

Erasmus+ Exchange program
for students of Educational Sciences/Primary and Early Childhood Teacher Education Study Programs

Educology Department
Faculty of Pedagogy

Subject	ECTS	Annotation and aim of the subject	Lecturer	Semester
Physical education theory and practice	3	To provide knowledge about the basics of physical education, physical exercise training and the development of a healthy lifestyle, forms of physical activity to the students. To develop the ability of creating a model and conduct physical education activities at school, also to protect and enhance students' health. Encourage students to reflect on their experiences in accordance with humanistic, democratic and Olympic values. Students get the following skills: teamwork, critical and creative thinking, learn to think constructively and act purposefully, know how to manage, select and creatively use teaching materials.	Ramūnė Motiejūnaitė	Spring/Fall
Educator/Teacher Assistant Internship I	6	According to the chosen subjects, students have possibility to do an internship in bilingual educational settings: a kindergarten or a school (Language of Internship – English)	Dovilė Miknaitytė	Fall
Educator/Teacher Assistant Internship II	6	According to the chosen subjects, students have possibility to do an internship in a bilingual school (Language of Internship – English and/or Spanish).	Dovilė Miknaitytė	Spring
Project Method	3/6	Students will acquire knowledge about the basics of the philosophy of the Project method, study features of the development of the method, explore the differences of the project work and traditional teaching/learning, discuss main principles and elements of the method. Students will develop project work skills and experience: they interpret pedagogical processes, identify pedagogical problems and solve them, use appropriate tools of research, learn through cooperation: organise joint activities and act together. Students will become familiar with the possibilities of the implementation of the Project method in various contexts of education and with the tradition of the project work in Lithuania and other countries.	Dovilė Miknaitytė	Spring/Fall
Modern Didactics of Language development in	3	Students will analyse basic ideas and methods of language teaching/learning in ECE: integral, holistic, playful, meaningful, based on child's interest approach. Students will get acquainted with the modern tools of reading/writing teaching/learning practises.	Lina Pečiulienė	Spring/Fall

Early Childhood Education (ECE)				
Pre-Primary Education	3/6	Students will study main targets, key principles, content, pedagogical methods and strategies, environment, props, tools of the assessment of the progress of children, forms of cooperation among pedagogues, parents and children in modern pre-primary education. Students will have numerous opportunities to visit various institutions, observe pedagogical process of pre-primary education, talk with staff, reflect their impressions and insights.	Lina Pečiulienė	Spring/Fall
Comparative Pedagogy of Early Childhood Education (ECE)	3/6	Students will explore main ideas of ECE, using historical and comparative perspective – from the very first manifestations till XXI age. Comparative approach will be visible through the analysis of the traditions of education in various countries, methods and authors. The main focus of the course is the development of the concept of a child (simultaneously examining, how this concept was connected with practical bringing up of children – with objectives, content, strategies, environment, assessment, role of pedagogue, etc.). Students will practise to evaluate ideas of ECE and reflect on them, also to built basics of their own pedagogical style.	Lina Pečiulienė	Spring/Fall
Basics of Research and Academic Writing	3	Students will know peculiarities of pedagogical research, types of it; students will try to use qualitative and quantitative methods of pedagogical research, also interpret them and reflect on them. Students will analyse different types of academic texts and try to create some of them; they will practise in work with information resources, argumentation, conclusion making, formulation of hypothesis, etc. Course gives a student knowledge, skills and experience of how to explore pedagogical reality – how to research, analyse and describe, also reflect on it.	Dovilė Miknaitytė	Spring/Fall
Sociology	3	To describe the basics of sociology, sociological understanding of society, provide insights into the key areas and concepts of sociology; develop the ability to analyse different socio-cultural processes. The history and the main contemporary theories of sociology are described. The notions of social group, social environment, and socialization are introduced. The sociological theories explaining causes of deviant behaviour are reviewed as well as the mechanisms of social control. Elements of social structure are introduced; the process of stratification and social inequality, the role of education in social stratification processes are considered. Students discuss the causes of social change, analyze modernization and globalization theories. Students are introduced to the main methods of sociological research.	Aušra Simoniušytė	Spring/Fall
Childhood Anthropology	3	To introduce contemporary understanding of childhood in anthropology, to explore how processes of socialization and cultural transmission take place during childhood, what is	Aušra Simoniušytė	Spring/Fall

		children's own role in these socializing processes. To explore children's perspectives on, and participation in, the social world as documented in anthropology. The Anthropology of Childhood argues that our common understandings about children are narrowly culture-bound, therefore childhood cannot be seen as a cultural universal. Contemporary anthropological studies of childhood recognize that, although children may not occupy central social, political and economic roles in society, it is important to see that they can and do make an active contribution. This may take place through, for example, their membership of peer groups and of families and their participation in leisure, work and schooling. An Anthropology of Childhood seeks to understand the different social worlds of children and how children learn about the adult social world to which they eventually belong.		
Introduction to Cultural Anthropology	3	To introduce the fundamental concepts of sociocultural anthropology, to develop students' ability to analyse the impact of culture on social interaction, the positive acceptance of cultural diversity. The course introduces the basic knowledge about culture. Students acquire skills to analyse culture from anthropological point of view. The relationship between culture, personality and community, culture transmission mechanisms and identity formation are explained. The overview of cultural minority types is provided. The variety of values, norms, world views, the organization of everyday life, different family types, gender roles are discussed. The impact of culture on social interaction and interpersonal communication standards, the construction of social hierarchies is analysed. Different aspects of applied anthropology are introduced.	Aušra Simoniušytė	Spring/Fall
Intercultural Education	3	To provide knowledge about intercultural education theories and methods, intercultural communication principles. To develop intercultural competence, ability to identify and assess the cultural significance of pedagogical and social interaction, cultural diversity in a positive assessment. To develop the ability to apply methods of intercultural education in educational activities. Describe the culture, identity, multiculturalism, interculturalism concepts, theoretical models of the evolution of multiculturalism, minority group types. Analyze the various reactions to cultural differences: from "my own" - "stranger" appointment, prejudice, stereotypes, ethnocentrism, racism, various discriminatory practices to cultural relativism and interculturalism policy provisions. Consider ways of interculturalism implementation in pedagogy, learning to apply methods of intercultural education, intercultural communication, cultural relativism principles in education. Improving the critical and creative thinking skills.	Aušra Simoniušytė	Spring/Fall

Cultural Diversity	4	To analyse and understand cultural, socioeconomic and political factors determining the position of various social groups and individuals in society. To develop the ability to recognize and respect cultural diversity, professionally and effectively operate in different cultural environments. Students learn about the cultural minority types, diverse values, norms, worldviews, various ways of organizing daily life in different cultures. The course develops the following abilities: to understand the Other, i.e. culturally different; to establish professional relationship based on respect; to deal with problems caused by cultural differences; to professionally and effectively operate in different cultural environment as well as in intercultural situations; to realize and reflect on impact of culture on our own decisions and value judgements.	Aušra Simoniušytė	Spring/Fall
Special English	3	The program aims to develop necessary for modern educator English communication skills via CLIL method: to communicate, to read and analyze special literature, to reflect and discuss professional topics, to find necessary references, to use ICT, to expand terminology, and to prepare a discourse or visual presentation, as well as be able to follow classes of guest lecturers and participate in exchange programmes.	Sigita Leistrumienė	Spring/Fall
Reflective Pedagogy	3	Understand the urge of continuous reflection in pedagogical work. Acquire skills of reflecting own learning and pedagogical practice. Get acquainted with the DOSQI concept (qualitative interaction with the child). Develop skill of observation of the child (well-being and involvement). Reflective Pedagogy course is designed to develop student teachers' skills of continuous reflection of pedagogical practice; ability to observe the child, record and analyse the observations; ability to read the child's well-being and involvement; to create mediational environment (P.Klein). Introduce DOSQI concept (qualitative interaction with the child); emotional development of young children (S.Greenspan); R.Feuerstein's theory of the modifiability of intelligence.	Sigita Leistrumienė	Spring/Fall
Andragogy	3	The course on adult education (Andragogy) is designed to give understanding on teaching and learning of young students as opposed to mature ones; to get acquainted with learning processes and learning theories, in order to be able to plan and organize best teaching and learning practices; to get acquainted with oneself, as an adult learner and improve one's own learning; to develop general competences, including communicational, managerial, skills. At the end of the course the students will be able to define differences between pedagogy and andragogy, to analyze their own learning styles, principles, and choose best techniques and conditions to improve those; they will be able	Sigita Leistrumienė	Spring/Fall

		to plan, organize and implement a parents' meeting, a seminar or a course and reflect on it.		
Child Cognition	3/6	Study the development, personality, social and pedagogical sciences of psychology, apply the concepts and principles of working human behavior with children and social processes. Analysis of the evolution of personal, social and educational psychology. Developmental psychology studies introduce to children from birth to 7 years (babies, primary and pre-school age) emotional, cognitive, social and physical development regularities, specifics, a variety of child development theories, reflected practical experience. Personality psychology studies introduce to the concept of personality, the basic theories of personality (features, psychodynamic, humanistic, existential, behavioral (behavior) and cognitive (knowledge), phenomenology, social, cognitive, etc.) and different points of view on human nature and its educational opportunities.	Lina Pečiulienė	Spring/Fall
Innovative educational technologies I	3	During the course, students are introduced to the newest educational scenarios, and how to design a learning process, which based on the inquiry, or to plan long-term educational projects involving pupils' into creative and constructional learning activities. Students are introduced with mobile learning opportunities, enhance cloud technology skills, learn to choose and use the new educational technologies and digital tools, to create digital games, to develop pupils' coding by playing skills, as well as practical skills in early robotics. The aim of the course is to support students in designing interactive content, and to educate them on how to organize formal and non-formal education in primary and preschool settings, and how to develop students' information culture.	Renata Kondratavičienė	Fall
Innovative educational technologies II	3	During the course students further develop their practical skills how to design a learning process, which based on the inquiry, or to plan long-term educational projects involving pupils into creative and constructional learning activities. Students are introduced with mobile teaching opportunities, enhance cloud technology skills, learn to choose and use the new educational technologies and digital tools, to create digital games, to develop pupils' coding by playing skills, as well as practical skills in early robotics. The aim of the course is to support students in designing interactive content, and to educate them on how to organize formal and non-formal education in primary and preschool settings, and how to develop pupils' information culture.	Renata Kondratavičienė	Spring

Music Didactics	3/6	During the course students will get acquainted with the systems and methodologies of modern music education, the variety of musical modes. They will also acquire the necessary knowledge of music theory and culture, play with children's instruments (school bagpipe, percussion, etc.), vocal expression and develop compositional skills. Students will learn to apply these skills in practice in pedagogical activities. During the study of the subject, students will develop their creative abilities, musical skills, and abilities. They will be able to integrate musical activities and methodologies, apply them in all areas of education, focusing on the educational needs of each child.	Dovilė Miknaitytė	Spring/Fall
Human Rights and Education	3	Human rights are important because social injustices diminish the quality of life at a personal, local and global level. Moreover, injustice and inequality make an impact not only on a person or group suffering from human rights violation, but on a society as a whole, because the level of democracy in a society is directly linked to a degree of human rights implementation. In the field of education, in recent decades there was a paradigm shift from the needs-based to the rights-based concepts of education. The enforcement of human rights in education became the basis for the concept of inclusive education. Therefore, the knowledge of human rights and engagement for its implementation in education is considered to be the one of the key competencies of an inclusive teacher. The course will help participants to get familiar with definition of human rights as internationally agreed standard and as a set of common moral values; with basic concepts in human rights; with international, regional and national human rights framework; to develop understanding about the connection between personal well-being and human rights as well as human rights and inclusive education. Students will learn different methods of human rights education applicable for children from different age groups, aiming to develop skills, attitudes and values for the learners to apply human rights values in their lives and to take action, alone or with others, for promoting and defending human rights.	Aušra Simoniukšytė	Spring/Fall
Qualitative Research Methods in Education	3/6	The qualitative paradigm invites an examination of the research topic from the perspective of the research subjects, in their natural environment, by studying their opinions, attitudes and beliefs (Denzin & Lincoln, 2000). Therefore, this paradigm is especially favored by the constructivist approach in educology, based on interpretivism and on believe that humans live in socially constructed world, thus, meanings attached to phenomena become for us more real than phenomena themselves. The course will introduce qualitative methodology as well as qualitative research methods and strategies used in the field of education, such as case study, ethnography, action research,	Aušra Simoniukšytė	Spring/Fall

		qualitative observation and interview, etc. Students will practice to use different methods and will conduct qualitative research themselves.		
Children rights and responsibilities: structural analysis	3	This subject will try to take a deeper look at the most important rights and responsibilities of children, from both (legal and a moral) perspective. This subject will highlight the importance of children rights and responsibilities and compare children rights and responsibilities in at least three different countries. What is definition of a child? Do children have rights in general? What are children rights? What kind of responsibilities do children have? Are children rights and responsibilities are the same in different countries? For example, what are the main children rights and responsibilities in the common law and continental legal system?	Gabrielė Kizytė	Spring/Fall
Didactics of Ethics	3	This course focuses on the moral development of human beings. Through activities aimed at self-knowledge, communication skills, exploration of diverse communities, and philosophical inquiry, students will engage in a variety of tasks, games, and exercises. These will foster strong competencies for guiding individuals to question, wonder, and meaningfully engage with the world.	Justas Dalinkevičius	Spring/Fall
Education systems and philosophy	3	The course explores the historical development of educational science and fosters both personal and professional growth in future primary education teachers. It aims to cultivate the competencies of a philosophically minded educator, one capable of understanding, analyzing, evaluating, interpreting, and discussing the philosophical foundations of education. Emphasis is placed on developing a broad perspective on education, pedagogical-critical thinking, and the ability to assess global trends in educational theory and practice. Throughout the course, key philosophical ideas that shape education are examined, providing a foundation for understanding emerging elements within contemporary educational realities.	Justas Dalinkevičius	Spring/Fall