DOI: https://doi.org/10.32782/2519-884X-2025-57-5
UDC [378.048.2+371.133](477)

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PERSONALIZATION OF PROFESSIONAL DEVELOPMENT AS A PROJECT-BASED APPROACH IN EDUCATION

Abstract. *The article substantiates the personalization of teachers' professional development as an innovative project-based approach within Ukraine's higher education system. It is shown that traditional, standardized models of professional development do not meet teachers' needs for flexible and technology-enhanced learning. A conceptual model of personalized professional development is proposed that integrates pedagogical, managerial, and digital components. It rests on the principles of self-determination, flexibility, project orientation, digital support, and measurability of results. Personalization is treated as a system of micro-projects encompassing the planning, implementation, monitoring, and evaluation of teachers' learning trajectories. The paper presents the experience of the Institute of Professional Development at TSATU regarding the implementation of a project approach to personalized programs (TechnoMay, FEB, NoveFood). It is demonstrated that applying project management increases teacher motivation, the efficiency of educational investments, teaching quality, and institutional resilience of the university under crisis conditions. The scientific novelty lies in combining personalization and project management as a tool for the strategic development of human capital in educational institutions.*

Keywords: *personalization, professional development, project-based approach, digitalization of education, project management, higher education, institutional resilience.*

JEL code classification: I23, I25, M53, O15

Statement of the problem. The modern system of higher education in Ukraine operates amid profound socio-economic transformations caused by war, digitalization, and the need to integrate into the European educational space. These processes create a demand for new models of teachers' professional development that would not only ensure formal compliance with upskilling requirements, but also foster adaptive, flexible, and technologically competent educators. Traditional approaches to professional development remain largely standardized and mass-oriented, failing to account for individual needs, educational experience, and the dynamics of each teacher's professional goals.

At the same time, contemporary pedagogical practice shows that the effectiveness of educational investments largely depends on institutions' ability to create conditions for personalized professional development that considers the individual competence profile of the teacher, their research interests, student needs, and the university's strategic objectives. This approach improves teaching quality, updates course content, and ensures continuity of professional growth.

However, there remains a lack of systemic understanding of personalization as a managerial process that can be structured according to the logic of project management. Most educational practices of personalization focus on pedagogical technologies or individual content selection, but do

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not cover the organizational-methodological component – planning, implementation, monitoring, and evaluation of results as sequential phases of an educational project.

Thus, there arises a scientific and practical problem of designing and implementing a project-based approach to teachers' professional personalization that combines principles of agile management, digitalization, performance evaluation, and institutional resilience. Solving this problem has a dual significance:

• scientific – to form a conceptual model of personalization as a systemic process integrating pedagogical and managerial approaches;

• practical – to create tools and methods enabling universities to organize, measure, and scale personalized professional development programs effectively.

The relevance of the study is driven by the need to increase the effectiveness of educational investments, ensure the resilience of educational institutions under crisis conditions, and harmonize the national system of continuing education with European trends in lifelong professional development. Personalization of professional growth implemented through project management methodology opens new opportunities for building a competitive and innovative higher education system in Ukraine.

Analysis of recent research and publications. The issue of personalizing teachers' professional development is actively explored in both international and Ukrainian scholarship. International authors emphasize that the current professional development system must shift from standardized courses to individual learning trajectories tailored to teachers' contexts. For instance, S. Lim argues that personalization leads to deeper teacher engagement and higher effectiveness of professional development [3]. H. Owen reaches similar conclusions, describing the benefits of personalized learning in networked and flexible, outcome-oriented formats [7].

Research by C. Gunawardena et al. highlights the role of digital technologies in creating adaptive learning environments where data analytics is used to build individual learning pathways [2]. A. Madsen and co-authors propose a methodology for developing "personas" (typical user models) as a way to target resources for teachers' professional development [4].

In Ukrainian studies, personalization is most often considered through the formation of individual educational trajectories (IETs) and the development of teachers' digital competence. O. Buinytska proposed an adaptive model of teachers' professional growth based on self-assessment, modular learning, and e-portfolio keeping [11]. V. Vyshkivska views tutoring as an effective tool of personalization that supports individual learning planning and the development of teacher autonomy [12]. A. Anishchenko considers personalization a component of the andragogical approach to adult education, oriented toward practical experience and self-realization [10]. K. Krasheninnyk and co-authors stress that the effectiveness of a personalized approach in HEIs depends on combining academic freedom with accountability for learning outcomes [6].

Scholarly sources point to the significant role of digital technologies in personalization. Yu. Zaporozhtseva notes that digital platforms enable the creation of individual learning routes, ensuring accessibility and adaptability for teachers of various categories [13]. Methodological guides by the Ukrainian Institute of Education Development detail organizational and legal mechanisms of personalized professional development and describe algorithms for planning IETs within the activities of Centers for Teachers' Professional Development [16].

International analytical reports – Teaching for the Future and Futures of Education: Learning to Become – underline that individualized learning is a key factor in improving education quality and the effectiveness of educational investments [6; 9].

Despite numerous publications, certain research gaps persist. Most studies are descriptive and lack quantitative indicators of personalized programs' effectiveness. The economic efficiency of personalized professional development and practical applications of project management tools for managing teachers' learning trajectories are insufficiently studied. Under martial law, research assessing the resilience of such models to external shocks is especially relevant, yet still scarce.

Formulation of the objectives of the article. The analysis shows that existing work provides a strong theoretical and methodological basis for personalization; however, the issues of effectiveness,

measurability of outcomes, and project-based management remain under-elaborated. These aspects constitute the subject of this research.

The purpose of the article is to substantiate the personalization of teachers' professional development as a project-based approach in higher education and to design a conceptual model integrating personalization principles, digitalization, and educational project management.

Achieving this purpose entails analyzing scholarly sources and practical experience in implementing personalized professional development programs in higher education; defining the essence of personalization and its relationship with project management methodology; formulating principles for implementing a project-based approach to teachers' development; characterizing institutional mechanisms, digital tools, and organizational forms supporting individual learning trajectories; and substantiating the effectiveness of personalization as a factor in improving educational investment outcomes and strengthening universities' institutional resilience. The implementation of these tasks is aimed at revealing the scholarly and practical novelty of combining pedagogical and managerial aspects of personalization and improving the system of continuous professional development of academic staff.

Summary of the main material. Personalization of professional development in higher education is viewed as a complex process combining pedagogical, digital, and managerial approaches. It ensures the purposeful formation of a teacher's individual learning trajectory and presupposes applying project management principles to plan, implement, and evaluate educational programs [2; 7].

Research confirms that the effectiveness of personalization largely depends on using project methods to manage staff development processes [2; 4]. Key elements – needs diagnostics, stage planning, resource allocation, risk management, monitoring, and reporting – align with the structure of educational projects.

The model of personalized professional development within a project-based approach is a holistic system for managing the educational process that integrates the principles of individualization with project management tools. It enables planning, implementing, and evaluating teachers' professional growth according to the logic of an educational project – with clearly defined goals, stages, resources, and performance indicators.

Core principles of the model:

1. Teacher self-determination. The teacher independently identifies upskilling directions based on their competencies, experience, and development goals. This strengthens motivation, fosters awareness of personal needs, and cultivates responsibility for learning outcomes.

2. Flexibility and adaptability. Programs have a modular structure and allow changes in topics, duration, and format according to individual requests. Learning can combine formal, non-formal, and informal forms, ensuring an individual pace and variety.

3. Project orientation. The individual trajectory is considered an educational micro-project with defined goals, tasks, timelines, and expected results, ensuring structure, measurability, and alignment between personal and institutional objectives.

4. Digital support. Digital platforms provide continuous access to resources, planning and monitoring tools, and e-portfolio development; they also serve as instruments for analytics and adaptation of learning trajectories.

5. Measurability and accumulation of results. Learning outcomes are recorded in certificates, electronic records, and portfolios. A credit-accumulation system recognizes acquired competencies, ensuring transparency, mobility, and continuity of professional development.

Thus, the model is grounded in autonomy, flexibility, and measurability, fostering conscious professional growth, more efficient educational investments, and a culture of responsibility for one's development.

Effective implementation requires a comprehensive system of organizational and methodological mechanisms that link the university strategy with teachers' individual needs and the digital environment's capabilities – covering institutional, managerial, methodological, information-digital, and analytical levels.

At the institutional level, the key task is to establish a formally defined professional development policy that embeds personalization principles within the internal quality assurance system. The university should develop regulations on professional development that provide for designing individual learning trajectories, as well as mechanisms for their approval, monitoring, and recognition of results.

It is also important to envisage a coordination center or unit responsible for program planning, teacher consulting, results accounting, and partnership engagement in professional development [6; 16].

Managing personalized trajectories follows the logic of educational projects: for each development direction, goals, resources, timelines, responsible persons, and evaluation criteria are defined.

At the planning stage, a project-based competence matrix is formed to reflect which knowledge and skills are to be developed during program implementation.

For coordination, modern project management tools are used – Gantt charts, RACI matrices, and roadmaps of professional growth – ensuring alignment of actions, transparent communication, and controllability of results.

Methodologically, implementation involves a system of professional mentoring that helps teachers design, adjust, and improve their trajectories. Mentors/tutors act as consultants, facilitators, and motivators, helping to set priorities, select programs, conduct self-assessment, and maintain e-portfolios.

Mentoring should be coupled with methodological guidance – templates of development plans, reflective analysis forms, and instructions for credit accumulation and certification.

Digital infrastructure is a foundational element and includes:

- an electronic database of teachers with learning outcomes, certification, and current needs;
- a professional development platform that integrates courses, resources, registration forms, and analytics tools;
- teachers' e-portfolios with the ability to upload materials, record achievements, and reflect on results.

The digital environment not only ensures accessibility but also enables adaptive support systems that suggest optimal trajectories based on activity and prior results.

The effectiveness of personalized development depends greatly on feedback and analytical monitoring systems, which use indicators to assess:

- the dynamics of professional growth (changes in the teacher's competence profile);
- satisfaction with the educational process;
- the impact of personalized learning on teaching quality and students' academic results.

Collecting and analyzing these data allow not only for assessing individual programs, but also for forming staff development rating indicators that can be integrated into the internal quality assurance system [6; 9].

Thus, implementing the model requires coordinated interaction among administration, methodological structures, and teachers, as well as a flexible digital support ecosystem. Clear managerial procedures, tutoring support, and measurable KPIs turn personalization from a declarative principle into an effective instrument of strategic human-capital management at the university.

The practical implementation of the described model of personalized professional development has been carried out through the activities of the Institute of Professional Development of Dmytro Motornyi Tavria State Agrotechnological University (IPD TSATU). Its work is aimed at ensuring the continuous professional growth of academic and teaching staff in accordance with the principles of autonomy, flexibility, and digital openness [15].

The IPD acts as a coordination center for the professional development of university teachers and partner institutions. Its mission is to design personalized trajectories that align the university's strategic priorities with individual teachers' needs.

The official IPD website hosts the regulatory framework, methodological materials, program calendar, and online registration forms [14].

The organizational structure follows a project principle: each program has a coordinator, an expert team, a schedule, and an evaluation system. Internal policies set procedures for teacher self-assessment, creation of individual development plans, and e-portfolio maintenance.

The IPD system relies on a digital ecosystem that includes:

- an electronic catalog of programs (with goals, learning outcomes, and duration);
- an e-document workflow platform (automatic certificate generation, participant database);
- Google Workspace for Education for registration, communication, testing, and feedback;
- Mentimeter, Padlet, Canva, Zoom, and Google Sites for interactive learning and project presentations.

Each teacher can build an e-portfolio aggregating learning outcomes, certificates, brief reports, and mentor feedback – part of the internal monitoring system.

The IPD applies a partnership-based project model: every program is an educational project with a defined purpose, target audience, timeline, implementation team, and outcome criteria.

Key programs include:

- TechnoMay – May-cycle educational-research program focused on digital and technological competencies of engineering teachers [8]; modules include innovative pedagogy, digital education, and AI in edtech.
- FEB (Finance, Economics, Business) – an inter-university initiative for economics teachers aimed at developing financial literacy, entrepreneurial thinking, and analytical competencies [1]; participants design micro-projects to update courses, create digital courses, and case studies.
- NoveFood – an innovative project in food-industry technologies integrating science, production, and education [5].

All programs have clearly defined stages – initiation, planning, implementation, monitoring, and final evaluation – fully corresponding to a project life cycle [6; 7].

Evaluation of personalized development at the IPD uses:

- quantitative criteria – the number of completed modules, hours, and earned credits;
- qualitative criteria – alignment of competencies acquired with the professional profile;
- reflective criteria – self-assessment of achievements and planning next steps.

Results are recorded in a unified electronic registry of certificates, open for verification. Certificates include QR codes, aligning with open data principles and OECD recommendations on institutional accountability [6].

Analysis of IPD results shows that the project approach to personalization ensures:

- increased teacher motivation to participate in programs;
- more efficient use of resources due to digital coordination;
- strengthened internal quality culture through self-assessment and sharing best practices;
- an expanded partnership network and integration into international educational initiatives.

Conclusions. The experience of IPD TSATU confirms the effectiveness of the model of personalized professional development combining autonomy, flexibility, digitalization, and project management. This experience can be scaled across other Ukrainian universities' professional development systems.

Applying a project-based approach to personalization makes it possible to:

- boost teachers' motivation for self-education and participation in upskilling programs;
- ensure alignment between individual educational goals and the university's strategic tasks;
- create a transparent system for monitoring results and assessing competencies;
- increase the efficiency of educational investments thanks to measurability;
- strengthen the university's reputation as an innovative center of continuing education.

TSATU's experience shows that personalization implemented through project management not only enhances education quality but also builds the university's institutional resilience, ensuring its ability to function even under crisis conditions.

Implementing a project-based personalized model generates comprehensive effects covering pedagogical, managerial, socio-psychological, and institutional dimensions of university activity.

A personalized approach stimulates teachers' intrinsic motivation, as learning becomes meaningful and connected to professional goals. Participants feel responsible for outcomes, choose their trajectory, pace, format, and content.

Teachers do not merely meet formal requirements; they actively design their own educational strategy, fostering autonomy, confidence, and a sense of professional community – raising job satisfaction and engagement in the university's innovation agenda.

Thanks to structured project logic, the model balances personal learning interests with institutional priorities. Individual trajectories are developed considering departmental needs, research areas, study programs, and accreditation tasks. Consequently, teachers' development influences program quality, course content, and the university's competitiveness.

Clear criteria, indicators, and monitoring mechanisms – e-portfolios, certificate databases, and credit systems – allow tracking achievements over time. Transparency builds trust in assessment, minimizes subjectivity, and opens results to administrators, colleagues, and external stakeholders – cultivating responsibility for quality and enhancing managerial effectiveness.

A project-driven personalized model optimizes financial, time, and human resources. Instead of formal courses, the university invests in programs with tangible returns – competence development, course renewal, and innovative teaching.

Measurable results (via digital indicators, feedback, and portfolios) enable leadership to evaluate each program's effectiveness, adjust policy, and direct investment toward the most impactful areas.

The model shapes the university as an innovative hub of continuing education, responsive to changes in the educational and socio-economic environment. Systemicity, openness, and digital transparency increase trust among partners, students, and experts. Constantly developing teachers become change agents, growing reputational capital and facilitating integration into international networks.

Project-based personalization also sustains educational quality during crises – war, relocation, or resource constraints – by enabling rapid reconfiguration of programs, online transition, partner expansion, and continuity of professional growth.

Thus, a project-managed personalized model delivers a powerful multiplier effect: it simultaneously enhances educational performance, builds a culture of responsibility for learning, and strengthens university competitiveness.

The findings confirm that personalization of teachers' professional development is not only a pedagogical technology, but also an effective managerial strategy based on project principles. Combining pedagogical, analytical, and managerial mechanisms creates conditions for flexible and measurable development of human potential in higher education.

Implementing a personalized model ensures individualization of the educational process, increases teacher motivation, establishes transparent monitoring, optimizes investments, and reinforces institutional resilience. Project logic allows professional development to be viewed as a system of interrelated educational initiatives aimed at improving education quality and renewing human capital.

Future research should focus on developing indicators of educational investment effectiveness, improving digital monitoring platforms, conducting comparative analyses of personalization models across universities, and integrating this approach into the training of educational leaders. Personalization implemented through project management is a strategic direction for modernizing Ukraine's higher education and building an innovative, human-centered educational ecosystem.

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ПЕРСОНАЛІЗАЦІЯ ПРОФЕСІЙНОГО РОЗВИТКУ ЯК ПРОЄКТНИЙ ПІДХІД В ОСВІТІ

Анотація. *Метою статті є обґрунтування персоналізації професійного розвитку викладачів як проєктного підходу у вищій освіті та розроблення концептуальної моделі, що інтегрує дидактичні, управлінські й цифрові компоненти. Актуальність зумовлена глибокими соціально-економічними трансформаціями в Україні, необхідністю гармонізації з європейським освітнім простором і запитом на ефективніше використання освітніх інвестицій у воєнних та післявоєнних умовах. Проблематика полягає в тому, що домінуючі стандартизовані форми підвищення кваліфікації не враховують індивідуальний профіль компетентностей, контекст діяльності й динаміку цілей викладача, а також рідко спираються на логіку управління проєктами з чіткими цілями, ресурсами, ризиками та KPI. Методологія дослідження поєднує аналітичний огляд сучасних підходів до персоналізації та андрагогіки, концепти гнучкого управління (agile/projekt-based learning), інструменти проєктного менеджменту (матриця компетентностей, діаграма Ганта, RACI, дорожні карти розвитку), а також принципи цифрової аналітики результатів навчання (е-портфоліо, реєстри сертифікатів, індикатори задоволеності та впливу на якість викладання). На цій основі запропоновано модель персоналізованого професійного розвитку як системи мікропроєктів, що охоплюють етапи ініціації, планування, реалізації, моніторингу та оцінювання. Ключові принципи: самовизначення викладача, гнучкість і модульність траєкторій, цифрова підтримка, вимірюваність та накопичуваність результатів. Емпіричну ілюстрацію подано на прикладі Інституту підвищення кваліфікації ТДАТУ імені Дмитра Моторного, де персоналізація впроваджується через проєктно організовані програми TechnoMay, FEB і NoveFood. Описано цифрову екосистему (каталоги програм, електронний документообіг, Google Workspace, інструменти інтерактивного навчання), механізми тьюторингу і менторства, прозору систему верифікації результатів (е-портфоліо, QR-сертифікати), а також багаторівневі метрики ефективності (кількісні, якісні, рефлексивні). Наукова новизна полягає у концептуалізації персоналізації як керованого проєктного процесу, що поєднує індивідуалізацію навчання з управлінськими практиками та цифровою аналітикою; у запропонуванні моделі мікропроєктів із чіткими KPI та механізмами узгодження особистих і інституційних цілей. Практична значущість полягає у створенні відтворюваних процедур для університетів: від побудови матриці компетентностей і планів розвитку до моніторингу впливу на якість освітніх програм і прийняття управлінських рішень щодо інвестицій у підвищення кваліфікації. Результати впровадження свідчать про зростання мотивації викладачів, підвищення ефективності використання ресурсів за рахунок цифрової координації, посилення внутрішньої культури якості та інституційної стійкості університету. Зроблено висновок, що персоналізація, реалізована за проєктною логікою, є стратегічним інструментом модернізації вищої освіти України; рекомендовано подальші дослідження індикаторів ефективності освітніх інвестицій, розвиток цифрових платформ моніторингу та порівняльний аналіз моделей персоналізації для масштабування найкращих практик.*

Ключові слова: *персоналізація, професійний розвиток, проєктний підхід, цифровізація освіти, управління проєктами, вища освіта, інституційна стійкість.*

Стаття надійшла: 16.10.2025
Стаття прийнята: 07.11.2025
Стаття опублікована: 29.12.2025