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VOCATIONAL TEACHER EDUCATION IN THE IVAN FRANKO NATIONAL UNIVERSITY OF LVIV (IFNUL): NEEDS, PROBLEMS, PERSPECTIVES

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PREPARED BY: TETYANA RVCHYNA, NATALIYA HORUK, DMYTRO
HERTSYUK (IVAN FRANKO NATIONAL UNIVERSITY OF LVIV)



Two levels of Teacher Education:

Bachelor's degree

Master's degree

Bachelor's Degree

Specialist in the field of science and
Teacher of subject area

Pre-school teacher

Elementary school teacher

Teacher in the field of Special
Education

Master's Degree

Researcher in the field of science

Secondary Education Teacher of the
subject area

Master of Pre-school teaching and
elementary education



Courses for teacher education at University faculties: *BACHELOR'S DEGREE*

Compulsory courses

- ▶ *Psychology (3 ECTS)*
- ▶ *Methodology and methods of teaching subject areas (3 ECTS)*
- ▶ *Pedagogy (3 ECTS) that includes general questions of Pedagogy, theory of upbringing, didactics as the theory of education and training*

Elective courses (by the choice of faculties)

- ▶ *Fundamentals of Psychology and Pedagogy*
- ▶ *Theory of Education and Training as the Introduction into Teaching*
- ▶ *Educational Management*
- ▶ *Modern Educational Space*
- ▶ *Teaching Mastery and Skills*
- ▶ *Pedagogical Conflictology (Conflict Resolution in Educational Environment)*



Courses for teacher education at University faculties:

MASTER'S DEGREE

Compulsory courses

- ▶ *Psychology of Higher School*
- ▶ *Methodology and methods of teaching subject areas at higher school*
- ▶ *Psychology and Pedagogy of Higher School or Pedagogy of Higher School (by the choice of faculty)*

Elective courses (by the choice of faculties)

- ▶ *Methods of educational research*
- ▶ *Modern University Education*
- ▶ *Mastery and Skills of a Higher School Teacher*
- ▶ *Innovative Methods of teaching and learning*

TEACHING PRACTICE

For Bachelor degree students (4 ECTS)

- ▶ *after learning the theoretical courses*
- ▶ *after professional practical training*
- ▶ *at secondary schools, gymnasiums, lyceums*
- ▶ *for a month (more or less)*

For Master degree students (4 ECTS)

(the pedagogical assistant internship)

- ▶ *after science and research oriented professional internship*
- ▶ *at higher educational institutions*
- ▶ *for a month, for six weeks or two months*

Supervision:

- ▶ Faculties and the Department and General and Social Pedagogy



Problems:

- ▶ the discrepancy between the theory and its practice orientation and applied significance
- ▶ the lack of higher education orientation on vocational education and VET teacher preparation
- ▶ the low level of the combination of scientific and application-oriented courses
- ▶ the absence of the qualification “Vocational education”
- ▶ the lack of student orientation and focus on the work as teachers in vocational schools
- ▶ the small quantity of pedagogical courses and low quality of their teaching regarding the vocational education
- ▶ the restriction of teacher practice and internships only by secondary and higher schools



The needs

- ▶ to introduce new pedagogical courses for the Vet teacher preparation at some faculties
- ▶ to make contacts with vocational schools
- ▶ to carry out the teaching practice in vocational schools
- ▶ to provide vocational teacher education for the specialty of special and inclusive education



Lviv institutions of vocational education

- ▶ Vocational high schools
- ▶ Colleges
- ▶ Professional lyceums
- ▶ Technical schools

Total amount – 45

Admission on the basis of – basic secondary education (9 years) and full secondary education (11 years)

Length of study – from 10 months to 4 years depending on specialization and basic education



Main career fields proposed by Vocational education institutions in Lviv

- ▶ Welding
- ▶ Electronics
- ▶ Accounting
- ▶ Mechanics
- ▶ Food industry
- ▶ Tourist industry
- ▶ Design
- ▶ Floristic
- ▶ Machine operating and maintenance
- ▶ Office management
- ▶ Building and construction
- ▶ Computer technology
- ▶ Commerce
- ▶ Food Technology and others
- ▶ Social support (hospital aid, nursery, social work etc.)
- ▶ Ecology
- ▶ Others

Ideal vision of VET education in Ivan Franko National University of Lviv

Lviv
University

New specialization – Vocational Education (License)

Biology Department

Natural Sciences
college of Lviv
University;

Lviv vocational
high school of
computer
technology;

Vocational high
school # 29

Lviv vocational
school of Food
Technology

Applied Math or Electronics Department

Lviv vocational high
school of computer
technology;

Lviv interregional
vocational high
school of rail
transport

Lviv vocational
school of rail
transport

Economics Department

Lviv vocational
school of trade and
services

Lviv College of
transport
infrastructure

Lviv College of
Economics and Law

Education Department

Social
pedagogue and
Special
Education
Pedagogue at
vocational
school

Geography Department

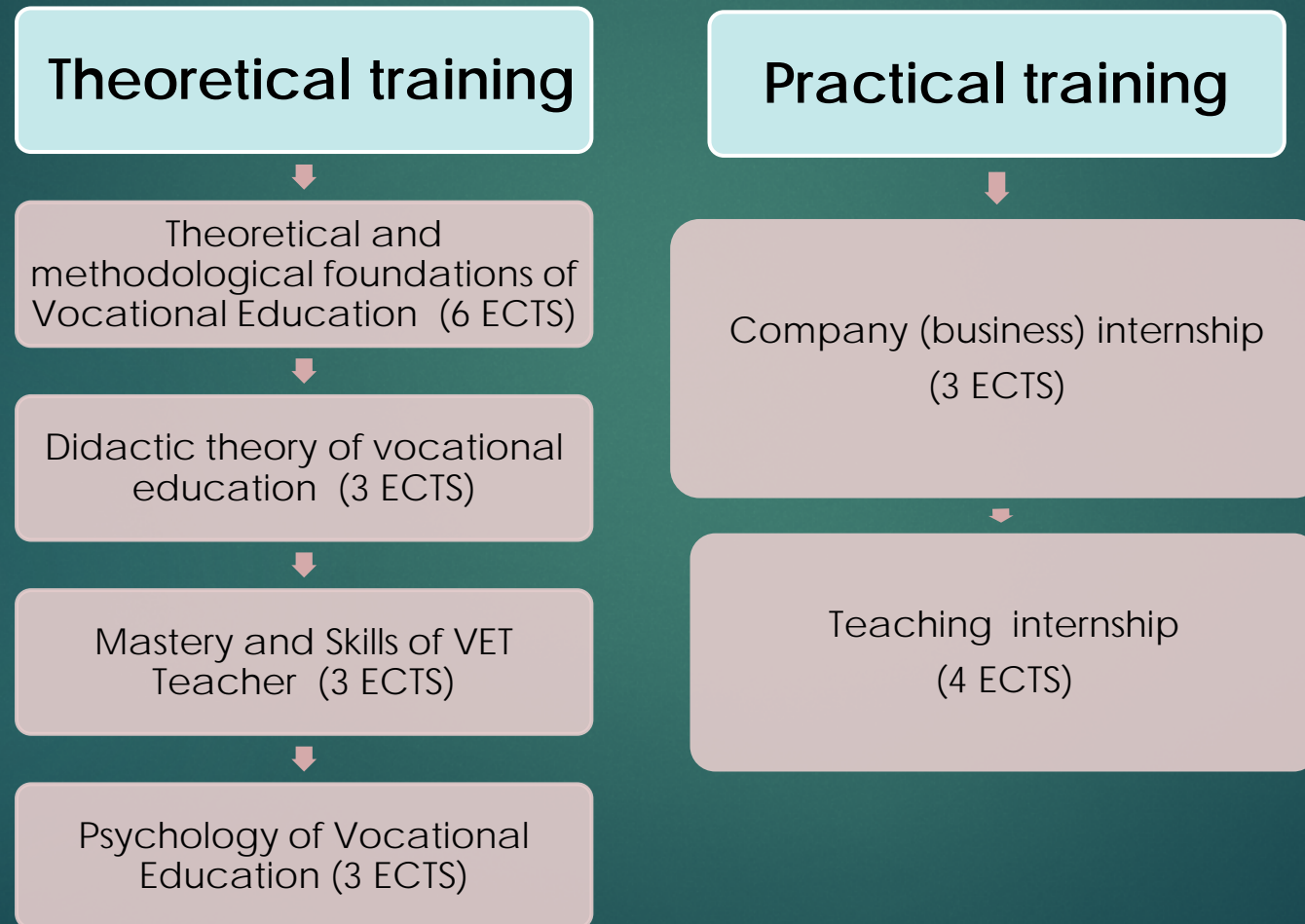
Lviv High
Vocational School
of Technology and
Service;

Lviv vocational
school of trade and
services;

Stavropigiyska
vocational high
school of Lviv



Program «Vocational Education» (22 credits)



COMPETENCIES OF A VET TEACHER

General (involve instrumental, interpersonal, systemic):

- ▶ to be able to get the information from various sources, analyze and synthesize it;
- ▶ to be able to apply the knowledge in practice, to solve the problems and make up personal decisions;
- ▶ to generalize new ideas, and to make up independent conclusions;
- ▶ to be able to adapt to new situations, showing the personal initiative;
- ▶ to feel the responsibility for the results of personal activity and its quality;
- ▶ to possess skills of learning, which allow them to work in a self guided and autonomous way;
- ▶ to be able to work in a team on the basis of partnership;
- ▶ to understand culture and traditions of other countries, be able to perceive their variety and intercultural differences.

SPECIFIC COMPETENCIES

- ▶ to know and understand the content of the subject area, its link with the corresponding specialization;
- ▶ to know the structure of the teaching and learning processes and its basic didactic principles;
- ▶ to be aware of the subject area structure, the links of its parts and be ready to teach it following the logical sequence of the structure;
- ▶ to organize the teaching of subjects area in the context of vocational specialization;
- ▶ to be able to coordinate the content of subject area with the students' experience, needs and interests;
- ▶ to plan the instruction, to develop and evaluate students' learning guided by the knowledge of the main didactic principles and rules;
- ▶ to apply various means and tools for motivating students to learn;
- ▶ to use various instructional strategies in the relevance to the objectives, vocational specificity of the subject area and time;
- ▶ to develop the productive educational environment with special attention to the mutual respect, trust, and the equality of human rights;
- ▶ to know the processes of interaction, communication to encourage student learning, develop learning community and to organize teaching and learning as a dialogue;
- ▶ to know and to be able to apply certain approaches and means in teaching diverse students

Training of employment tutors for students with disabilities

Today in Ukraine we have a huge misbalance between the number of trained graduates and available vacancies in the labor market; between the graduates' competencies and skills required by firms and enterprises and their actual level of training that is particularly evident at the unmet need in a number of working professionals and the absence of graduates' readiness to work in production sphere due to the gap between learning content, education curricula and business requirements. Successful solution to these problems is possible towards the introduction of dual education in Ukraine.

- This situation is particularly disastrous for graduates with special needs. After graduation from a special or inclusive education secondary school these graduates cannot find work because of the lack of competent professionals – employment tutors, whose professional objectives are:
 - ▶ training of persons with disabilities to work in the enterprise;
 - ▶ Teaching the employers and employees special methods and techniques of cooperation with persons with disabilities.

Mastering these competencies is possible through the introduction of vocational education with specialization "special education"

Stages of the Project

The Project is aimed at the strengthening and unification of practice-oriented educational efforts of higher institutions, vocational schools and enterprises.

Research and experimental work would include the next stages:

- ▶ Study of the international experience on the education of employment tutors for people with special needs.
- ▶ Development of new study programs based on professional orientation of future specialists to meet the needs of local labor market, practical training at the enterprise, and diploma thesis based on the enterprise activity;
- ▶ Study of the European and Ukrainian experience of the automotive and printing business as potential bases for students internships;
- ▶ Foundation of new specialization “Vocational (special)education” at the Faculty of Pedagogic Education, Ivan Franko National University of Lviv

Bachelor Program “Vocational education”

- ▶ **The specialty** «Vocational Education, qualification – Vocational Education (special education)»
- ▶ **Level of the Degree: Bachelor**
- ▶ **Career description:** Vocational education teacher in the field of special education, specialist in special education
- ▶ **Length of training:**
full time - 4 years (120 ECTS)
specialization – 22 ECTS.



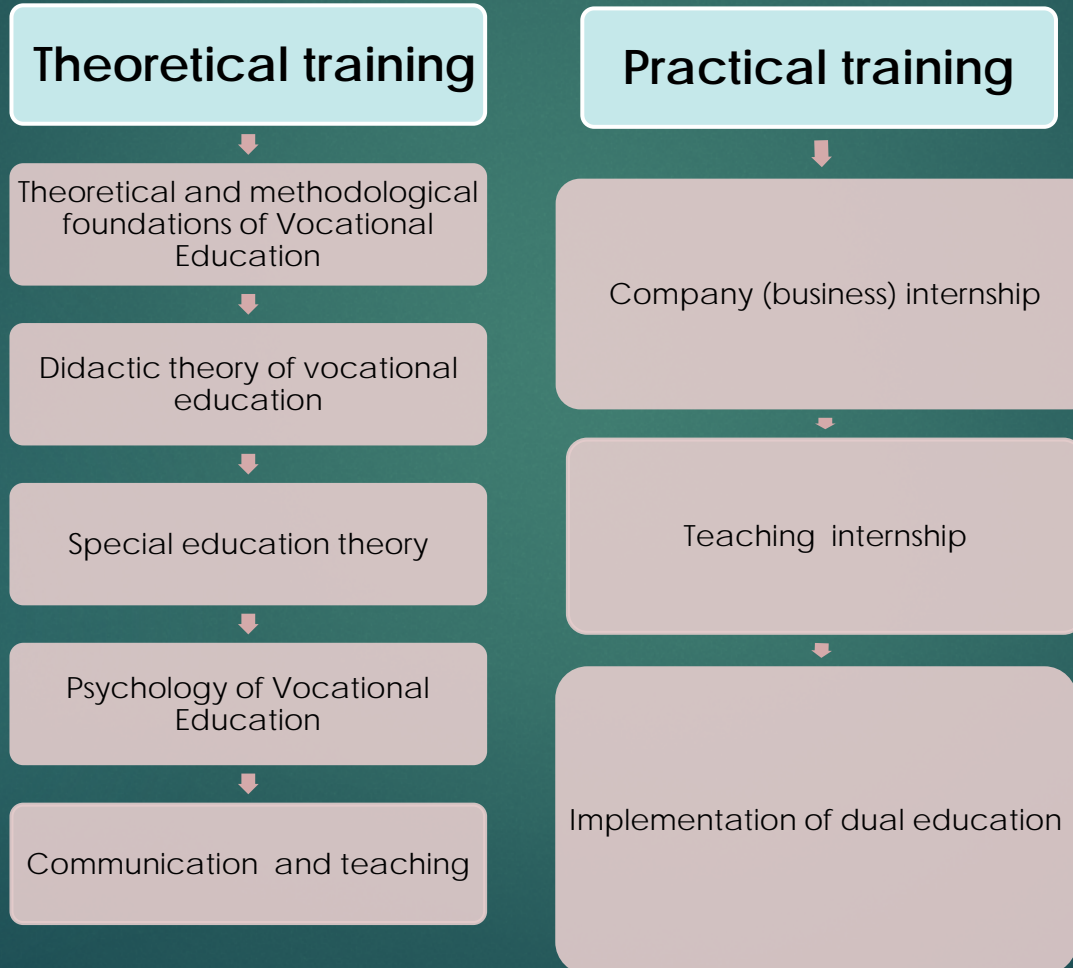
Professional competencies of the prospective graduates

Training will cover the following areas:

- Teaching special education in higher and vocational education institutions, postgraduate education centers;
- Personnel development and management ;
- Organization and development of training and retraining programs for employees with the use of innovative didactical and IT methods;
- Skills and responsibilities of an employment tutor;
- Organization of social and educational work



Program «Vocational Education» (22 credits)





Students' internship

