**Module 3 Description**

Innovation methodology in vocational teaching and learning (including the use of the internet/library/media centre for lesson development and implementation).

1. **Module Organizer Contact Details:**

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**Name(s) of Trainer(s):** Nguyen Huu Hop

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1. **Course Code:** CATALYST M03
2. **Course Requirements:** 03 ECTS (90 hours) (1 academic hour is 60 minutes)
* 30 hours for in-class study,
* 60 hours for assignments, self-study, examination, etc.
* Have basic knowledge of general vocational education or/and pedagogy;
* Basic ICT skills
* Participate actively in class activities;
* Complete homework as assigned.
1. **Module Description:**

Teaching and learning is the core business of vocational education and training (VET) providers. Finding ways to improve these practices is at the heart of a high-quality VET system. This module aims to help people for work, develop their skills including the use of the internet/library/media centre for lesson development and implementation. The contents which comprise the innovative methodologies (problem solving, work-based learning, project-based learning, on the job training, etc.) described in this module are classified into four categories:

1. Closer engagement in work-based learning
2. New technologies that can facilitate learning
3. The collation of a useful resource bank
4. Networking for professional development.

| **No** | **Content** | **Activities-** | **Notes** |
| --- | --- | --- | --- |
| 1 | **Lesson 1: Forms of student centred learning**1.1 Lecture and presentation1.2 Teaching conversation1.3 Guided problem discussion1.4 Presentation of results by students1.5 Brainstorming and moderation | LecturesDiscussionBrainstormingTask completionWork groupProject |  |
| 2 | **Lesson 2: Plan a program/course of study**2.1 Principles of program planning2.2 Prepare a list of relevant occupational tasks2.3 Structuring occupational tasks/modules2.4 Sequencing and scheduling2.5 Resources and references2.6 Assemble the program into a suitable format | LecturesDiscussionTask completionWork groupPresentation |  |
| 3 | **Lesson 3: Develop or adapt teaching aids**3.1 Organise a personal teacher folder3.2 Develop handouts and assignment sheets for students3.3 Search for images on the Internet and download them subject to availability3.4 Arrange a media store and state rules for application and use | LecturesDiscussionTask completionProject |  |
| 4 | **Lesson 4: Design evaluation documents**4.1 Achievement assessment in teaching4.2 Function and objectives of achievement assessment4.3 Requirements and conditions for achievement assessment4.4 Marks, reports and marking systems4.5 Approaches for co-operative assessment especially in the workplace in work within projects | LecturesDiscussionTask completionWork groupPresentation |  |
| 5 | **Lesson 5: Improve teaching skills**5.1 What is microteaching?5.2 Videotaping as a tool for teachers5.3 Teaching skills5.4 Teacher training in standard situations | LecturesSiscussionTask completionWork groupProject |  |
| 6 | **Lesson 6: Project Presentations** | PresentationDiscussion |  |

1. **Language of Instruction & Level:**

Vietnamese (CEFR - C1);

Laotian (CEFR- C1);

English (CEFR – B1);

1. **Module Aims and Overview**:

This module aims to provide:

1. An overview of currennt innovational methodologies in Vocational Teaching and Learning (VTL);
2. The “what’ and “how” aspects of innovative methodologies in VTL;
3. The development and, implementation of, a lesson based on the use of the internet/library/media centre.
4. **Learning Outcomes**:

After this module, participants will be able to:

1. Review and clarify the usage of innovation methodology in effective teaching and learning in vocational education and training;
2. Analyse the topic of innovation in teaching and learning and illustrate these with relevant examples of practice;
3. Apply innovative methodologies to develop and implement a lesson based on the use of the internet/library/media centre;
4. Create lessons using innovative methodologies that meet the needs of the particular vocational area and are responsive to current demands.
5. **Target Groups:**

Students-Teacher (3rd year), teachers in vocational education institutions, teachers in higher education institutions

1. **Module Assessment** (test type & marking system):

Participants take part in learning tasks individually or as part of group work. Learning results will be assessed by teachers based on the specific scale engaged with learning outcomes.

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| --- | --- | --- | --- | --- | --- |
| **No** | **Assessment** | **Weight** | **Type** | **Tasking** | **Learning Outcomes (LO)** |
| 1 | Active learning\* | 30% | Presentation | Group | LO 1, 2,3 |
| 2 | Assignment\*\* | 20% | Report | Group | LO 1, 2,3 |
| 3 | Micro teaching | 50% | Teaching | Individual | LO 1, 2, 3, 4 |

***Notes***

(\*) Active learning: to evaluate the outcome of learners/groups when they present their tasks during each lesson

(\*\*) Assignment: to evaluate the outcome of learners/groups with given assignments after each lesson.

 **Grade Converting System**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  | **Lao grades** | **Vietnam grades** |
| **Grade level** | Excellent | A=4,0 | = 90-100% | 9.0 – 10.0 |
| Very good | B+ =3,5 | = 80-89% | 8.0 – 9.0  |
| Good | B=3,0 | = 70-79% | 7.0 – 7.9 |
| Fairly good | C+=2,5 | = 65-69% | 6.5 – 6.9 |
| Fair | C=2,0 | = 60-64% | 6.0 – 6.4  |
| Poor | D+=1,5 | = 55-59% | 5.5 – 5.9 |
| Very poor | D=1,0 | = 50-54% | 5.0 – 5.4 |
| Fail | F=x | < 50% | < 5.0 |

1. **Bibliography:**

**10.1 Literature:**

1. [Paul Ashwin](https://www.amazon.co.uk/Paul-Ashwin/e/B001JRTFBS/ref%3Ddp_byline_cont_book_1) et al. (2015): *Reflective Teaching in Higher Education,* Bloomsbury Academic (26 Feb. 2015), ISBN-10: 1441197559.
2. Michael Axmann, Amy Rhoades and Lee Nordstrum (2015), *Vocational teachers and trainers in a changing world: the imperative of high quality teacher training systems*, EMPLOYMENT Working Paper No. 177.
3. David Boud, Nicky Solomon (2001): *Work – based Learning,* Open University Press, ISBN-10: 0335230857.
4. [Stephen D. Brookfield](https://www.amazon.co.uk/Stephen-D.-Brookfield/e/B001HOEZ68/ref%3Ddp_byline_cont_book_1), [Stephen Preskill](https://www.amazon.co.uk/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&text=Stephen+Preskill&search-alias=books-uk&field-author=Stephen+Preskill&sort=relevancerank) (2005): *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*, Jossey Bass, 2nd edition (15 Sept. 2005), ISBN-10: 9780787978082.
5. Barbara Gross Davis (2009): *Tools for Teaching,*Publisher: Jossey Bass; 2nd edition (13 Feb. 2009), ISBN-10: 0787965677.
6. Yvonne Hillier (2009): *Innovation in teaching and learning in vocational education and training: International perspectives*, ISBN 978 1 921413 01 8, Research report, University of Brighton.
7. Christine Penman, Monika Foster (2016)*: Innovations in Learning and Teaching*. Merchiston Publishing, First Edition edition (2016), ISBN-10: 0957688288.
8. [Maryellen Weimer](https://www.amazon.co.uk/Maryellen-Weimer/e/B001JRWNG2/ref%3Ddp_byline_cont_book_1) (2013): *Learner-Centered Teaching: Five Key Changes to Practice*, Jossey Bass, 2nd edition (5 April 2013), ISBN-10: 1118119282.
9. [Stephen D. Brookfield](https://www.amazon.co.uk/Stephen-D.-Brookfield/e/B001HOEZ68/ref%3Ddp_byline_cont_book_1) (2017): *Becoming a Critically Reflective Teacher*, Jossey Bass, 2nd edition (7 April 2017), ISBN-10: 9781119049708.
10. Vietnamese - German Development Cooperation in Technical and Vocational Education and Training (2013), *http://www.tvet-vietnam.org/en/topic/274.i-vocational-pedagogy.html*