 

**Key Point Report on LSP 2 Training, CATALYST Training (Language for Specific Purposes), March 12th - March 22nd 2018,**

**Local coordination Co-organised Technische Universität Dresden (TUD) and The Pyramid Group (TPG) Dresden, Germany**

Training locations: Faculty of Business Administration and Management, Makerspace Suite, Centre of Applied Languages and Culture, 2nd floor, Room 101

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**Summary**

This training on preparation for Core Curricula development by the PC partners represented the second Language for Specific Purposes 2 training for vocational education in Vietnam and Laos. This was conducted according to the specialist skills of the individual EU partners and in some cases involved joint cooperation.

The training was conducted over a 9 day period. We found the facilities and organisation of the event to be very competent and participation of both national groups was consistently good with strong motivation. Detailed minutes were kept by selected B1+ PC colleagues as a statement of record and as a consolidation effort. Associated visits to a vocational education institution were very well received by the participants.

The following participants attended:

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| --- | --- | --- |
| **Partner** | **Organization** | **Name** |
|
| **P1** | **UPB** | **Elisabeth Lazarou** |
| **P1** | **UPB** | **Cristian Rene Anghelescu** |
| **P2** | **TUD** | **Gerard Cullen** |
| **P2** | **TUD** | **Sandra Erdmann** |
| **P2** | **TUD** | **Sven Riddell** |
| **P3** | **TPG** | **Margret Schäfer** |
| **P3**  **P4** | **TPG**  **EHU** | **Susan Finke**  **David Allan** |
| **P4** | **EHU** | **Fiona Hallett** |
| **P5** | **LIT** | **Jerald Cavanagh** |
| **P5** | **LIT** | **Padraig Kirby** |
| **P6** | **HCMUTE** | **Nguyen Van Tuan** |
| **P6** | **HCMUTE** | **Doanh Thi Kim Oanh** |
| **P6** | **HCMUTE** | **Nguyen Vu Lan** |
| **P7** | **HUTECH** | **Nguyen Duc Quang** |
| **P8** | **HUST** | **Phuong Anh Ngo** |
| **P8** | **HUST** | **Thi Le Hieu Dau** |
| **P8** | **HUST** | **Ngoc Thai Hoa Pham** |
| **P9** | **ULIS-VNU** | **Vu Hai Ha** |
| **P9** | **ULIS-VNU** | **Nguyen Thuy Phuong Lan** |
| **P9** | **ULIS-VNU** | **Nguyen Thi Thanh Van** |
| **P10** | **UTEHY** | **Huu Hop Nguyen** |
| **P10** | **UTEHY** | **Van Hau Nguyen** |
| **P10** | **UTEHY** | **Hong Son VU** |
| **P11** | **VUTED** | **Hoang Cong Anh** |
| **P11** | **VUTED** | **Bui Thanh Hoa** |
| **P11** | **VUTED** | **Tran Manh Cuong** |
| **P12** | **NUoL** | **Bounseng Khammounty** |
| **P12** | **NUoL** | **Xayyachack Sounvoravong** |
| **P12** | **NUoL** | **Phannavong Bounphasouk** |
| **P12** | **NUoL** | **Thavisone Mounlasane** |
| **P13** | **UHS** | **Ketkesone Phrasisombath** |
| **P13** | **UHS** | **Outhip Sounthavong** |
| **P13** | **UHS** | **Kouherr Waxeng** |
|  |  |  |

The first task necessarily involved a review of LSP 1 training and outcomes of activities carried out between that time and now:

**Review of training in Romania LSP 1 and feedback**

* Strategies for Inclusion have yet to be implemented more widely
* Digital learning. Implementation of incorporating technology in teaching were reviewed. Some participants include Facebook, Google Class and Canvas Instructure in their teaching
* Information Processing: advantages and disadvantages discussed
* Technical shifts: what adaptation is necessary
* Cross disciplinary working
* Digital divide term discussed
* Assessment (Kahoot)
* Lightboard (intorduction as many were not familiar with this tool)
* Further Tools for learning
* Session outcomes
* Intellectual virtues
* Communicative approaches
* Multi-sensory teaching (eg. visual methodology)

**Needs Analysis Survey**

A questionnaire was provided and anaylsed, entitled

“Teachers Attitude to Inclusion Scale“.

The task for participants was to provide a translation of this into their native languages, and to assess whether they could agree on a common understanding of the terms used in the survey. The translations should be completed by Friday. Group work on this was started with trainer monitoring.

**QA – A1-A2**

Progress on ESP Pathway Program Module - English for Specific Purposes Training (terminology, soft skills, key writing skills) package for PCs based on in depth need analysis (developed and will be integrated into official university curricula for weaker staff and domestic/international students as a Pathway Program) was presented by each PC partner, discussed and followed with recommendations.

On the academic side the activities involved completing the curriculum training as indicated in the Training Programme.

After the training inputs the following Core Curricula Module Curriculum for Piloting 1, 2 and 3 was agreed by all EU and PC.

**Overview of Final Modules for Piloting 1, Piloting 2 and Piloting 3 of Core Curriculum as reflected in LSP 1 Training in Bucharest and LSP 2 in Dresden:**

|  |  |  |
| --- | --- | --- |
| **Nr.** | **Short Description** | **Responsible EU-Partner** |
| 1 | Communicative Approach versus Traditional Approach in the classroom and use of oral skills for presenting, lecturing, public speaking.  Approach on Multiplication Factor Trainer for effective multiplicator at home and in domestic institutions.  **NOTE: this module – DIVIDED INTO Module 1A for CA for General Vocational Education and Module 1B for CA for Vocational Language Education Training** | EHU **with TUD (for language learning CA)** |
| 2 | ICT/Blended/E-Learning based vocational teaching and learning approaches | EHU |
| 3 | Innovation methodology in vocational teaching and learning (including the use of the internet/library/media centre for lesson development and implementation). | LIT |
| 4 | Monitoring and evaluation of examination creation and assessment | UPB |
| 5 | Recognition and validation of language skills in line with the Common European Framework of Reference (CEFR). Key languages are English and German. | TPG/TUD |
| 6 | Language learning for vocational education purposes for internships and employment (CVs, letter of applications, interviews for domestic and international development in ASEAN block) | LIT/TPG/TUD |
| 7 | Teaching for Diversity in vocational education for individuals with special needs and including a focus on intercultural awareness. Here teaching strategies will be designed to be fully inclusive, incorporating strong differentiation and the necessity to address special educational needs and disabilities (SEND) at vocational level. | EHU/LIT |
| 8 | Module 8 Professional Development & Reflection | EHU |
| 9 | Quality Assurance and Planning in vocational education (including observation, self-assessment techniques) | EHU |

**Module 10 Supplementary Modules**

**Module 10**: ONGOING (AS QA Mechanism to support participation in project aims and objectives).

**ESP Pathway Program Module - English for Specific Purposes Training** **in Vocational Education** (terminology, soft skills, key writing skills) package for PCs based on in depth need analysis will be developed and will be integrated into official university curricula for weaker staff and domestic/international students as a Pathway Program.

**Module 11: Catalyst Core Curricula Strategic Planning for Sustainability and Dissemination in Vocational Education**

Use of ECTS and EU Tuning Frameworks in modular creation, CEFR. Official Accreditation Process for Core Curricula including Inter-University Module Recognition Agreements. (allowing participants to participate in modules not offered by a specific institution and gain transferable ECTS points thus employing best BP practice).

NEW

**Module 12:**

**Introduction to Basic Vocational Writing Skills (business correspondence, emailing) TPG/TUD for Piloting 2**

**---------------------------------------------------------------------------------------------------------------------------**

It was further agreed that all modules would be piloted separately in both countries keeping in mind country peculiarities. All modules were to be developed using ECTS guidelines and the Dublin Descriptors. Each module would have 4 documentary parts:

1. CATALYST 1 - ECTS Module Description focusing on learning outcomes
2. CATALYST 2 - WEEKLY AIMS & TEACHING INSTRUCTIONS FOR TRAINER
3. CATALYST 3 - MODULE MATERIALS FOLDER
4. CATALYST 4 - MODULE TEACHING RECORD

The templates are uploaded on QA on the project website. The following step was the Core Curricula Creation Teams which are as follows:

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | **HCMUTE** | **HUTECH** | **HUST** | **ULIS** | **UTEHY** | **VUTED** | **NUoL** | **UHS** | **Remark** | **EU module contact** |
| **Module 1A** | Duong Thi Kim Oanh | Nguyen Lan Huong |  |  |  |  |  |  | Pilot | EHU |
| **Module 1B** |  | Nguyen Lan Huong |  | Vu Hai Ha |  |  |  |  | Pilot | TUD/TPG |
| **Module 2** |  | Nguyen Lan Huong |  |  | Nguyen Huu Hop |  | Phannavong Bounphasouk | Ketkesone Phrasisobath | Pilot | EHU |
| **Module 3** | Nguyen Vu Lan |  |  |  | Nguyen Huu Hop |  |  |  | Pilot | LIT |
| **Module 4** | Duong Thi Kim Oanh |  |  | Vu Hai Ha |  |  |  |  | Pilot | UPB |
| **Module 5** |  |  | Ngo Phuong Anh |  |  | Bui Thanh Hoa |  |  | Pilot | TUD/TPG |
| **Module 6** |  |  | Ngo Phuong Anh |  |  |  | Mounlasane Thavisone | Kouherr Waxeng | Pilot | LIT/TPG/TUD |
| **Module 7** | Nguyen Van Tuan |  |  |  |  |  |  | Ketkesone Phrasisombath | Pilot (General information & awareness) | EHU/LIT |
| **Module 8** |  |  |  |  | Nguyen Huu Hop |  | Bounseng Khammounty |  | Pilot | EHU |
| **Module 9** |  |  |  |  |  | Bui Thanh Hoa |  | Outhip Sounthavong | Pilot | EHU |
| **Module 10** |  |  |  | Vu Hai Ha |  |  | Xayyachack Sounvoravong |  | Pilot | TUD/TPG |
| **Module 11** |  |  |  |  |  | Bui Thanh Hoa | Bounseng Khammounty |  | Pilot (Training in ECTS) | TUD/TPG |

**Table 1: MODULE ARRANGEMENT REGISTRATION FOR 1st PILOTING OF CORE CURRICULA (to be conducted from June to October 2018, agreed in Dresden – 21.03.2018)**

***Note:***

1. *Yellow highlight is the Module Leader*.
2. ***Deadline for Module description submission (to the EU Module responsible contact)*: 31 May 2018)**

**Corresponding Institutional Module leaders:**

1. **HCMUTE: Duong Thi Kim Oanh** [**oanhdtk@hcmute.edu.vn**](mailto:oanhdtk@hcmute.edu.vn)
2. **HUTECH: Nguyen Lan Huong nl.huong@hutech.edu.vn**
3. **HUST: Ngo Phuong Anh** [**anhbkhn@gmail.com**](mailto:anhbkhn@gmail.com)
4. **ULIS: Vu Hai Ha** [**haiha.cfl@gmail.com**](mailto:haiha.cfl@gmail.com)
5. **UTEHY: Nguyen Huu Hop** [**huuhop78@gmail.com**](mailto:huuhop78@gmail.com)
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7. **NUoL: Bounseng Khammuonty** [**bounseng@fe-nuol.edu.la**](mailto:bounseng@fe-nuol.edu.la)
8. **UHS: Ketkesone Phrasisombath [ketkesonp@gmail.com](mailto:ketkesonp@gmail.com)**



**Conclusion – ACTION PLAN**

The CBHE CATALYST project focuses on developing university vocational teachers teaching methodologies. The EU training is now complete and the next steps are for the PC partners to prepare, evaluate and pilot (three times) the Core Curricula.

All modules need to be prepared by 31 May and forwarded to the EU partners for QA evaluation and feedback.

The first Piloting will then commence in June (see below)

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| --- | --- | --- | --- | --- |
| **PC** | **Period of Piloting** | **Main objectives/expected outcomes** | **Evaluation EU Partners** | **Evaluation Period** |
| NUoL | 1st - 8th September 2018 |  | EHU (September) | 1st - 8th September 2018 |
| UHS | 1st - 8th September 2018 |  | EHU (September) | 1st - 8th September 2018 |
| HUTECH | June - July 2018 |  | TUD (September) | 10th- 22nd September 2018 |
| HUST | July- September 2018 |  | TUD (September) | 10th- 22nd September 2018 |
| HCMUTE | 18th May 2018 ? |  | LIT (September) | 8th-16th July 2018 |
| ULIS-VNU | August - September 2018 |  | TUD (September) | 10th- 22nd September 2018 |
| UTEHY | July-August 2018 |  | TUD (September) | 10th- 22nd September 2018 |
| VUTED | July- August 2018 |  | TUD (September) | 10th- 22nd September 2018 |
| HCMUTE | Dec 2018 - Jan 2019 |  |  |  |
| HUTECH | Jan-Feb 2019 |  |  |  |
| HUST | Jan - Beginning March 2019 |  |  |  |
| ULIS-VNU | Nov-Dec 2018 |  |  |  |
| UTEHY | Nov-Dec 2018 |  |  |  |
| VUTED | Nov-Dec 2018 |  |  |  |
| NUoL | Nov-Dec 2018 |  | LIT | November/December 2018 |
| UHS | Nov-Dec 2018 |  | LIT | November/December 2018 |
| UHS | March-April 2019 |  |  |  |
| NUoL | March-April 2019 |  |  |  |
| HCMUTE | June-July 2019 |  |  |  |
| HUST | May-August 2019 |  |  |  |
| ULIS-VNU | March-April 2019 |  |  |  |
| UTEHY | May-June 2019 |  | UPB |  |
| VUTED | May-June 2019 |  | UPB |  |
| HUTEC | April-May 2019 |  |  |  |

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| **Comments** |  |  |
| 1st Piloting | April until September 2018 |  |
| 2nd Piloting | October 2018 until beginning March 2019 | |
| 3rd Piloting | March until August 2019 |  |

The website was reviewed and Publicity Officers for each university were again informed of being responsible for the home university project link and updates plus uploads on to the project website.

QA A1-A2 training is a priority for all PC universities and will be monitoted.

We wish to thank all parties involved in making the training a successful one.

Gerard Cullen/Paul East

12 January 2018.

