**Weekly Aims & Teaching Methodologies: Module 11**

Catalyst Core Curricula Strategic Planning for Sustainability and Dissemination

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**Lesson Requirements:** 03 ECTS (90 hours) (1 academic hour is 60 minutes)

* 30 hours for in-class study;
* 60 hours for self-study

**Number of Lessons:** 06

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# LESSON 1

# TVET Contemporary Issues and Policy Framework

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

**Lesson Requirements**: 5 hours for in-class study and 10 hours for Self-study

**Lesson Aims:**

1. Define the term "Sustainability" and “Dissemination”
2. Identify the appropriate industry criteria

**Instructions on Teaching (Lesson plan for trainers):**

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| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1 | Introduction and expectation of participants | Discussion  Group work  Interactive  **Participants:**  -talk to the person next to them in 4 mins, - introduce that person to the whole class.  **Trainer:** introduce himself/herself. | Board & markers | 30 minutes | Participants get to know about each other |
| 2 | Introduction  of the module | Discussion  Group / pair work  Interactive  **Participants:**  -study Handout –  - work 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 share with each other what they’ve read.  - After participants’ sharing, trainer emphasizes the key points of the Module Q&A  **Trainer:** Lecture, organize group / pair work, demonstration, observe, consult and summary feedback | Module Description  Board & Markers,  Projector,  Laptop,  Slide 1 | 20 minutes | Participants identify the objectives, lesson contents and various assessments in the module |
| 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) | Discussion  pair work  Interactive  **Participants**  -work in pairs  - discuss anything they already know about the Sustainability and Dissemination  -take notes on A1 paper. (T may need to give some clues)  - After 10 min discussion in pairs, trainer asks some of them to present the information to whole class.  - Trainer explains the key points of the Sustainability and Dissemination  **Trainer:**  - Organize pair work,  - Observe, consult and summary feedback | Video clips and Slide 3-6  Board & markers,  Projector,  Laptop,  A1 paper, | 40  minutes | Participants understand what the Sustainability and Dissemination context of teaching and learning is |
| 4 | Sustainability and Dissemination in context of teaching and learning for Programmes Required to Match Skills Demand, Teaching & Learning Strategies and contextualizing | Discussion  Group work  Interactive  **Participants**  **-**Work in groups - Discuss anything they may already know about Sustainability and Dissemination (Trainer may need to give some clues.)  - After 10 min discussion, T asks some of them to present the information to the whole class.  - Trainer lectures on the summary development of the Sustainability and Dissemination - Q&A  Participants work in groups of 3 to fill in the blanks with suitable words/phrases.  - Trainer shows and explains the answers  **Trainer:**  - Organize group work  - Observe, consult and summary feedback | Slide 6-14  Board & markers,  Projector  Laptop | 40  minutes | Participants  understand and Identify the appropriate industry criteria |
| 5 | Recommendations of the appropriate industry criteria | Discussion  Group work  Interactive  - **Participants** work in pairs, read, discuss.  **Trainer:**  -Go around to guide group work  -Help with new words in the handout.  - Ask participants to show the appropriate industry criteria | Flipchart  Board & markers,  Projector,  Laptop, | 50  minutes | Participants  Identify the appropriate industry criteria |
| 6 | Recommendations of the appropriate industry criteria | Self-study |  | 600  minutes | Participants study  the appropriate industry criteria |
| 7 | Group Presentation | Feedback and summary |  |  |  |

# LESSON 2

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

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

**Lesson Requirements**: 5 hours

**Lesson Aims:**

Create module outline and lesson plan using Tuning and the European Credit Transfer and Accumulation System (ECTS)

**Instructions on Teaching (Lesson plan for trainers):**

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| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1 | Competency based Curriculum of Pre- and In-Service-Training for TVET-Teacher | Discussion  Lecture  **Participants:**  -Discuss the definition of vocational education curriculum  - Indicate some examples  - Design the presentations of vocational education curriculum  **Trainer:** Lecture, organize group work, demonstration, observe, consult and summary feedback | Slide 17-18  Board & markers,  Projector,  Laptop, | 80  minutes | Participants Understand Competency based Curriculum of Pre- and In-Service-Training for TVET-Teacher |
| 2 | Components of Module outline | Discussion  Lecture  Group work  **Participants:**  -Group work  - Read the hand-out.  - Discuss the Components of Module outline  **Trainer:** Lecture, organize group work, demonstration, observe, consult and summary feedback | Slide 19-24 | 70  minutes | Participants present the components of Module outline |
| 3 | Creating Module outline | Discussion  Group work  **Participants:**  - Design Module outline  - Perform the presentation on the participants‘ Module outline  **Trainer:** Organize group work, observe, consult and summary feedback | A0 paper  Color pens  Projector | 100 minutes | Participants understand and create Module outline |
| 4 | Peer correction | Whole class  Interactive  **Participants:**  -Give comments and feedbacks to the performance  - Questions and answers  **Trainer:** Observe,Give feedback, Lecture | A0 paper  Color pens  Projector | 50 minutes | Participants understand Module outline in their own major intensively |
| 5 | Module outline and lesson plan using Tuning and the European Credit Transfer and Accumulation System (ECTS) | Self-study |  | 600  minutes | Create module outline and lesson plan using Tuning and the European Credit Transfer and Accumulation System (ECTS) |

# LESSON 3

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

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

**Lesson Requirements**: 5 hours

**Lesson Aims:**

Make presentation on how to create module outline and lesson plan using Tuning and the European Credit Transfer and Accumulation System (ECTS)

**Instructions on Teaching (Lesson plan for trainers):**

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| --- | --- | --- | --- | --- | --- |
| **No** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1 | Competency based Curriculum of Pre- and In-Service-Training for TVET-Teacher | Presentation  **Participants:**  -make presentation on the definition of vocational education curriculum  - Indicate some examples  **Trainer:** Lecture, organize demonstration, observe, consult and summary feedback | Board & markers,  Projector,  Laptop, | 60  minutes | Participants present the Competency based Curriculum of Pre- and In-Service-Training for TVET-Teacher |
| 2 | Peer Correction | Whole class  Interactive  **Participants:**  -Give comments and feedbacks to the performance  - Questions and answers  **Trainer:** Observe,Give feedback, Lecture | Projector  Flashcards | 40 minutes | Participants understand the Competency based Curriculum of Pre- and In-Service-Training for TVET-Teacher. |
| 3 | Components of Module outline | Discussion  Group work  **Participants:**  -Make the presentation on the components of Module Outline.  - Discuss the Components of Module outline  **Trainer:** Lecture, organize group work, demonstration, observe, consult and summary feedback | A0 papers/  markers | 60  minutes | Participants present the components of Module outline |
| 4 | Peer Correction | Whole class  Interactive  **Participants:**  -Give comments and feedbacks to the performance  - Questions and answers  **Trainer:** Observe,give feedback, lecture | Projector  Flashcards | 40 minutes | Participants understand the components of the Module outline |
| 5 | Creating Module outline | Discussion  Group work  **Participants:**  Make presentation on designing the Module outline  **Trainer:** Organize group work, observe, consult and summary feedback | A0 paper  Color pens  Projector | 60 minutes | Participants understand and create Module outline |
| 6 | Peer correction | Whole class  Interactive  **Participants:**  -Give comments and feedbacks to the performance  - Questions and answers  **Trainer:** Observe,Give feedback, lecture | A0 paper  Color pens  Projector | 40 minutes | Participants understand Module outline in their own major intensively |
| 7 | Module outline and lesson plan using Tuning and the European Credit Transfer and Accumulation System (ECTS) | Self-study |  | 600  minutes | Create module outline and lesson plan using Tuning and the European Credit Transfer and Accumulation System (ECTS) |

# LESSON 4

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

**Lesson Requirements**: 5 hours for in-class study

**Lesson Aims:**

Participants will be able to:

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

**Instructions on Teaching (Lesson plan for trainers):**

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| --- | --- | --- | --- | --- | --- | --- |
| **No.** | **Contents** | **Teaching Methods** | | **Teaching Aids** | **Time** | **Expected results** |
| 1 | Definition of Tuning and the European Credit Transfer and Accumulation System (ECTS) | Discussion  Group work  Interactive  **Participants:**  -Discuss the definition of ECTs  - Indicate some examples  - Design the presentations of ECTS  **Trainer:** Lecture, organize group work, demonstration, observe, consult and summary feedback | | Projector  Handouts  Flashcards | 60 minutes | Participants understand what the ECTs is |
| 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 | Discussion  Group work  **Participants:**  -Discuss the Uses of ECTS  - Some examples  - Perform the presentation on Uses of ECTS **Trainer:** Organize group work, demonstration, observe. | | A0 paper  Color pens  Projector  Flashcards | 60 minutes | Participants know the way to design the detailed vocational education program |
| 3 | How to design the detailed vocational education program | Discussion  Groupwork  **Participants:**  -Work in groups to design detailed vocational education program  -Illustrate on A0 paper/ projector for performance  -Assign the representative to present the pairwork  **Trainer:** Guide, organize pairwork, demonstration, observe, consult and summary feedback | | A0 paper  Color pens  Projector | 150 minutes | Participants design the detailed vocational education program |
| 4 | Perform the detailed vocational education program and peer correction | Whole class  Interactive  **Participants:**  -Give comments and feedbacks to the performance  - Questions and answers  **Trainer:** Observe, **g**ive feedback, lecture | | A0 paper  Color pens  Projector | 30 minutes | Participants understand the ECTs and the structure of vocational education curriculum in their own major intensively |
| 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 | Self-study |  | | 600 minutes | Demonstrate the use of Tuning and the European Credit Transfer and Accumulation System (ECTS) to support inter-university module recognition agreements and student/staff exchange |

# LESSON 5

# Designing vocational education curriculum following ECTs (1)

**Lesson Requirements**: 5 hours for in-class study, 10 hours for self-study (reading references, Learning tools)

**Lesson Aims:**

Participants will be able to:

Understand the definition and the structure of vocational education curriculum.

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1 | Definition of vocational education curriculum | Discussion  Lecture  **Participants:**  -Discuss the definition of vocational education curriculum  - Indicate some examples  - Design the presentations of vocational education curriculum  **Trainer:** Lecture, organize group work, demonstration, observe, consult and summary feedback | Projector  Handouts  Flashcards | 60 minutes | Participants present the definition of vocational education curriculum |
| 2  3 | Structure of vocational education curriculum | Discussion  Group work  **Participants:**  -Discuss the Structure of vocational education curriculum  - Indicate the Structure of vocational education curriculum  - Perform the presentation on Structure of vocational education curriculum  **Trainer:** Organize group work, demonstration, observe. | A0 paper  Color pens  Projector  Flashcards | 80 minutes | Participants understand the structure and have the meanings about this |
| 4 | Perform the structure of vocational education curriculum in their own major | Pairwork  Interactive  **Participants:**  -Work in pairs to build up the structure of vocational education curriculum based on their own major  -Illustrate on A0 paper/ projector for performance  -Assign the representative to present the pairwork  **Trainer:** Guide, organize pairwork, demonstration, observe, consult and summary feedback | A0 paper  Color pens  Projector  Flashcards | 120 minutes | Participants perform the the vocational education curriculum |
| 5 | Peer correction | Whole class  Interactive  **Participants:**  -Give comments and feedbacks to the performance  - Questions and answers  **Trainer:** Observe,Give feedback, lecture | Projector  Handouts  Flashcards | 40 minutes | Participants understand the structure of vocational education curriculum in their own major intensively |
| 6 | Structure of Vocational education curriculum in their own major | Self-study |  | 600  minutes | Create a Structure of Vocational education curriculum in their own major |

# LESSON 6

# Designing vocational education curriculum following ECTs (2)

**Lesson Requirements**: 5 hours for in-class study, 10 hours for self-study (reading references, learning tools)

**Lesson Aims:**

Participants will be able to:

Create a vocational education curriculum based on ECTs

**Instructions on Teaching (Lesson plan for trainers):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Contents** | **Teaching Methods** | **Teaching Aids** | **Time** | **Expected results** |
| 1 | How to design Vocational education curriculum | Discussion  Lecture  **Participants:**  -Discuss the structure of Vocational education curriculum  - Design the presentations on structures of Vocational education curriculum  **Trainer:** Lecture, organize group work, demonstration, observe, consult and summary feedback | Projector  Handouts  Flashcards | 60 minutes | Participants present the structure of Vocational education curriculum |
| 2 | Designing the comprehensive vocational education program based on the participants’own major | Discussion  Group work  **Participants:**  -Discuss on the comprehensive vocational education curriculum  -Design the a vocational education curriculum  - Perform the presentation on the participants‘ vocational education curriculum  **Trainer:** Organize group work, observe, consult and summary feedback | A0 paper  Color pens  Projector | 80 minutes | Participants understand and have the meanings about comprehensive vocational education program |
| 3 | Peer correction | Whole class  Interactive  **Participants:**  -Give comments and feedbacks to the performance  - Questions and answers  **Trainer:** Observe,give feedback, lecture | A0 paper  Color pens  Projector | 30 minutes | Participants understand vocational education curriculum in their own major intensively |
| 4 | Comprehensive vocational education curriculum | Self-study |  | 600  minutes | Create a comprehensive vocational education curriculum |