<table>
<thead>
<tr>
<th>Course title</th>
<th>ECTS</th>
<th>Degree</th>
<th>Course code</th>
<th>Prerequisites</th>
<th>Subject area</th>
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<tbody>
<tr>
<td>Art Education</td>
<td>5</td>
<td>Bachelor</td>
<td>S270B342</td>
<td>Not requested</td>
<td>Teacher education</td>
</tr>
<tr>
<td>Pedagogical Practice</td>
<td>6</td>
<td>Bachelor</td>
<td>S270B018</td>
<td>Hodegetics, didactics, psychology, child health</td>
<td>Pedagogy and didactics</td>
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<tr>
<td>Teaching Practice 1 (PS)</td>
<td>4</td>
<td>Bachelor</td>
<td>S272B795</td>
<td>Pre-school pedagogy</td>
<td>Teacher education</td>
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<tr>
<td>Multikulturelle bildung</td>
<td>4</td>
<td>Bachelor</td>
<td>S270B399</td>
<td>Not requested</td>
<td>Lehrer Bildung</td>
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<tr>
<td>Educating Using Puppet Theatre</td>
<td>3</td>
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<td>S272B710</td>
<td>Not requested</td>
<td>Teacher education</td>
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<tr>
<td>Methodology of Qualitative Research</td>
<td>6</td>
<td>Master</td>
<td>S274M138</td>
<td>Methodology of Quantitative research</td>
<td>Methodology of scientific research</td>
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<td>Methodology of Educational Research 1</td>
<td>7</td>
<td>Master</td>
<td>S272M168</td>
<td>Educational Research</td>
<td>Teacher education</td>
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<td>Methodology of Educational Research 2</td>
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<td>Master</td>
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<td>Methodology of Educational Research 1</td>
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<td>Andragogy</td>
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<td>Master</td>
<td>S280M111</td>
<td>Not requested</td>
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<table>
<thead>
<tr>
<th>Status</th>
<th>Course code: S270B342</th>
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</thead>
<tbody>
<tr>
<td>Course title:</td>
<td>ART EDUCATION</td>
</tr>
<tr>
<td>Semester</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>5</td>
</tr>
<tr>
<td>Study hours</td>
<td>Assessment</td>
</tr>
<tr>
<td>Lectures - 16 h</td>
<td>10-point scale</td>
</tr>
<tr>
<td>Practice - 32 h</td>
<td>Art studies or</td>
</tr>
<tr>
<td>Self-study 85 h</td>
<td>studies in education</td>
</tr>
<tr>
<td>Languages</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Duration</td>
<td>1 semester</td>
</tr>
<tr>
<td>Examination</td>
<td></td>
</tr>
<tr>
<td>Examination</td>
<td>Examination 50%</td>
</tr>
<tr>
<td></td>
<td>Colloquium 20%</td>
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<tr>
<td></td>
<td>Individual work 30%</td>
</tr>
</tbody>
</table>

Subject content: The art education course introduces the theory and practice of art education, integrating art experience in different art media. Students gain basic knowledge about art content, art instruction and curriculum planning. Visiting schools and art classrooms illustrates art education in Lithuania. Students analyse foundations and goals of art education. Students will examine children’s drawings and studying children’s artistic development: stages of graphics representation. Students will know the basic methods for teaching art and art activities, assessment of student learning, curriculum planning and organization. Students will prepare their individual research and presentations.

<table>
<thead>
<tr>
<th>Status</th>
<th>Course code: S270B018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course title:</td>
<td>PEDAGOGICAL PRACTICE</td>
</tr>
<tr>
<td>Taught by:</td>
<td>Doc. Dalia Augienė</td>
</tr>
<tr>
<td>Semester</td>
<td>6</td>
</tr>
<tr>
<td>Study hours</td>
<td>Assessment</td>
</tr>
<tr>
<td>Self-study 160 h</td>
<td>10-point scale</td>
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<tr>
<td>Languages</td>
<td></td>
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<tr>
<td>English</td>
<td></td>
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<tr>
<td>Duration</td>
<td>1 semester</td>
</tr>
<tr>
<td>Examination</td>
<td></td>
</tr>
<tr>
<td></td>
<td>50% - individual work</td>
</tr>
<tr>
<td></td>
<td>50% - final examination</td>
</tr>
</tbody>
</table>

Subject content: At the time of practical training students prepare conspectus and conduct lessons, after school activities, identify level of class suavity, perform the analysis of class educator basic activities, prepare the plan of educational work, meet the organisation of pedagogical parents’ education. Analyse and try to understand psychological
circumstances of pupil and teachers’ image formation, causality, opportunities of changes, assess peculiarities of their teaching activity (planning, climate of class, process of teaching, pupils’ assessment). Using material of researches and introspection students are constructing pupil’s (or pupils’ group) and their own, as future pedagogues, image, orientating to personality, performances, methods of learning activities, skills, regulations, predict direction of changes.

Learning Outcomes
Will understand the principles and contents of teaching primary and secondary school pupils.
Will have knowledge about the teaching methods and technologies, applicants and forms of primary and secondary school.
Will have knowledge about educational system and peculiarities of primary and secondary schools in Lithuania.
Will have knowledge about Lithuanian educational experience of teaching pupils in primary and secondary school.

Literature
Bringing you inspiring practice for inclusive education: material for education professionals: video material inspiring practices from six countries.(2016).Luxsemburg: TdiverS

Subject area: Practice

Status
Course code: S272B795
Course title: TEACHING PRACTICE 1
Taught by: Dr. Reda PONELIENĖ

Semester ECTS credits Languages Duration
Autumn/Spring 4 English 1 semester

Study hours Assessment Prerequisites Examination
Self-study 107 h Accumulative, 10-point scale Basic subjects of education The subject is assessed by a cumulative score, which consists of: performance of pedagogical assignments - 50%; mentor’s final assessment - 20%; evaluation of the psychology assignment - 15%; evaluation of the health assessment - 15%

Subject content
During the teaching practice, students observe manifestation of pedagogical and psychological theories in practice; assess the educational environment of the educational institution, its possibilities for organizing children’s (self-)education process, for encouragement of children’s self-expression; communicate and cooperate with the community of the institution; analyze the teacher’s practical activities at the educational institution, his / her performed functions, roles, activity peculiarities; clarify and discuss curriculum planning; observe, analyze and reflect on the (self-)educational process through communication and cooperation with educators and learners. At the end of practice, employing reflection, students self-evaluate acquired practical experience, the ability to identify and apply theoretical knowledge in practice, and prepare a practice report.

Learning Outcomes
Will recognize general peculiarities of pre-school learners’ physical, cognitive and psychosocial development.
Will apply theoretical knowledge of pedagogy and psychology, assessing the educational environment, conditions favourable for the manifestation of the child’s activeness, autonomy, creativity, for understanding the child’s possibilities and value and for successful (self-)education.
Will know the community of a group and institution, the interaction, communication and cooperation of the participants of (self-)education.
Will observe, analyze and describe the teacher’s performed activities, roles and competencies.
Will reflect on the acquired experience, emphasising personal achievements at levels of knowledge, abilities and value approaches.

Literature

Course code S270B399
Course MULTIKULTURELLE BILDUNG
Taught by: Dr. Jurgita LENKAUSKAÏTE

Study hours Assessment Prerequisites Examination
Theorie 14, Praxis16, Selbständiges Lernen 50 Akkumulative Bewertung, 10-Punkte-System Prüfung - 50%, Analyse der interkulturellen Kompetenzen - 20%, Präsentation der Problemlosung - 30%
Die Studierende werden Verbindungen zwischen Kultur und Erziehung studieren, pädagogische Phänomene analysieren und sie im Kontext der multikulturellen Erziehung in Litauen und in ihrem Heimatland analysieren und vergleichen. Sie werden auch die Situation der multikulturellen Erziehung in Litauen und in ihrem Heimatland analysieren und vergleichen, die Ziele und Methode der multikulturellen Erziehung studieren. Die Studierende werden die Kompetenzen, die wichtig für die multikulturelle Gesellschaft ist, entdecken und ihre interkulturalen Kompetenzen reflektieren. Im Studium geht es auch um multikulturelle Stereotypen, soziale Ausgrenzung und andere Probleme. Die Studierende lernen, diese Probleme zu analysieren und zu lösen und die Toleranz während Erziehung Prozess zu entwickeln.

**Learning Outcomes**

- Studierende verstehen kulturelle Unterschiede und ihre Auswirkung auf die Erziehung.
- Studierende sind fähig, den Prozess der Erziehung in kulturell gemischten Gruppen zu organisieren.
- Studierende können kritisch denken, ihre interkulturellen Kompetenzen bewerten, werden tolerant, offen für Veränderungen und kulturelle Vielfalt.

**Literature**


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**Subject area:** Pedagogy and didactics

**Status**

- Course code: S272B710
- Course title: EDUCATING USING PUPPET THEATRE

**Taught by:** Dr. Asta SIRIAKOVIENE

**Semester**

<table>
<thead>
<tr>
<th>Spring</th>
<th>ECTS credits</th>
<th>Languages</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>English</td>
<td>1 semester</td>
</tr>
</tbody>
</table>

**Study hours**

<table>
<thead>
<tr>
<th>Lectures – 14 h, Practice – 16 h, Self –study – 50 h</th>
<th>10-point scale</th>
<th>Not requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Examination</td>
<td>Examination 50%</td>
</tr>
<tr>
<td></td>
<td>Individual home works 30%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-traditional task - 20%</td>
<td></td>
</tr>
</tbody>
</table>

**Subject content**

- To stimulate an aesthetic understanding and develop artistic and educational environment of competencies by gaining theoretical and practical knowledge of means of expression in the puppet theatre and their application in the learning process.

**Learning Outcomes**

- Students will gain knowledge of the puppet theatre, its development, the educational function, the need and essence of visual perception of the whole performance, will analyze the fundamentals of directing. Students will become familiar with variety of puppets, will learn to create puppets from various materials, will search for individual creative solution-finding in directing process.

**Literature**

6. Puppets as Educators. Доступ через интернет: [http://www.puppetsforeducation.co.uk/Puppets-in-Education_A7NZT.aspx](http://www.puppetsforeducation.co.uk/Puppets-in-Education_A7NZT.aspx)
### Subject content
Students will learn about qualitative research methods, their philosophical grounds. The differences of quantitative and qualitative research will be analyzed as well. Students will know qualitative research types, methods, techniques, data processing and analysis methods and ethics of the research. Students will practice to prepare a study plan, formulate goals, objectives, selection of appropriate qualitative research methods and instruments: questionnaires, interviews, focus groups, observations, action research and other. During the studies they will analyze and evaluate various qualitative research models and their application possibilities in education studies and teachers’ professional work in conjunction with the professional specialization. Students will have some practical exercises, develop the study plan, will describe the methodology of the study and research instrument. They will learn to work with qualitative data, perform qualitative data analysis and will develop the ability to interpret research results. Students will learn to prepare report and how to present the research results.

### Learning Outcomes
Students will develop their scientific research competence. They will learn about qualitative research methods, their philosophical grounds. Students will acquire practical skills on data collection, description, analysis and interpretation in qualitative research.

### Literature
**Subject area**: Pedagogy and didactics

**Status**
- Course code: S270M111
- Course title: ANDRAGOGY
- Taught by: Doc. Rima BAKUTYTĖ

**Semester**
- Spring
  - ECTS credits: 6
  - Languages: English
  - Duration: 1 semester

**Study hours**
- Theory: 32
- Practice: 32

**Assessment**
- Self-study: 160 h
- 10-point scale

**Prerequisites**
- Educational Psychology, Education Philosophy and Sociology.

**Examination**
- Examination mark - 70%
- Mark for individual work - 15%
- Analytical paper - 15%

**Subject content**
- When exploring the subject, attention is focused on quantitative research. The concept of educational diagnostics is explained: essence, purpose, typology etc. Stages of educational research diagnostics are discussed, social, psychological and pedagogical diagnostics are compared separately. Their essence, relations, functions are revealed. Exceptional attention is focused on correlations of educational diagnostics and statistics. Structure of diagnostic cognition is analysed, features of an object are learnt to be found and the most suitable way to measure them is sought for. It is learnt to form a reliable sample for research, requirements for its selection, also proportions of the sample etc. are analysed. Didactic diagnostics and its role in the educational process are analysed. It is learnt to design educational questionnaires, educational testing is discussed. It is learnt to select research strategies with regard to a research context, conditions, complexity if a problem.

**Learning Outcomes**
- Will be able to identify levels of educational diagnostics;
- Will be able to estimate correlations of educational, social and psychological diagnostics;
- Will be able to collect, systematise and analyse quantitative and qualitative data;
- Will be able to purposefully choose a statistical analysis model;
- Will be able to perceive statistical criteria and will be able to apply them;
- Will be able to apply major instruments of educational diagnostics in practice of research;
- Will be able to independently prepare some research instruments.

**Literature**
- De Vaus D. A. Analysing social science data. London; Thousand Oaks (Calif.); New Delhi.
- Frankfort-Nachmias, Ch., Nachmias, D. Research methods in the social sciences. London