

TEACHER EDUCATION, RESEARCH spring 2021

Course title	ECTS	Degree	Course code	Prerequisites	Subject area
Art Education	5	Bachelor	S270B342	Not requested	Teacher education
Pedagogical Practice	6	Bachelor	S270B018	Hodegetics, didactics, psychology, child health	Pedagogy and didactics
Teaching Practice 1 (PS)	4	Bachelor	S272B795	Pre-school pedagogy	Teacher education
Multikulturelle bildung	4	Bachelor	S270B399	Not requested	Lehrer Bildung
Educating Using Puppet Theatre	3	Bachelor	S272B710	Not requested	Teacher education
Methodology of Qualitative Research	6	Master	S274M138	Methodology of Quantitative research	Methodology of scientific research
Methodology of Educational Research 1	7	Master	S272M168	Educational Research	Teacher education
Methodology of Educational Research 2	8	Master	S272M170	Methodology of Educational Research 1	Teacher education
Andragogy	6	Master	S280M111	Not requested	Teacher education

Subject area: **Teacher education**

Status	Course code: S270B342 Course title: ART EDUCATION		
Semester	ECTS credits	Languages	Duration
Spring	5	English	1 semester
Study hours	Assessment	Prerequisites	Examination
Lectures - 16 h Practice - 32 h Self-study 85 h	10-point scale	Art studies or studies in education	Examination 50% Colloquium 20% Individual work 30%
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.		

Subject area: **Pedagogy and didactics**

Status	Course code: S270B018 Course title: PEDAGOGICAL PRACTICE Taught by: Doc. Dalia Augienė		
Semester	ECTS credits	Languages	Duration
Autumn	6	English	1 semester
Study hours	Assessment	Prerequisites	Examination
Self-study 160 h	10-point scale	Psychology, education, didactics, hodegetics.	50% - individual work 50% - final examination
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	Ghaye, Tony (2011). Teaching and learning through reflective practice : a practical guide for positive action. London. Routledge Anastas, Jeane W. (2010). Teaching in social work : an educators' guide to theory and practice. London. Routledge A guide to teaching practice. (2010). London. Routledge. Muijs, Daniel (2011). Effective teaching : evidence and practice. London. Routledge The SAGE handbook of grounded theory (2012). London. Routledge Bringing you inspiring practice for inclusive education : material for education professionals: video material inspiring practices from six countries.(2016). Luxemburg : TdiverS Ministry of Education, Science and Sport of the Republic of Lithuania. Retrieved from https://www.smm.lt/web/en/

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	<i>Accumulative, 10-point scale</i>	<i>Basic subjects of education</i>	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	Lamanauskas V. (2017). Reflections on education. Šiauliai: Scientia Socialis. Wells K. (2016). Childhood in a global perspective. Cambridge: Polity.		

Course code S270B399			
Course MULTIKULTURELLE BILDUNG			
Taught by: Dr. Jurgita LENKAUSKAITĖ			
Study hours	Assessment	Prerequisites	Examination
Theorie 14, Praxis16, Selbständiges Lernen 50	<i>Akkumulative Bewertung, 10-Punkte-System</i>	-	<i>Prüfung - 50%, Analyse der interkulturellen Kompetenzen - 20%, Präsentation der Problemlösung - 30%</i>

Subject content	Die Studierende werden Verbindungen zwischen Kultur und Erziehung studieren, pädagogische Phänomene analysieren und sie im Kontext der kulturellen Vielfalt bewerten. 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 interkulturellen 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	Geier, T. Interkultureller Unterricht. Inszenierung der Einheit des Differenten. Wiesbaden: VS Verlag für Sozialwissenschaften, 2011. Jandt, F. E. An introduction to intercultural communication: identities in a global community. Thousand Oaks (Calif.): Sage, 2013. Lustig, M. W. Intercultural competence: interpersonal communication across cultures. Boston: Pearson, 2006. Ramsey, P. G. Teaching and learning in a diverse world: multicultural education for young children. New York and London: Teachers College Press, 2004.

Subject area: Pedagogy and didactics

Status	Course code: S272B710 Course title: EDUCATING USING PUPPET THEATRE Taught by: Dr. Asta SIRIAKOVIENE		
Semester	ECTS credits	Languages	Duration
Spring	3	English	1 semester
Study hours	Assessment	Prerequisites	Examination
Lectures – 14 h, Practice – 16 h, Self-study – 50 h	10-point scale	Not requested	Examination 50% Individual home works 30% Non-traditional task - 20%
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	<ol style="list-style-type: none"> Lėlė ir kaukė. Knyga apie lėlių teatrą. Sud. Aleksaitė I. (1999). Vilnius: Gervė.ė. Luckenbill J. (2011). Circle Time Puppets: Teaching Social Skills. Teaching young children. Vol 4 No 4, p. 9-11. Доступ через интернет: http://www.naeyc.org/files/tvc/file/V4N4/Circle_time_puppets_te Puppetry as a Language for Teachers. Доступ через интернет: http://www.speakingpuppetry.com/intro.php Zabarauskienė V. (1997). Lėlių teatrą kuria vaikai. Vilnius: Gimtasis žodis. Greensmith A. Puppets in Education. Доступ через интернет: http://www.creativityinstitute.com/puppetsineducation.aspx Puppets as Educators. Доступ через интернет: http://www.puppetsforeducation.co.uk/Puppets-in-Education_A7NZT.aspx 		

Subject area: Methodology of scientific research

Status	Course code: S274M138 Course title: METHODOLOGY OF QUALITATIVE RESEARCH Taught by: doc. dr. Edita Musneckiene		
Semester	ECTS credits	Languages	Duration
Autumn, spring	6	English	1 semester
Study hours	Assessment	Prerequisites	Examination
Total – 48 h: Lectures - 30 h Practice - 18 h	10-point scale	Methodology of Quantitative research	Individual task - 30% Case study - 20 Exam - 50%

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	Cohen L. (2007). Research methods in education. London: Routledge. Creswell, John W. (2009). Research design: qualitative, quantitative, and mixed methods approaches. Los Angeles: SAGE Creswell, John W., (2008). Educational research: planning, conducting, and evaluating quantitative and qualitative research. Pearson Merrill Prentice Hall. Leedy P.D. (2005). Practical research: planning and design. Upper Saddle River, NJ. Maxwell J.A. (2005). Qualitative research design: an interactive approach. Thousand Oaks: Sage. Neuman, W. L. (2011). Social research methods: qualitative and quantitative approaches. Boston: Pearson.

Subject area: **Teacher education**

Status	Course code: S272M168 Course title: METHODOLOGY OF EDUCATIONAL RESEARCH 1 Taught by: Prof. dr. Vincentas Lamanaukas		
Semester	ECTS credits	Languages	Duration
Autumn	7	English	1 semester
Study hours	Assessment	Prerequisites	Examination
Theory 36, practice 20	Accumulative, 10-point scale	Educational Research	examination mark - 70%, mark for individual work - 15%, analytical paper - 15%
Subject content	A subject is dedicated to cognition of essential methodological issues of educational research. During studying, the concept of scientific research is analysed, the reasoning by arguments is discussed. Differences between empirical and theoretical arguing are explored. Special attention is focused on methodological argumentation. Features of social cognition and their identification are analysed, analysis of a problem field of educational research is carried out. It is found out how methodological educational programmes compete. During studying educational paradigms, their content and significance are discussed. Special attention is focused on operationalisation of an educational research object. Having explored these essential questions, types and levels of educational research as well as rules of educational research are discussed. It is found out how to carry out high quality educational research, what essential criteria characterise quality of research. Later, separate research strategies are discussed. It is learnt to prepare a research report.		
Learning Outcomes	<ul style="list-style-type: none"> • Will perceive theoretical knowledge on measures of application of educational research in practical activities; • Will demonstrate knowledge on major quantitative and qualitative types, methods and instruments of educational research; • Will have knowledge on difference of employment of quantitative and qualitative research as well as opportunities of their application; • Will be able to identify a research problem and a research object; • Will be able to identify research features, characteristics, etc.; • Will be able to properly choose a research strategy; • Will be able to model a research, will have knowledge on essential features of organisation and execution; • Will be able to apply major methodological principles in research practice; • Will have knowledge on requirements of academic ethics; Will be able to prepare a research report according to set requirements.		
Literature	Bailey K. Methods of social research. New York. Kumar, R. Research Methodology: A Step-by Step Guide for Beginners. London Neuman W. L. Basics of social research: qualitative and quantitative approaches. Boston. Teddlie Ch., Tashakkori A. Foundations of mixed methods research. Los Angeles.		

Subject area: **Teacher Education**

Status	Course code: Course title: METHODOLOGY OF EDUCATIONAL RESEARCH 2 Taught by: Prof. Vincentas Lamanaukas
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Semester	ECTS credits	Languages	Duration
Spring	8	English	1 semester
Study hours	Assessment	Prerequisites	Examination
Theory 32, practice 32	Accumulative, 10-point scale	Educational Research, Methodology of Educational Research 1	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	<ul style="list-style-type: none"> • 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	Abbas Tashakkori, Charles Teddlie. Handbook of mixed methods in social & behavioral research. Thousand Oaks, California De Vaus D. A. Analysing social science data. London; Thousand Oaks (Calif.); New Delhi. Bryman A. Social research methods. Oxford. Frankfort-Nachmias, Ch., Nachmias, D. Research methods in the social sciences. London Krippendorff, K. Content analysis. An Introduction to Its Methodology. Newbury Park, California. Yin, R.K. Case study research: Design and methods. California.		

Subject area: **Pedagogy and didactics**

Status	Course code: S270M111 Course title: ANDRAGOGY Taught by: Doc. Rima BAKUTYTĖ		
Semester	ECTS credits	Languages	Duration
Spring	6	English	1 semester
Study hours	Assessment	Prerequisites	Examination
Self-study 160 h	10-point scale	Educational Psychology, Education Philosophy and Sociology.	Examination – 50%, preparation and presentation of project – 30%, participation in discussions, assessments, group work – 20%.
Subject content	The students have possibility to deepen in the following areas: the conception of andragogy science, different teaching and learning theories, advantages and threats of life-long learning, the aspects of adults' education in Lithuania and abroad, to compare them, the directions of adults' education development, which substantiate the adults' teaching and learning; they also study the tendencies of adults' formal, non-formal and self-contained learning, the possibilities of distant teaching application, peculiarities of learning in organization, to distinguish areas and competences of andragogue's activity.		