

**Module Record of Training Activity: Module 11**

Catalyst Core Curricula Strategic Planning for Sustainability and Dissemination

**Trainers:** Phan Thi Tam,

Nguyen Thi Hong Thom,

Vo An Hai,

Hoang Cong Anh,

Bui Thanh Hoa,

Tran Manh Cuong

**Day:** 23,24, 25,26 and 27 March 2019

**Time:** 30 hours for in-class study

**Location:** Vinh University of Technology and Education (VUTED)

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# LESSON 1

# TVET Contemporary Issues and Policy Framework

# Skills for Sustainable Development and Programs Required to Match Skills Demand

**Day:** 23 March 2019 ( 8 AM- 1 PM)

**Location:** Room 303. 2nd floor, Block A2, VUTED

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1 | Introduction and expectation of participants | Participantstalked to the person next to them in 4 mins; introduced that person to the whole class.  Trainer introduced himself/herself. | * Participants: Used slide, video… * Trainer: Used slide |
| 2 | Introduction  of the module | Participants studied Handout /worked in pairs:  ( A: read about the aims and overview, and learning outcomes of the Module,  - B : read about the schedule, materials and assessment)  - After 3 mins, they shared with each other what they had read.  - After participants’ sharing, trainer emphasized the key points of the Module Q&A  **Trainer:** Lectured,Organized group / pair work, demonstration, observed, consulted and summaried the feedback | * Participants: * Used color paper * Trainer: Used magnetic board |
| 3 | What Sustainability and Dissemination in general and Sustainability in context of teaching and learning is (the definition of Sustainability and Dissemination in general and Sustainability in context of teaching and learning) | Participants worked in pairs / discussed anything about the Sustainability and Dissemination  - Took notes on A1 paper. (T may need to give some clues)  - After 10 min discussion in pairs, trainer asked some of them to present the information to whole class.  - Trainer explained the key points of the Sustainability and Dissemination  Observe, consulted and summarised feedback |  |
| 4 | Sustainability and Dissemination in context of teaching and learning for Programmes Required to Match Skills Demand, Teaching & Learning Strategies and contextualizing | Participants worked in groups - Discussed something about Sustainability and Dissemination (Trainer gave some clues.)  - After 10 min discussion, T asked some of them to present the information to the whole class.  - Trainer lectured on the summary development of the Sustainability and Dissemination - Q&A  Participants worked in groups of 3 to fill in the blanks with suitable words/phrases.  - Trainer showed and explained the answers  Trainer Organized group work  - Observed, consulted and summarised feedback | * Participants: Used color paper * Trainer: Used slide, magnetic board |
| 5 | Recommendations of the appropriate industry criteria | - Participants worked in pairs, read, discuss.  Trainer went around to guide group work/ Helped with new words in the handout/ Asked participants to show the appropriate industry criteria | * Participants: Used slide, color paper * Trainer: Used slide, magnetic board |
| 6 | Recommendations of the appropriate industry criteria | Participants worked in group and discussed about the appropriate industry criteria  Lecturer observed, feedback and summarised | * Participants: * Used color paper * Trainer: Used slide, magnetic board |
| 7 | Group Presentation | Participants presented the result of the lesson | * Participants: * Used color paper * Trainer: Used slide, magnetic |

# LESSON 2

# Competency based Curriculum of Pre- and In-Service for TVET-Teacher

# Core Curricula Strategic Planning for Sustainability and Dissemination (1)

**Day:** 23 March 2019 ( 2 PM- 7PM)

**Location:** Room 303. 2nd floor, Block A2, VUTED

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| --- | --- | --- | --- |
| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1 | Competency based Curriculum of Pre- and In-Service-Training for TVET-Teacher | Participants discussed the definition of vocational education curriculum**/ i**ndicated some examples**/** designed the presentations of vocational education curriculum  Trainer lectured, organized group work, demonstration, observed, consulted and summarised feedback | * Participants: Used notebook * Trainer: Used slide |
| 2 | Components of Module outline | Participants worked in groups/ Read the hand-out/Discussed the Components of Module outline  Trainer lectured, organized group work, demonstration, observed, consulted and summarised feedback**.** | * Participants: Used notebook * Trainer: Used slide |
| 3 | Creating Module outline | Participants designed Module outline/ Performed the presentation on the participants‘ Module outline  Trainer organized group work, observed, consulted and summarised feedback | * Participants: Used notebook * Trainer: Used slide, color paper |
| 4 | Peer correction | Participants gave comments and feedbacks on the performance/ Made Questions and answers  Trainer observed, consulted and summarised feedback | * Participants: Stand alone working or group working * Trainer: Guided via internet |
| 5 | Presentation one by one | Participants performed the result one by one  Lecturer observed, feedback and summarised | * Participants: Used slide * Trainer: Used slide, magnetic board |

# LESSON 3

# Competency based Curriculum of Pre- and In-Service for TVET-Teacher

# Core Curricula Strategic Planning for Sustainability and Dissemination (2)

**Day:** 23 March 2019 ( 8 AM- 1 PM)

**Location:** Room 303. 2nd floor, Block A2, VUTED

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| --- | --- | --- | --- |
| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1 | Competency based Curriculum of Pre- and In-Service-Training for TVET-Teacher | Participants made presentation on the definition of vocational education curriculum/ Indicated some examples  Trainer lectured, organized demonstration, observed, consulted and summarised feedback | * Participants: Used notebook, color paper * Trainer: Used slide, magnetic board |
| 2 | Peer Correction | Participants gave comments and feedbacks to the performance / Made questions and answers  Trainer lectured, organized demonstration, observed, consulted and summarised feedback | * Participants: Used notebook, color paper * Trainer: Used slide, magnetic board |
| 3 | Components of Module outline | Participants made the presentation on the components of Module Outline/ Discussed the Components of Module outline  Trainer lectured, organized demonstration, observed, consulted and summarised feedback | * Participants: Used notebook, color paper * Trainer: Used slide, magnetic board |
| 4 | Peer Correction | Participants gave comments and feedbacks to the performance / Made questions and answers  Trainer observed, gave feedback, lectured | * Participants: Used notebook, color paper * Trainer: Used slide, magnetic board |
| 5 | Creating Module outline | Participants made presentation on designing the Module outline  Trainer organized group work, observed, consulted and summarised feedback | * Participants: Used notebook, color paper * Trainer: Used slide, magnetic board |
| 6 | Peer correction | Participants gave comments and feedbacks to the performance / Made questions and answers  Trainer: Observed, Gave feedback, Lectured | * Participants: Used notebook, color paper * Trainer: Used slide, magnetic board |

# LESSON 4

# Tuning and the European Credit Transfer and Accumulation System (ECTS) to support inter-university module recognition agreements and student/staff exchange

**Day:** 25 March 2019 (2PM- 7PM)

**Location:** Room 303. 2nd floor, Block A2, VUTED

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1 | Definition of Tuning and the European Credit Transfer and Accumulation System (ECTS) | Participants discussed the definition of ECTS/ Indicated some examples/ Designed the presentations of ECTS  Trainer lectured, organized group work, demonstration, observed, consult and summarized feedback | Projector  Handouts  Flashcards |
| 2 | -Use of Tuning and the European Credit Transfer  -Accumulation System (ECTS)  Accumulation System (ECTS) to support inter-university module recognition agreements and student/staff exchange | Participants discussed the uses of ECTS/ Performed the presentation on Uses of ECTS  Trainer organized group work, demonstration, observed. | A0 paper  Color pens  Projector  Flashcards |
| 3 | How to design the detailed vocational education program | Participants worked in groups to design detailed vocational education program / Illustrated on A0 paper/ projector for performance/ Assigned the representative to present the pairwork  Trainer guided, organized pairwork, demonstration, observed, consulted and summarised | A0 paper  Color pens  Projector |
| 4 | Perform the detailed vocational education program and peer correction | Participants gave comments and feedbacks to the performance/ Made questions and answers  Trainer guided, organized pairwork, demonstration, observed, consulted and summarised | A0 paper  Color pens  Projector |
| 5 | Demonstrate the use of Tuning and the European CreditTransfer and Accumulation System (ECTS) to support inter-university module recognition agreements and student/staff exchange | Lecturer guided to self-study  Participants listened and took note | Notebook, color paper, A0 paper |

# LESSON 5

# Designing vocational education curriculum following ECTs (1)

**Day:** 26 March 2019 (2PM- 7PM)

**Location:** Room 303. 2nd floor, Block A2, VUTED

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| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1 | Definition of vocational education curriculum | Participants discussed the definition of vocational education curriculum/ Indicated some examples/ designed the presentations of vocational education curriculum  Trainer lectured, organized group work, demonstration, observed, consulted and summarised feedback | Projector  Handouts  Flashcards |
| 2 | Structure of vocational education curriculum | Participants discussed the structure of vocational education curriculum/ indicated the Structure of vocational education curriculum/ Performed the presentation on Structure of vocational education curriculum  Trainer organized group work, demonstration, observed. | A0 paper  Color pens  Projector  Flashcards |
| 3 | Perform the structure of vocational education curriculum in their own major | Participants worked in pairs to build up the structure of vocational education curriculum based on their own major/ Illustrated on A0 paper/ projector for performance/ Assigned the representative to present the pairwork  Trainer guided, organized pairwork, observed, consulted and summarised feedback | A0 paper  Color pens  Projector |
| 4 | Peer correction | Participants gave comments and feedbacks to the performance / Made questions and answers  Trainer observed; gave feedback, lectured | Projector  Handouts  Flashcards |
| 5 | Structure of Vocational education curriculum in their own major | Lecturer guided to self-study  Participants listened and noted | Notebook, color paper, A0 paper |

# LESSON 6

# Designing vocational education curriculum following ECTs (2)

**Day:** 27 March 2019 (2PM- 7PM)

**Location:** Room 303. 2nd floor, Block A2, VUTED

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| --- | --- | --- | --- |
| **No.** | **Content covered** | **Tasks given** | **Notes** |
| 1 | Definition of vocational education curriculum | Participants discussed the definition of vocational education curriculum/ Indicated some examples/ Designed the presentations of vocational education curriculum  Trainer lectured, organized group work, demonstration, observed, consulted and summarized feedback | Projector  Handouts  Flashcards |
| 2 | Structure of vocational education curriculum | Participants discussed the Structure of vocational education curriculum/ Indicated the Structure of vocational education curriculum/ Performed the presentation on Structure of vocational education curriculum  Trainer organized group work, demonstration, observed. | A0 paper  Color pens  Projector  Flashcards |
| 3 | Perform the structure of vocational education curriculum in their own major | Participants worked in pairs to build up the structure of vocational education curriculum based on their own major/Illustrated on A0 paper/ projector for performance/ Assigned the representative to present the pairwork  Trainer guided, organized pairwork, demonstration, observed, consulted and summarised feedback | A0 paper  Color pens  Projector |
| 4 | Peer correction | Participants give comments and feedbacks to the performance/devised questions and answers  Trainer observed, gave feedback , lectured | Projector  Handouts  Flashcards |
| 5 | Structure of Vocational education curriculum in their own major | Lecturer guided to self-study  Participants listened and took notes | Notebook, color paper, A0 paper |