



Erasmus+ Workshop Ivano-Frankivsk 06 - 07 March 2018

- Minutes -

06/03/2018

<p>Official welcome</p>	<p><u>Official welcome</u> by Andriy Zagorodnyuk (Vice rector PNU), Oleg Tkach (PNU), Thomas Deissinger (UKon)</p>
<p>Session 1</p>	<p><u>Discussion: The new/revised study plan of PNU</u> Comments of evaluators by Thomas Deissinger, Oksana Melnyk, Vera Braun (UKon) and Oleksandra Borodiyenko (NAPS) → See written evaluation (available at redmine) <i>Evaluation Study Plan_PNU_UKon_03_2018</i> <i>Evaluation Study Plans_all_NAPS_02_2018</i> Discussion/Comments: <ul style="list-style-type: none"> - Name of specialty is determined by ministry - The qualification's name is "Teacher of Vocational and Higher Educational Institutions" - Names of courses are not clear enough. TASK (PNU): The contents have to be written down like in the module handbook of UKon - Study plan is for Master students and aims at providing a good pedagogic qualification for BA graduates - Students have internships in companies during their BA studies (that's why this kind of internship is not included in the revised study plan) TASK (UKon): Consultation with Brussels needed concerning deviation from project's objective - Internships: <ul style="list-style-type: none"> - There are 3 different kinds of internships: <ol style="list-style-type: none"> 1. Educational practice: 3 weeks of passive internships in schools 2. Pedagogical internships: 7 weeks, active teaching of lessons 3. Pre-thesis practice: 10 weeks, teaching practice for teachers, discipline-specific - Increase of credits of internships: 30 ECTS - 2 contracts were signed with vocational schools concerning </p>



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	<p>internships</p> <ul style="list-style-type: none"> - Internships are blocked, timing of internships is fixed in the study plan, mentoring by schools and university - Suggestions/comments from NAPS: <ol style="list-style-type: none"> 1. In several cases the names of courses are quite similar and the content is not clear, e.g. 2.6 and 3.1 2. Concerning lack of firm-based internships: It is ok, because the main objective of this study course is the pedagogic training of the students 3. The amounts of weeks of internships requested by the project are the usual amounts applied in Ukraine - PNU confirms that the implementation of the revised study plan will be done in due time and thus the new program will start by 01/09/2018. - IPQ can only evaluate the new/revised study plans as soon as learning objectives are available.
<p>Session 2</p>	<p><u>Discussion: The new/revised study plan of KNEU</u></p> <p>Comments of evaluators by Richard Fortmüller (WU Vienna) and Oleksandra Borodiyenko (NAPS)</p> <p>→ See written evaluation (available at redmine) Evaluation Study Plan_KNEU_WU_03_2018 Evaluation Study Plans_all_NAPS_02_2018</p> <p>Discussion/Comments:</p> <ul style="list-style-type: none"> - There are 34 pedagogic, 58 discipline-specific and 11 ECTS of educational psychology (total: 93 ECTS). - There are 6 weeks of educational teaching practice - There are 4 weeks of firm-based internships - Master: 16-20 weeks of practice in total (2 parts: companies and schools) -> not part of ITE-VET; Master is only developed next year (Master program will be implemented next year) <p>TASK (KNEU): Submission of a draft and of a letter of intent concerning the intended implementation of the new Master study program</p> <p>TASK (UKon): Consultation with Brussels needed concerning deviation from project's objective</p> <ul style="list-style-type: none"> - New conception of practice: <ol style="list-style-type: none"> 1. in colleges and vocational schools: investigating peculiarities of education, submission of a portfolio 2. firm-based internships: investigating issues concerning business 3. first training of teaching practice at university 4. in vocational schools: active teaching and submission of report - It is planned to sum up small courses so that the minimum amount of ECTS per course is 4.

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	<ul style="list-style-type: none"> - Structures of internships are being developed. - A new contract with the Irpen Vocational College is going to be signed, but since KNEU has not a lot of students in this study program, not many contracts are needed
Dissemination 1	<p><u>Visit to Vocational School of Tourism Ivano-Frankivsk</u></p> <ul style="list-style-type: none"> - Presentation of the vocational school by its representatives - Presentation of the ITE-VET project by Vera Braun and Oksana Melnyk (UKon) → See slides (available at redmine) <i>WS 5_Ivano-Frankivsk_Dissemination Slides ITE-VET_UKon_de-ua</i> - Discussion - Guided tour of vocational school

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Session 3	<p><u>Presentation and discussion: The revised study plan of IFNUL</u></p> <p>Presentation by Tetiana Ravchyna (IFNUL)</p> <p>→ See presentation <i>WS 5_Ivano-Frankivsk_Revised Study Plan IFNUL</i></p> <ul style="list-style-type: none"> - Presentation of competence objectives and contents of new courses - Course 01.02: The objective is the development of attitude for work with students with special needs - Course 01.03: It is didactic and psychological. Topics: Kinds of disorders and diagnostics, selection of appropriate tools and methods of teaching. - Course 01.04: medical topics - Internships: <ul style="list-style-type: none"> - Propaedeutic practice is an introductory practice, where students observe and start to work. - Pedagogical productive practice means that students work as assistant teachers. - Educational practice is a combination of teaching and firm-based practice with the aim of gaining skills both in industry and as assistant teachers. - The stated courses under 01 are theoretical. 02-04 are practical courses. - Course 02: gaining diagnostic competences - Course 03: working as assistant teachers
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	<ul style="list-style-type: none"> - Course 04: at experimental ground - Work experience and teaching practice are combined and not separate courses - The new qualification title is “Assistant Teacher of Production Training” - Two contracts have been signed with automobile and printing colleges. Such a narrow specification has to be explained by the lack of qualified workers with special needs in these branches in the Lviv region. - It is the first specialty in Ukraine which trains assistants for people with special needs. <p>Comments of evaluators by Fernando Marhuenda (UVal) and Oleksandra Borodiyenko (NAPS)</p> <p>→ See written evaluations (available at redmine) Evaluation Study Plan_IFNUL_UVal_03_2018 Evaluation Study Plans_all_NAPS_02_2018</p> <p>Discussion/Comments:</p> <ul style="list-style-type: none"> - There are not yet enough weeks of firm-based internships. - Competences formulated are partly redundant - The state of the revised study plan is still a draft - There will be an internal deadline for the completion of the revised study plan at IFNUL (01/04/2018). - Different types of practice need to be explained, especially propaedeutic and volunteering practices. - NAPS suggests to add more companies for the internships to the ones stated
<p>Dissemination 2</p>	<p><u>Visit of the ITE-VET consortium by stakeholders</u></p> <p>Stakeholders:</p> <ul style="list-style-type: none"> - Iryna Perevosova (National University of Oil and Gas, Ivano-Frankivsk) - Volodymir Korolj (Ternopil National Economic University, Ivano-Frankivsk) <ul style="list-style-type: none"> - Introduction of stakeholders - Presentation of the ITE-VET project by Vera Braun and Oksana Melnyk (UKon) <p>→ See slides (available at redmine) WS 5_Ivano-Frankivsk_Dissemination Slides ITE-VET_UKon_de-ua</p> <ul style="list-style-type: none"> - Discussion
<p>Session 4</p>	<p><u>Presentation: Vocational Teacher Education in Swiss Vocational Education and Training and Adult Education</u></p> <p>by Philipp Gonon (University of Zurich)</p>

	<p>→See slides (available at redmine) <i>WS 5_Ivano-Frankivsk_VTE in Switzerland_Gonon</i></p>
<p>Session 5</p>	<p><u>Discussion:</u> →See slides (available at redmine) <i>WS 5_Ivano-Frankivsk_Discussion Slides_UKon</i></p> <ul style="list-style-type: none"> - Dissemination issues: <ul style="list-style-type: none"> - Work package 5.1 (“Information and teaching sessions for faculties”): <ul style="list-style-type: none"> - KNEU: will be carried out in their own department, because there are the only pedagogical experts within the university: could be included in the workshop in September <p>TASK: Please send a statement to UKon how you are planning to do this</p> <ul style="list-style-type: none"> - 5.5 (“Discussions with pedagogy academies and higher education institutions of Ukraine and if possible letters of intent to participate in new schemes”): NAPS-organized meeting TASK (NAPS): Please send information on it and a short report to UKon - 5.4 (“Presentations in seminars and conferences outside the project meetings”): <ul style="list-style-type: none"> - NAPS has published an article about outcomes of teacher training seminars - IFNUL presented the project during a conference in Lviv - NAPS and IPQ present the project at different conferences and seminars <p>TASK (all): Please send information on conferences and seminars where you disseminated the project’s results or presented the project (dates and titles of conferences) to UKon; please send also information about articles published in link with the project (including the articles themselves)</p> - 5.8 (“Informal discussions with stakeholders”): <ul style="list-style-type: none"> - New assessments of the results of the surveys that were conducted at the beginning of the project will be made by IPQ. They shall be discussed with stakeholders during the workshop in September. TASK (IPQ): new assessments of surveys and preparation of corresponding meeting in September - Suggestion of a meeting with stakeholders of special education with experts from IFNUL; IPQ could contact an expert from Kyiv; meeting could take place in Lviv or in Kyiv in the framework of regular project meetings. TASK (IFNUL): Please inform UKon about options. - Publishing of articles: The options offered by NAPS in context with their magazines and



journals should be used. Fernando Marhuenda (UVal) and IFNUL will publish a common article about special teacher education. UKon will write an article about vocational teacher education and the differences of it throughout Ukraine. Additional articles in link with the project are welcome!

TASK (UVal/IFNUL/UKon/XXX): Getting in touch with NAPS, writing articles for magazines/journals edited by NAPS

- Feedback from EACEA on progress report:

Issues suggested after monitoring visit and requested by EACEA in the feedback on the progress report are already set in action unless they are not applicable.

- Equipment orders:

- IFNUL: delivery expected in 2 weeks
- KNEU: delivery expected in 4 weeks; introduction in the general use of the equipment and how it can be used for lectures has already been planned
- PNU: Equipment was already delivered; suggestion of inviting the supplier to small seminars for introduction sessions

TASK (IFNUL/KNEU/PNU): Please make sure that introductions in the use of the new equipment are provided to the corresponding lecturers. Please send a statement to UKon with your plans including dates and names of persons who will carry out the introductions and of the participants. If you need support concerning this issue, please let UKon know.

- Next meetings:

- Seminar for teaching staff in Ivano-Frankivsk in May 2018:
 - Input on „Coping with heterogeneity in VET“
 - Input on “Teacher education for health and care professions”
- Seminar for teaching staff in Lviv in June 2018:
 - Input on special education
 - Practice report on special vocational teacher education
 - Input on study guidance and counselling
 - Input by an expert of teaching methods

TASK (IFNUL/KNEU/PNU): Please send suggestions for further topics to UKon.

- Postponement of the final workshop in Kyiv by one day. New date: **25-29/09/2018** including travel days



Statement on the project

by “critical friend” Philipp Gonon (University of Zurich)

- Concepts are difficult to handle (for example: What means “practice”?) – clarification was settled during this workshop
- Visit to vocational school was interesting and important for getting insight in their work and related problems.
- “innovation”: analyses of the situation of teacher education (there seems to be need for an analysis of the state of the art in teacher training and it might be sensible to evaluate how the project fits within this picture)
- How do the seminars for teaching staff correspond with the study plans?
- “Added value”: not only for EU report, could be made explicit!

