

**ITE-VET**  
2016–2018



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# **Erasmus project + ITE VET**

## **Improving vocational education teacher training at Lviv University**

The following report is a result of the  
ITE-VET project which is part of the  
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*Erasmus project + ITE VET*

*Improving vocational education teacher  
training at Lviv University*

## **Main value of the Project:**

the prospect of enhancing the quality of training for future teachers, particularly for VET

## **Main step according to the project objectives:**

to identify the structure, problems of education system, and find a means of solving them and making some changes

## MAIN PROBLEMS OF PRACTICE ORIENTATION IN THE TEACHER EDUCATION AT IFNUL:

- Discrepancy between the education system and the needs of the current labour market
- Focus on the development of the basic (fundamental) knowledge, more on theoretical and academic courses than practice-oriented and applied
- Lack of connection between theory and practice
- General character of teacher education, lack of orientation on applied learning vocational education, the absence of vocational education teacher training system
- Gap between Pedagogy and Didactics

## MAIN PROBLEMS OF PRACTICE ORIENTATION IN THE TEACHER EDUCATION AT IFNUL:

- Students' poor motivation for the work at school, and at vocational school as well
- The predominance of teacher-centered approaches and methods
- The lack of internships at vocational schools, and in the workplace
- The limitations of the management of students' internships to certain requirements and guidelines
- The application of the internship as the final stage of theoretical training

## The need for training teaching assistants in vocational education for students with special needs

- *To help and support disabled persons in finding and choosing a profession that corresponds to their capabilities*
- *To support persons with special needs in mastering professional skills in the process of vocational training*
- *To provide psychological and pedagogical support in the process of training and professional activity in various spheres of production*
- *To develop the disabled person's motivation to engage in professional training and activity*



# Main aim for preparing tutors on employment the students with disabilities

- ❖ *to help the persons with special needs acquire professional knowledge and skills for the relevant activities at enterprises, companies, etc. and provide them with necessary assistance at a work placement*
- ❖ *to teach the employers and employees special techniques for cooperating with persons of this category*

# OUTCOMES:

- ❑ The approval of a new specialization 'assistant master of production training' for the specialty 'Special Education' (February, 2018, IFNUL)
- ❑ The development of study plan for Bachelor's DEGREE in 0101 Teacher Education

*Specialty*            016. Special education

*Specialization*   Production training

*\_Qualification:*   Assistant master of production training

- ❑ The combination of didactic, psychological, pedagogical, and vocational aspects of training in the curriculum for a new specialization



# COURSES

- **Methodology and Didactics of Vocational Education** – 3 ECTS, 5th semester, 32 / 32
  - **Foundations of Vocation-oriented Education** – 10 ECTS, 5,6<sup>th</sup> semester, 80/80
  - **Work in Production Workshops** – 3 ECTS, 6<sup>th</sup>, 7<sup>th</sup> semester, 8/50
  - **Ergotherapy** – 6 ECTS, 6<sup>th</sup>, 7<sup>th</sup> semester, 30/76
  - **Foundations of the Automotive and Publishing Business with practical training in educational workplaces** –5 ECTS, 7<sup>th</sup>, 8<sup>th</sup>, 14/68
  - **Models and Technologies of Social Rehabilitation Work** – 3 ECTS, 8th semester, 20/20
- *Methodology and Didactics of Vocational Education*
  - *Methodology of Vocational Training*
  - *Special Pedagogy*
  - *Psychology of professional activity*
  - *Communicative processes in pedagogical activity*

# Methodology and Didactics of Vocational Education

## Contents and learning outcomes

*Students:*

- understand the essence of vocational pedagogy and the didactics of vocational training
- know the systems of vocational education in Europe and Ukraine and didactic systems of vocational training
- know all aspects of vocational pedagogy regarding the vocational education of students with special needs.
- know and are able to apply the current conceptual approaches to the educational process
- improve their understanding of the goal, tasks and the procedure of practice training, including the students with special needs in the system of vocational education

# Foundations of Vocation-oriented Education

## Contents and learning outcomes

### *Students:*

- Know the types and the specific features of vocational and technical professions
- know and understand the goal, structure, and content of vocational orientation and the employment system for persons with disabilities
- know the types and forms of vocational accompaniment work and support for persons with special needs
- are able to apply the authentic service activities: *-providing orientation programs for pre-vocational preparation of the students with special educational needs; -d qualities necessary for performing the basic function compiling and analysing the professionogram as a model or template for special education teachers, which includes the knowledge, skills, and; -elaborating vocational programs for people with different levels of functional limitations*

# Ergotherapy

## Contents and learning outcomes

### *Students:*

- know and understand the essence, purpose, tasks and main concepts of ergotherapy (occupational therapy) as the system of interdisciplinary knowledge for the rehabilitation and socialization of the youth with special needs
- - know and are able to use the diagnostics of motor sphere and methods of its rehabilitation by means of ergotherapy for persons with disabilities
- - know the types, principles of organizing classes on ergotherapy in accordance with the peculiarities of persons' psychophysical development
- - know the principles and content of the multidisciplinary team work for the restoration of individuals' working capacity in the case of injuries and disorders of the brain and spinal cord
- - are able to carry out the differential diagnostics of the self-service and socialization sphere of persons with special needs



# WORK IN PRODUCTION WORKSHOPS

## Contents and learning outcomes

### *Students:*

- are acquainted with the European experience on the employment of the young people with various disorders
- know the types and principles of organizing the production workshops for the youth with special needs
- are aware of the tasks, content of accompanying the students with disabilities and are able to apply the methods and techniques of supporting these students in production workshops
- have the knowledge and are able to follow the safety rules for students with special needs and are ready to adhere to them in production workshops

# Foundations of the Automotive and Publishing Business with practical training in educational workplaces

## Contents and learning outcomes

### *Students:*

- know and understand the objectives and content of production training in vocational education institutions
- know the methods of production training, their classification, main characteristics and are able to apply them at the lessons
- know and are able to apply the methods of teaching the foundations of car repair and publishing for the students with special needs
- have the knowledge of the specificity, types and content of vocation-oriented work with adolescents with special needs
- know the structure of labour process, its planning, and procedures and are able to perform the relevant technological operations



# Models and Technologies of Social Rehabilitation Work

## Contents and learning outcomes

### *Students:*

- know and understand the system of concepts regarding to the social and teaching activity in the inclusive environment
- know the modern philosophical foundations of pedagogical activity in the context of inclusion
- know and understand the main professional requirements for a special teacher who works in the special educational institution or inclusive class
- know and are able to organize the productive learning of students in the inclusive class, applying the complex of methods, means, and tools for training students with different disorders
- are able to organize communication with persons of different ages and levels of psychophysical development and their families

# Internships for the bachelor's programme of training the future assistant masters of production (IFNUL)

## ***Main bases:***

Lviv higher vocational school of computer technologies and construction №48

Lviv Polygraphic College of the Ukrainian Academy of Printing

Lviv Highway College

Autoworkshop

Mini-printing house based on a public organization

## Training practice (volunteering), 3 credits ECTS, 4<sup>th</sup> semester, two weeks

### *Students:*

- get acquainted with the educational institution, vocational school, production workshops
- make contacts with a special education teacher or assistant teacher, student group, and students with special needs
- learn the problems, tasks, plans, characteristics of the special teacher's work
- observe the student group, make initial contacts
- attend classes of a special teacher and workshops
- conduct diagnostics of psychophysical development of students with special needs
- assist the special teachers on their requests

# Training practice (psychological and pedagogical) – 3 ECTS, 2 weeks, 5<sup>th</sup> semester

## *Students:*

- learn the peculiarities of the cooperation between the administration of the institution, the teaching staff and the practical special education teacher
- deepen knowledge about the problems, tasks, plans, mode, characteristics of the special teacher's work
- attend and analyse classes by a special education teacher
- prepare and conduct psycho-corrective (individual and group) classes
- conduct observation of a student with special needs during classes and breaks
- develop a program, and carry out the psychological examination of a student with special needs, selecting and applying the appropriate techniques and equipment
- assist the special education teachers on their requests
- carry out the educational work with parents, teachers, educators



# Teaching, propaedeutic practice – 3 ECTS, 2 weeks, 6<sup>th</sup> semester

## *Students:*

- deepen knowledge about the problems, tasks, and characteristics of the assistant teachers' professional accompaniment of students with special needs at the inclusive classes
- make a program and carry out the psychological and pedagogical survey of the professional interests and abilities of students, and determine their conformity
- attend lessons and analyse the assistant teachers' professional accompaniment of students with special needs at the inclusive classes
- prepare and organize by themselves the psychological and pedagogical accompaniment for students with special needs at the lessons in the inclusive classes
- organize the individual and group work with students with special needs and their parents on the issues of vocational orientation and the choice of profession

## Teaching practice – 3 ECTS, 2 weeks, 7<sup>th</sup> semester

### *Students:*

- deepen knowledge about the problems, tasks, and characteristics of the assistant teachers' professional accompaniment of students with special needs at the inclusive classes
- make a program and carry out the psychological and pedagogical survey of the professional interests and abilities of students, and determine their conformity
- attend lessons and analyse the assistant teachers' professional accompaniment of students with special needs at the inclusive classes
- prepare and organize by themselves the psychological and pedagogical accompaniment for students with special needs at the lessons in the inclusive classes
- organize the individual and group work with students with special needs and their parents on the issues of vocational orientation and the choice of profession



# Production (at enterprises, workshops, companies)

## practice 9 ECTS, 6 weeks 8<sup>th</sup> semester

### *Students:*

- get acquainted with the industrial enterprises, their work, and with the equipment of production workshops, observe the documentation
- learn the main problems, types, tasks, plan, mode and characteristics of the enterprise, production workshops' function for young people with special needs
- study the requirements for equipping production workshops
- carry out the observation for the persons with special needs who get the vocational education at the production workshop, establish contacts with them
- conduct an experimental study of the psychophysical development of individuals with disabilities of all ages
- work at the request of a special teacher and special psychologist to provide support for a person with special needs in the workplace.
- prepare and organize by themselves the psychological and pedagogical accompaniment for a student with special needs in the workplace.

## Other outcomes:

- Updating of the pedagogical courses towards vocational education and VET teacher education
- Strengthening the role and function of didactics and teaching practice in the field of VET in the structure of pedagogical courses
- Implementing a more student-centered approach of teaching
- Developing a profound understanding of conceptual approaches, learning theories, and didactical concepts in students
- Developing students' knowledge and skills of using new teaching technologies for classroom instruction
- Strengthening students' orientation and motivation for working as teachers at vocational schools



**Thank  
you!**