



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
Federal state autonomous educational institution of higher education
«Far Eastern Federal University»
(FEFU)

Школа педагогики

WORKING PROGRAM OF PRACTICE
Professional practice. Project Research Practice.
44.04.01 Педагогическое образование
Educational Management
Form education: full time

Director of department Ловцевич Галина Николаевна

Date of the meeting 20.12.2023 № protocol 4

Compliers:

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Vladivostok
2024

I. GOALS OF THE PRACTICE

Goal:

Develop future educational leaders with strong research skills and the ability to use research findings to inform decision-making and improve educational outcomes.

II. OBJECTIVES OF THE PRACTICE

Objectives:

1. Develop a deep understanding of research methodologies: This includes qualitative and quantitative research designs, data collection techniques, data analysis, and ethical considerations in research.

2. Enhance critical thinking and analytical skills: Students learn to analyze educational problems, identify relevant research questions, and develop sound research proposals.

3. Master the art of conducting and reporting research: This encompasses conducting literature reviews, designing research projects, collecting and analyzing data, and writing and presenting research findings.

4. Apply research findings to real-world educational contexts: Students learn to translate research evidence into practical strategies and interventions to improve teaching, learning, and school management.

5. Promote a culture of inquiry and evidence-based decision-making: Students develop the ability to critically evaluate research, identify best practices, and use research to guide their own decision-making in their future roles as educational leaders.

6. Contribute to the advancement of the field: Through their own research, students can contribute new knowledge and insights to the field of educational management, ultimately improving the quality of education.

III. THE PLACE OF PRACTICE IN THE STRUCTURE OF THE EDUCATIONAL PROGRAM

Professional practice. Project Research Practice. It is a mandatory part of block 2 of the curriculum practice (index Б2.О.ДВ.01.01(П))

Professional practice. Project Research Practice. total labor intensity 468 hour. (13 credits) it takes place in the 1, 2, 3 semester and is mandatory.

IV. ТИПЫ, СПОСОБЫ, МЕСТО И ВРЕМЯ ПРОВЕДЕНИЯ ПРАКТИКИ

Kind of practice - Производственная

Type of practice - Project Research Practice

The method of conducting the practice - стационарная

In accordance with the schedule of the educational process, the educational practice is implemented in 1, 2, 3 semester.

V. THE COMPETENCIES OF THE STUDENT FORMED AS A RESULT OF THE INTERNSHIP

General professional competencies of students, indicators of their achievements and learning outcomes in the discipline

The code and name of the competence (the result of mastering)	The code and name of the competence achievement indicator	The name of the assessment indicator (the result of training in the discipline)
ОПК-1 Способен осуществлять и оптимизировать профессиональную деятельность в соответствии с нормативными правовыми актами в сфере образования и нормами профессиональной этики	ОПК-1.2 Applies basic regulations in the field of education and professional activities, taking into account the norms of professional ethics, identifies current problems in the field of education in order to carry out scientific research	Knows: the principles and methodologies used in conducting educational research. This includes knowledge of research designs, data collection techniques, data analysis methods, and research ethics. Can: identify and define specific educational problems or areas requiring further investigation Owns: critical thinking skills and the ability to analyze complex educational issues

<p>ОПК-1 Способен осуществлять и оптимизировать профессиональную деятельность в соответствии с нормативными правовыми актами в сфере образования и нормами профессиональной этики</p>	<p>ОПК-1.3 Carries out professional activities in accordance with the requirements of federal state educational standards at all levels of education. Uses actions to comply with legal, moral and ethical standards, requirements of professional ethics in real teaching situations</p>	<p>Knows: how to carry out professional activities in accordance with the requirements of federal state educational standards at all levels of education, how to comply with legal, moral and ethical standards, requirements of professional ethics in real teaching situations Can: carry out professional activities in accordance with the requirements of federal state educational standards at all levels of education, comply with legal, moral and ethical standards, requirements of professional ethics in real teaching situations Owns: a skill of carrying out professional activities in accordance with the requirements of federal state educational standards at all levels of education, complying with legal, moral and ethical standards, requirements of professional ethics in real teaching situations</p>
<p>ОПК-2 Способен проектировать основные и дополнительные образовательные программы и разрабатывать научно-методическое обеспечение их реализации</p>	<p>ОПК-2.1 Demonstrates knowledge of the content of the basic regulatory documents necessary for the design of the OP; the essence and methods of pedagogical diagnostics of students' characteristics; the essence of pedagogical design; structure of the educational program and requirements for it; types and functions of scientific and methodological support of the modern educational process</p>	<p>Knows: the content of essential regulatory documents governing educational program design; the principles of pedagogical design; the structure of an educational program; the specific requirements for designing a valid and high-quality educational program Can: understand the specific requirements for designing a particular educational program Owns: the skill to effectively communicate program design elements and rationale to stakeholders</p>

<p>ОПК-4 Способен создавать и реализовывать условия и принципы духовно-нравственного воспитания обучающихся на основе базовых национальных ценностей</p>	<p>ОПК-4.1 Demonstrates knowledge of general principles and approaches to the implementation of the educational process; methods and techniques for the formation of value orientations of students, the development of moral feelings (conscience, duty, empathy, responsibility, etc.), the formation of a moral character (patience, mercy, etc.), a moral position (the ability to distinguish between good and evil, to show dedication, readiness to overcome life's challenges) moral behavior; documents regulating the content of basic national values</p>	<p>Knows: effective learning strategies and pedagogical approaches that promote moral and spiritual growth Can: employ role-playing, storytelling, case studies, service learning, and other methods to foster moral development and value formation Owns: the ability to understand and appreciate the perspectives of others, promoting a culture of empathy and caring</p>
<p>ОПК-5 Способен разрабатывать программы мониторинга результатов образования обучающихся, разрабатывать и реализовывать программы преодоления трудностей в обучении</p>	<p>ОПК-5.2 Applies tools and methods for diagnosing and assessing indicators of the level and dynamics of student development; conduct pedagogical diagnostics of learning difficulties</p>	<p>Knows: various theories of cognitive, social, emotional, and physical development in children and adolescents Can: use observation, interviews, and various assessments to collect data about students' individual development, strengths, weaknesses, and learning styles. Owns: Analysis of complex data, identifying patterns, and developing solutions tailored to individual student needs</p>
<p>ОПК-7 Способен планировать и организовывать взаимодействия участников образовательных отношений</p>	<p>ОПК-7.3 Applies technologies of interaction and cooperation in the educational process; ways to solve problems when interacting with diverse students; techniques of an individual approach to different participants in educational relations</p>	<p>Knows: various digital tools and platforms used in education, from learning management systems (LMS) to educational software, simulations, and interactive whiteboards Can: effectively collaborate with colleagues and students using technology, fostering communication and sharing resources Owns: strong digital literacy skills, enabling them to effectively navigate and use technology for learning and teaching purposes</p>

<p>ОПК-8 Способен проектировать педагогическую деятельность на основе специальных научных знаний и результатов исследований</p>	<p>ОПК-8.1 Demonstrates knowledge of the teaching activities characteristics; requirements for subjects of pedagogical activity; results of scientific research in the field of pedagogical activity</p>	<p>Knows: the different types of teaching activities (e.g., lectures, discussions, group work, project-based learning), their strengths and limitations, and how to select appropriate activities for different learning objectives and student needs Can: work effectively with colleagues, students, and other stakeholders in the educational environment Owns: the skill to foster a positive learning environment that is student-centered, inclusive, and respectful of diverse learners</p>
<p>ОПК-8 Способен проектировать педагогическую деятельность на основе специальных научных знаний и результатов исследований</p>	<p>ОПК-8.2 Uses modern specialized scientific knowledge and research results to select methods in teaching activities</p>	<p>Knows: different research methods (e.g., experimental, observational, qualitative) and can evaluate the strengths and weaknesses of each Can: create engaging and effective lessons that integrate scientific content and promote critical thinking and problem-solving skills Owns: teaching strategies that are most effective for specific learning objectives and student needs</p>
<p>ОПК-8 Способен проектировать педагогическую деятельность на основе специальных научных знаний и результатов исследований</p>	<p>ОПК-8.3 Applies modern specialized scientific knowledge and research results to select methods in teaching activities</p>	<p>Knows: various theories of learning, including cognitive, constructivist, sociocultural, and behavioral perspectives. They also have a strong understanding of the research base supporting these theories Can: critically analyze research articles, synthesize findings, and apply them to specific teaching contexts Owns: skills to solve problems related to teaching and learning</p>

Students' professional competencies, indicators of their achievements and learning outcomes in the discipline

<p>The code and name of the competence (the result of mastering)</p>	<p>The code and name of the competence achievement indicator</p>	<p>The name of the assessment indicator (the result of training in the discipline)</p>
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<p>ПК-1 Способен к проектированию и реализации образовательных программ по предметным областям, соответствующим профессиональной подготовке</p>	<p>ПК-1.1 Forecasting quantitative and qualitative parameters of development and managing the development of a development program for a general education organization, taking into account socio-economic, socio-cultural and ethno-cultural aspects of the environment</p>	<p>Knows: tools like root cause analysis, process mapping, and data-driven decision-making for continuous program improvement Can: track key program indicators, collect data, and analyze performance against established goals Owns: skills to use data to measure program impact, make informed decisions, and demonstrate program value</p>
<p>ПК-1 Способен к проектированию и реализации образовательных программ по предметным областям, соответствующим профессиональной подготовке</p>	<p>ПК-1.2 Management of implementation, control and evaluation of the effectiveness and efficiency of the development program of a general education organization</p>	<p>Knows: the phases of program development, including needs assessment, design, implementation, monitoring, and evaluation. Can: communicate program findings to stakeholders through reports, presentations, and other means Owns: skills in collecting, analyzing, and interpreting quantitative and qualitative data for program evaluation</p>
<p>ПК-2 Способен осуществлять научное исследование и руководить учебно-исследовательской работой обучающихся в рамках основных и дополнительных образовательных программ</p>	<p>ПК-2.2 Managing the interaction of a comprehensive educational organization with participants in relations in the field of education and social partners</p>	<p>Knows: principles and strategies for successful negotiation and conflict resolution in educational settings Can: build and maintain positive relationships with stakeholders, fostering trust and collaboration Owns: Effective written and verbal communication skills, including public speaking, presentation skills, and active listening</p>

Universal competencies of students, indicators of their achievements and learning outcomes in the discipline

The code and name of the competence (the result of mastering)	The code and name of the competence achievement indicator	The name of the assessment indicator (the result of training in the discipline)
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<p>УК-1 Способен осуществлять критический анализ проблемных ситуаций на основе системного подхода, вырабатывать стратегию действий</p>	<p>УК-1.1 Identifies a problem situation in the process of analyzing the problem, determines the stages of its resolution, taking into account the development of an action strategy to resolve it.</p>	<p>Knows: how to break down complex problems into smaller, more manageable parts, analyze contributing factors, and identify root causes Can: accurately identify issues based on observations, data, or feedback, even in complex or ambiguous situations Owns: the ability to gather and synthesize information from various sources to inform their understanding of the problem</p>
<p>УК-6 Способен определять и реализовывать приоритеты собственной деятельности и способы ее совершенствования на основе самооценки</p>	<p>УК-6.2 Formulates the goals of his own activities, makes plans to achieve them, determines ways to achieve them, taking into account resources, conditions, means, time perspective for the development of activities and planned results.</p>	<p>Knows: the importance of setting clear and specific goals, breaking them down into smaller steps, and establishing timeframes for achievement Can: analyze options, weigh the pros and cons of different choices, and make informed decisions about how to achieve their goals Owns: the skill of maintaining focus, setting realistic expectations, and pushing themselves to achieve their goals</p>

VI. THE STRUCTURE OF THE PRACTICE

Table - Structure of the practice

№	Name of the discipline section	Semester	Type of work	Number of hours	Forms of intermediate certification	Learning outcomes
1	School Improvement Projects. A Specific School Challenge	1	Independent work	108		ОПК-1.2,УК-6.2,УК-1.1
1	School Improvement Projects. School Culture	2	Independent work	144		ОПК-7.3,ОПК-5.2,ОПК-4.1,ОПК-2.1,ОПК-1.3

1	Data-Driven Decision Making Projects	3	Independent work	216		ОПК-7.3, ПК-1.1, ПК-1.2, ОПК-5.2, ОПК-4.1, ОПК-2.1, ОПК-1.2, ОПК-1.3, ОПК-8.1, ОПК-8.2, ОПК-8.3, УК-6.2, УК-1.1, ПК-2.2
-	Total	1, 2, 3	-	468	Credit with an assessment	-

VII. EDUCATIONAL AND METHODOLOGICAL SUPPORT OF STUDENTS' INDEPENDENT WORK IN PRACTICE

1. Build Strong Foundational Skills:

Research Methodology:

Quantitative Methods: Statistics, data analysis, experimental design, survey design.

Qualitative Methods: Interviews, focus groups, observation, content analysis, qualitative data analysis.

Mixed Methods: Combining quantitative and qualitative approaches.

Writing and Communication:

Academic Writing: Structure, clarity, argumentation, referencing, citation styles.

Research Proposal Writing: Developing a compelling research question, justifying the need for your research, outlining methodology, expected outcomes.

Oral Presentations: Public speaking, presentation skills, using visual aids.

Subject Specific Knowledge:

Deepen your understanding of your chosen field: Read widely in

your area of interest, including foundational texts, recent publications, and relevant theories.

Identify key debates and controversies: Understand the different perspectives and arguments surrounding your research topic.

2. Develop Research Skills:

Literature Review:

Systematic Searching: Learn to effectively search databases, identify relevant sources, and critically evaluate their quality.

Synthesizing Information: Organize and summarize key findings, identify gaps in existing research, and formulate your research question.

Data Collection:

Choose appropriate methods: Depending on your research design, learn how to collect and analyze data using different methods.

Ensure ethical data collection: Understand ethical guidelines for research, including informed consent, privacy, and data security.

Data Analysis:

Master the relevant statistical software: Learn to use software packages like SPSS, R, Stata, or NVivo for quantitative and qualitative data analysis.

Apply appropriate analytical techniques: Choose and apply statistical tests or qualitative analysis techniques to interpret and draw conclusions from your data.

3. Practice and Seek Feedback:

Write regularly: Practice writing different sections of your thesis, including the literature review, methodology, results, and discussion.

Get feedback: Share your work with supervisors, colleagues, or writing groups to receive constructive criticism and suggestions for improvement.

Present your research: Practice presenting your research to peers and potential supervisors, getting feedback on your presentation style and clarity.

4. Cultivate Self-Discipline and Time Management:

Set realistic goals: Break down your thesis into smaller, manageable tasks.

Create a schedule: Allocate specific time slots for research, writing, and other activities.

Avoid procrastination: Be disciplined in adhering to your schedule and completing tasks on time.

5. Utilize Available Resources:

University Libraries: Access online databases, journals, and books relevant to your research.

Writing Centers: Get help with writing skills, organization, and referencing.

Research Skills Workshops: Attend workshops offered by your university or online to enhance your research skills.

Online Resources: Explore online resources like research guides, online courses, and free software tutorials.

Remember: Self-study is an ongoing process. Be patient with yourself, embrace challenges as learning opportunities, and seek guidance when needed. You can achieve your research goals by actively engaging in these recommendations.

VIII. FORMS OF CERTIFICATION (BASED ON THE RESULTS OF PRACTICE)

The academic internship is considered completed if the student fulfills all the requirements of the internship program.

Reporting form: a package of accounting documents on the internship, which includes the following documents certified by the signature of the head and the seal of the organization:

a report on the internship in writing

Methodological materials defining the assessment procedure

To receive a positive assessment based on the results of the internship, the student must fully complete the internship program, timely issue and submit to the head of FEFU all necessary accounting documents reflecting the results of the internship.

The package of accounting documents on the internship includes the following documents certified by the signature of the head and the seal of the organization:

- individual task;
- internship report;
- a document confirming the fact of internship (confirmation certificate), in case of internship in a third-party organization (Appendix 1);
- a description compiled by the head of the practice from the organization, in case of internship in a third-party organization.

The report serves as the main document reflecting the implementation of the practice program. The content is determined by the individual task and the requirements of the program.

The practice report should consist of a title page, table of contents, main part, conclusion, list of sources and literature used, appendices (if available). As appendices, copies of documents (regulations, reports, etc.) studied and used by the student during the internship may be included in the practice report.

The main part of the report should include the following sections:

- brief description of the enterprise (organization, production unit, company), in case of internship in the organization;
- the main section is the disclosure of an individual task (description of the work performed using calculations, diagrams, graphs, drawings, programs);
- brief conclusions on the results of the practice, suggestions for improving its organization.

Practice reports are drawn up in accordance with the requirements of the ESCD for textual technical documents. The practice report is provided on A4 sheets (AZ format is allowed for applications), upper and lower margins - 20 mm, right - 15 mm, left - 30 mm, text alignment - width, paragraph indentation - 1.25 cm. The volume of the report (excluding the review of the head of the practice from the relevant organization and the individual assignment) should be at least 15 pages of printed text. The text is prepared using the Microsoft Word text editor (or its equivalent) and saved as a file in formats.doc or docx using 1.5 spacing and using 14 Times New Roman font size.

The production characteristics are given on the last page of the report, signed by the head of the organization and stamped.

The protection of the practice is carried out in due time to the head of the practice from the FEFU. The defense takes place in the form of an oral interview, where each student is allocated 5-10 minutes. for a public report on the results of the practice and the completion of an individual task. Students can express their comments and suggestions about the course of the internship and make suggestions for improving its organization.

According to the results of the defense, a credit with an assessment is issued for practice. At the same time, the content and quality of accounting documents, answers to questions from the head, and production characteristics are taken into account. The assessment for practice is equivalent to the examination grades for theoretical courses.

Evaluation scale and criteria for evaluating the results of the protection of the practice report

When grading excellent in the defense of the practice report, the student

must demonstrate an increased level, grades good - the basic level, and grades satisfactory - the threshold.

The main objects of evaluation of the results of the internship:

- student's business activity during the internship;
- the student's production discipline;
- the quality of the individual task;
- the quality of execution and design of the practice report;
- the level of responses when passing the test (protecting the report);
- characterization and evaluation of the student's work by the head of the internship from the place of internship.

Criteria for grading a student on a practice test

Evaluation	Requirements for the formed competencies
«great»	The report is made in accordance with the requirements imposed on it using computer technology, the answers to the questions posed by the head of the practice are covered in full, with a sufficient degree of professionalism and competence, the content of the answers indicates the confident knowledge of the student and his ability to solve professional problems
«good»	The report is made in accordance with the requirements imposed on it, but there are minor inaccuracies, inaccuracy in execution, an incomplete answer to one question asked by the supervisor, but the content of the answers indicates sufficient knowledge of the student and the ability to solve professional problems
«satisfactory»	The report was executed in violation of the requirements for registration, sections in the report were skipped, carelessness in execution, poor orientation of the student according to the report, incomplete answers to two questions, the content of the answers indicates the knowledge of the student and his limited ability to solve professional problems
«unsatisfactory»	The internship report is not presented, the student does not understand the questions asked by the head of the internship, cannot answer questions related to the place of internship and the performance of his duties

A student who fails to complete the internship program without a valid reason or receives an unsatisfactory grade is considered to have academic debt. The liquidation of this debt is carried out in accordance with the FEFU regulatory documents.

IX. EDUCATIONAL, METHODOLOGICAL AND INFORMATIONAL SUPPORT OF THE PRACTICE

Main literature resources

1. Кузнецов, И. Н. Основы научных исследований : учебное пособие для бакалавров / И. Н. Кузнецов. - 5-е изд., пересмотр. - Москва : Издательско-торговая корпорация «Дашков и К°», 2020. - 282 с. - ISBN 978-5

-394-03684-2. - Текст : электронный. - URL: <https://znanium.com/read?id=358470>(дата обращения: 24.05.2024). [Kuznecov, I. N. 2020. *Osnovy nauchnyh issledovanij : uchebnoe posobie dlya bakalavrov (Fundamentals of scientific research : a textbook for bachelors)* / I. N. Kuznecov. Moskva : Izdatel'sko-torgovaya korporaciya «Dashkov i K°»]

2. Дрещинский, В. А. Основы научных исследований : учебник для среднего профессионального образования / В. А. Дрещинский. — 2-е изд., перераб. и доп. — Москва : Издательство Юрайт, 2020. — 274 с. — (Профессиональное образование). — ISBN 978-5-534-10329-8. — Текст : электронный // Образовательная платформа Юрайт [сайт]. — URL: <https://urait.ru/bcode/456576> (дата обращения: 24.05.2024). [Dreshchinskij, V. A. 2020. *Osnovy nauchnyh issledovanij : uchebnik dlya srednego professional'nogo obrazovaniya (Fundamentals of scientific research : textbook for secondary vocational education)* / V. A. Dreshchinskij. Moskva : Izdatel'stvo YUrajt.]

3. Боуш, Г. Д. Методология научных исследований (в курсовых и выпускных квалификационных работах) : учебник / Г. Д. Боуш, В. И. Разумов. — Москва : ИНФРА-М, 2020. — 210 с. — (Высшее образование: Бакалавриат). - ISBN 978-5-16-014583-9. - Текст : электронный. - URL: <https://znanium.com/read?id=346037> (дата обращения: 24.05.2024). [Boush, G. D. 2020. *Metodologiya nauchnyh issledovanij (v kursovyh i vypusknih kvalifikacionnyh rabotah) : uchebnik (Methodology of scientific research (in term papers and final qualifying papers) : textbook)* / G. D. Boush, V. I. Razumov. Moskva : INFRA-M]

Additional literature resources

1. Bauer L. *Linguistics Student's Handbook*. – Edinburgh University Press, 2007.

2. Cooper H., Hedges L. V., Valentine J. C. (ed.). *The handbook of research synthesis and meta-analysis*. – Russell Sage Foundation, 2019.

3. Leavy P. (ed.). *The Oxford handbook of qualitative research*. – Oxford University Press, USA, 2014.

Online resources

<https://library.uhd.edu/c.php?g=857187&p=6140649>

<https://www.scribbr.com/methodology/>

VIII. MATERIAL AND TECHNICAL SUPPORT OF THE PRACTICE

To carry out research and calculations related to the performance of a practical assignment, as well as to organize independent work, students have access to the following laboratory equipment and specialized classrooms that comply with current sanitary and fire safety standards, as well as safety requirements during educational and research and production work:

The name of special rooms and rooms for independent work	Equipment of special rooms and rooms for independent work
Rooms for independent work. The reading room. Auditorium number A1007(A1042) (room number according to the BTI plan 477, 10th floor, area 1016.2 sq.m.	The premises are equipped with computer equipment with the ability to connect to the Internet with an access speed of 500 Mbit/sec. and providing access to the FEFU electronic information and educational environment. Sets of educational furniture (tables and chairs). Lenovo C360G-i34164G500UDK Monoblock – 115 pcs. Integrated Polymedia FlipBox touchscreen display. Copier printer is a color scanner in e-mail with 4 trays of Xerox WorkCenter 5330 (WC5330C). Full-color copier printer scanner Xerox WorkCenter 7530 (WC7530CPS).
Classroom for lectures and seminars	The room is equipped with specialized educational furniture (seats – 200) Equipment: TV, projector, screen; exclusive document camera; classroom blackboard
Classroom for lectures and seminars	The room is equipped with specialized educational furniture (seats – 48) Equipment: projector, screen; exclusive document camera; classroom blackboard
A classroom for conducting classes using computer equipment	The room is equipped with specialized educational furniture (seats – 58) Equipment: TV, projector, screen; exclusive document camera; classroom blackboard, computers - 22 pcs.