

# Erasmus+ Workshop Kyiv 16 February 2018



## - Minutes -

16/02/2018

<p><b>Official welcome</b></p>	<p><b><u>Official welcome</u></b> Valentyna Radkevich (IVET)</p>
	<p><b><u>Presentation: Best practices for VET teachers training</u></b> Anatoliy Tarasiuk (Kharkiv Ukrainian engineer-pedagogical academy (UEPA)) → See presentation (shall be sent by O.Borodienko)</p> <p>Discussion/Comments:</p> <ul style="list-style-type: none"> <li>- The introduction of dual study at the Academy is newly implemented and concerns only the occupational qualification of students</li> <li>- All changes are voluntary and are not correlated with any ministry programs or Erasmus+ projects</li> <li>- All job placements are the results of informal ties of the Academy with entrepreneurs</li> <li>- During last years the situation with requalifying students (those who have occupational qualification and getting pedagogical qualification) got much worse, and now they are not more that 10% from general number of students</li> <li>- There is high demand for technical study offers (especially mechanical engineering and IT) and very low demand for economics study offers.</li> </ul>
	<p><b><u>Presentation: Practice-oriented model for VET teachers training: IVET's vision</u></b> Hanna Romanova (IVET) (shall be sent by O.Borodienko) → See presentation</p> <p>Discussion/Comments:</p> <ul style="list-style-type: none"> <li>- The conducted survey (the study sample is circa 800 vocational teachers) highlighted the problem of the low qualification of lecturers and instructors who conduct the training of future vocational teachers at universities and institutes</li> <li>- Lecturers and teachers at university and vocational schools, knowing about new teaching methods, hardly use them during their lessons and</li> </ul>

	<p>predominantly stick to “frontal teaching” or “group discussions” methods</p>
	<p><b><u>Presentation: Practice-oriented training problems for professional training teachers</u></b></p> <p>Oksana Sarkisova (KNEU)</p> <p>→ See presentation (shall be sent by O.Borodienko)</p> <p>Discussion/Comments:</p> <ul style="list-style-type: none"> <li>- Trainings dominate in study offers in order to make study more individual, this means an offered training course includes only 4 lectures and the rest of classes are seminars and consultations (tutorials), which encompasses 48 academic hours</li> <li>- Students are not particular willing to attend lectures when having available all necessary study materials</li> <li>- Clear categorizing of lectures and seminars in pedagogy and psychology is still not fully completed</li> <li>- Not clear how this categorizing was done</li> <li>- Terminology concerning practical part was performed</li> <li>- Newly developed study plans are difficult to introduce because this procedure at KNEU is performed maximum once per year, and usually once per several years</li> </ul> <p>Results:</p> <ul style="list-style-type: none"> <li>- It is clarified how ECTS for trainings are divided (4 ECTS include 4 lectures and 48 academic hours of trainings)</li> <li>- The present correlation in different courses is more or less defined</li> </ul>
	<p><b><u>Presentation: Practice-oriented training problems for professional training teachers</u></b></p> <p>Tetiana Ravchyna (IFNUL)</p> <p>Discussion/Comments:</p> <ul style="list-style-type: none"> <li>- The terminology was adjusted</li> <li>- The practice is diversified including special experimental sites and schools</li> <li>- The name of the specialty shall be revised because now it indicates more a work position but not professional specialty</li> <li>- Correlation and names for different types (5 types) of practice is confusing, it is advisable to consult with other participants how they have named their practice</li> </ul> <p>Results:</p>

	<ul style="list-style-type: none"> <li>- To check the relevance of the name of the specialty</li> <li>- To clarify types and duration of different types of practice</li> </ul>
	<p><b><u>Presentation: Practice-oriented training problems for professional training teachers</u></b></p> <p>Oleg Tkach and Solomia Matsola (PNU)</p> <p>→ See presentation</p> <p>Discussion/Comments:</p> <ul style="list-style-type: none"> <li>- The practice is 24 weeks that is 6 months which encompasses 20 ECTS</li> <li>- The difference between different types of practice is not fully clear</li> <li>- They increased the number of ECTS by 8 for didactics</li> <li>- Before the monitoring, pedagogical courses were prevailing, now the correlation between theoretical (pedagogy) and applied (didactics) courses is 20% to 40%</li> <li>- High school pedagogy means university didactics</li> <li>- The master course is designed for obtaining MS in Education for practicing teachers/lectures that is why it predominantly consists of courses from pedagogics, psychology and practice/internships</li> <li>- Work-based internship cannot be integrated into this Master program because students who are in this MS progrhave already obtained an occupational qualification and have practical experience in their spheres</li> <li>- The qualification which students receive after the study and is written in their diplomas is “Lecturer at universities and other higher educational establishments” (approximate translation)</li> <li>- It is advisable to change the qualification in the following way ”Lecturer at universities and other educational establishments” (approximate translation)</li> <li>- It is advisable that people, who develop study plans, participate in such workshops</li> </ul>
	<p><b><u>Presentation: IPO’s role for providing practice points and project results implementation. Results of the curriculum expert assessment</u></b></p> <p>Rodion Kolyshko (IFNUL)</p> <p>Discussion/Comments:</p> <ul style="list-style-type: none"> <li>- the calendar planning was introduced</li> <li>- A difference between a book of project and an anthology should be clarified because the calendar planning does not coincide with the deadlines set after Vienna workshop</li> </ul>
	<p><b><u>Presentation: Results of the curriculum expert assessment</u></b></p>

## Improving teacher education for applied learning in the field of vocational education

	<p>Anatolyi Tarasyuk (UEPA)</p> <p>Discussion/Comments:</p> <ul style="list-style-type: none"><li>- The expert recommendations and the assessment were presented</li><li>- the document is in Ukrainian, it is advisable to translate it</li></ul>
	<p><b><u>General Discussions:</u></b></p> <ul style="list-style-type: none"><li>- it is advisable to involve into other project workshops and meetings (Ivano-Frankivsk and Kyiv) UEPA at least as an observer, which showed a big interest in the project and its dissemination (financial issue in this case shall be clarified)</li><li>- the ways of disseminations: periodicals of IVET, which include scientific magazines and electronic scientific journal. All participants are welcomed to publish in them the results of the projects</li><li>- The coordinator shall formulate the questions about terminology (practice, courses etc.) to each university separately because it is impossible to unify the terminology for all universities. The other option for the coordinator is to suggest that the partner universities introduce a short glossary of the project</li><li>- The terminology for practice was formulated in the following way: educational practice, (work-based) internship, teaching practice</li><li>- PNU and IFNUL shall clarify and change the names of the specialties</li><li>- Competence objectives issues were not discussed at all</li></ul>

