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## **Results of expert evaluation of revised study plans developed by HEIs – partner institutions**

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**NATIONAL ACADEMY OF EDUCATIONAL SCIENCES OF UKRAINE**  
**Institute of Vocational Education and Training of NAES of Ukraine**

**Results of expert evaluation of revised study plans**  
**developed by HEIs – partner institutions**  
**within the Erasmus+ Project «ITE-VET: Improving Teacher Education for**  
**applied learning in the field of VET»**

**Kyiv – 2017**

## **BCTYII**

In order to analyze the effectiveness of improving the content of the practical training of teachers of vocational education and training, members of the project team of the Institute of Vocational Education and Training of NAES of Ukraine conducted an expert evaluation of revised study plans for vocational teachers' training which were developed by partner institutions within the Erasmus+ Project «ITE-VET: Improving Teacher Education for applied learning in the field of VET»: Vadym Hetman Kyiv National Economic University (KNEU), Ivan Franko National University of Lviv (IFNUL), Vasyl Stefanyk Prycarpathian National University (VSPNU).

For expert evaluation it was applied such criteria as: number of ECTS of disciplines in pedagogy/didactics (min. 20 ECTS); number of ECTS of internship (min. 12 weeks of internships in vocational schools and min. 8 weeks of internships in companies); spectrum of pedagogic/didactic courses (does the range of pedagogic/didactic courses show a sufficient width/spectrum); balance between didactic and pedagogic courses.

### **Results of expert evaluation**

Overall, the results indicate that all higher education institutions - project participants increased the number of disciplines in pedagogy / didactics, and respectively, the number of credits for psychological and pedagogical training increased (Table 1). In all universities, the total number of credits of pedagogy / didactics and before the start of the project significantly exceeded 20 credits, which is related to the specifics of higher pedagogical education in Ukraine.

Table 1

## Changes in study plans developed by HEIs – Project partners

Criteria	KNEU Study plan of Bachelor Preparation (specialization “Professional Education. Economy”)		IFNUL Study plan of Bachelor Preparation (specialization “Special Pedagogy”)		VSPNU Study plan of Bachelor Preparation (specialization “Pedagogy of Higher Education”)	
	Before the Project	The interim results	Before the Project	The interim results	Before the Project	The interim results
Number of ECTS of disciplines in pedagogy/didactics (min. 20 ECTS)	ECTS					
	102	108	104	108	51	74
	%					
	42	45	43,3	45	46,7	67,3
Number of ECTS of internship (min. 12 weeks of internships in vocational schools)	ECTS					
	6	10	-	9	-	10
	Number of Hours					
	180	300	-	270	-	300
	Number of Weeks					
4	6	-	6	-	10	
Number of ECTS of internship (8 weeks of internships in companies)	ECTS					
	6	6	9	9	-	2
	Number of Hours					
	180	180	270	270	-	60
	Number of Weeks					
4	4	8	8	-	2	

Number of courses in pedagogy (didactics)	Number of courses					
	26	29	32	34	14	21
	%					
	33,8	38,2	57,4	61,7	87,5	91,3
Correlation between courses in pedagogy and didactics	Number of courses in pedagogy					
	8	7	5	5	7	8
	%					
	10,8	9,2	10,6	10,2	43,7	34,7
	Number of courses in didactics					
	18	22	27	29	7	13
	%					
	24,3	28,9	57,4	59,2	43,8	56,5
	Correlation					
1:2,25	1:3,14	1:5,4	1:5,8	1:1	1:1,63	

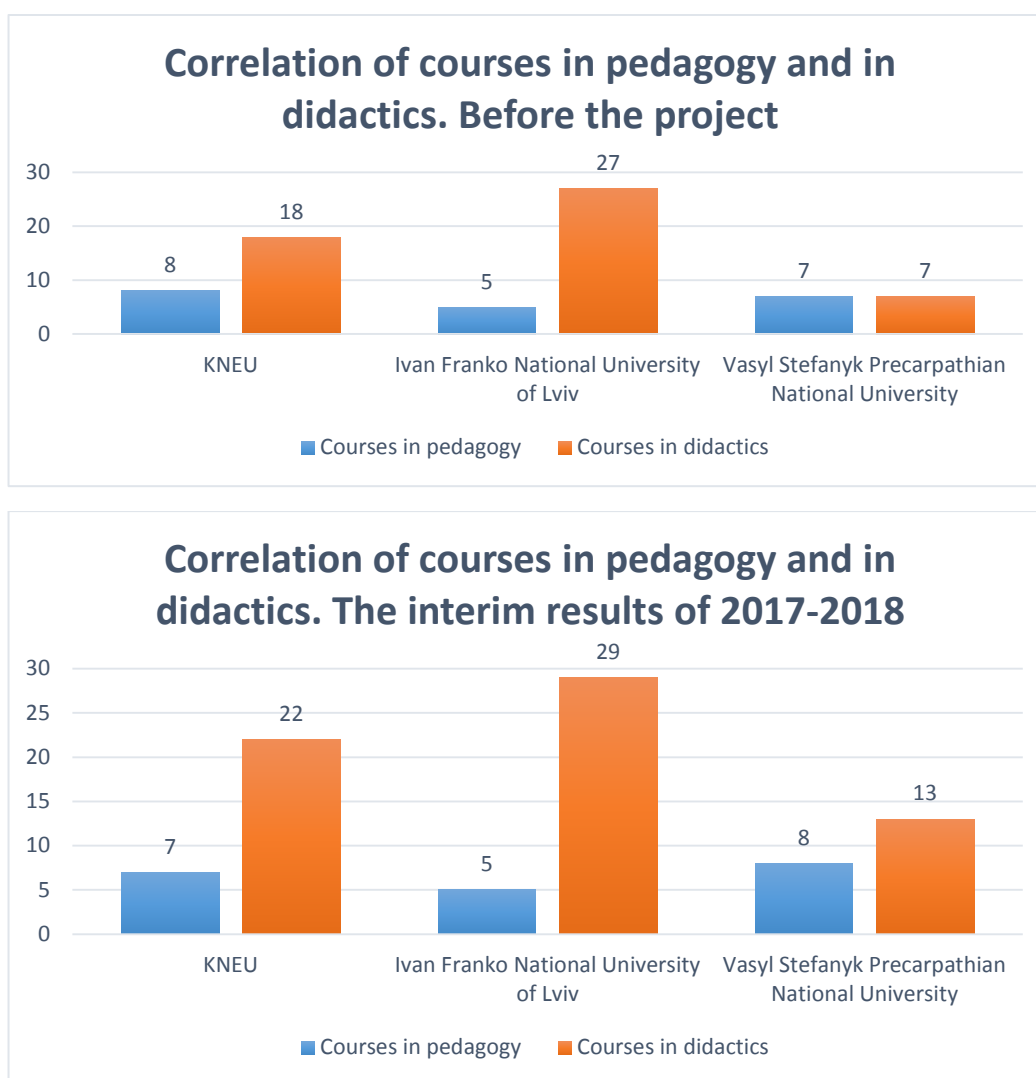
According to the state standards, the volume of disciplines in the humanitarian training cycle is  $20 \pm 5\%$ , in the natural sciences and fundamental sciences cycle -  $20 \pm 5\%$ , professional and practical training -  $60 \pm 10\%$ . The total number of credits should be: for the bachelor's preparation 180-240 ECTS, and for the master's preparation - 90-120 credits ECTS. After revision of study plans for preparation of future VET teachers (Bachelor's preparation) the percentage of ECTS credits in pedagogy / didactics in KNEU and IFNUL is 45%, while for Master's preparation in VSPNU - 67,3%. Since the analysis relates to study plans revised at different educational levels, such differences can be considered as logical.

The general tendency is to increase duration or develop for the first time of pedagogical practice (internship), the volume of which according to new study plans is not less than 9 ECTS credits. At the same time, in the KNEU and in IFNUL, where the training of future VET teachers at the bachelor's level is carried out, the duration of internship in companies has not changed. In the VSPNU, where just masters' preparation is carried out, 2 credits of ECTS for internship in companies during two weeks have been implemented (before the Project there was no such practice at all).

All HEIs – Project partners - have increased the number of disciplines that provide the development of practical pedagogical skills in comparison with disciplines in pedagogy, which are more aimed at mastering the theoretical knowledge. In this case VSPNU has been the most successful where 8 new courses have been introduced. As the total number of ECTS credits in the study plan prior to the start of the Project amounted to 90 credits, the university had reserves (30 credits) to increase the total amount of credits, which made it possible to increase number of ECTS to 110.

The correlation between the disciplines of pedagogy and didactics at universities is different (Fig.1). It should be noted that for example at the University of Constantz (Germany) the ratio of 1:2 between disciplines of pedagogy and didactics is characteristic for the training of teachers of economic disciplines for VET institutions. If we use the principle of the "golden section" according to which this ratio should be 1.618, one can observe that the correlation between disciplines in pedagogy and didactics in VSPNU is the closest to it (the indicator of 1.615 was developed during the Project). This contributed to a slight increase in the number of disciplines in pedagogy and significant - in the number of disciplines in didactics. For KNEU, the indicator is 1.31 (the number of disciplines in pedagogy has decreased), and for IFNUL - 1.17 (the number of

disciplines in pedagogy has remained as it was). It can be assumed that the harmonization of study plans requires proportional changes. At the same time, it is worth noting that the bachelor programs prior to the start of the Project and during its implementation are characterized by the maximum amount of ECTS credits (240), therefore, no increase in the total number of credits was provided.



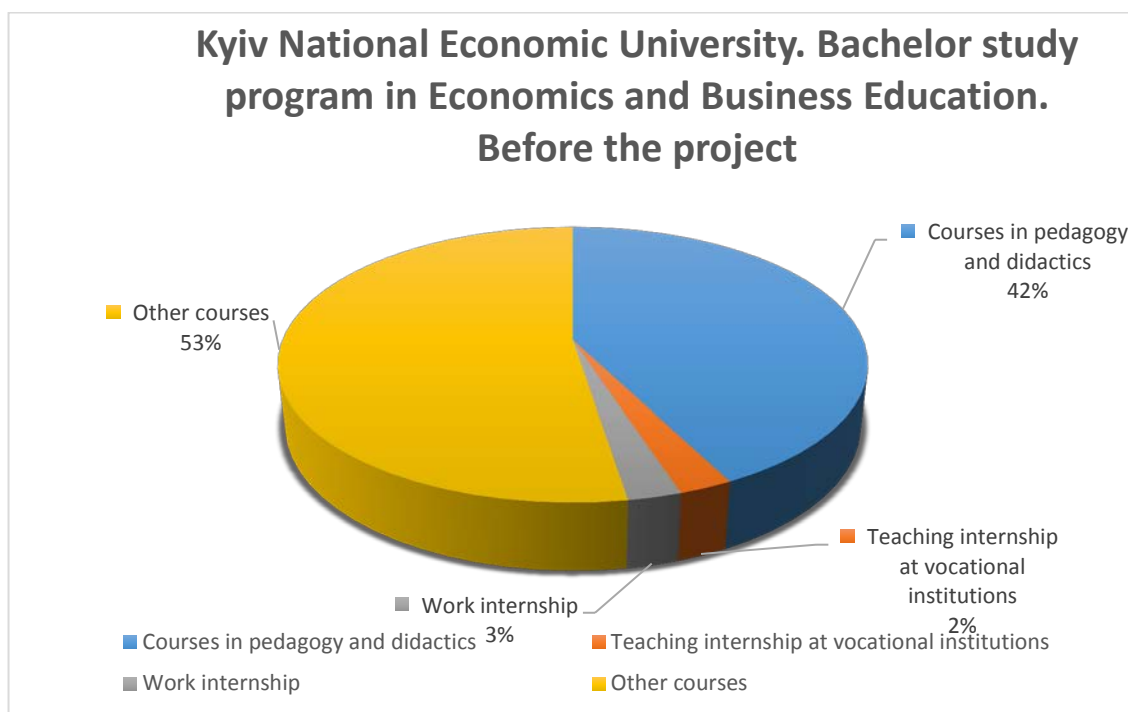
*Fig. 1. Correlation between courses in pedagogy and didactics.*

The largest predominance of disciplines in didactics with respect to pedagogy disciplines, both prior to the start of the Project and during its

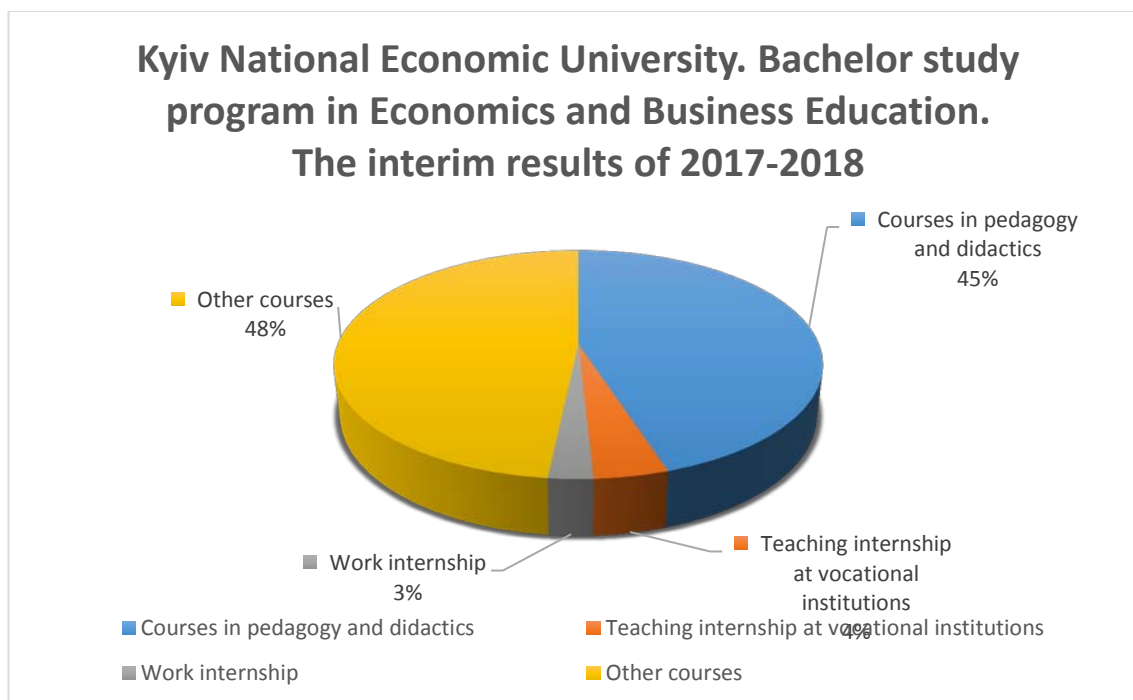
implementation, is observed at IFNUL which can be explained by the peculiarities of the preparation of specialists in the specialty "Special Pedagogy".

Such training involves the acquisition of a large variety of teaching methods and education of students with special needs. Complexity, integration of content based on interdisciplinary relationships (for example, such courses as "General Psychology, Age Psychology and Pedagogical Psychology", "Special Pedagogy with History") is typical for the disciplines of pedagogy taught at this university.

Fig. 2 shows the correlation between components of training of bachelors who obtain occupation "teacher of professional training in the field of economics, an economist" in KNEU prior to the start of the Project and during its implementation. The data presented in the diagrams shows that the study plans implements the principle of polyvalence (binarism) of training: students receive a thorough pedagogical and economic training, and after graduation they can work, both in the pedagogical and in the economic sphere.







*Fig 2. Correlation between components of training in KNEU.*

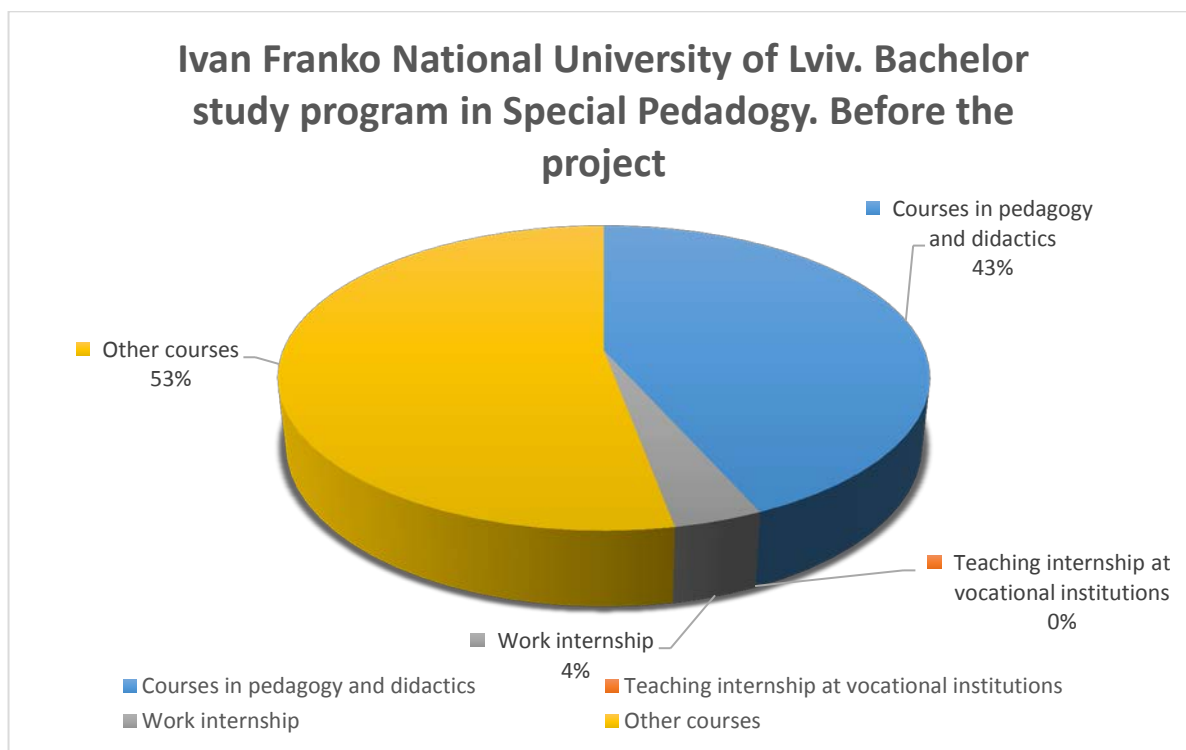
An increase in number of disciplines in pedagogy and didactics was due to the variational part. In the study plan revised we can observe increase in the number of trainings and workshops, which is an important sign of improvement of the practice-oriented training. The student chooses independently: two disciplines from the general university list in the 2nd semester, 1 package of disciplines of the certification program and 1 discipline in 3,4,5,6,8th semesters and 1 package and 2 disciplines in 7th semester.

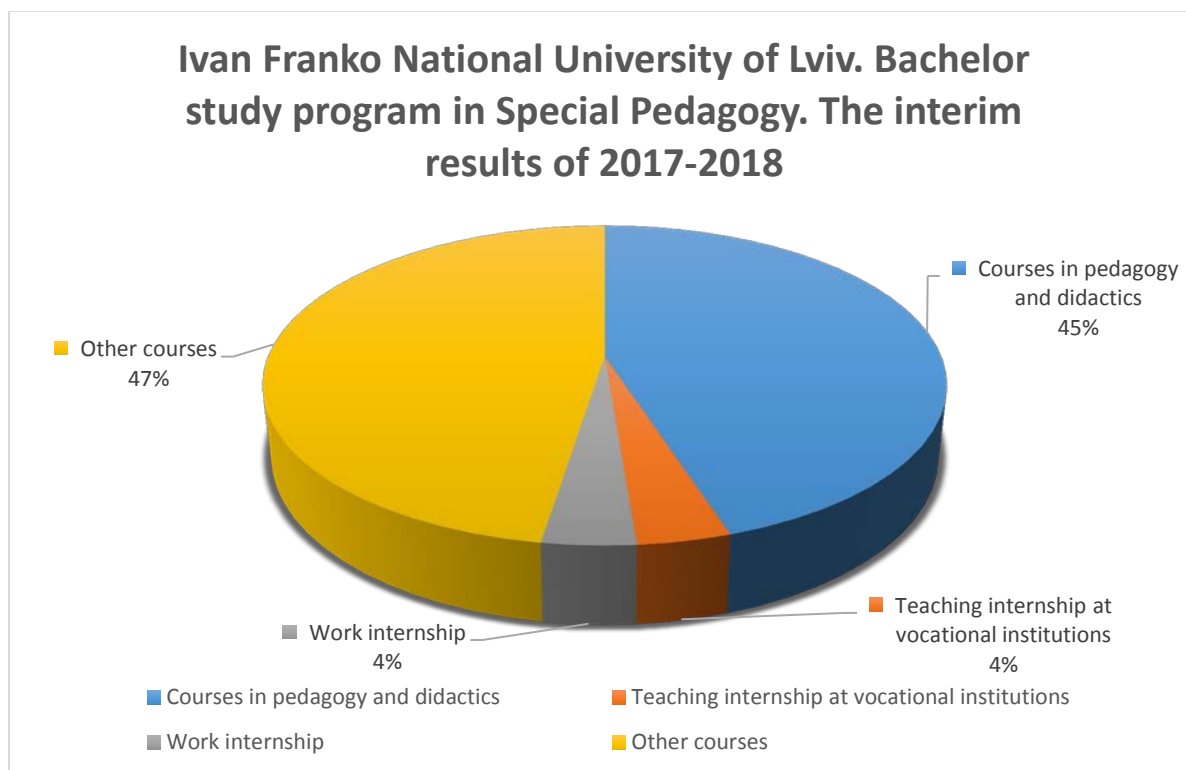
The principle of electivity is realized in a different way than that of German universities, that is, if students at Constanz and Mannheim universities can not only independently choose the disciplines of a particular block for study, but also the time (semester) when they plan to study (convincingly, this is reflected in the study plan for Master's Preparation in Specialization "Economic Pedagogy" at the University of Constantz), then in KNEU, students of baccalaureate can choose

packages of disciplines or certain disciplines only in a defined semester's study plan.

According to the objectives of the Project, pedagogical practice (internship) in accordance with the study plan revised consists of two components: the educational, carried out on the 3rd year and has a propaedeutic nature, envisages visiting and analysis of training in vocational institutions, and pedagogical - during the 4th year of preparation, during which students teach economic disciplines in such institutions.

Fig. 3 shows the correlation between components of training of bachelors who obtain occupation "Special Pedagogy" in IFNUL prior to the start of the Project and during its implementation.





*Fig 3. Correlation between components of training in IFNUL.*

According to the revised study plan, the Department of Correctional Pedagogy and Inclusion of the Faculty of Pedagogical Education of IFNUL started the preparation of bachelors on the specialty "Special Pedagogy" with the specialization "Professional Education", who receive the qualification "Tutor for the employment of people with special needs". Variable part of the training introduced disciplines "Fundamentals of vocational guidance work" for students of 4th year of preparation (correctional education, oligofrenopedagogika) - 2.5 credits ECTS; "Models and technologies of social rehabilitation work of the teacher of professional training" for students of 4th year of preparation (correctional education, oligophrenopedagogy) - 1,5 credits ECTS.

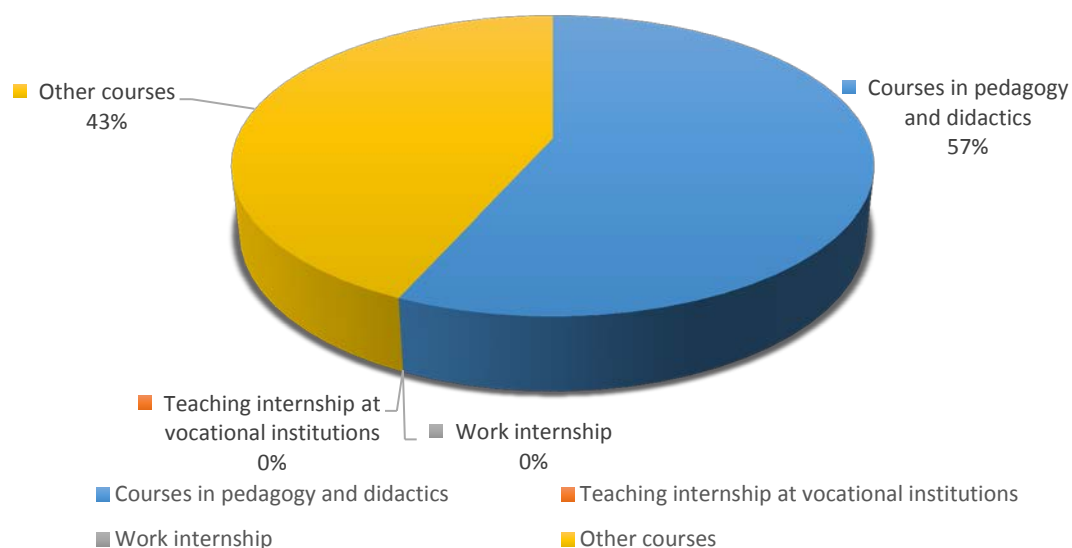
In order to prepare students for pedagogical activity in the institutions of vocational education, the content of disciplines was updated: "Introduction to the specialty" (for the 1st year students), "Fundamentals of inclusive pedagogy" (for the 3rd year students), "Technologies of psycho-correction work with children with autism" (for the 3rd year students), etc. .

At the Faculty of Pedagogical Education of the University, an experimental platform for the Center for Professional Employment and Rehabilitation of Persons with Special Needs began to function. The Center has an auto-workshop, a training room and rooms for individual consultations, equipment for the creation of mini-printing factory. Today, 10 adults with disabilities are visiting the Center.

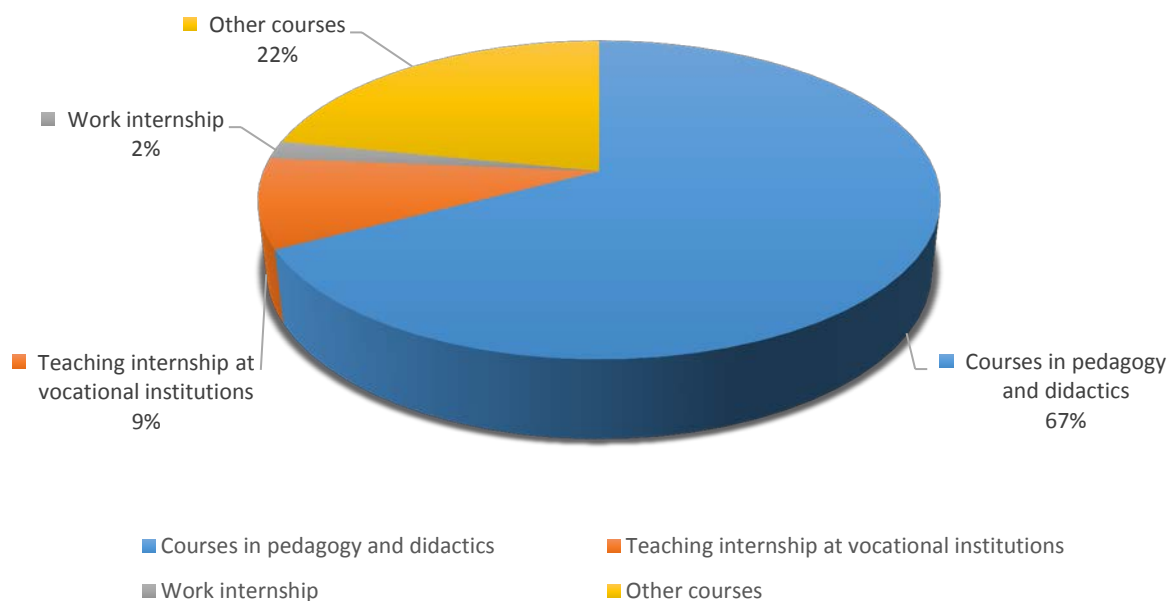
In the 8th semester of 2017/2018, it is planned to conduct the pedagogical practice (internship) for the 4th year students of the specialty "Correctional education, oligophrenopedagogy" as teachers of vocational training in the field of special education (tutors) at the Center for Professional Employment and Rehabilitation of Persons with Special Needs. Duration of practice -9 credits, 6 weeks.

Fig. 4 shows the correlation between components of training of masters who obtain occupation "teacher of universities and higher educational institutions" in **VSPNU** prior to the start of the Project and during its implementation.

**Vasyl Stefanyk Precarpathian National University.  
Master study program in Pedagogy of Higer  
Education. Before the project**



**Vasyl Stefanyk Precarpathian National University.  
Master study program in Pedagogy of Higer  
Education. The interim results of 2017-2018**



*Fig 4. Correlation between components of training in VSPNU.*

In the revised study plan, the content of the disciplines includes questions on the theory and methodology of vocational education. During the first year of training the pedagogical course "Training of specialists in world leading countries" was introduced, to the disciplines of didactics - "Pedagogy and pedagogical creativity of the teacher", "Innovative technologies of education and training", "Design of teachers' professional training in Ukraine", "Management of educational process", "Pedagogical conflictology".

Prior to the start of the Project, such type of a practice as "Pedagogical practice in higher educational institutions of different types of accreditation" was not intended for including of VET institutions. The University has signed agreements with some VET Schools about possibility to host students during internship. In revised study plan, in the second semester, 3 credits (90 hours), 2 weeks for practice in VET institutions (so called passive practice). In the third semester, 15 credits (450 hours), 10 weeks of so called active practice is implemented.

## **CONCLUSIONS AND RECOMMENDATIONS**

Consequently, all HEIs - partners of the Project have followed the recommendations for the improvement of study plans in the context of the practice-oriented training of future VET teachers. In particular, the number of credits for pedagogy and didactics discipline has increased, and in particular, the number of didactic disciplines (including trainings and workshops) has increased, which aimed development of practical skills. In order to harmonize curricula, it is

proposed to adhere to the proportionality of the number of disciplines in pedagogy and didactics.

At the same time, the names of certain disciplines are incorrect, there is duplications, iterations, verbosity.

Elective training needs to be modernized: if students at Constantz and Mannheim Universities can not only choose the discipline of a particular block for study, but also the time (semester) when they plan to study, then in our universities students can choose to package disciplines or certain disciplines only in defined semester's study plan.

The general trend is to increase or introduce pedagogical practice (internship) in VET institutions. Process of organization of internship for updated study plans, there is a greater systemicity, consistency, continuity. Since universities that prepare bachelors do not change the volume of practice, it is desirable to revise this criterion in terms of comparison with European universities in credits rather than on weeks.