



### COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Pedagogical Practice	

Academic staff	Core academic unit(s)
Coordinating: assoc. prof. dr. Ieva Bilbokaitė-Skiautienė	Institute of Education, Vilnius University Šiauliai Academy
Other:	

Study cycle	Type of the course unit
First	Optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
On-site / Online / Blended learning	Spring/autumn	English

Requisites	
Prerequisites: Psychology. Pedagogy	Co-requisites (if relevant): None specified.

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5 ECTS	135 hours	76	59

Purpose of the course unit		
Main aim of this course is to acquaint with principles and contents of teaching pre/primary and secondary school pupils; to acquaint with teaching methods and technologies, applicants and forms of primary and secondary school teachers; to acquaint with the educational system and peculiarities of primary and secondary schools in Lithuania; to disseminate the Lithuanian educational experience of teaching primary and secondary school pupils.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Will be able to identify the principles and contents of teaching primary and secondary school pupils.	Literature analysis, individual studies	Essay
Will be able to distinguish the teaching methods and technologies, applicants and forms of primary and secondary school teachers	Literature analysis, individual studies	Essay
Will be able to describe the educational system and peculiarities of primary and secondary schools in Lithuania	Case study (case studies), reflection	Individual studies Workshop, Practical task
Will be able to disseminate Lithuanian educational experience of teaching primary and secondary school pupils	Case study (case studies), reflection	Individual studies Workshop, Practical task

Content	Contact hours	Individual work: time and assignments
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	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship	Contact hours, total	Individual work	Tasks for individual work
1. School management system and regime (School Council, Teacher's Council, School Principal, School Principal Assistants). School education goals and future perspectives. Peculiarities of extra-curricular activities (their principles, methods and forms, content, planning peculiarities, etc. The peculiarities of school and family collaboration. Peculiarities of pupils' activity organization in the Teaching Process.			2			15		4	Essay
2. Curriculum and content of subjects. Teaching methods and technologies used in the Teaching Process. Teaching and learning styles in primary and secondary classes. Mixed ability teaching (slow learners and bright pupils). Teaching strategies in mixed-ability groups.			2			15		5	
3. Classroom organization (the organization of the pupils, the physical environment, the use of space). Organizational concepts in primary and secondary education.						10		10	
4. The peculiarities of children with special needs integration into the class community. The teaching situations of children with learning difficulties. The possibilities and peculiarities of the Teaching Process are coordinated with pupils' individual needs.			2			8		10	
5. Relationship and communication between teachers and pupils in the Education Process. Management and control in the classroom (rules in the classroom, pupils' misbehavior). Extra-curricular activities in primary and secondary school.						10		10	Individual studies Workshop, Practical task
6. The means of leadership of pupils (discipline, self-dependence of pupils, managing their activities, etc.). Peculiarities of teachers' preparation for lessons. To prepare for the lessons of the chosen subject. Various teaching/learning and educational problems appeared in Education Process.			2			10		10	
<b>Total</b>			8			68	76	59	—

Assessment strategy	Weight %	Deadline	Assessment criteria
Individual project (1)	20	10.1-12.1	An individual project is an assessment using the following criteria: creativity, the ability to apply knowledge in practice, the compliance of proposals with the needs of the organization, the use of a professional language. The

			applicable cumulative certificate is applied to the project evaluation: 20% of the total estimate. 3 – the project meets all the specified criteria, the professional language used in project 2 is in line with the needs of the organization, but is not creative enough, project 1 is not sufficiently adapted to the needs of the organization, the professional language is not used correctly enough, it is not creative, 0- the professional language is not correct, it does not reflect the needs of the organization, it is not creative. The duration of the group project delivery is up to 20 minutes.
Individual project (2)	50	10.1-12.1	The project is an assessment using the following criteria: creativity, the ability to apply knowledge in practice, the compliance of proposals with the needs of the organization, and the use of a professional language. The applicable cumulative certificates are applied to the project evaluation: 30% of the total estimate. 3 – the project meets all the specified criteria, the professional language used in project 1 is in line with the needs of the organization, but is not creative enough, 0 - the project is not sufficiently adapted to the needs of the organization, the professional language is not used correctly enough, the professional language is not creative, 0- the professional language is not correct, it does not reflect the needs of the organization, it is not creative. Scope of individual project up to page 5
Exam	50	During the exam session	The exam is an assessment using the following criteria: accuracy of information, completeness and validity of responses, analysis and sharing, reasoning, use of professional language. 50% of the total assessment shall be used for the assessment of the examination. The exam contains 4 questions. One is 20%, the other three are 10%.
			The cumulative grade is the sum of two practical tasks and exam assessments. A 10-point scale shall be used for the assessment.

Author (-s)	Publishing year	Title	Issue of a periodical or volume of a publication	Publishing house or web link
<b>Required reading</b>				
Ghaye, T.	2011	Teaching and learning through reflective practice: a practical guide for positive action		London. Routledge
Anastas, J. W.	2010	Teaching in social work: an educators' guide to theory and practice		London. Routledge
Cohen, L., Manion, L., Morrison, K. , D. Wyse	2010	A guide to teaching practice		London. Routledge.
Muijs, D.	2011	Effective teaching: evidence and practice		London. Routledge
Bryant, A., Charmaz, K.	2012	The SAGE handbook of grounded theory		London. Routledge
<b>Recommended reading</b>				
Senge P.M. (Editor)	2000	Schools That Learn: a Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who		Doubleday

		Cares About Education		
Bondi, J.	2000	Supervision: a guide to practice		Upper Saddle River (N.J.) : Merrill
Herman, L.	2008	From teaching to mentoring: principle and practice, dialogue and life in adult education.		South Melbourne (Vic.): Cengage Learning
Killen, R.	2009	Effective teaching strategies: lessons from research and practice		South Melbourne (Vic.): Cengage Learning