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It is brought to your kind notice that information which is below could be changed according to unforeseen circumstances.

2026/2027 study year, SPRING SEMESTER

CODE	COURSE TITLE	ECTS CREDITS	SUMMARY
Study programmes EARLY CHILDHOOD EDUCATION, PEDAGOGY OF PRIMARY EDUCATION, DANCE PEDAGOGY			
S270B620	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.
S270B280	Inclusive Physical Education	3	This course introduces students to the principles of inclusive education and inclusive physical activity, and their application in educational settings. Students learn to identify various physical, sensory, cognitive, emotional, and social needs and to adapt activities, equipment, space, intensity, and communication accordingly. They develop skills in planning inclusive physical activity programs, assessing participants' needs, selecting appropriate methods, and collaborating with families, educators, and support specialists. The course promotes respect for diversity, equal opportunities, and participation of all. Students apply their knowledge by volunteering in physical activity programs designed for people with disabilities.
S270B560	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.
S270B623	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.
S270B618	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.
S270B616	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 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.
S270B607	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.
S220B016	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.
S270B617	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.
S270B608	English for specific purposes	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.
S270B573	Reflective Pedagogy	3	To recognize the necessity of reflecting on pedagogical practice and to acquire reflection skills. To become familiar with the concept of high-quality, child-development-oriented interaction (DOSQI). To acquire skills in observing children and the ability to determine whether a child feels well and is ready to learn (well-being and involvement). The course on reflective pedagogy aims to develop future educators' ability to continuously reflect on their pedagogical practice; to cultivate the skills of observing children and recording and evaluating those observations; and to develop the ability to assess a child's well-being and readiness for cognitive and learning processes. It introduces future educators to the importance of high-quality interaction when communicating with and educating children (the DOSQI concept). Students will also be introduced to R. Feuerstein's theory of cognitive education and S. Greenspan's interpretation of emotional intelligence, as well as its significance in the work of an educator.
S270B685	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.
S270B563	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

			<p>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.</p>
S270B619	Human Rights and Education	3	<p>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.</p>
S270B610	Qualitative Research Methods in Education	3/6	<p>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, qualitative observation and interview, etc. Students</p>

			will practice to use different methods and will conduct qualitative research themselves.
S270B687	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.
S270B689	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.
-	Deaf culture	3	This course will introduce students to deaf culture and understanding of it's unique identity. During studies students will obtain knowledge of correct communication with deaf, deaf education models and theories. Students will learn basics of Lithuanian sign language and some tips for international communication.
-	Foundations of Didactics	3	Various research shows, that Teacher's profession is becoming increasingly complex. This complexity challenges the basic notion of what is good teacher is. This course focuses on didactics as a primordial source of what does it means to be a great teacher: implementation basics of didactics theory, the analysis of modern research on learning and challenging myth on teacher-student model.
S143B003	Social Policy	3	Students will get acquainted with models and principles of the social security system, their implementation in Lithuania and the European Union, trends of social policy, the importance of social security in creating a welfare state. Students will develop the ability to critically evaluate the goals and measures of welfare policy, to solve social problems arising for various groups of people. The aim of the subject is to provide theoretical and practical knowledge about social policy and social security systems.

Study programmes EARLY CHILDHOOD EDUCATION, PEDAGOGY OF PRIMARY EDUCATION

S270B563	Educator/Teacher Assistant	6	According to the chosen subjects, students have possibility to do an internship in a bilingual school (Language of Internship – English and/or Spanish).
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	Internship II		
Study programme EARLY CHILDHOOD EDUCATION			
S270B639	Modern Didactics of Language development in Early Childhood Education (ECE)	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.