and contentions are irrelevant.
60 points: Continuous assessment:
10% Participation in the discussion / workshop
20% Case study
20% Analytical tasks, and solving problems
10% Presentation

Content

Part 1. The EU as a Model of Regional Integration
Topic 1. The EU in the Processes of Regional Integration in the Contemporary World
Topic 2. Main Directions of EU Policy
Topic 3. Ukraine's Accession to the EU: Key Tasks and Development Scenarios
Part 2. Strategic Initiatives of the EU
Topic 4. The Need for the Development and Implementation of EU Strategies
Topic 5. Objectives, Measures, and Outcomes of the Lisbon Strategy
Topic 6. Flagship Initiatives of the Europe 2020 Strategy
Topic 7. Modern Strategic Planning and Programming in the EU
Topic 8. Development and Implementation of the EU Strategic Agenda
Part 3. The EU Digital Single Market Strategy
Topic 9. The Concept, Strategy, and Formation of the European Digital Single Market (DSM)
Topic 10. Digital Transformation of Business and Society. Ukraine's Integration into the DSM
Topic 11. Development of E-Commerce in the Context of Ukraine's Integration into the DSM
Topic 12. Growth Potential of the Digital Economy in the Context of Ukraine's Integration into the DSM

Literature

Compulsory reading

1. European Commission (2024). *Commission's Priorities*. https://commission.europa.eu/priorities-2024-2029_en

2. Taranenko I. (2024). The role of the EU competitiveness framework in shaping Ukraine's sustainable development strategy. *Economic Bulletin of Cherkasy State Technological University*. 25(2) 73, 9–22.

3. Mostova, A. (2024). Trends and factors of digital transformation of business: the experience of Ukraine. *Journal of International Scientific Publications: Economy & Business*. 18, 168–184.

4. Mostova, A., Taranenko, I., Shcholokova, H., & Batsenko, L. (2026). The role of digital skills in national digital performance: empirical evidence from European countries. *Economic Studies*. 35(2), 158–175. **(Scopus)**

5. European Commission (2010). *Europe 2020: A Strategy for Smart, Sustainable and Inclusive Growth*. Publications Office of the European Union.

Recommended reading

1. Taranenko, I. V., Mostova, A. D., & Shcholokova, H. V. (2025). Vplyv instrumentiv zelenoho marketynhu na spozhyvatsku povedinku v konteksti polityky zelenoho perekhodu YeS [The impact of green marketing tools on consumer behavior in the context of the EU green transition policy]. *Herald of Khmelnytskyi National University. Economic Sciences*, 1(338), 83–87.

2. Taranenko I., Mostova A., & Shcholokova H. (2025). Features of business innovations implementation in EU enterprises in the context of economic instability and resource constraints. Academy Review, 2(62), 250–263**.**

3. Taranenko, I.V., Mishustina, T.S., & Yaremenko, S.S. (2024). Implementing marketing innovations in communication mix and product promotion as a competitive advantage of EU enterprises. *Intellectual and technological potential of the XXI century*. *European Science*, 33(2), 39**–**47.

4. Taranenko, I. V., Lymonova, E. M., & Kliuchnyk, R. M. (2024). Konkurentni biznes-stratehii pidpryiemstv krain YeS v umovakh ekonomichnoi nestabilnosti [Competitive business strategies of EU enterprises under conditions of economic instability]. *Academy Review*, 2(61), 299–315. **Web of Science.**

5. Mostova, A. (2023). Challenges for Ukrainian Internet business on the way to the EU digital single market. In *Prospects for sustainable development and ensuring the security of economic systems in the new geostrategic realities* (pp. 129**–**140). Vysoká škola bezpečnostného manažérstva v Košiciach.

6. Taranenko, I., Chychun, V., Korolenko, V., et al. (2021). Management of the Process of E-Commerce Development in Business on the Example of the European Union. *Studies of Applied Economics*, 5(39). **Scopus.** DOI: https://doi.org/10.25115/eea.v39i5.4911

6. Taranenko, I. V., Mishustina, T. S., & Yaremenko, S. S. (2021). Stratehichni innovatsiini oriientyry marketynhovoi komunikatsiinoi diialnosti pidpryiemstv krain YeS ta Ukrainy [Strategic innovative guidelines for marketing communication activities of enterprises in the EU and Ukraine]. *Nobelivskyi visnyk*, 1(56), 92–106.

7. European Commission (2020). *Shaping Europe's Digital Future*. https://digital-strategy.ec.europa.eu/en

Web-resources

1. European Union (n.d.). *Official website of the European Union*. https://european-union.europa.eu/index_en

2. Cabinet of Ministers of Ukraine (n.d.). *Communication Team of the Office of the Deputy Prime Minister for European and Euro-Atlantic Integration.* https://eu-ua.kmu.gov.ua/

3. European Parliament (n.d.). *Official website of the European Parliament.* https://www.europarl.europa.eu/portal/en

4. Ministry of Education and Science of Ukraine. *National portal for international scientific and technical cooperation*. https://ms.nauka.gov.ua/

5. European Pravda. Aligning Ukraine and EU since 2014. (n.d.). https://www.eurointegration.com.ua/

6. European Union (n.d.). *Europass*. https://europa.eu/europass/en

7. European Union (n.d.). *Europass. Test Your Digital Skills*. https://europa.eu/europass/digitalskills/screen/home

8. European Union (n.d.). *Learning Corner*. https://learning-corner.learning.europa.eu/index_en

MODERN MARKETING TECHNOLOGIES (ONLINE SALES MANAGEMENT)				
The course aims to equip students with both theoretical knowledge and practical skills related to contemporary marketing technologies and online sales management. It focuses on the application of digital tools, platforms, and data-driven approaches to plan, implement, and optimize online sales processes. Particular emphasis is placed on managing customer journeys, improving conversion rates, and enhancing the performance of e-commerce businesses in a dynamic digital environment.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6/11 weeks	4 / elective	Inna Strelchenko Doctor of Science (Economics), Full Professor	120 hours (22 h. lectures, 12 h. practical classes, 86 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyse and forecast market phenomena and processes by applying fundamental principles, theoretical knowledge, and practical marketing skills in e-commerce contexts.			Lectures, case study analysis, multiple-choice questions,	Class participation and discussions, case study reports (CAS), final test (CAS)
2) Apply acquired theoretical knowledge to solve practical marketing problems, particularly in digital and e-commerce environments.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final test (CAS)
3) Use digital information and communication technologies, as well as relevant software tools, to effectively implement modern marketing activities and apply marketing instruments in e-commerce.			Lectures, seminars, discussions, case study analysis	Participation in the discussion, case study reports (CAS), final test (CAS)
4) Demonstrate the ability to apply an interdisciplinary approach and perform key marketing functions of a business entity, with a focus on e-commerce operations.			Lectures, discussions, case study analysis, self-directed learning	Class participation and discussions, case study reports (CAS), individual project presentation, multiple-choice questions, final test (CAS)
5) Take responsibility for the outcomes of professional activities and demonstrate entrepreneurial and managerial initiative in e-commerce contexts.			Lectures, discussions, work in small groups to solve problems	Class participation and discussions, Peer small group presentation (CAS), final test (CAS)
6) Perform functional roles effectively within a team and propose well-justified marketing solutions for business and e-commerce challenges.			Lectures, role-playing and leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
7) Understand and apply the concepts of macro- and micro-marketing environments, market segmentation, targeting and positioning, the elements of the marketing mix, and the			Lectures, discussions, role-playing	Participation in the discussion (CAS), final test (CAS)

fundamentals of product, pricing, communication, and distribution policies, as well as the principles of organising and conducting marketing research and marketing activities in e-commerce.		
8) Demonstrate the ability to initiate and implement innovative projects in e-commerce.	Self-studied learning, work in small groups to solve problems	Self-studied learning, work in small groups to solve problems, final test (CAS)
9) Solve professional tasks related to the application of e-commerce technologies and systems, including modern online payment solutions and logistics technologies	Lectures, discussions, work in small groups to solve problems	Class participation and discussions, Peer small group presentation (CAS), final test (CAS)

Assessment

The final grade is given on a 100-point scale, including 100 points as a result of Continuous assessment of activities throughout the semester.

100 points for work in the semester:
40 points for an individual project (presentation);
60 points for discussions, final tests.

a) assessment criteria for the individual project:
33–40 points – the student has completed the task correctly and demonstrates a deep understanding of the material. Comprehensive and detailed conclusions are provided. The project presentation (pitch) has been delivered.
24–32 points – the student has completed the task with minor inaccuracies that do not affect the overall result. Generalised conclusions are provided. The project presentation (pitch) has been delivered.
15–23 points – the student demonstrates insufficient understanding of the material. The task is completed partially or in a general manner. Partial conclusions are provided. Presentation materials are missing.
6–14 points – the student demonstrates insufficient understanding of the material and makes significant errors. Conclusions are absent. Presentation materials are missing.
1–5 points – the student demonstrates a lack of knowledge of the material. The task is not completed. Conclusions are absent. Presentation materials are missing.
0 points – the task has not been completed by the student.

40 points for discussions, final tests.
a) For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.
b) test papers
The criteria for the test assignment are written on the test card.

Content

Topic 1. Introduction to Sales Management.
Topic 2. Sales Process and Consumer Behaviour.

Topic 3. Formation and Management of the Sales Team.
Topic 4. Sales Strategies and Distribution Channels.
Topic 5. Customer Relationship Management (CRM).
Topic 6. Pricing Policy and Negotiations in Sales.
Topic 7. Digitalisation and Automation of Sales.
Topic 8. Marketing Support for Sales.
Topic 9. Sales Management in B2B and B2C Markets.
Topic 10. Sales Analytics and Forecasting.
Topic 11. Sales Management in Conditions of Crisis and Uncertainty.

Literature

Compulsory reading

1. Kotler, P., Keller, K. L. (2016). *Marketing Management* (15th ed.). Pearson.
2. Chaffey, D., Ellis-Chadwick, F. (2019). *Digital Marketing* (7th ed.). Pearson.
3. Strauss, J., Frost, R. (2014). *E-Marketing* (7th ed.). Pearson.
4. Jobber, D., Lancaster, G. (2019). *Selling and Sales Management* (11th ed.). Pearson.
5. Kotler, P. (2019). *Marketynh 4.0: Vid tradytsiinoho do tsyfrovoho* [Marketing 4.0: From Traditional to Digital]. KM-Buks. 224 p.
6. Strelchenko I., Hamzah, O. (2025). *Marketynhovi doslidzhennia: praktykum* [Marketing research: a textbook]. [Electronic edition]. Alfred Nobel University. 68 p.

Recommended reading

1. Ingram, T. N., LaForge, R. W., Avila, R. A., Schwepker, C. H., Williams, M. R. (2020). *Sales Management: Analysis and Decision Making* (10th ed.). Routledge.
2. Zoltners, A. A., Sinha, P., Lorimer, S. E. (2016). *Building a Winning Sales Force*. AMACOM.
3. Rackham, N. (1988). *SPIN Selling*. McGraw-Hill.
4. Kumar, V., Reinartz, W. (2016). *Creating Enduring Customer Value*. Springer.
5. Hair, J. F., Bush, R. P., Ortinau, D. J. (2019). *Marketing Research*. McGraw-Hill Education.
6. Strauss, J., Frost, R. (2014). *E-Marketing*. Pearson Education. 512 p.

Web-resources

1. HubSpot. (n.d.). Sales and CRM resources. https://www.hubspot.com
2. Salesforce. (n.d.). CRM and sales management platform. https://www.salesforce.com
3. Statista. (n.d.). E-commerce and sales analytics statistics. https://www.statista.com
4. McKinsey & Company. (n.d.). Sales and digital transformation insights. https://www.mckinsey.com
5. Google Analytics. (n.d.). Web analytics tools and learning resources. https://analytics.google.com

MILITARY MARKETING				
The course aims to form a modern system of views and special knowledge on the application of the marketing concept in conditions of war and martial law, acquisition of practical skills in the development and promotion of goods on the market, taking into account the satisfaction of consumer needs in war conditions and ensuring the effective operation of the enterprise in a state of war.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6/11 weeks	4 / mandatory	Ihor Bilotkach PhD (Economics), Associate Professor	120 hours (20 h. lectures, 14 h. practical classes, 86 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Identify the functional areas of marketing activities of an economic entity and their relationships in the management system, calculate the relevant indicators that characterize the effectiveness of such activities.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final test (CAS)
2) Assess the risks of conducting marketing activities, establish the level of uncertainty of the marketing environment when making management decisions.			Lectures, role-playing and simulations, workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
3) Be responsible for the results of your activities, demonstrate entrepreneurial and managerial initiative skills.			Lectures, role-playing and simulations, workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
4) Perform functional duties in the group, offer sound marketing solutions.			Lectures, seminars, discussions, workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
5) Act socially responsible and socially conscious based on ethical marketing principles, respect for cultural diversity and the values of civil society, while respecting individual rights and freedoms.			Lectures, seminars, discussions, workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
Assessment				

The final grade is given on a 100-point scale, including 40 points for the test and 60 points for the work in the semester.
60 points for work in the semester:
a) assessment criteria for the individual project:
33–40 points – the student has completed the task correctly and demonstrates a deep understanding of the material. Comprehensive and detailed conclusions are provided. The project presentation (pitch) has been delivered.
27–32 points – the student has completed the task with minor inaccuracies that do not affect the overall result. Generalised conclusions are provided. The project presentation (pitch) has been delivered.
15–26 points – the student demonstrates insufficient understanding of the material. The task is completed partially or in a general manner. Partial conclusions are provided. Presentation materials are missing.
7–14 points – the student demonstrates insufficient understanding of the material and makes significant errors. Conclusions are absent. Presentation materials are missing.
1–6 points – the student demonstrates a lack of knowledge of the material. The task is not completed. Conclusions are absent. Presentation materials are missing.
0 points – the task has not been completed by the student.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51-80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21-50%: A basic understanding of the material, but with significant gaps or omissions.
1-20 %: A lot of mistakes, with little to no understanding of the material's context.
c) test papers
The criteria for the test assignment are written on the test card.

Content

Topic 1. The essence and significance of military marketing for the development of the state economy in wartime.
Topic 2. Consumer behavior during war.
Topic 3. Building communication channels and transforming business during war and martial law.
Topic 4. Retail trade in distribution channels during wartime.
Topic 5. Strategic marketing in wartime and post-wartimes.
Topic 6. Marketing strategies in the formation of competitive advantages of enterprises under martial law.
Topic 7. SMM during the war.
Topic 8. Management of goods movement in conditions of war and martial law.

Literature

Compulsory reading

1. Liha-Pres. (2023). *Osoblyvosti marketynhu v umovakh voiennoho stanu* [Features of marketing under martial law]. Liha-Pres. http://catalog.liha-pres.eu/index.php/liha-pres/catalog/download/331/9784 /22119-1?inline=1
2. Stratehichnyi marketynh u voiennyi ta pisliavoiennyi chas [Strategic marketing in wartime and post-war period]. (2023). *Economy and Society*, 52, 168–173. https://doi.org/10.32782/2524-0072/2023-52-24
3. Stratehichnyi marketynh v diialnosti vitchyznianykh pidpryiemstv u voiennykh ta pisliavoiennykh umovakh [Strategic marketing in the activities of domestic enterprises in war and post-war conditions]. (2024). *Ekonomichnyi rozvytok*, 4, 1022.
4. Marketynhovi stratehii v umovakh voiennoho stanu: adaptatsiia biznesu do novykh realii [Marketing strategies under martial law: adapting business https://www.business-inform.net/export_pdf/business-inform-2025-6_0-pages-499_504.pdf

Recommended reading

1. Marketynhovi komunikatsii v umovakh voiennoho periodu [Marketing communications in wartime]. (2024). *Economy and Society*, 55. https://economyandsociety.in.ua/index.php/journal/ article/view/4417

2. Marketynhovi komunikatsii v umovakh viiny: vyklyky y shliakhy podolannia [Marketing communications in wartime: challenges and solutions]. (2023). *Naukovyi visnyk*, 4. https://economyandsociety.in.ua/index.php/journal/article/view/4417

3. Osoblyvosti internet-marketynhu v umovakh voiennoho stanu [Features of Internet marketing under martial law]. (2023). *NaUKMA Research Papers*. https://nzlubp.org.ua/index.php/journal/article/ download /824/749

4. Ries, A., & Trout, J. (2019). *Marketynhovi viiny* [Marketing warfare]. Kyiv: Fabula. https://book-ye.com.ua/nehudozhnja-literatura/biznes-literatura/dlya-marketolohiv/marketynhovi-vijny/

Web-resources

1. Economy and Society journal. (n.d.). Special issues on strategic marketing in wartime. https://economyandsociety.in.ua

2. Business-Inform journal. (n.d.). Articles on marketing strategies under martial law. https://www.business-inform.net

BUSINESS LAW				
The course aims to provide students with a comprehensive understanding of the legal framework governing business and commercial activities. It develops theoretical knowledge and practical skills in the application of business, commercial, corporate, contract, and labour law to real-world business situations. The course enables students to identify legal risks, protect their rights and interests, and make legally informed decisions in a business environment. Particular attention is given to the legal regulation of economic activity, employment relations, business transactions, and the operation of key legal institutions that support entrepreneurship and commercial practice in accordance with current legislation.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	6/11 weeks	4/ elective	Alona Bila, Senior lecturer	120 hours (14 h. lectures, 14 h. practical classes, 92 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. Demonstrate a comprehensive understanding of the fundamental principles, concepts, and sources of business law, including the legal framework governing commercial and economic activities.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final test (CAS)
2. Analyse and critically evaluate legal issues arising in business operations, including matters related to contracts, corporate governance, employment relationships, and regulatory compliance.			Lectures, role-playing and simulations, leadership workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
3. Interpret and apply legal rules and regulations relevant to business activities, assessing their impact on commercial transactions and organisational decision-making.			Lectures, strategic planning workshops, business case analysis	Case study reports, strategic project development milestones (CAS), final test (CAS)
4. Identify legal risks and propose appropriate legal solutions in a variety of business contexts, taking into account applicable legislation and established legal principles.			Lectures, seminars, discussions, scenario analysis workshops	Participation in discussions, scenario-based assignments, presentations (CAS), final test (CAS)
5. Apply legal reasoning and problem-solving skills to practical business situations, assessing the legal implications of business decisions within national and international commercial environments, including the			Lectures, seminars, discussions,	Case-solving tasks, moot court performance, problem-based

drafting, interpretation, and evaluation of business-related legal documents, the protection of legal rights and interests, and adherence to ethical and professional standards in business practice.	scenario analysis workshops	assignments (CAS), final test (CAS)

Assessment

The final grade is awarded on a 100-point scale and consists of 40 points for the final test and 60 points for semester performance.

Semester performance (60 points):

20 points - individual assignment (presentation)

40 points - participation in discussions

Assessment criteria:

a) Individual presentation (20 points):

16–20 points: The student demonstrates an excellent understanding of the subject matter, a high level of mastery of the content, and in-depth research skills. Up-to-date scientific literature and relevant information sources are effectively used. The work contains elements of originality and reflects the student's independent analytical position. The presentation is well-structured and fully complies with formal academic requirements.

11-15 points: The student demonstrates a good understanding of the subject matter and adequate mastery of the content. Relevant academic and information sources are used. Minor inaccuracies or formal shortcomings in structure and presentation may be present.

6-10 points: The student demonstrates a partial understanding of the topic. The structure is generally logical, however, the presentation of ideas lacks clarity, coherence, or completeness in certain parts.

1-5 points: The work demonstrates insufficient understanding of the topic. The presentation is poorly structured, lacks coherence, and contains significant errors and omissions.

b) Participation in discussions (40 points):

81-100%: Active and consistent participation in discussions. The student demonstrates a high level of understanding of the material and provides well-reasoned, logically structured, and substantiated arguments.

51-80%: The student participates in discussions and demonstrates understanding of the material, although occasional inaccuracies or minor gaps in argumentation may be present.

21-50%: Participation is limited. The student demonstrates a basic understanding of the material, with significant gaps and insufficient argumentation.

1-20%: Minimal or passive participation. Frequent errors and lack of understanding of the core material are evident.

c) Test papers (40 points):

The criteria for test assessment are specified in the respective test instructions and are based on the accuracy, completeness, and level of application of theoretical knowledge.

Content

Topic 1. Introduction to Business Law
Topic 2. Business Organisations and Corporate Governance
Topic 3. Contract Law and Commercial Transactions
Topic 4. Commercial Law and Business Regulation
Topic 5. Employment and Labour Law
Topic 6. Workplace Regulation and Special Categories of Employees
Topic 7. Business Disputes and Alternative Dispute Resolution
Topic 8. Intellectual Property and Business Innovation
Topic 9. International Business Transactions
Topic 10. International Trade and Transport Law
Topic 11. Financial and Regulatory Aspects of Business
Topic 12. International Business Environment and Economic Organisations

Literature

Compulsory reading

1. Constitution of Ukraine. (1996, June 28). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/254к/96-вр
2. Civil Code of Ukraine. (2003, January 16). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/435-15
3. Labour Code of Ukraine. (1971, December 10). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/322-08
4. Commercial Code of Ukraine. (2003, January 16). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/436-15
5. Family Code of Ukraine. (2002, January 10). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/2947-14
6. Criminal Code of Ukraine. (2001, April 5). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/2341-14
7. Civil Procedure Code of Ukraine. (2004, March 18). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/1618-15
8. Commercial Procedure Code of Ukraine. (1991, November 6). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/1798-12
9. Code of Administrative Procedure of Ukraine. (2005, July 6). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/2747-15
10. Code of Ukraine on Bankruptcy Procedures. (2018, October 18). Verkhovna Rada of Ukraine. https://zakon.rada.gov.ua/laws/show/2597-19
11. Skakun, O. F. (2023). *Teoriia derzhavy i prava* [Theory of State and Law]. Yurinkom Inter. 600 p.
12. Buromenkyi, M. V. (2022). *Mizhnarodne publichne pravo* [International Public Law]. Pravo. 720 p.
13. Maidanyk, R. A. (2024). *Tsyvilne pravo Ukrainy* [Civil Law of Ukraine]. Yurydychna Dumka. 850 p.
14. Yaroshenko, O. M. (2023). *Trudove pravo Ukrainy* [Labour Law of Ukraine]. Pravo. 540 p.
15. Kelly, D., Holmes, A., & Hayward, R. (2023). Business Law (11th ed.). Routledge.
16. Clarkson, K. W., Miller, R. L., & Cross, F. B. (2024). *Business Law: Text and Cases (16th ed.).* Cengage Learning.
17. Hannigan, B. (2024). *Company Law (7th ed.).* Oxford University Press.
18. Organisation for Economic Co-operation and Development (OECD). (2023). *G20/OECD Principles of Corporate Governance.* OECD Publishing.
19. United Nations Commission on International Trade Law (UNCITRAL). (2023). *UNCITRAL Model Law on International Commercial Arbitration.* United Nations.
20. International Chamber of Commerce (ICC). (2023). *Incoterms® 2020: Essential Rules for International Trade.* ICC Publishing.
21. International Labour Organization (ILO). (2024). *International Labour Standards and Business Practice.* International Labour Office.
22. Adams, A. (2024). *Law for Business Students (12th ed.).* Pearson Education.
23. MacIntyre, E. (2023). *Business Law (10th ed.).* Pearson Education.

Recommended reading

1. Kostruba, A. V. (2025). *Commercial Law of Ukraine: Modern Challenges and Development*. Lira-K. 410 p.
2. Buromenskyi, V. M. (2022). *International Public Law: General Part*. Kyiv National University Publishing. (Electronic edition).
3. Kolisnyk, V. P., & Barabash, Yu. H. (2023). *Konstytutsiine pravo Ukrainy* [Constitutional Law of Ukraine]. Pravo.
4. Bainbridge, S. M. (2024). *Corporate Law* (4th ed.). Foundation Press.
5. McKendrick, E. (2024). *Contract Law: Text, Cases, and Materials* (10th ed.). Oxford University Press.
6. World Bank. (2024). *Business Ready 2024 Report*. World Bank Publications.
7. European Commission. (2024). *Corporate Sustainability Due Diligence Directive (CSDDD): Guidance and Implementation Framework*. European Commission Publications Office.

Web-resources

Ukrainian official legal resources

1. Verkhovna Rada of Ukraine. (n.d.). Official website (legislation database). https://zakon.rada.gov.ua
2. Ministry of Justice of Ukraine. (n.d.). Official website. https://minjust.gov.ua
3. Constitutional Court of Ukraine. (n.d.). Official website. https://ccu.gov.ua
4. Supreme Court of Ukraine. (n.d.). Official website. https://supreme.court.gov.ua
5. State Labour Service of Ukraine. (n.d.). Official website. https://dsp.gov.ua
6. National Bar Association of Ukraine. (n.d.). Official website. https://unba.org.ua
7. Antimonopoly Committee of Ukraine. (n.d.). Official website. https://amcu.gov.ua
8. State Tax Service of Ukraine. (n.d.). Official website. https://tax.gov.ua
9. National Bank of Ukraine. (n.d.). Official website. https://bank.gov.ua
10. Ministry of Economy of Ukraine. (n.d.). Official website. https://me.gov.ua

International legal and economic resources

11. United Nations. (n.d.). Official website. https://www.un.org
11. European Union. (n.d.). Official website. https://europa.eu
11. North Atlantic Treaty Organization. (n.d.). Official website. https://www.nato.int
11. Organisation for Security and Co-operation in Europe. (n.d.). Official website. https://www.osce.org
11. World Trade Organization. (n.d.). Official website. https://www.wto.org
11. International Labour Organization. (n.d.). Official website. https://www.ilo.org
11. World Intellectual Property Organization. (n.d.). Official website. https://www.wipo.int
11. United Nations Commission on International Trade Law (UNCITRAL). (n.d.). Official website. https://uncitral.un.org
11. International Monetary Fund. (n.d.). Official website. https://www.imf.org
11. World Bank. (n.d.). Official website. https://www.worldbank.org

FOREIGN ECONOMIC ACTIVITY OF ENTERPRISES (FUNDAMENTALS)				
The course aims to provide students with the theoretical foundations of foreign economic activity, along with systematic knowledge and skills in regulating such activities and ensuring their effective implementation at the enterprise level.				
Language of teaching	**Semester/ Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian, English	6/10 weeks	4 / elective	Svitlana Fedulova, Doctor of Sciences, Full Professor Oleksandr Zadoia, PhD, Associate Professor	120 h. (14 h. lectures, 14 h. seminars/practical, 92 h. self-directed learning)

Learning outcomes **On completion of the course, students will be able to:**	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) analyze how endogenous factors (resources, organizational capacity, export strategy) and exogenous factors (macroeconomic, regulatory, geopolitical) shape an enterprise's foreign economic activity, and formulate evidence-based conclusions and recommendations for its national and international operating environment.	Lecture, interactive lecture, practical classes, debate, panel discussion	Participation in the discussion, debates, practical skills assessment test (multiple choice, computer) (CAS)
2) plan, organize, and lead a group project on an enterprise's foreign economic activity (e.g., a market-entry plan or export operation), motivating team members, monitoring progress, and evaluating collective performance under realistic time constraints.	Lecture, case study discussion, self-study activities	Participation in the discussion, quizzes (CAS) Final test (CAS)
3) apply theoretical knowledge of foreign trade operations, customs procedures, and international settlements to solve practical enterprise-level tasks (e.g., drafting a foreign trade contract, calculating customs charges, structuring cross-border payments), and interpret the results in a business context.	Lecture, case study in small groups, quiz	Portfolio, case study presentation (CAS)
4) apply modern theories and methods to organize and manage an enterprise's foreign trade in goods and services, cross-border financing and settlement operations, workforce mobility arrangements, and international technology-transfer agreements.	Problem lecture, discussion, solving calculative tasks	Participation in the discussion, making calculations and explanation of results, test (CAS) Final test (CAS)
5) identify the functional roles and levels of interconnection between an enterprise and the actors it engages with in foreign economic activity (foreign counterparties, customs and regulatory bodies, banks, logistics providers, international organizations), and establish	Lecture, seminars, panel discussion	Participation in the discussion, oral answers to questions, tests (CAS)

effective cross-cultural business communication with them.		
6) identify the causes and nature of commercial disputes arising in an enterprise's foreign economic activity (contractual breaches, customs claims, non-performance) and apply appropriate legal, contractual, and alternative dispute-resolution instruments to settle them, while safeguarding Ukraine's national economic interests.	Problem lecture, internet search, self-study activities, role play	Participation in the role play, peer small group presentation, student reports assessment (CAS) Final test (CAS)
7) apply relevant methods, rules, and regulatory principles governing foreign trade to develop and advance an enterprise's foreign economic activity in support of Ukraine's national economic interests.	Problem lecture, internet search, self-study activities, role play	Participation in the role play, peer small group presentation, student reports assessment (CAS) Final test (CAS)
8) research the international investment climate and assess the investment attractiveness of foreign markets and projects to inform an enterprise's foreign direct investment decisions.	Problem lecture, internet search, self-study activities, role play Lecture, seminars, panel discussion	Mid-term control: Test (multiple choice, computer, mini case (CAS) Final test (CAS)

Assessment

The final grade is given on a 100-point scale, including 100 points for the work in the semester. 40% Final test (1 written assignment, which includes the theoretical basis and calculation of all necessary payments for the supply of goods under a certain condition of delivery "Incoterms-2020")

60 points for work in the semester:
40 points for an individual assignment (portfolio);
20 points for discussions

Assessment criteria:
a) individual assignment (portfolio)
31–40 points: The student demonstrates excellent understanding of the material, mastery of the content and depth of search. The student uses modern scientific and information literature and databases. The work contains elements of novelty and reflects the author's own point of view. The work is designed in accordance with the requirements.
21–30 points: The student understands the material well and demonstrates a good mastery of the content and depth of search. Modern information sources were used to perform the task. There are minor violations of the requirements in the design of the task.
11–20 points: The structure is somewhat logical, but the ideas and concepts may not always be clearly or effectively expressed. The task may lack coherence and/or accuracy in certain areas.
1–10 points: The task is poorly structured, disorganised, inaccurate and/or confusingly expressed. There are major omissions.

b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.

51–80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21–50%: A basic understanding of the material, but with significant gaps or omissions.
1–20 %: A lot of mistakes, with little to no understanding of the material's context.

c) exam papers
The criteria for the test assignment are written on the exam card.

Contents

Thematic structure of the course:

Topic 1. Features of Managing Foreign Economic Activity in the Globalization Conditions
Topic 2. The Regulation System of Foreign Economic Activity in Ukraine
Topic 3. Customs Regulation of Foreign Economic Activity
Topic 4. Tariff and Non-tariff Regulation of Foreign Economic Activity
Topic 5. Non-tariff Regulation of Foreign Economic Activity
Topic 6. Currency Regulation of Foreign Economic Activities of the Enterprise
Topic 7. Peculiarities and Conditions of Foreign Economic Agreements (Contracts)
Topic 8. Organization of International Transport
Topic 9. Methods of Payment in International Trade
Topic 10. Taxation of Foreign Economic Activity of the Enterprise
Topic 11. Risks in the Foreign Economic Activity of the Enterprise and their Insurance
Topic 12. The Efficiency of Foreign Economic Activity

Literature

Compulsory reading

1. Hlukha, H., Kholod, S., Shkura, I., Yevtushenko, O., & Zadoya, O. (2018). *Management of foreign economic activity: Complex of learning materials for organization of independent work, control and self-control of student learning* [Electronic resource]. Alfred Nobel University. 89 p.
2. Hobela, V. V. (2021). *Management of foreign economic activity = Upravlinnia zovnishnoekonomichnoiu diialnistiu* [Study guide]. Lviv State University of Internal Affairs. 244 p.
3. Hlukha, H. Ya., Zadoia, O. A., Yevtushenko, O. A., & Lymonova, E. M. (2019). *Upravlinnia zovnishnoekonomichnoiu diialnistiu* [Management of foreign economic activity] [Electronic resource]. Alfred Nobel University. 156 p. https://ir.duan.edu.ua/handle/123456789/1856
4. Seyoum, B. (2022). *Export–import theory, practices, and procedures* (4th ed.). Routledge. 656 p.
5. Lee, E. S. (2023). *A guide to international trading: Professional tools and practice insights for successful operations* (2nd ed.). Springer. 598 p. https://doi.org/10.1007/978-3-031-39977-0
6. Wan, C. L. J., & Wang, Y. (2025). *International operations management: Concepts and applications*. Springer. 216 p.

Recommended reading

1. Bhogal, T., & Trivedi, A. (2019). *Trade finance: A pragmatic approach* (2nd ed.). Palgrave Macmillan. 364 p. (Finance and Capital Markets Series). ISBN-10 303024539X; ISBN-13 978-3030245399.
2. United Nations Conference on Trade and Development. (2024). *World investment report 2024: Investment facilitation and digital government*. United Nations. 164 p. https://unctad.org/system/files/official-document/wir2024_en.pdf
3. World Trade Organization. (2024). *World trade report 2024: Trade and inclusiveness — How to make trade work for all*. WTO. 156 p. https://www.wto.org/english/res_e/booksp_e/wtr24_e/wtr24_e.pdf
4. Kovbatiuk, M. V., Shkliar, V. V., & Pietukhov, A. S. (2023). System of strategic management of enterprises' foreign economic activities. *Economic Synergy*, (1), 151–162. https://doi.org/10.53920/ES-2023-1-12.

Web-resources

1. Verkhovna Rada of Ukraine. (1991). *Zakon Ukrainy "Pro zovnishnioekonomichnu diialnist"* [Law of Ukraine "On Foreign Economic Activity"] (No. 959-XII). Available at: https://zakon.rada.gov.ua/laws/show/959-12
2. Verkhovna Rada of Ukraine. (1998). *Zakon Ukrainy "Pro rehuliuvannia tovaroobminnykh (barternykh) operatsii u haluzi zovnishnioekonomichnoi diialnosti"* [Law of Ukraine "On Regulation of

Commodity Exchange (Barter) Operations in the Field of Foreign Economic Activity"] (No. 351-XIV). Available at: https://zakon.rada.gov.ua/laws/show/351-14

3. Legal.com.ua. (n.d.). *Normativnye akty Ukrainy* [Legal acts of Ukraine]. Available at: http://www.legal.com.ua/cgi-bin/matrix.cgi/pravo.html

4. Verkhovna Rada of Ukraine. (2012). *Mytnyi kodeks Ukrainy* [Customs Code of Ukraine] (No. 4495-VI). Available at: http://sfs.gov.ua/mk/

5. *State Statistics Service of Ukraine. (n.d.). Official website*. Available at: http://www.ukrstat.gov.ua

6. Verkhovna Rada of Ukraine. (2010). *Podatkovyi kodeks Ukrainy* [Tax Code of Ukraine] (No. 2755-VI). Available at: https://zakon.rada.gov.ua/laws/show/2755-17

7. Verkhovna Rada of Ukraine. (2003). *Tsyvilnyi kodeks Ukrainy* [Civil Code of Ukraine] (No. 435-IV). Available at: https://zakon.rada.gov.ua/laws/show/435-15

***MODERN MARKETING TECHNOLOGIES (BRANDING*)**				
The course aims to provide students with knowledge and practical skills related to modern marketing technologies used for building, developing and managing brands in both digital and traditional environments. It focuses on contemporary branding concepts, digital communication tools, marketing analytics and AI-driven solutions that enable companies and individuals to create strong and distinctive brands, maintain their presence and manage reputation				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7	4 / elective	Tetiana Mishustina, PhD (Candidate of Science), Associate Professor	120 hours (22 h. lectures, 20 h. practical classes, 78 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS)**
1) Explain the role of branding in the modern marketing context and distinguish between a product, a brand name and a brand.			Lectures, case study analysis, class discussions	Class participation and discussions, short quizzes (CAS)
2) Describe and design key elements of brand identity and brand image for companies and personal brands.			Lectures, practical classes, workshops on brand identity design	Practical assignments on brand identity design, individual mini-tasks (CAS)
3) Analyse brand positioning and value proposition in relation to target segments and competitors.			Lectures, seminars, group work on positioning tasks	Case study reports and in-class positioning exercises (CAS)
4) Assess brand equity using basic indicators (brand awareness, loyalty, associations) and digital performance metrics.			Lectures, practical classes with examples of analytics and brand audit	Brand audit report, interpretation of brand metrics (CAS)
5) Develop an integrated brand communication plan using digital branding and social media tools.			Workshops, group project work, simulations, presentations	Group/individual project “Brand strategy and mini brand book” (CAS)
6) Apply content marketing, storytelling and AI-based marketing technologies to support brand development in a responsible and ethical way.			Lectures, practical classes, demonstrations of digital and AI tools, project consultations	Project deliverables, participation in discussions on ethical and responsible branding (CAS)
Assessment				
The final grade is given on a 100-point scale based exclusively on continuous assessment (CAS) during the semester. There is no separate final examination.				

100 points for work during the semester:
– 40 points for an individual or group project “Brand strategy and mini brand book”;
– 30 points for participation in practical classes and discussions;
– 20 points for short quizzes and tests on the course topics;
– 10 points for individual written assignments and case study reports.

Project “Brand strategy and mini brand book”

16–20 points: excellent understanding of branding concepts, creative and consistent brand strategy, clear and well-structured brand book, high quality of analysis and presentation, correct formatting according to the requirements.

11–15 points: good understanding of key concepts, generally clear brand strategy and brand book with minor weaknesses or formatting issues.

6–10 points: basic understanding with noticeable gaps, some elements of the brand strategy or brand book are underdeveloped or poorly justified.

1–5 points: low level of understanding, fragmented or inconsistent brand strategy and brand book, serious omissions and errors.

For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:

81–100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the course material, actively participates, expresses and successfully argues his/her position.
51–80%: The student demonstrates a good understanding of the material, participates in discussions but may show some inaccuracies.
21–50%: The student demonstrates a basic understanding of the material, but participation is irregular and with significant gaps.
1–20%: Many mistakes with little to no understanding of the material’s context and minimal participation

Quizzes and written assignments. The criteria for quizzes and written assignments are communicated in the task instructions (rubric) and include correctness of answers, depth of analysis and clarity of written communication.

Content

Topic 1. Branding in the modern marketing context
Topic 2. Brand identity and brand image
Topic 3. Brand architecture and brand portfolio
Topic 4. Brand positioning and value proposition
Topic 5. Consumer insights and brand research
Topic 6. Brand equity and brand performance metrics
Topic 7. Digital branding and social media strategies
Topic 8. Content marketing and storytelling for brands
Topic 9. AI and marketing technologies in branding
Topic 10. Sustainable, ethical and responsible branding

Literature

Compulsory reading

1. Keller, K. L., & Swaminathan, V. (2020). *Strategic Brand Management: Building, Measuring, and Managing Brand Equity* (5th Global ed.). Pearson. 608 p.

2. Kotler, P., Keller, K. L., & Chernev, A. (2022). *Marketing Management* (16th Global ed.). Pearson. 736 p.
3. Aaker, D. A. (2020). *Aaker on Branding: 20 Principles That Drive Success*. Morgan James Publishing. 224 p.
4. Wheeler, A., & Meyerson, R. (2024). *Designing Brand Identity: A Comprehensive Guide to the World of Brands and Branding* (6th ed.). Wiley. 352 p.
5. Kotler, P., Kartajaya, H., & Setiawan, I. (2021). *Marketing 5.0: Technology for Humanity*. Wiley. 224 p.
6. Momot, V. Ye., Starostina, A. O., Dligach, V. A., et al. (2023). *Marketynh (onovlene vydannia)* [Marketing (updated edition)]. Viliams. 477 p.
7. Kapferer, J.-N. (2012). *The New Strategic Brand Management: Advanced Insights and Strategic Thinking* (5th ed.). Kogan Page. 512 p.
8. Mark, M., & Pearson, C. S. (2019). *The Hero and the Outlaw: Building Extraordinary Brands Through the Power of Archetypes*. McGraw-Hill Education. 384 p.

Recommended reading

1. Neumeier, M. (2015). *The Brand Flip: Why Customers Now Run Companies and How to Profit from It*. New Riders. 208 p.
2. Holt, D. B. (2016). *How Brands Become Icons: The Principles of Cultural Branding*. Harvard Business Review Press. 272 p.
3. Schroeder, J. E. (2021). *Branding: A Very Short Introduction*. Oxford University Press. 152 p.
4. Rowles, D. (2022). *Digital Branding: A Complete Step-by-Step Guide to Strategy, Tactics, Tools and Measurement* (3rd ed.). Kogan Page. 344 p.
5. Kovalenko, M. (2024). *Liudy kupuiut u liudei. Yak pobuduvaty brend, marketynh i komunikatsiiu maloho biznesu ta startapiv* [People Buy from People: How to Build a Brand, Marketing and Communication for Small Business and Startups]. Nash Format.
6. Chumachenko, I., et al. (2023). *Tsyfrovyi marketynh ta brendynh* [Digital Marketing and Branding]. Kyiv: University Press.
7. Selected research articles on branding, digital branding, AI-driven marketing, sustainable branding, employer branding and personal branding published in Ukrainian and international peer-reviewed journals (2023–2026) and recommended by the course coordinator.

Web-resources

1. American Marketing Association. (n.d.). Official website. https://www.ama.org
2. Think with Google. (n.d.). Official website. https://www.thinkwithgoogle.com
3. Google Marketing Platform. (n.d.). Official website. https://marketingplatform.google.com
4. Meta for Business. (n.d.). Official website. https://www.facebook.com/business
5. HubSpot. (n.d.). Official website. https://www.hubspot.com
6. Kantar. (n.d.). Official website. https://www.kantar.com
7. Interbrand. (n.d.). Official website. https://interbrand.com
8. Brand Finance. (n.d.). Official website. https://brandfinance.com
9. Statista. (n.d.). Official website. https://www.statista.com
10. NielsenIQ. (n.d.). Official website. https://nielseniq.com
11. Gartner. (n.d.). Official website. https://www.gartner.com
12. CASES Media. (n.d.). Official website. https://cases.media
13. Kyivstar Business Hub. (n.d.). Official website. https://hub.kyivstar.ua
14. WebPromoExperts. (n.d.). Official website. https://web-promo.ua
15. Diia.Business. (n.d.). Official website. https://business.diia.gov.ua
16. Всеукраїнська рекламна коаліція (All-Ukrainian Advertising Coalition). (n.d.). Official website. https://vrk.org.ua
17. Українська асоціація маркетингу (Ukrainian Marketing Association). (n.d.). Official website. https://uam.in.ua
18. Association of Retailers of Ukraine. (n.d.). Official website. https://rau.ua
19. Liga Zakon Business. (n.d.). Official website. https://biz.ligazakon.net
20. Canva Design School. (n.d.). Official website. https://www.canva.com/designschool

BASICS OF BUSINESS COMMUNICATION (ADVERTISING HISTORY)				
The course aims to form a system of ideas about the historical formation of advertising activities and the prerequisites for its emergence, and to provide general theoretical training for students in understanding the psychological nature and essence of advertising, as well as mastering the basics of psychological support for advertising activities.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7	4 / elective	Ihor Bilotkach PhD (Economics), Associate Professor	120 hours (26 h. lectures, 16 h. practical classes, 78 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1. Demonstrate skills in independent work, flexible thinking, openness to new knowledge, and be critical and self-critical.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final test (CAS)
2. Be responsible for the results of your activities, demonstrate entrepreneurial and managerial initiative skills.			Lectures, role-playing and simulations, workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
3. Perform functional duties in the group, offer sound marketing solutions.			Lectures, role-playing and simulations, workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
4. Act socially responsible and socially conscious based on ethical marketing principles, respect for cultural diversity and the values of civil society, while respecting individual rights and freedoms.			Lectures, seminars, discussions, workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
5. Demonstrate responsibility in relation to moral, cultural, scientific values and achievements of society in professional marketing activities			Lectures, seminars, discussions, workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
Assessment				
The final grade is given on a 100-point scale, including 40 points for the test and 60 points for the work in the semester. 60 points for work in the semester: a) assessment criteria for the individual project: 33–40 points – the student has completed the task correctly and demonstrates a deep understanding of the material. Comprehensive and detailed conclusions are provided. The project presentation (pitch) has been delivered. 27–32 points – the student has completed the task with minor inaccuracies that do not affect the overall result. Generalised conclusions are provided. The project presentation (pitch) has been delivered.				

15–26 points – the student demonstrates insufficient understanding of the material. The task is completed partially or in a general manner. Partial conclusions are provided. Presentation materials are missing.
7–14 points – the student demonstrates insufficient understanding of the material and makes significant errors. Conclusions are absent. Presentation materials are missing.
1–6 points – the student demonstrates a lack of knowledge of the material. The task is not completed. Conclusions are absent. Presentation materials are missing.
0 points – the task has not been completed by the student.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51-80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21-50%: A basic understanding of the material, but with significant gaps or omissions.
1-20 %: A lot of mistakes, with little to no understanding of the material's context.
c) test papers
The criteria for the test assignment are written on the test card.

Content

Topic 1. Advertising communications: essence and basic elements.
Topic 2. Protoadvertising and advertising in ancient society.
Topic 3. Development of advertising in Western Europe in the 5th-18th centuries.
Topic 4. Development of Western European and North American advertising in the 19th - early 20th centuries.
Topic 5. Advertising in Western Europe and the USA in the 20th century.
Topic 6. Emergence and development of advertising in Ukraine.
Topic 7. Basic psychological categories. Reflection theory. Personality and communication.
Topic 8. Psychological foundations of advertising influence.
Topic 9. Mental processes in the perception of advertising. Psychology of motivation in advertising.
Topic 10. Suggestive psychotechnologies in advertising.
Topic 11. Psychology of attitude to advertising. Psychological effectiveness of advertising.
Topic 12. Psychological examination and methods of assessing the effectiveness of advertising.

Literature

Compulsory reading

1. Hupalovska V. A. *Psykholohiia reklamy* [Psychology of Advertising]. Lviv: Ivan Franko National University of Lviv Publishing Center, 2010. 384 p.
2. Podoliaka N. S. *Istoriia reklamy* [History of Advertising]. Sumy: Sumy State University, 2015. 193 p. (basic textbook).
3. Lozhkin H. V., Spasiennikov V. V., Komarovska V. L. *Ekonomichna psykholohiia* [Economic Psychology]. Kyiv: VD "Profesional", 2004. 304 p.
4. Moroz V. Ukrainska kultova protrereklama [Ukrainian Cult Proto-Advertising]. *Visnyk Lvivskoho universytetu. Seriia zhurnalistyka* [Bulletin of Lviv University. Journalism Series], 2011, Issue 34, Part 2, pp. 244–248.
5. Savytska N. L., Synytsyna H. A., Olinichenko K. S. *Reklamnyi menedzhment* [Advertising Management]. Kharkiv: Vydavnytstvo Ivanchenko, 2015. 169 p.
6. Hrushevska Yu. A., Barabanova N. R., Nazarenko O. M., Pysarenko L. M. *Teoriia ta istoriia reklamy* [Theory and History of Advertising]. Odesa: Feniks, 2019. 127 p.

Recommended reading

1. Hrebinska S. I., Matvieiev A. Yu. Marketynhovi doslidzhennia istorychnoho rozvytku reklamy ta yii suchasnoho stanu [Marketing Research of the Historical Development of Advertising and Its Current State]. *Ekonomika i suspilstvo* [Economy and Society], 2017, Issue 13, pp. 414–419. Available at: https://economyandsociety.in.ua/journals/13_ukr/67.pdf

2. Zazymko O. V., Korolchuk M. S., Korolchuk V. M. *Psykholohiia reklamy* [Psychology of Advertising]. Kyiv: Kyiv National University of Trade and Economics, 2016. 384 p.
3. Serdechna L. V. Osoblyvosti stanovlennia natsionalnoi reklamnoi haluzi v 1991–1996 rr. [Specifics of the Formation of the National Advertising Industry in 1991–1996]. *Visnyk NADU pry Prezydentovi Ukrainy. Seriia "Derzhavne upravlinnia"* [Bulletin of the National Academy for Public Administration under the President of Ukraine. Public Administration Series], 2016, No. 3, pp. 5–12. Available at: http://visnyk.academy.gov.ua/pages/dop/61/files/505088ab-e1a6-41d7-bc48-68b4034aa1e8.pdf
4. Khavkina L. M. *Reklama yak dokument doby: istoriia i suchasnist u dzerkali reklamy* [Advertising as a Document of the Era: History and Modernity in the Mirror of Advertising]. Available at: http://dspace.univer.kharkov.ua/bitstream/123456789/8241/2/khavkina_s.pdf
5. Close A. G. (ed.) *Online Consumer Behavior: Theory and Research in Social Media, Advertising and E-tail*. New York: Routledge, 2012. 400 p.[1][2]
6. Shotton R. *The Choice Factory: 25 Behavioural Biases That Influence What We Buy*. Petersfield: Harriman House, 2018. 420 p.
7. Tungate M. *Adland: A Global History of Advertisin*g. London: Kogan Page, 2013. 276 p.
8. Yarrow K. *Decoding the New Consumer Mind: How and Why We Shop and Buy.* San Francisco: Jossey-Bass, 2014. 224 p.

INTERNET MARKETING				
The course aims to develop students' competencies in planning, implementing and evaluating internet marketing strategies within e-commerce environments. It provides a thorough understanding of the digital marketing ecosystem — search engine marketing, social media advertising, content marketing, email automation, web analytics and performance marketing — and prepares students to apply these tools in a coherent, data-driven manner. Through practical workshops, case studies, project-based learning and digital tool sessions, students build hands-on skills in Google Ads, Google Analytics 4, SEO tools and Meta Ads Manager, and learn to design integrated digital marketing campaigns aligned with e-commerce business objectives.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7/14weeks	4 / elective	Inna Strelchenko Doctor of Science (Economics), Full Professor, Ochihava Serhii, Founder & CEO, HighwayToTop Digital Marketing Agency	120 hours (20 h. lectures, 20 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Analyse and forecast market phenomena and processes by applying fundamental principles, theoretical knowledge and practical skills of marketing activity, including identification of digital market trends and behavioural patterns of online consumers.			Lecture, case study analysis, individual market analysis brief	Market analysis brief, trend forecasting seminar presentation (CAS); final test (CAS)
2) Apply acquired theoretical knowledge to solve practical tasks in marketing, including the development, implementation and evaluation of internet marketing strategies for e-commerce entities operating in competitive digital environments.			Lecture, case study analysis: comparative review of internet marketing strategies of leading Ukrainian e-commerce platforms, individual strategy brief using the SOSTAC framework.	Individual strategy brief, active contribution to case study discussion (CAS), final test (CAS)
3) Use digital information and communication technologies and software products required for conducting modern marketing activities and applying marketing instruments, including proficient operation of key digital marketing platforms and web analytics tools.			Lecture, workshop (computer lab): hands-on session with Google Analytics, SEO audit of a selected e-commerce website using Serpstat, individual task	Google Analytics 4 analysis report, SEO audit, Google Ads campaign structure (individual) (CAS), final test (CAS)

4) Demonstrate the ability to apply an interdisciplinary approach and perform marketing functions of a market entity, integrating internet marketing tools with web analytics, content strategy, UX principles and e-commerce platform management to achieve cohesive campaign outcomes.	Cross-disciplinary lecture, integrated workshop, seminar	Product page redesign brief (individual), email lifecycle sequence map (pairs), reflection paper (CAS), final test (CAS)
5) Take responsibility for the outcomes of one's professional activities and demonstrate entrepreneurial and managerial initiative, including the capacity to make and justify strategic digital marketing decisions and manage campaign performance under conditions of competition and uncertainty.	Lecture, business simulation, role-play – client pitch, reflection journal	Business simulation report (individual), client pitch performance (individual), reflection journal (CAS), final test (CAS)
6) Perform functional duties within a group and propose well-grounded marketing solutions, including collaborative development of integrated digital marketing campaign concepts, peer feedback and constructive contribution to group project outcomes.	Team project (3-4 students), peer review session, group seminar	Team campaign concept (written + pitch presentation, 10 min), peer review participation, group seminar contribution (CAS), final test (CAS)
7) Comprehend the essence and content of the macro- and micro-marketing environment, the principles of market segmentation, target segment selection and positioning, the structural elements of the marketing mix and the theoretical basis for conducting marketing research – with awareness of how digital environment factors and online consumer behaviour shape these decisions in e-commerce contexts.	Lecture, digital audience segmentation workshop, applied workshop: online consumer journey mapping	Digital audience segmentation report (individual), customer Journey Map (individual), annotated bibliography (CAS), final test (CAS)
8) Demonstrate skills in initiating and implementing innovative projects in e-commerce, including the development of digital marketing launch strategies, application of growth hacking frameworks and creation of data-driven campaign plans for new online products and services.	Lecture, AARRR funnel analysis, individual project: development of a Digital Marketing Launch Plan for a new e-commerce product, peer review (structured written feedback on peers' Launch Plans using a shared rubric)	AARRR funnel analysis report (individual), digital marketing launch plan (individual – major CAS component), peer review participation (CAS), final test (CAS)
9) Solve professional tasks related to the application of e-commerce technologies and systems, modern online platforms and digital performance marketing tools — including paid	Lecture, workshop (A/B test design), competitor digital advertising audit using Meta Ads	A/B testing plan (individual), competitor advertising audit report (individual), seminar

advertising, retargeting, conversion rate optimisation and A/B testing — to drive measurable growth in online sales and customer acquisition.	Library and Google Ads Transparency Centre, seminar	participation (CAS), final test (CAS)

Assessment

The final grade is given on a 100-point scale, including 100 points for the work in the semester.

100 points for work in the semester:
• 40 points for the Digital Marketing Launch Plan (individual final project + pitch presentation);
• 60 points for analytical tasks, workshops, team and individual assignments, peer review, simulations, seminars and final test.

a) Assessment criteria for the Digital Marketing Launch Plan (40 points):
The Launch Plan requires the student to develop a comprehensive digital marketing strategy for launching a new e-commerce product, covering: target audience definition, channel mix, 4-week content calendar, budget allocation across channels and measurable KPIs. Submitted via LMS and defended as a pitch presentation (8–10 minutes).
33–40 points — the plan is complete and strategically coherent. Demonstrates deep understanding of digital marketing tools and their integration in an e-commerce launch context. Channel selection is justified, the content calendar is detailed and realistic, KPIs are measurable and linked to business objectives. The pitch is delivered clearly and professionally.
27–32 points — substantially complete with minor inaccuracies. All required sections are present. Conclusions are logical. The pitch has been delivered.
15–26 points — partially complete. Channel integration or KPI specification is lacking. Presentation materials are incomplete or absent.
7–14 points — contains significant gaps or conceptual errors. KPIs are absent or unmeasurable. Presentation not delivered.
1–6 points — not completed in a meaningful way. No evidence of digital marketing knowledge. Presentation absent.
0 points — the task has not been submitted.

b) Assessment criteria for analytical tasks, workshops and written submissions:
Each individual written submission is evaluated using the following rubric, applied proportionally to points allocated:
81–100%: Completed correctly and in full. Sound analytical reasoning, accurate application of tools, evidence-based conclusions clearly linked to e-commerce context.
51–80%: Substantially completed with minor inaccuracies or gaps in analytical depth.
21–50%: Partially completed. Basic understanding evident but significant gaps or omissions.
1–20%: Largely incomplete or frequent errors. Little to no understanding of applied context.
0%: Not submitted or contains no meaningful content.

c) Assessment criteria for team project and client pitch:
Team output assessed on creativity, feasibility, channel integration and use of innovative tools. All group members receive the same score unless unequal contribution is documented. Peer feedback applied via shared rubric.

d) Assessment criteria for simulation and role-play:
Assessed by the lecturer in real time using a structured rubric: quality of strategic decisions, use of data, responsiveness under pressure and demonstration of professional initiative and ownership of outcomes.

e) Assessment criteria for test papers:
The criteria for test assignments are written on the test card.

Content

CONTENT MODULE 1. DIGITAL MARKETING FOUNDATIONS AND STRATEGIC PLANNING
Topic 1. Internet marketing as a system: concepts, ecosystem and strategic frameworks (RACE, SOSTAC, digital marketing mix).
Topic 2. Digital consumer behaviour: online decision-making journey, touchpoints and persona development in e-commerce.
Topics 3–4. Search engine marketing (SEM): SEO fundamentals — on-page, off-page and technical optimisation; paid search (Google Ads) — campaign structure, keyword strategy and bidding models.
Topic 5. Content marketing and email marketing: content strategy frameworks, editorial calendars, email automation and CRM integration.
Topics 6–7. Social media marketing (SMM) and targeted advertising: platform selection, audience segmentation, creative formats and Meta Ads campaign management.
Topic 8. Web analytics and performance measurement: Google Analytics 4, key metrics (CTR, CPC, CPA, ROAS, LTV), attribution models and data-driven decision-making.
CONTENT MODULE 2. APPLIED DIGITAL MARKETING IN E-COMMERCE
Topics 9–10. Performance marketing and conversion optimisation: affiliate marketing, retargeting, A/B testing, landing page optimisation and CRO frameworks.
Topic 11. Influencer and native marketing: collaboration formats, micro- vs macro-influencer strategy, performance tracking and brand safety in the Ukrainian e-commerce market.
Topics 12–13. E-commerce product launch marketing: pre-launch, launch and post-launch phases; AARRR growth funnel; growth hacking techniques.
Topic 14. Emerging trends and innovation in digital marketing: AI-driven personalisation, programmatic advertising, voice search, conversational marketing and the future of e-commerce promotion.
Topics 15–16. Integrated digital marketing project workshop: development, peer review and pitch presentation of individual Digital Marketing Launch Plans.

Literature

1. Strelchenko, I., et al. (2025). *Informatsiinyi biznes ta internet-marketynh: navchalnyi posibnyk* [Information business and internet marketing: a study guide] (S. Kolodynskyi & T. Mishustina, Eds.) [Electronic edition]. Condor. 480 p.

2. Kotler, P., Kartajaya, H., & Setiawan, I. (2021*). Marketing 5.0: Technology for Humanity*. Hoboken, NJ: Wiley. 224 p. ISBN: 978-1-119-66851-0.

3. Halligan, B., & Shah, D. (2014). *Inbound Marketing: Attract, Engage, and Delight Customers Online* (Revised and Updated, 2nd ed.). Hoboken, NJ: Wiley. 224 p. ISBN: 978-1-118-89665-5.

4. Strelchenko, I., & Hamzah, O. (2025). *Marketynhovi doslidzhennia: praktykum* [Marketing research: a textbook]. [Electronic edition]. Alfred Nobel University. 68 p.

5. Chaffey, D., & Ellis-Chadwick, F. (2022). *Digital Marketing: Strategy, Implementation and Practice* (8th ed.). Hoboken, NJ: Pearson. 560 p. ISBN: 978-1-292-40096-9.

6. Strelchenko, I., Shevchenko, V., Hamzah, O., & Lysenko, A. (2025). Vdoskonalennia internet-marketynhovoi stratehii po prosuvanniu tovariv pidpryiemstva v umovakh viiskovoho stanu [Improvement of internet marketing strategy for promoting enterprise products under martial law]. *International Scientific Journal 'Internauka'. Series: Economic Sciences*, 7. DOI: 10.25313/2520-2294-2025-7-11235.

7. Strelchenko, I., Pysarkova, V., & Arakelova, I. (2025). Sotsialno-oriientovani startapy v Ukraini ta sviti: tendentsii i skladnoshchi realizatsii [Socially-oriented startups in Ukraine and the world: trends and

implementation challenges]. *Scientific Bulletin of the Odessa National Economic University*, 6 (331), 17–26. DOI: 10.32680/2409-9260-2025-6-331-17-26.

Recommended reading

1. Ryan, D. (2017). *Understanding Digital Marketing: Marketing Strategies for Engaging the Digital Generation* (4th ed.). London: Kogan Page. ISBN: 978-0-7494-7843-8.

2. Pulizzi, J. (2021). *Content Inc.: Start a Content-First Business, Build a Massive Audience and Become Radically Successful (2nd ed.)*. New York, NY: McGraw Hill. 368 p. ISBN: 978-1-264-25754-6.

3. Kaushik, A. (2009). *Web Analytics 2.0: The Art of Online Accountability and Science of Customer Centricity*. Indianapolis, IN: Sybex/Wiley. 475 p. ISBN: 978-0-470-52939-3.

2. Strelchenko, I., Pysarkova, V., & Tereschenko, P. (2025). Mekhanizmy stymuliuvannia startap-aktyvnosti cherez rehionalni klastery v systemi innovatsiinoho rozvytku [Mechanisms for stimulating startup activity through regional clusters in the innovation development system]. *Review of Transport Economics and Management*, 14 (30), 34–44. DOI: 10.15802/rtem2025/344966.

Web-resources

1. Google Analytics Academy. (n.d.). Free courses and certifications. https://analytics.google.com/analytics/academy/

2. Google Skillshop. (n.d.). Google Ads and digital marketing certifications. https://skillshop.withgoogle.com/

3. Meta Blueprint. (n.d.). Official Meta advertising education platform. https://www.facebook.com/business/learn

4. Smart Insights. (n.d.). Digital marketing strategy resources and research. https://www.smartinsights.com

5. DataReportal. (n.d.). Global digital overview annual reports. https://datareportal.com/reports/

COPYWRITING (COMMERCIAL CONTENT CREATING)				
The course aims to develop skills in creating texts for online resources. The main goal of the course is to achieve the following competencies: the ability to apply knowledge from the field of online communications in one's future professional activities; the ability to analyze online discourse, and promote online content.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7/ 14 weeks	4 / Elective	Neliia Blynova, PhD in Philology, Associate Professor	120 hours (28 h. lectures, 12 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Apply technologies for creating texts for online resources (image copywriting, SEO, LSI copywriting).			Lectures, practical classes, discussion	Class participation and discussions
2) Use text-based practice skills for effective professional activity			Lectures, practical classes, independent work, peer review	Assessment of skills and abilities, oral answers to questions, checking tasks issued for independent work (CAS)
3) Develop and implement the ability to identify online media texts in terms of their typological features, structure, and intentions			Lectures, practical classes, discussion, independent work	Participation in discussion, assessment of interaction and teamwork skills, oral interviewing (CAS)
4) Coordinate the implementation of personal tasks with the tasks of colleagues			Lectures, seminars, discussion, pair work/ group work, presentation, independent work	Participation in the discussion, assessment of interaction/ pair/ group work skills, evaluation and peer review of presentation (CAS)
Assessment				
The final grade is given on a 100-point scale, including 100 points for the work in the semester. 100 points for work in the semester: 10 points for an individual assignment (presentation); 10 points for discussions; 80 points for creating textual content of the particular kind Assessment criteria: a) individual presentation 8-10 points: The student demonstrates excellent understanding of the topic of his/her presentation.				

6-7 points: The student understands the material well and demonstrates a good understanding of the topic of his/her presentation.
4-5 points: The student understands the material in general and demonstrates satisfactory understanding of the topic of his/her presentation.
1-3 points: The student poorly understands the material and demonstrates unsatisfactory understanding of the topic of his/her presentation.
b) Participation in discussions/ case studies
Students receive points based on their level of participation in class discussions:
81–100%: The student actively participates in discussions, demonstrates excellent knowledge of the material, and confidently expresses and justifies their opinions. The material on the discussion is presented in a fluent, independent, logical, thorough and reasonable manner on the topic on the basis of all the provided recommendations and instructions.
51–80%: The student demonstrates a good understanding of the material and participates in discussions. The student provides arguments taking into account the main recommendations and instructions, though some of the arguments lack sufficient depth and language skills, with some minor inaccuracies and mistakes.
21–50%: The student shows a basic understanding of the material but participates inconsistently or with significant gaps. The ideas are presented fragmentarily and superficially (without any arguments or justification).
1–20%: The student demonstrates little to no understanding of the material and rarely participates in discussions. The ideas are presented with the use of separate phrases (utterances) that are relevant to the topic.
c) For performing the practical tasks, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The practical tasks are conducted correctly. The student demonstrates excellent mastery of the educational material and successfully performs writing of all types of the given texts.
51-80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21-50%: There is a basic understanding of the material, but with significant gaps or omissions in the tasks performed.
1-20 %: The student makes a lot of mistakes, with little to no understanding of the material's context.

Content

Topic 1. Copywriting: Specifics of the Activity
Topic 2. Types and Levels of Copywriting. Texts that Sell (Commercial Texts)
Topic 3. Brief and the Main Features of the Work with It
Topic 4. Models of Creating Commercial Texts
Topic 5. LSI Copywriting
Topic 6. Image Copywriting
Topic 7. Storytelling in Commercial Writing
Topic 8. Artificial Intelligence in Copywriting

Literature

Compulsory reading

1. Blynova, N., & Kyrylova, O. (2023). *Fundamentals of copywriting: a teaching and methodological manual* [Electronic edition]. Dnipro: PP Vakhmistrov O.E. 126 p.
2. Blynova, N. (2019). Latent Semantic Indexing (LSI) and its impact on copywriting. *Communications and Communicative Technologies,* 19. https://doi.org/https://doi.org/10.15421/291901
3. Blynova, N., & Kyrylova, O. (2018). Copywriting as an activity for creating online content. *Communications and Communicative Technologies,* 18. https://doi.org/https://doi.org/10.15421/291802/
4. Blynova, N., Polishko, N., & Mykhaylova, A. (2020). Image copywriting: genres and methods of creating image texts. *Communications and Communicative Technologies,* 20, 100–106. https://doi.org/https://doi.org/10.15421/292015.
5. Pidmohylna, N., & Levschanova, O. (2021). Architectonics of copywriting text. *Communications*

and Communicative Technologies, 21. https://doi.org/https://doi.org/10.15421/292105

Recommended reading

1. Bly, R. (2006). *The copywriter's handbook: A step-by-step guide to writing copy that sells* (3rd ed.).
2. Blynova, N. (2020). The specifity of the editor's work in a content marketing agency. *Perspectives of world science and education. Abstracts of the 9th International scientific and practical conference. CPN Publishing Group. Osaka, Japan,* 340–349. https://r.donnu.edu.ua/bitstream/123456789/465/1/PERSPECTIVES-OF-WORLD-SCIENCE-AND-EDUCATION_20-22.05.2020.pdf#page=340
3. Kartsivadze, T. (2022). Copywriting in Social Media. *International Journal of Innovative Technologies in Economy*, 4(40). DOI: doi: 10.31435/rsglobal_ijite/30122022/7924.

Web-resources

1. Basics of Copywriting. (n.d.). https://itstatti.in.ua/zarobitok-v-interneti/122-kopirajting-z-chogo-pochati-osnovi-kopirajtingu.html
2. Copywriting for Beginners. (n.d.). http://radka.in.ua/poradi/kopiraiting-dlia-pochatkivciv-iak-za.html
3. Data-driven AI. (n.d.). https://www.bloggersideas.com/uk/beginners-guide-copywriting-done/
4. Marketing Resources: Copywriting. (n.d.) https://www.marketingprofs.com/topic/articles/copywriting

DIGITALIZATION, DIGITAL EDUCATION AND MIGRATION PROCESSES: THE EU EXPERIENCE FOR UKRAINE

The course aims to develop students' knowledge and competences in three interrelated domains of EU policy: digital transformation (European Data Strategy, AI governance, cybersecurity, digital rights), migration (EU migration policy, forced migration, national security), and digital education (Digital Education Action Plan 2021–2027, digital literacy, inclusion). Implemented within the framework of the Erasmus+ Jean Monnet Module DEMEu4U, the course combines lectures, structured discussions, individual research projects, public round-tables and academic publication opportunities to foster a proactive pro-European stance and support Ukraine's integration into the EU's digital and educational space. The course is taught by an international team of scholars from Alfred Nobel University, Dnipro University of Technology and Mariupol State University. Funded by the European Union.

Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7/14 weeks	4 / elective	Inna Strelchenko Doctor of Science (Economics), Full Professor	120 hours (28 h. lectures, 12 h. practical classes, 80 h. self-directed learning)

Learning outcomes On completion of the course, students will be able to:	**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Demonstrate knowledge and understanding of the EU's digital transformation agenda, including the European Data Strategy, Digital Compass 2030, cybersecurity frameworks (GDPR, NIS2), and the ethical dimensions of AI and data governance across EU member states.	Lectures, discussion seminar, independent study: review of 2 EU policy documents (e.g., the European Data Strategy, the AI Act)	test-based assignment, annotated policy document summaries (CAS), final test (CAS)
2) Analyse current trends in EU migration flows, understand the key stages, mechanisms and instruments of EU migration policy, and evaluate the socio-economic consequences of forced migration from Ukraine for EU member states and for Ukraine's national security.	Lectures, discussion seminar: case analysis, individual research task on a topic from the indicative list	Test-based assignment, research task (CAS), final test (CAS)
3) Demonstrate knowledge of EU digital education policy — including the Digital Education Action Plan 2021–2027, the EU Digital Competence Framework (DigComp), and EU inclusion strategies — and identify the opportunities, risks and challenges of integrating digital technologies into educational systems in Europe and Ukraine.	Lectures, discussion seminar: comparative analysis, independent study: review of the Digital Education Action Plan 2021–2027 and the DigComp framework	Seminar participation, reflection paper (individual) (CAS), final test (CAS)

4) Apply analytical and critical thinking skills to evaluate the effectiveness of EU digitalization, migration and digital education policies, drawing on quantitative and qualitative methods, and formulate evidence-based proposals for adapting EU experience to the Ukrainian context.	Lectures, workshop, individual project (research task, cross-module): independent research on a topic from the indicative list	Oral presentation of policy evaluation (individual), individual project – research task (CAS), final test (CAS)
5) Communicate research findings effectively in written and oral formats, contribute constructively to academic and public discourse on EU digitalization, migration and digital education, and demonstrate readiness for academic publication and participation in international scholarly events.	Practical sessions – public discussion formats: structured round-table discussion on one of the course's key themes, academic writing workshop: guidance on structuring a conference paper.	Round-table / public discussion participation, structured abstract submission (individual), (CAS), final test (CAS)

Assessment

The final grade is given on a 100-point scale. All 100 points are accumulated during the semester:

100 points for work in the semester:
50 points — Individual Project: Research Task (one cross-module research assignment);
50 points — Test-based Assignments (2 tests, 25 points each: Module 1 and Module 2) + seminar participation, oral presentation and structured abstract.
a) Assessment criteria for Test-based Assignments (25 points each):
21–25 pts – strong theoretical knowledge of module content; clear understanding of all key issues; analytical skills to evaluate advantages and risks of studied processes;
16–20 pts – solid knowledge and understanding; lacks sufficient analytical skills to evaluate advantages and risks;
11–15 pts – general knowledge of module material; fails to understand some issues; limited analytical skills;
6–10 pts – insufficient theoretical knowledge; does not grasp several key issues; lacks analytical skills;
0–5 pts – fails to demonstrate relevant knowledge; no understanding of topics or analytical skills.
b) Assessment criteria for the Individual Project — Research Task (50 points):
41–50 pts – research demonstrates elements of scientific novelty, contains proposals to address the chosen problem, includes an analytical review of existing approaches (strengths and weaknesses), minimum 8 references (80% published within the last 5 years); full compliance with formatting and academic integrity standards (originality ≥ 80%);
31–40 pts – some elements of scientific novelty, partial proposals for solving the problem, analytical review present, reference requirements met, formatting and academic integrity standards followed;
21–30 pts – no scientific novelty but partial problem-addressing, analytical review present, reference and formatting requirements met;
11–20 pts – no novelty or proposals, but analytical review of approaches is present and reference requirements are met;
0–10 pts – no novelty, proposals or analytical review; reference list missing or incomplete; does not meet formatting or academic integrity requirements.
c) Assessment criteria for participation in discussions, seminars and oral presentations:

Assessed using a structured observation rubric: quality of analytical argumentation, use of EU policy sources, ability to link EU experience to the Ukrainian context, engagement with counterarguments and clarity of communication.
d) Academic Integrity:
All submitted work is subject to plagiarism screening. Minimum acceptable originality rate: 80%. Violations result in a reduced or failing grade and mandatory resubmission. The use of AI-generated text presented as the student's own analytical work is considered a violation of academic integrity standards.
e) Publication incentive:
Students with an Individual Project score of 90 points or above are invited to publish a conference paper in the proceedings of the international conference «Digital Economy: A Global Perspective» or in a recognised Ukrainian or international peer-reviewed journal, under the supervision of course instructors.

Content

MODULE 1. THE PARADIGM OF DIGITAL TRANSFORMATION IN THE EUROPEAN UNION IN THE LIGHT OF THE EUROPEAN DATA STRATEGY
Topic 1. The European Data Strategy: Objectives and Impact on the EU's Digital Transformation.
Topic 2. The Role of Artificial Intelligence and Machine Learning in Europe's Digital Transformation.
Topic 3. Data Infrastructure and Cybersecurity in the EU: Challenges and Solutions.
Topic 4. Digital Rights and Ethics in the Era of the European Data Strategy.
Topic 5. Digital Transformation in the EU's Economy and Society: Strategies and Outcomes.

MODULE 2. EU MIGRATION POLICY AS THE BASIS FOR STABILITY AND NATIONAL SECURITY OF PARTICIPATING COUNTRIES
Topic 6. Current Trends in the Formation of Migration Flows in the European Union.
Topic 7. Features of the Migration Policy of European Union Countries.
Topic 8. The Consequences of the Implementation of EU Migration Policy for Global Development and National Security.
Topic 9. Contradictions in the Coordination Mechanisms and Results of the Implementation of Migration Policy in European Union Countries.
Topic 10. Ways to Improve the Effectiveness of Migration Policy in the European Union.

MODULE 3. DIGITAL EDUCATION IN THE EUROPEAN UNION: EXPERIENCE, EMERGING OPPORTUNITIES, AND RISKS FOR UKRAINE
Topic 11. The Digital Transformation of Education in the EU: A Comprehensive Overview.
Topic 12. Technologies in Digital Education: Innovations and Emerging Challenges.
Topic 13. Inclusion and Accessibility in Digital Education across EU Member States.
Topic 14. Digital Literacy: Evolving Standards and Approaches within the EU.
Topic 15. The Influence of Digital Education on the Socio-Economic Development of EU Countries.

Literature

Compulsory reading

1. Strelchenko, I., Smiesova, V., Kozhushko, S., & Arakelova, I. (2024). Analysing forced migration's impact on Ukraine's economic sustainability. *Naukovyi Visnyk Natsionalnoho Hirnychoho Universytetu*, 5, 170–176. DOI: 10.33271/nvngu/2024-5/170.

2. Durdynets, M., Poda, T., Kostetska, L., Svoboda, I., & Strelchenko, I. (2024). Changes in the political discourse of Eastern European countries in the context of the migration crisis and combating human rights violations. *Pakistan Journal of Criminology*, 16(3), 1379–1394. DOI: 10.62271/pjc.16.3.1379.1394.

3. Arakelova, I. (2017). The influence of internally displaced persons on the social and economic development of regions in Ukraine. *Baltic Journal of Economic Studies*, 3(5), 6–12. DOI: 10.30525/2256-0742/2017-3-5-6-12.

4. Strelchenko, I., Pysarkova, V., & Arakelova, I. (2025). Sotsialno-oriientovani startapy v Ukraini ta sviti: tendentsii i skladnoshchi realizatsii [Socially-oriented startups in Ukraine and the world: trends and implementation challenges]. *Scientific Bulletin of the Odessa National Economic University*, 6(331), 17–26. DOI: 10.32680/2409-9260-2025-6-331-17-26.

5. European Commission. (2020). *A European Strategy for Data*. COM(2020) 66 final. URL: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52020DC0066.

6. European Commission. (2021). P*roposal for a Regulation on the European Union's Artificial Intelligence Act*. COM/2021/206 final. URL: https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52021PC0206.

7. European Commission. (2021). *Digital Education Action Plan 2021–2027: Resetting Education and Training for the Digital Age*. COM(2020) 624 final. URL: https://education.ec.europa.eu/focus-topics/digital-education/action-plan.

8. European Commission. (2020). *New Pact on Migration and Asylum*. COM(2020) 609 final. URL: https://home-affairs.ec.europa.eu/policies/migration-and-asylum/pact-migration-and-asylum_en.

Recommended reading

1. European Commission. (2023). *Digital Compass 2030: The European Way for the Digital Decade — State of the Digital Decade Report 2023*. URL: https://digital-strategy.ec.europa.eu/en/library/state-digital-decade-2023.

2. Floridi, L. (2023). *The Ethics of Artificial Intelligence: Principles, Challenges, and Opportunities.* Oxford: Oxford University Press. 272 p. ISBN: 978-0-19-888309-8. DOI: 10.1093/oso/9780198883098.001.0001.

3. Mayer-Schönberger, V., & Cukier, K. (2013*). Big Data: A Revolution That Will Transform How We Live, Work, and Think*. Boston, MA: Houghton Mifflin Harcourt. 242 p. ISBN: 978-0-544-00269-2.

4. Geddes, A., & Scholten, P. (2016). *The Politics of Migration and Immigration in Europe* (2nd ed.). London: SAGE Publications. 288 p. ISBN: 978-1-849-20468-2.

5. Selwyn, N. (2016). *Is Technology Good for Education?* Cambridge: Polity Press. 178 p. ISBN: 978-0-745-69647-8.

Web-resources

1 Digital Ecosystem of Knowledge (DEK) DEMEu4U Project. Alfred Nobel University. URL: https://old.duan.edu.ua/international-cooperation-ukr/proiekty-jean-monnet/2498-tsyfrova-ekosystema-znan-proiektu-demeu4u-dek.html

2. European Commission. (n.d.). European Data Strategy. URL: https://digital-strategy.ec.europa.eu/en/policies/strategy-data

3. European Commission. (n.d.). Digital Compass 2030: the European way for the Digital Decade. URL: https://digital-strategy.ec.europa.eu/en/policies/digital-compass

4. European Union Agency for Cybersecurity (ENISA). (n.d.). Official website. URL: https://www.enisa.europa.eu

5. UNHCR — The UN Refugee Agency. (n.d.). Ukraine refugee situation. URL: https://data.unhcr.org/en/situations/ukraine

BASICS OF MARKETING MANAGEMENT (CORPORATE SOCIAL RESPONSIBILITY)				
The course aims to form a system of knowledge about corporate social responsibility and develop skills in analyzing international and domestic practices of its implementation among higher education students.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7	4 / elective	Valentyna Shevchenko, PhD (Economics), Associate Professor	120 hours (24 h. lectures, 16 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Assess the risks of conducting marketing activities, establish the level of uncertainty of the marketing environment when making management decisions.			Lectures, case study analysis	Class participation and discussions, case study reports (CAS), final test (CAS)
2) Explain information, ideas, problems, and alternative management decision-making options to marketing specialists and non-specialists, and to representatives of various structural divisions of a market entity.			Lectures, role-playing and simulations, workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
3) Demonstrate skills in independent work, flexible thinking, openness to new knowledge, and be critical and self-critical.			Lectures, strategic planning workshops, business case analysis	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
4) Be responsible for the results of your activities, demonstrate entrepreneurial and managerial initiative skills.			Lectures, seminars, discussions, scenario analysis workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
5) Perform functional duties in the group, offer sound marketing solutions.			Lectures, seminars, discussions, scenario analysis workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
6) Demonstrate responsibility in relation to moral, cultural, scientific values and achievements of society in professional marketing activities.			Lectures, seminars, discussions, workshops	Teamwork evaluation, class discussions and peer assessment (CAS), final test (CAS)
Assessment				
The final grade is given on a 100-point scale, including 40 points for the test and 60 points for the work in the semester. 60 points for work in the semester: a) assessment criteria for the individual project:				

33–40 points – the student has completed the task correctly and demonstrates a deep understanding of the material. Comprehensive and detailed conclusions are provided. The project presentation (pitch) has been delivered.
27–32 points – the student has completed the task with minor inaccuracies that do not affect the overall result. Generalised conclusions are provided. The project presentation (pitch) has been delivered.
15–26 points – the student demonstrates insufficient understanding of the material. The task is completed partially or in a general manner. Partial conclusions are provided. Presentation materials are missing.
7–14 points – the student demonstrates insufficient understanding of the material and makes significant errors. Conclusions are absent. Presentation materials are missing.
1–6 points – the student demonstrates a lack of knowledge of the material. The task is not completed. Conclusions are absent. Presentation materials are missing.
0 points – the task has not been completed by the student.
b) participation in discussions
For participating in the discussion, the student will receive points from the total number specified in the course map for this type of assessment:
81-100%: The discussion is conducted correctly. The student demonstrates excellent mastery of the educational material and expresses and successfully argues his/her position.
51-80%: The student demonstrates an understanding of the educational material, but some inaccuracies are noticed.
21-50%: A basic understanding of the material, but with significant gaps or omissions.
1-20 %: A lot of mistakes, with little to no understanding of the material's context.
c) test papers
The criteria for the test assignment are written on the test card.

Content

Topic 1. Corporate social responsibility and sustainable development.
Topic 2. Corporate Social Responsibility: Concepts and Standards.
Topic 3. Key elements of corporate social responsibility.
Topic 4. Corporate social responsibility and corporate culture.
Topic 5. Social responsibility of business as a factor of its competitiveness.
Topic 6. Corporate social reporting.
Topic 7. Corporate social responsibility policy: foreign experience.
Topic 8. Corporate social responsibility policy: domestic experience.

Literature

Compulsory reading

1. Harbar, Zh. V., Mazur, K. V., & Mostenska, T. H. (2020). *Korporatyvne upravlinnia ta sotsialna vidpovidalnist. Chastyna 2. Korporatyvna sotsialna vidpovidalnist: navchalnyi posibnyk* [Corporate governance and social responsibility. Part 2. Corporate social responsibility: a textbook]. Vinnytsia: VNAU.
2. Hrishnova, O. A., Mishchuk, H. Yu., & Oliinyk, O. O. (2014). *Sotsialna vidpovidalnist u trudovykh vidnosynakh: teoriia, praktyka, rehuliuvannia ryzykiv: monohrafiia* [Social responsibility in labor relations: theory, practice, risk regulation: a monograph]. Rivne: NUVHP.
3. Korol, S. Ya. (2016). *Sotsialna vidpovidalnist biznesu: teoriia ta metodolohiia obliku: monohrafiia* [Corporate social responsibility: theory and methodology of accounting: a monograph]. Kyiv: Kyiv National University of Trade and Economics.
4. Oliinyk, O. O. (2016). *Sotsialna vidpovidalnist: navchalnyi posibnyk* [Social responsibility: a textbook]. Rivne: NUVHP.

Recommended reading

1. Sirenko, N. M., Lunkina, T. I., & Burkovska, A. V. (2021). *Sotsialna vidpovidalnist: navchalnyi posibnyk* [Social responsibility: a textbook]. Mykolaiv: MNAU.

2. Bobko, L. O., Vasyliuk, I. V., & Boiko, O. O. (2020). Korporatyvna sotsialna vidpovidalnist yak skladova korporatyvnoi kultury orhanizatsii [Corporate social responsibility as a component of the corporate culture of an organization]. *Molodyi vchenyi*, 4(80), 296–300.

3. Bodnaruk, O. V. (2016). Yevropeiskyi dosvid derzhavnoho rehuliuvannia korporatyvnoi sotsialnoi vidpovidalnosti [European experience of state regulation of corporate social responsibility]. *Menedzher*, 2(71), 41–48.

4. Vyhivska, I. M., Khomenko, H. Yu., & Shumylo, K. V. (2017). Sotsialno vidpovidalne investuvannia: sutnist, ryzyky ta perspektyvy rozvytku [Socially responsible investing: essence, risks and development prospects]. *Problemy teorii ta metodolohii bukhhalterskoho obliku, kontroliu i analizu*, 3(38), 3–7.

ONLINE PAYMENT TECHNOLOGIES				
The course aims to provide students with a comprehensive understanding of online payment technologies as a critical functional component of modern e-commerce operations. Students explore the architecture of payment systems, regulatory frameworks (PCI DSS, GDPR, NBU, PSD2), consumer payment behaviour, fraud prevention and the strategic design of payment infrastructure for e-commerce businesses. Through lectures, hands-on workshops with real payment gateway sandboxes and case studies, students develop practical skills in payment gateway integration, transaction analysis and payment strategy development. The course culminates in an individual Final Payment Technology Report – a professional-grade payment blueprint for a self-selected e-commerce business.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7	4 / elective	Olha Hamzah, Ph.D. (Economics), Associate Professor	120 hours (28 h. lectures, 14 h. practical classes, 78 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Use digital information and communication technologies and software products required for modern marketing activity, including the practical setup, configuration and testing of online payment tools and e-commerce checkout integrations			Workshop, independent study: students document the step-by-step payment integration process	Payment gateway configuration report (individual), fraud detection analysis task, platform integration technical brief (CAS), final test (CAS)
2) Take responsibility for the outcomes of one's professional activities and demonstrate entrepreneurial and managerial initiative, including the ability to develop, justify and present a comprehensive online payment strategy for an e-commerce project, taking ownership of key design decisions.			Lecture, business simulation, role-play: student presents their startup's payment strategy to a panel	Business simulation decision log (individual), payment strategy presentation (individual, 8–10 min) (CAS), final test (CAS)
3) Comprehend the essence and content of the macro- and micro-marketing environment, market segmentation and positioning, and the structural elements of the marketing mix — with awareness of how regulatory, technological and behavioural factors shape online payment decisions in e-commerce contexts.			Lecture, seminar: consumer behaviour and payment preferences, applied workshop: PEST analysis of the online payment environment in Ukraine	PEST analysis of Ukrainian online payment environment (team, 2–3 students) (CAS), final test (CAS)
4) Solve professional tasks related to the application of e-commerce technologies and systems, including modern online payment platforms, security standards (PCI DSS, 3DS2),			Lecture, case study seminar: analysis of a real-world payment security incident (data	Security incident case study report (individual), Final Payment Technology

anti-fraud systems and emerging financial technologies (open banking, BNPL, crypto payments) in electronic commerce.	breach, mass chargeback fraud or account takeover), individual project – Final Payment Technology Report	Report (individual) (CAS)

Assessment

The final grade is given on a 100-point scale, including 100 points for the work in the semester.
100 points for work in the semester:
100 points for work in the semester:
25 points — Final Payment Technology Report (individual written project);
15 points — Payment strategy simulation and presentation;
60 points — Individual and team analytical tasks, workshops, case studies and seminar participation.
a) Assessment criteria for the Final Payment Technology Report (25 points):
The Report is a comprehensive individual written document (10-15 pages) presenting a payment technology blueprint for a self-selected e-commerce business. It must be submitted via LMS.
21-25 pts – complete, technically accurate and strategically coherent. All required sections present. Payment method selection is data-driven and well-justified. Fraud prevention framework is realistic and referenced to PCI DSS/NBU standards. The technology roadmap is specific and time-bound.
16-20 pts – substantially complete with minor inaccuracies. All key sections present. Justifications are adequate but lack full technical grounding or regulatory specificity.
10-15 pts – partially complete. One or more key sections missing or superficial. Limited use of regulatory or technical standards.
5-9 pts – significant gaps or conceptual errors. Compliance requirements not addressed. Technology roadmap absent.
1-4 pts – largely incomplete. Does not demonstrate understanding of payment technologies. Not suitable for submission.
0 pts – not submitted.
b) Assessment criteria for the payment strategy simulation and presentation (15 points):
Business simulation decision log (10 pts): assessed on quality of strategic decisions, internal consistency of the roadmap and written justification of each choice under simulated constraints. Presentation (5 pts): evaluated on strategic clarity, handling of panel questions, professional communication and evidence of market research.
c) Assessment criteria for individual and team analytical tasks:
Each submission is evaluated using the following rubric applied proportionally to points allocated: 81-100%: thorough, technically accurate, evidence-based, demonstrates clear understanding of payment systems and e-commerce context. 51-80%: substantially complete with minor inaccuracies. 21-50%: partial understanding with notable omissions. 1-20%: largely incomplete or frequent errors. 0%: not submitted.
d) Academic Integrity:
All submitted work must be original. Plagiarism or AI-generated text presented as the student's own analytical work results in a grade of 0 for the relevant component and may trigger disciplinary procedures under University regulations. Minimum acceptable originality rate: 80%.

Content

CONTENT MODULE 1. FOUNDATIONS OF ONLINE PAYMENT SYSTEMS
Topic 1. Overview of online payment systems: typology, key participants and transaction lifecycle.
Topic 2. Payment gateways and processors: architecture, integration models (hosted, API, direct) and selection criteria for e-commerce merchants.
Topic 3. Card payments in e-commerce: card network mechanics (Visa, Mastercard), authorisation and settlement, chargebacks and dispute resolution.

Topic 4. Alternative and local payment methods: e-wallets (Apple Pay, Google Pay), QR-payments, bank transfers, BNPL; local Ukrainian solutions (LiqPay, WayForPay, Monobank, Portmone).
Topic 5. Regulatory environment for online payments: PCI DSS compliance, GDPR implications for payment data, NBU regulations for Ukrainian merchants, EU PSD2 and open banking.

CONTENT MODULE 2. PAYMENT SECURITY, STRATEGY AND EMERGING TECHNOLOGIES
Topic 6. Payment security standards and fraud prevention: 3DS2 authentication, tokenisation, fraud detection tools, chargeback fraud typology and anti-fraud policy design.
Topic 7. Consumer behaviour and payment preferences: demographic and geographic segmentation of payment preferences, conversion optimisation through checkout UX design, A/B testing payment flows.
Topic 8. Payment strategy for e-commerce: multi-currency and cross-border payment solutions, FX risk management, instalment and BNPL strategy, refund and returns policy design.
Topic 9. Cryptocurrency and blockchain-based payments: Bitcoin, stablecoins (USDT, USDC), crypto payment gateways (CoinGate, BitPay), regulatory status in Ukraine, risks and use cases.
Topic 10. Emerging payment technologies: open banking and A2A payments, central bank digital currencies (CBDCs), embedded finance, payment orchestration platforms and AI in fraud prevention.

Literature

Compulsory reading

1. Chishti, S., Craddock, T., Courtneidge, R., & Zachariadis, M. (Eds.). (2020). The PAYTECH Book: The Payment Technology Handbook for Investors, Entrepreneurs, and FinTech Visionaries. Hoboken, NJ: Wiley. ISBN: 978-1-119-55191-1. DOI: 10.1002/9781119551973.

2. Schueffel, P. (2017). The Concise Fintech Compendium. Fribourg: School of Management Fribourg / HES-SO. ISBN: 978-2-940384-44-0. URL: https://www.heg-fr.ch/media/h2oexugz/schueffel2017_concise-fintech-compendium_eng.pdf

3. Strelchenko, I., et al. (2025). Informatsiinyi biznes ta internet-marketynh: navchalnyi posibnyk [Information business and internet marketing: a study guide] (S. Kolodynskyi & T. Mishustina, Eds.) [Electronic edition]. Condor. 480 p.

4. Strelchenko, I., Pysarkova, V., & Arakelova, I. (2025). Sotsialno-oriientovani startapy v Ukraini ta sviti: tendentsii i skladnoshchi realizatsii [Socially-oriented startups in Ukraine and the world: trends and implementation challenges]. Scientific Bulletin of the Odessa National Economic University, 6 (331), 17–26. DOI: 10.32680/2409-9260-2025-6-331-17-26.

5. Kotler, P., Kartajaya, H., & Setiawan, I. (2021). Marketing 5.0: Technology for Humanity. Hoboken, NJ: Wiley. 224 p. ISBN: 978-1-119-66851-0.

6. Fillis I., Melewar N. T. (eds.) Handbook of Entrepreneurship and Marketing. Cheltenham: Edward Elgar Publishing, 2020. 432 p.

Recommended reading

1. Chaffey, D., & Ellis-Chadwick, F. (2022). Digital Marketing: Strategy, Implementation and Practice (8th ed.). Hoboken, NJ: Pearson. ISBN: 978-1-292-40096-9.

2. Strelchenko, I., & Hamzah, O. (2025). Marketynhovi doslidzhennia: praktykum [Marketing research: a textbook]. [Electronic edition]. Alfred Nobel University. 68 p.

3. Floridi, L. (2023). The Ethics of Artificial Intelligence: Principles, Challenges, and Opportunities. Oxford: Oxford University Press. ISBN: 978-0-19-888309-8.

Web-resources

1. National Bank of Ukraine. (n.d.). Payment systems and settlements. URL: https://bank.gov.ua/en/payments

2. European Banking Authority. (n.d.). Payment services and electronic money. URL: https://www.eba.europa.eu/regulation-and-policy/payment-services-and-electronic-money

3. Stripe Documentation. (n.d.). Official developer and merchant documentation. URL: https://stripe.com/docs

4. WayForPay. (n.d.). Official documentation and merchant portal. URL: https://wayforpay.com

EMPLOYEE DEVELOPMENT				
The course aims to form a system of modern theoretical knowledge and practical skills in managing the process of continuous professional learning, intellectual and creative growth of human capital in the organization; the course is aimed at mastering the methodology of business career planning, the formation of a personnel reserve, talent management and assessing the effectiveness of investments in employee development, which allows future managers to ensure the competitiveness of the enterprise..				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Course Coordinator**	**Student workload**
Ukrainian	7 / 14 weeks	4 / elective	Zoia Pestovska, PhD, Associate Professor	120 hours (26 h. lectures, 14 h. practical classes, 80 h. self-directed learning)
Learning outcomes On completion of the course, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Determine the place and role of the personnel development system in the overall structure of the functional areas of the organization and its impact on strategic results			Lecture, discussion, small group work, testing	Participation in discussion, oral answers to questions, presentation in small groups, testing (CAS)
2) Identify the leadership potential of employees and apply team learning technologies to increase the effectiveness of professional interaction			Problem lecture, case study, problem situations	Case study presentation Solving problem situations (CAS)
3) Justify the choice of tools to stimulate employees to continuous learning, self-development and professional growth throughout life			Lecture, practical task, testing	Evaluation of student responses, testing (CAS)
4) Analyze training needs and carry out effective communications during training, coaching and providing feedback on development results			Problem lecture, case study, problem situations	Case study presentation, solving problem situations (CAS)
5) Apply stress management methods in the process of professional adaptation of personnel and implement measures to prevent professional burnout in conditions of organizational changes			Lecture, case study	Oral answers to questions, case study presentation (CAS)
Assessment				
The final grade is given on a 100-point scale, including: 30 points for an individual assignment; 70 points for examples of problem situations and audience involvement in their solution, testing, solving analytical problems. Assessment criteria: a) individual assignment (30 points) - the following criteria are applied to each of the 10 tasks: 3 points - the task is completed in full, a creative approach is demonstrated, a deep understanding of the topic and the validity of the conclusions 2 points - the task is completed, but there is a lack of depth of analysis or there are minor inaccuracies in the argumentation 1 point - the task is partially completed or is purely descriptive in nature without proper justification 0 points - the task is not completed or the content does not correspond to the question posed. b) work in the semester (evaluation criteria for each practical lesson (0–10 points)): 10 points – the student has fully completed the task, demonstrated a deep understanding of the topic, answers with arguments, offers his own ideas on staff development, and is actively working in the lesson.				

8–9 points – the task has been completed correctly, there is an understanding of the topic, the answers are mostly justified, and participation in the work is quite active.
6–7 points – the task has been completed partially or with minor errors, the answers are superficial, and participation in the work is moderate.
4–5 points – only part of the task has been completed, there are significant errors, weak understanding of the topic, and passivity in the lesson.
1–3 points – the task has been completed minimally or incorrectly, there is no understanding of the topic, the student almost does not participate in the work.
0 points – the task has not been completed or the student is absent from the lesson.

Content

Topic 1. The concept of personnel development
Topic 2. Personnel development in the human resources management system
Topic 3. Strategic personnel development and its integration into the business strategy
Topic 4. Diagnostics of personnel development needs
Topic 5. Diagnostics of competence gaps
Topic 6. Development planning
Topic 7. Corporate and external training
Topic 8. Online learning and digital platforms
Topic 9. Development in the workplace
Topic 10. Career development and talent management
Topic 11. Development of leadership and management skills
Topic 12. Assessment of the effectiveness of personnel development
Topic 13. Current trends and challenges in personnel development

Literature

Compulsory reading

1. Semykina, M. V., Dudko, S. V., Orlova, A. A., et al. (2021). *Profesiinyi rozvytok personalu pidpryiemstv v systemi motyvatsiinoho menedzhmentu* [Professional development of enterprise personnel in the motivational management system]. KOD. 440 p.
2. Affleck, M. (2021). People Learning and Development. https://open.umn.edu/opentextbooks/textbooks/people-learning-and-development

Recommended reading

1. Novikova, M. M., & Shved, A. B. (2022). *HR-menedzhment* [HR management]. O. M. Beketov National University of Urban Economy in Kharkiv. 111 p.
2. Shkrobot, M. V., & Veduta, L. L. (2020). *HR-menedzhment* [HR management] [Electronic edition]. Igor Sikorsky Kyiv Polytechnic Institute. 270 p.
3. Bharathiar University. (n.d.). Personnel Management Concepts MBA Second Year (Human Resources). School of Distance Education. https://acecollege.in/CITS_Upload/Downloads/Books/1062_File.pdf
4. Uttarakhand Open University. (n.d.). Unit: 01 Introduction to human resource management. https://uou.ac.in/sites/default/files/slm/BHM-702T.pdf
5. Pestovska, Z., & Vernyhora, V. (2025) Suchasne upravlinnia personalom: liderstvo v umovakh ryzykiv i vyklykiv rozvytku pidpryiemstva [Modern personnel management: leadership in the face of risks and challenges of enterprise development]. Ekonomichnyi prostir, 203, 209–215. DOI: 10.30838/EP.203.209-215
6. Pestovska, Z., & Nadtochyi, D. (2025) Formuvannia personalu yak kliuch do ekonomichnoi bezpeky: rol KSV, motyvatsii i vnutrishnoho brendynhu [Personnel development as the key to economic security: the role of csr, motivation and internal branding]. Uspikhy i dosiahnennia u nautsi, 8(18), 620–633. DOI: 10.52058/3041-1254-2025-8(18)-620-633
7. Pestovska, Z. S. (2024) Taym-menedzhment v upravlinni personalom: dosvid YeS dlya ukrayins'kykh pidpryyemstv [Time management in human resources management: EU experience for Ukrainian enterprises]. Ekonomichnyy prostir, 195, 45–54.
8. Varenyk, V. M., Pysarkova, V. R., Pestovska, Z. S., & Piskova, Zh. V. (2025) *Rekrutyng personalu: praktykum* [Personnel recruiting: a workshop manual] [Electronic edition]. Alfred Nobel University. 86 p.
9. Pestovska, Z. (2026) Metodolohiia pryiniattia upravlinskykh rishen na osnovi poiednannia finansovo-oblikovykh pokaznykiv i povedinkovykh metryk personalu [Methodology for making management decisions based on a combination of financial and accounting indicators and behavioral metrics of personnel]. Naukovi

zapysky Natsionalnoho universytetu Ostrozka akademiia: seriia Ekonomika, 40(68), 69–75. DOI: 10.25264/2311-5149-2026-40(68)-69-75

Web-resources

1. Hurma Blog. (n.d.). *Top 7 platform z kursamy dlia HR-iv v Ukraini: Haid po navchanniu dlia HR-menedzhera* [Top 7 platforms with courses for HRs in Ukraine: A training guide for HR managers]. https://hurma.work/blog/top-7-platform-z-kursamy-dlya-hr-iv-v-ukrayini-gajd-po-navchannyu-dlya-hr-menedzhera/

2. Prometheus. (n.d.). *Onlain-kurs Kariera HR: roli, kompetentsii ta vyklyky* [Online course HR Career: roles, competencies and challenges]. https://prometheus.org.ua/prometheus-plus/hr-career/

3. HUB.HR Today. (n.d.). *Ukrainskyi profesiinyi HR-Khab, ne lyshe dlia HR* [Ukrainian professional HR-Hub, not only for HR]. https://hrtoday.com.ua/

4. Performia. (n.d.). *Ekspert v haluzi pidboru ta otsinky personalu* [Expert in the field of personnel selection and assessment]. https://performia.com.ua/about?utm_source=email&utm_medium=1201

5. Library of Alfred Nobel University. https://lib.duan.edu.ua/uk/

6. Repository of Alfred Nobel University. https://ir.duan.edu.ua/home

WORK PLACEMENT				
The work placement aims to deepen and reinforce the theoretical knowledge gained during the course of study by applying it to a real-world business setting; to examine the marketing environment, the organization and implementation of a company's marketing activities; and to acquire the skills necessary to carry out marketing activities.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Coordinator**	**Student workload**
Ukrainian	6 / 3 weeks	4 / Mandatory	Volodymyr Dubnytskyi Doctor of Sciences (Economy), Full Professor	120 hours (120 h. work at the enterprise)
Learning outcomes On completion of the Work Placement, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Demonstrate, in the workplace, knowledge and understanding of the theoretical foundations and principles of the marketing activities of the host company, and apply the acquired theoretical knowledge to solve real-world practical problems in marketing within the context of a specific market entity			Self-study activity, work at the enterprise	Internship report, feedback from the company (CAS)
2) Independently collect, organize, and analyze information about the company's operations; calculate economic and marketing indicators; and justify management decisions using appropriate analytical and methodological tools, including digital information and communication technologies and software products used to conduct marketing activities.			Work at the enterprise, internet search, self-study activity	Internship report, presentation (CAS)
3) Clearly and professionally present information, ideas, and alternative options for marketing and management decisions to specialists in the enterprise's structural units and other stakeholders.			Work at the enterprise, internet search, self-study activity	Internship report, presentation (CAS)
4) Demonstrate the ability to work independently in a real-world production environment, exhibit flexible thinking, openness to new knowledge, and critical and self-critical thinking when evaluating the results of one's own work.			Self-study activity, writing a report, preparing presentation Work at the enterprise	Internship report, presentation (CAS)
5) Take full responsibility for the results of assigned tasks, demonstrate initiative and the ability to independently seek out information, work effectively as part of			Discussion, writing a report, preparing presentation	Internship report, feedback from the company (CAS), presentation (CAS)

workgroups and company departments, propose well-founded marketing solutions, and meet the professional requirements of a modern marketer, while enhancing professional competence through practical experience gained during internships.		

Assessment

The results of each work placement are evaluated separately by the final grade.
The final grade is determined by 100% continuous assessment, broken down as follows:
- for timely submission of the report to the supervisor – a maximum of **20 points**. Timely submission is defined as meeting the deadline set by the internship supervisor. In this case, the student receives 20 points. If the report is submitted no more than 5 (five) days late, the student receives 10 points. In other cases – 0 points.
- grade based on the results of the review – a maximum of **40 points** (upon resubmission of the work (after revision) – a maximum of 20 points);
- grade based on the defense results – maximum **40 points**

Contents

1. Orientation meeting. Receiving the internship assignment. Formalizing and resolving organizational matters related to the internship
2. Familiarization with the company's operations; gathering materials for completing the internship assignments
3. Analysis of the collected materials. Completion of the analytical portion of the internship assignments
4. Systematization of data collected during the internship and analysis results. Development of practical internship assignments
5. Preparation of the internship report

Literature

Compulsory reading

1. Garkavenko, S.S. (2010). *Marketing:* Textbook. Kyiv: Libra, 712 p.
2. Balabanova, L.V. (2013) *Strategic Marketing Management of Enterprise Competitiveness*: Textbook. In L.V. Balabanova, V.V. Kholod. Kyiv: Professional Publishing House LLC,. 448 p.
3. Poltorak, V.A.(2022) *Marketing Research* (onovlene vydannia). [Marketing Research (updated edition)]. In V.A. Poltorak, I.V. Taranenko, O.Yu. Krasovska. Kyiv: TsUL. 355 p.
4. Kotler, F. (2018) *Marketing 4.0: From Traditional to Digital*. Kyiv: Kraina Mriy, 224 p.
5. Makarenko N.O., Lyshenko M.O. (2020) *Marketing Pricing*. Theoretical Foundations: textbook. Buryn: PP "Buryn District Printing House," 129 p.
6. Dubnitsky, V.I., Kolodinsky, S.B., Gutsalyuk, O.M., Mishustina, T.S., et al. (2025) *Information Business and Internet Marketing*: Textbook Kyiv: Kondor Publishing House, 408 p.

Recommended reading

1. Primak, T.O.(2016). *Marketing Communications in the Modern Market*: A Textbook. KNEU, 230 p.
2. S.M. Klymenko, T.V. Omelianenko, D.O. Barabas, et al (2008). *Managing Enterprise Competitiveness*: Textbook. Kyiv: KNEU, 520 p.
3. Oklander M.A., Kornosova M.V. (2021). *Marketing Product Policy*: Textbook. Kyiv: TsUL, 256 p.

Web- Resources

1. Marketing Week (n.d.) http://www.marketingweek.co.uk/
2. New Marketing (n.d.) http://marketing.web-standart.net/
3. Blogs, forums, recommendations (n.d.) https://webpromoexperts.net/ua/blog/top-120-blogov-po-internet-marketingu/
4. V.I. Vernadsky National Library of Ukraine (n.d.) http://www.nbuv.gov.ua/
5. Directory of Ukrainian Companies (n.d.) http://rada.com.ua/ukr/
6. Official website of the State Statistics Service of Ukraine (n.d.) https://www.ukrstat.gov.ua/.

PRE-GRADUATION INTERNSHIP				
The Pre-Graduation Internship is the final practical component of the Bachelor's degree programme in E-Commerce. It aims to enable students to integrate, consolidate and apply the theoretical knowledge, analytical skills and digital competencies acquired throughout the programme in authentic professional settings.				
Language of teaching	**Semester / Duration**	**ECTS credits / Type of course (mandatory, elective)**	**Coordinator**	**Student workload**
Ukrainian	8 / 3 weeks	7 / Mandatory	Volodymyr Dubnytskyi Doctor of Sciences (Economy), Full Professor	210 hours (210 h. work at the enterprise)
Learning outcomes On completion of the Pre-Graduation Internship, students will be able to:			**Teaching methods, teaching and learning activities**	**Forms of assessment (continuous assessment CAS, final assessment FAS)**
1) Demonstrate knowledge and understanding of the theoretical foundations and principles of marketing activity by applying them to real business tasks encountered at the host enterprise during the internship.			Self-study activity, work at the enterprise	Internship report, presentation, feedback from the company (CAS)
2) Collect, process and analyse information relevant to the host enterprise's marketing activity; calculate and interpret marketing and economic performance indicators to support evidence-based professional recommendations.			Work at the enterprise, internet search	Internship report, presentation (CAS)
3) Demonstrate skills of independent work, flexible thinking and openness to new professional knowledge; critically reflect on internship experience and identify areas for personal and professional development.			Work at the enterprise, self-study activity	Internship report, presentation (CAS)
4) Take responsibility for the outcomes of assigned professional tasks; demonstrate entrepreneurial and managerial initiative by independently proposing and, where possible, implementing improvement measures within the host enterprise.			Self-study activity, work at the enterprise	Internship report, presentation (CAS)
5) Demonstrate skills in initiating and implementing innovative projects in e-commerce, including the ability to identify digital growth opportunities at the host enterprise and propose data-driven e-commerce development initiatives.			Work at the enterprise	Internship report, feedback from the company (CAS)
6) Solve professional tasks related to the application of e-commerce technologies and systems, modern online payment platforms and logistics technologies, demonstrating			Discussion, writing a report, preparing presentation	Internship report, presentation (CAS)

practical competence in the digital infrastructure of the host enterprise.		

Assessment

The results of each internship are evaluated separately by the final grade

The final grade is determined by 100% continuous assessment, broken down as follows:

- for timely submission of the report to the supervisor – a maximum of 20 points. Timely submission is defined as meeting the deadline set by the internship supervisor. In this case, the student receives 20 points. If the report is submitted no more than 5 (five) days late, the student receives 10 points. In other cases – 0 points.
- grade based on the results of the review – a maximum of 40 points (upon resubmission of the work (after revision) – a maximum of 20 points);
- grade based on the defense results – maximum 40 points

Contents

1. Orientation meeting. Receiving the internship assignment. Formalizing and resolving organizational matters related to the internship
2. Familiarization with the company's operations; gathering materials for completing the internship assignments
3. Analysis of the collected materials. Completion of the analytical portion of the internship assignments
4. Systematization of data collected during the internship and analysis results. Development of practical internship assignments
5. Preparation of the internship report

Literature

Compulsory reading

1. Garkavenko, S.S. (2010). *Marketing: Textbook*. Kyiv: Libra, 712 p.

2. Balabanova, L.V. (2013) *Strategic Marketing Management of Enterprise Competitiveness: Textbook*. In L.V. Balabanova, V.V. Kholod. Kyiv: Professional Publishing House LLC,. 448 p.

3. Poltorak, V.A.(2022) *Marketing Research (onovlene vydannia).* [Marketing Research (updated edition)]. In V.A. Poltorak, I.V. Taranenko, O.Yu. Krasovska. Kyiv: TsUL. 355 p.

4. Kotler, F. (2018) *Marketing 4.0: From Traditional to Digital*. Kyiv: Kraina Mriy, 224 p.

5. Makarenko N.O., Lyshenko M.O. (2020) *Marketing Pricing. Theoretical Foundations: textbook.* Buryn: PP "Buryn District Printing House," 129 p.

6. Dubnitsky, V.I., Kolodinsky, S.B., Gutsalyuk, O.M., Mishustina, T.S., et al. (2025) *Information Business and Internet Marketing: Textbook*. Kyiv: Kondor Publishing House, 408 p

Recommended reading

1. Primak, T.O.(2016). *Marketing Communications in the Modern Market: A Textbook*. KNEU, 230 p.

2. S.M. Klymenko, T.V. Omelianenko, D.O. Barabas, et al (2008). *Managing Enterprise Competitiveness: Textbook.* Kyiv: KNEU, 520 p.

3. Oklander M.A., Kornosova M.V. (2021). *Marketing Product Policy: Textbook*. Kyiv: TsUL, 256 p.

4. Strelchenko, I., & Hamzah, O. (2025). *Marketynhovi doslidzhennia: praktykum* [Marketing research: a textbook]. [Electronic edition]. Alfred Nobel University. 68 p.

5. Strelchenko, I., Pysarkova, V., & Arakelova, I. (2025). *Sotsialno-oriientovani startapy v Ukraini ta sviti: tendentsii i skladnoshchi realizatsii* [Socially-oriented startups in Ukraine and the world: trends and implementation challenges]. Scientific Bulletin of the Odessa National Economic University, 6 (331), 17–26. DOI: 10.32680/2409-9260-2025-6-331-17-26.

6. Ries, E. (2011). *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. New York: Crown Business. ISBN: 978-0-307-88789-4.

Web-resources

1. Google Analytics Academy. (n.d.). Free courses and certifications. URL: https://analytics.google.com/analytics/academy/

2. Google Skillshop. (n.d.). Google Ads, GA4 and marketing certifications. URL: https://skillshop.withgoogle.com/

3. Meta Blueprint. (n.d.). Official Meta advertising education platform. URL: https://www.facebook.com/business/learn

4. Ukrainian Startup Fund. (n.d.). Official website. URL: https://usf.com.ua/en

5. Prom.ua — Seller Help Centre. (n.d.). E-commerce platform documentation for merchants. URL: https://seller.prom.ua/