

Program structure

TEACHERS COLLEGE

The Teachers College will offer a four-year **Master's degree in Entrepreneurial and Innovative Education** characterized by an interdisciplinary outlook and freedom of choice, with an emphasis on cross-curricular collaboration together with a guided approach to learning in a stimulating environment, as well as practical experience in business, non-profit, public agencies and school environments.

The program structure is based on a **core curriculum; teaching specializations** (student's choice) in the Arts and Humanities, Science and Social Sciences; and **J Terms** — three-week deep-dive periods in January and in June, focused on a different type of learning experience.

The characteristics of this Master's Degree will be the following:

- Combination of acquiring theoretical knowledge that is directly related to the specialization of the student and to practice in the field.
- Education-specific subjects such as: Primary education, pre-primary education, high-school education, school management, educational policy and school legislation, theory of pedagogical measurements
- Specialization in subject areas (from either performing arts and humanities, science, or the social sciences)
- Core Curriculum composed of Character Education, Entrepreneurial Education and Innovation In Teaching Practice
- Small sized, discussion-oriented seminars
- A combination of practice / field work through placements and research (Master's Thesis)

Year by Year Program

First and second year

Core Curriculum			Subjects	J Terms
Character education	Entrepreneurial Education	Innovation in Teaching Practice	student's choice	3 weeks in January and 3 weeks in June

Third and Fourth Year

Core Curriculum	Subjects	Subjects	Subjects	J Terms
Character education	Specialization	Specialization	Specialization	3 weeks in January and 3 weeks in June

The Core Curriculum forms the heart of the College mission to help graduates address major global challenges, including the pursuit of equality, justice, peace, health, sustainability, and a rich understanding of humanity. It fosters modes of thinking and habits of mind central to a well-rounded intellectual development, global citizenship and servant leadership.

Interdisciplinary integration is an important aspect of the whole program. The program is not based on the isolated acquisition of knowledge and skills from individual disciplines, but rather draws on specific pedagogical situations that teachers and students encounter during teaching in schools. In solving these situations, they use the knowledge they've gained from pedagogical and psychological disciplines, didactics, and the content of the specialization they will teach.

The Core Curriculum falls into three broad categories: Character Education, Entrepreneurial Education and Innovation in Teaching practice.

Character Education

The Character Education subject will have a twofold objective. On one hand, it will help young people discover their personal identity and fulfill their life mission, based on values and character strengths, which they can draw upon throughout their lives. On the other, it will focus on teaching the basic concepts of moral philosophy and their applications to real-world moral dilemmas. Through reading selected texts and discussing them actively, we expect the students to be able to identify and critically evaluate arguments for different positions on different issues in ethics. The course will also enhance students' ability to empathize with people who think differently and to self-reflect.

Entrepreneurial Education

The Entrepreneurial Education subject will teach students how to identify current problems, pain points or gaps in society or in the market and how to develop innovative and financially sustainable solutions to address them. It will equip students with the skills that are needed in terms of business planning, financial literacy and project management to launch new ventures, whether these will be for-profit or not-for-profit. It will look at how value can be created for society, and how companies can have a significant social, environmental and people transformation impact.

Innovation in Teaching practice

The Innovation in Teaching Practice subject will deal with the impact of technological advances on the way that teachers share knowledge with their students and help them grow. Inspired by the latest advances in neurosciences, it will look at cutting-edge questions, such as: how can teachers help their students build psycho-emotional resilience? How can wellbeing be taught as a competence and how can you teach people to take ownership of their overall (social, physical, mental) health? It will also prepare future teachers to interact with a variety of students, including students with special needs or students from poor backgrounds and Roma communities.

Through these three core curriculum modules, our aim is to instill in students the **intellectual virtues** of curiosity, open-mindedness and patience, the **civic virtues** of civility, service and charity, but also **moral virtues** and character strengths linked to **performance strength** such as confidence, determination, perseverance, resilience, teamwork and motivation.

J-terms: immersive learning experiences.

J terms will be three-week periods in January and in June, which will be focused on a different type of learning experience. During the January J term, students will be given time and space for exploratory and experiential learning in a smaller group with a mentor, focused on project based education. Students will also have the opportunity to take master classes with experts from different fields of expertise, going on study trips abroad or to choose artistic residential programs. During the June J term, students will be given the opportunity to immerse themselves in different types of organizations: primary, middle- and high-schools either in the capital and different regions, companies, public agencies and NGOs (active for instance in fields such as providing support to vulnerable groups – the Roma minority, orphans, the homeless and disabled people, or in a humanitarian aid context), with the help of external partners (see Figure 1 below). During this time, students will focus on service learning and reflect on their shared experiences. J-terms will allow students to work in interdisciplinary teams. It will take them outside of the classroom and allow them to test their acquired knowledge and competences in real life situations.

Example of study program for a typical student

For the first two years the timetable would look like this:

Meet Igor, a high school graduate from an English–Slovak bilingual high school. Igor graduated from his high school in Slovak, English, Biology and Chemistry. He would like to pursue his scientist fiber and dreams to be a teacher of science one day. He has been playing the piano at the conservatory since his childhood, and given his talent and his close relatives’ comments, he is keen to pursue this path as well and explore whether music could potentially become a part of his professional career as well. Igor enrolls with the College. Part of his curriculum is Entrepreneurial Education where he learns how he can connect biology and playing piano together and use it as a teacher. This module supports his multi interdisciplinary thinking. Because he cannot decide yet whether he wants to focus on teaching music or science, he is free to choose different subjects for the first 2 years.

First Year + Second Year				
Core Curriculum			Subjects <i>student's choice</i>	J Terms <i>Project based education</i> <i>Interdisciplinary teams</i> <i>Study abroad</i>
Character education	Entrepreneurial Education	Innovation in Teaching Practice	Art and Humanities	
			Science	
			Social Sciences	

The third and fourth year timetable looks like this:

Following his first two years at Teachers College, Igor realizes that he would like to keep his love of the piano as a hobby rather than a professional endeavor. In his third year he thus chooses his specialization and decides he wants to become a teacher of science.

Between his second and third year Igor does a two-month internship with a pharmaceutical company, which opens his eyes to the importance of management skills, in addition to his specialization in teaching science. Given the knowledge and insights he has gained from the “Innovation in Education and teaching” module, and in partnership with one of his classmates majoring in computer science, he decides to dedicate his master’s thesis project to the development of a smartphone app that will help kids learn about immunity.

Third Year + Fourth Year				
Core Curriculum	Teaching Specialization			J Terms
	<i>student's choice of specialization</i>			
Character education	Science	Science	Science	<i>Work placement</i> <i>Expectation to complete 1-2 month summer internship</i>
			<i>Master thesis</i>	

**WE LOOK
FORWARD
TO HEARING
FROM YOU**

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