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
Study practice. Project 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:
к.филол.н., доцент, Бондарева Екатерина Викторовна

Vladivostok
2024

I. GOALS OF THE PRACTICE

Goal:

development of the student's project thinking for the subsequent successful execution of professional activities

II. OBJECTIVES OF THE PRACTICE

Objectives:

- to search, critically analyse and synthesise information, apply a systematic approach to solve set tasks;

- to present basic project activities;

- to develop interest in creative project-based approach to future professional activity;

- to ensure teamwork with the distribution of responsibilities for the implementation of the project.

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

Study practice. Project Practice It is a mandatory part of block 2 of the curriculum practice (index Б2.О.ДВ.03.02(У))

Study practice. Project Practice total labor intensity 108 hour. (3 credits) it takes place in the 4 semester and is mandatory.

IV. ТИПЫ, СПОСОБЫ, МЕСТО И ВРЕМЯ ПРОВЕДЕНИЯ ПРАКТИКИ

Kind of practice - Учебная

Type of practice - project-based internship

The method of conducting the practice - стационарная

In accordance with the schedule of the educational process, the educational practice is implemented in 4 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-2 Способен проектировать основные и дополнительные образовательные программы и разрабатывать научно-методическое обеспечение их реализации	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	Knows: Knows: 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. Can: Can: Demonstrate knowledge of the content of the basic regulatory documents necessary for the design of the educational program; 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. Owns: Possesses: A deep understanding and ability to apply knowledge of the content of the basic regulatory documents necessary for the design of the educational program; 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.

ОПК-2 Способен проектировать основные и дополнительные образовательные программы и разрабатывать научно-методическое обеспечение их реализации	ОПК-2.2 Takes into account the various contexts in which the processes of learning, education and socialization take place when designing OOP; uses pedagogical diagnostic methods; carries out project activities for the development of OP; design individual structural components of OOP	Knows: Knows: The various contexts in which the processes of learning, education and socialization take place when designing educational program; pedagogical diagnostic methods; project activities for the development of OP; design individual structural components of educational program. Can: Can: Take into account the various contexts in which the processes of learning, education and socialization take place when designing educational program; use pedagogical diagnostic methods; carry out project activities for the development of educational program; design individual structural components of educational program. Owns: Possesses: The ability to consider various contexts in which learning, education, and socialization processes occur when designing educational program; the ability to apply pedagogical diagnostic methods; the ability to carry out project activities for the development of educational program; and the ability to design individual structural components of educational program.

ОПК-2 Способен проектировать основные и дополнительные образовательные программы и разрабатывать научно-методическое обеспечение их реализации	ОПК-2.3 Identifies the various contexts in which the processes of learning, education and socialization take place; uses methods in diagnosing the characteristics of students in practice and methods of project activities in education; experience in participating in OOP design	Knows: Knows: The various contexts in which the processes of learning, education and socialization take place; methods in diagnosing the characteristics of students in practice and methods of project activities in education; experience in participating in educational program design. Can: Can: Identify the various contexts in which the processes of learning, education and socialization take place; use methods in diagnosing the characteristics of students in practice and methods of project activities in education; participate in educational program design. Owns: Possesses: The ability to identify various contexts in which learning, education, and socialization processes occur; the ability to apply methods in diagnosing the characteristics of students in practice and methods of project activities in education; experience in participating in educational program design.
ОПК-6 Способен проектировать и использовать эффективные психолого-педагогические, в том числе инклюзивные, технологии в профессиональной деятельности, необходимые для индивидуализации обучения, развития, воспитания обучающихся с особыми образовательными потребностями	ОПК-6.1 Demonstrates knowledge of the psychological and pedagogical foundations of educational activities; design principles and features of the use of psychological and pedagogical (including inclusive) technologies in professional activities, taking into account the personal and age characteristics of students, including those with special educational needs	Knows: Knows: Psychological-pedagogical foundations and principles of educational technology use. Can: Can: Demonstrate knowledge of these foundations and principles, considering individual and age characteristics of students, including those with special educational needs. Owns: Possesses: The ability to apply this knowledge and principles in professional activities.

ОПК-6 Способен проектировать и использовать эффективные психолого-педагогические, в том числе инклюзивные, технологии в профессиональной деятельности, необходимые для индивидуализации обучения, развития, воспитания обучающихся с особыми образовательными потребностями	ОПК-6.2 Uses knowledge about the developmental characteristics of students to plan educational work; apply educational technologies to individualize training, development, and education of students, including those with special educational needs	Knows: Knows: The developmental characteristics of students and how to utilize this knowledge in planning educational work. Can: Can: Apply educational technologies to individualize the training, development, and education of students, including those with special educational needs. Owns: Possesses: The ability to use knowledge about the developmental characteristics of students to plan and individualize their education, taking into account any special educational needs.
ОПК-6 Способен проектировать и использовать эффективные психолого-педагогические, в том числе инклюзивные, технологии в профессиональной деятельности, необходимые для индивидуализации обучения, развития, воспитания обучающихся с особыми образовательными потребностями	ОПК-6.3 Takes into account the peculiarities of the development of students in the educational process; skills in the selection and use of psychological and pedagogical (including inclusive) technologies in professional activities for the individualization of training, development, education, including students with special educational needs; skills in developing and implementing individual educational routes, individually oriented educational programs (together with other subjects of educational relations)	Knows: Knows: The peculiarities of student development and how to consider these in the educational process. Understands the importance of selecting and using psychological and pedagogical (including inclusive) technologies in professional activities. Can: Can: Individualize training, development, and education for students, including those with special educational needs. Has the skills to develop and implement individual educational routes and individually oriented educational programs. Owns: Possesses: The ability to collaborate with other educational stakeholders in developing and implementing individually oriented educational programs.

Students' professional competencies, 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)

6

ПК-1 Способен к проектированию и реализации образовательных программ по предметным областям, соответствующим профессиональной подготовке	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	Knows: knows quantitative and qualitative parameters of development and guiding the development program for a general education organization considering socio-economic, socio-cultural and ethno-cultural aspects of the environment. Can: Can: Forecast these parameters and manage the development of a program for a general education organization. Owns: Possesses: The ability to incorporate socio-economic, socio-cultural, and ethno-cultural aspects into the development and management of an educational program.
ПК-2 Способен осуществлять научное исследование и руководить учебно-исследовательской работой обучающихся в рамках основных и дополнительных образовательных программ	ПК-2.2 Managing the interaction of a comprehensive educational organization with participants in relations in the field of education and social partners	Knows: Knows: The principles and methods for managing interactions with participants in the field of education and social partners. Can: Can: Plan and organize effective interactions between the educational organization and its participants, including social partners. Owns: Possesses: The ability to build and maintain positive relationships with various stakeholders in the educational environment.

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	Familiarisation with the internship programme, tasks and content of the internship.	4	Independent work	10		ОПК-2.1,ОПК-2.2,ОПК-2.3,ОПК-6.1,ОПК-6.2,ОПК-6.3,ПК-1.1,ПК-2.2
2	Working on a project	4	Independent work	80		ОПК-2.1,ОПК-2.2,ОПК-2.3,ОПК-6.1,ОПК-6.2,ОПК-6.3,ПК-1.1,ПК-2.2
3	Presentation of the project	4	Independent work	8		ОПК-2.1,ОПК-2.2,ОПК-2.3,ОПК-6.1,ОПК-6.2,ОПК-6.3,ПК-1.1,ПК-2.2
4	Writing project report	4	Independent work	10		ОПК-2.1,ОПК-2.2,ОПК-2.3,ОПК-6.1,ОПК-6.2,ОПК-6.3,ПК-1.1,ПК-2.2
-	Total	4	-	108	Credit with an assessment	-

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

Independent work of students involves working on a team project during non-academic hours. It helps to develop both hard skills necessary for development of the prototypes and soft skills such as team work, time management, problem solving, etc.

Students are supposed to work on their projects, prepare for final presentation and draw up a final report according to the plan presented by the internship supervisor.

Criteria for presentation:

- original idea - 0-5 points
- practical significance and practicality - 0-5 points
- prototype that can be tested - 0-5 points.

Structure of the report:

1 Front page (letter head, title, names of team members)
2   Team profile
3   Potential users of the project
4   Trends evaluation
5 Goals of the project
6   Project schedule
7 Prototypes description
8 Team feedback (SWOT reflection)

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: written report on the results of internship;

a document confirming the fact of internship.

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

Basic reading:

1. Боронина Л.Н., Сенук З.В. Основы управления проектами: Учебное пособие / Боронина Л.Н., Сенук З.В., - 2-е изд., стер. - М.:Флинта, Изд-во Урал. ун-та, 2017. - 112 с. URL: http://znanium.com/catalog/product/945857

2. Хамидулин, В. С. Основы проектной деятельности / В. С. Хамидулин. — 2-е изд., стер. — Санкт-Петербург : Лань, 2022. — 144 с. — URL: https://e.lanbook.com/book/214844

3. Яковлева, Н.Ф. Проектная деятельность в образовательном учреждении : учеб. пособие / Н.Ф. Яковлева. — 3-е изд., стер. - Москва : ФЛИНТА, 2019. — 144 с. URL: https://znanium.com/catalog/product/1042547. –

4. Creative management / Practical work. – Moscow: Publishing house Scientific Adviser, 2018. – 136 p. https://znanium.ru/read?id=340926

Additional reading:

1. Обухова Г.С., Климова Г.Л. Основы мастерства публичных выступлений, или Как научиться владеть любой аудиторией (практические рекомендации): практич. пособие / Г.С. Обухова, Г.Л. Климова. — М.: ФОРУМ: ИНФРА-М, 2017. — 72 с. - URL: http://znanium.com/catalog/product/608753

2. Проектная деятельность как способ развития личности студентов и их профессиональной подготовки [Электронный ресурс]: методические указания/ — Электрон. текстовые данные.— Нижний Новгород: Нижегородский государственный архитектурно-строительный университет, ЭБС АСВ, 2015.— 32 с.— URL: http://www.iprbookshop.ru/54955.html

3. Arbaugh, J. Ben. "Introduction: Project Management Education: Emerging Tools, Techniques, and Topics." Academy of Management Learning & Education, vol. 6, no. 4, 2007, pp. 568–69. JSTOR, http://www.jstor.org/stable/40214485.

5. Briggs, Lynelle. "Program Management and Organisational Change: New Directions for Implementation." Improving Implementation: Organisational Change and Project Management, edited by John Wanna, ANU Press, 2007, pp. 123–32. JSTOR, http://www.jstor.org/stable/j.ctt24h3mc.16 .

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).
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.