**AACURRICULUM CONTENT DOCUMENT** [My additions in red]

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| **Course Name**: EDUCATIONAL PSYCHOLOGY IN TVET (1.2.1) |
| **Associated core learning area**:TVET studies and its foundations (Disciplinary learning)  **How does this course link to other areas of the programme as a whole?**  The course links with all aspects of learning in the programme, but in particular with *Vocational Pedagogy* (3.1.1), *Specialised subject pedagogy*(4.1.1 and 4.1.2), *Philosophical Perspectives* (1.1.1) and *Being a TVET lecturer* (1.3.1). |
| **Key questions**:  How does educational psychology help to improve teaching and learning in TVET classrooms? |
| **Outcomes**:  By the end of this course, you should be able to:   * evaluate different **learning theories**, including theories of adult learning, on the basis of how they can contribute to teaching and learning in TVET * distinguish different **forms of intelligence and learning styles** in relation to the TVET classroom * identify various **barriers to learning** in the TVET context in order to support students to overcome these barriers * grasp the need for **inclusive education**, and apply its principles in the TVET teaching and learning context * respond to, and accommodate where necessary, the **varying needs of students** in your teaching, having developed an enhanced understanding of the **diverse nature and contexts of TVET students**. |
| **Main topics**:   1. Ways of learning that work in TVET 2. Theories of learning 3. Intelligence and learning styles 4. Barriers to learning 5. Inclusive education 6. Diversity of TVET students |
| **Sub-topics**: (arrange under main topics)  **Please note that the points below (and others indicated by the other sections of this CCD, but not mentioned here) need to be “filled out” by knowledgeable content writers, using plain text and diagrams, to enable the materials developers to design materials, resources and activities.**   1. Introduction: Thinking about *learning* [I am willing to contribute here.]  * A learning species: learning vs instinct; learning via language * Paradoxes of learning: Challenges for the lecturer – how to teach learners something that they do not already have a frame of reference for?  1. Not knowing, and *thinking* we know 2. Not having a frame of reference, and *needing* a frame of reference 3. Helping learners to build a frame of reference from what they *do* know, from everyday knowledge. 4. Ways of learning that work well in TVET (Lucas et al, 2012)   [This section *could* be moved to the Vocational Pedagogy course; however, (i) it does set out ways of *learning* (rather than teaching – see the rationale in the course on Vocational Pedagogy), and (ii) it does so in a “common sense” way that leads on very well from what I would suggest inserting as an Introduction, which introduces thinking about learning at quite a deep level while not being at all technical in vocabulary.]   * + learning by watching [a short passage on each of these should suffice, with an overall video]   + learning by imitating   + learning by imagining   + learning by practising or trial and error / making mistakes   + learning by listening, transcribing and remembering   + learning by trying to answer questions   + learning through posing questions / enquiry /research   + learning by having our certainties /assumptions disrupted   + learning through feedback   + learning through conversation or co-operating with peers   + learning by teaching and helping   + learning by real-world problem-solving   + learning by drafting and sketching   + learning by designing and making   + learning on the fly   + learning by being coached   + learning by competing   + learning through simulation and role play   + learning through virtual environments   + learning through games  1. Understanding learning: Theories of learning   [On the left below are the categories suggested by the SMEs; on the right are my suggestions, which overlap to some extent, and importantly, get taken up in the **TVET Pedagogy** course (the rationale being that ways of learning, and learning theories, are best located in this Ed Psychology course, while their implications for *teaching* belong most appropriately in the TVET Pedagogy course).  I have included key theorists for clarity, as I think it helps to anchor abstract ideas to people who came up with them – pictures can be included – but we don’t necessarily have to follow this route. Each of the theories I’ve listed has a definite bearing on the practice of teaching in TVET.   |  |  | | --- | --- | | * Behavioural learning * Cognitive learning * Social learning theories | * **Behaviourist learning theory:** * (Watson, **Skinner**)– operant conditioning, reinforcing and extinction, repetition, drill) * **Constructivist learning theories:** * **Cognitive constructivism** (**Piaget** – internalisation: assimilation, accommodation and equilibration – *not* his work on stages of early development in young children, which isn’t relevant) * **Social constructivism** (**Vygotsky** – Zone of Proximal Development, the social role of languaging, everyday knowledge vs systematic knowledge; **Bruner** – scaffolding) * **Cognitivist learning theories**: * (Gagné) Conditions of learning * (**Bloom**, Krathwohl) Levels of cognitive activity * (**Bloom**) Levels of cognitive processing, outcomes-based learning, mastery learning |  1. Intelligence  * A brief history of the concept “intelligence” [Write a reading based on Stephen Jay Gould’s “Mismeasure of Man” – Look for OER article on this] * Multiple intelligences (Howard Gardner) * Applying the theory of multiple intelligence in TVET classrooms * The assessment of multiple intelligence  1. Barriers to Learning  * Socio-economic and cultural issues, e.g. poverty, perceptions of practical work and learning * Language barriers * Physical disabilities * Demotivated learners * The implications of barriers for one’s own teaching approach – how to mitigate their effects or deal with them appropriately  1. Diversity of TVET students  * Diverse nature of TVET students * Accommodating the diversity of students in the TVET context  1. Inclusive Education  * Philosophical underpinning * Bronfenbrenner’s ecosystem psychology * Principle of communalism and Ubuntu * Differentiated teaching and assessment * Managing maladaptive behaviours. |
| **Summative assessments (detailed assessment grids to be provided):**  **Summative assessment 1** (Suggested weighting: 50%; maximum length: 1,500 words):  Option 1: Construct an imaginary dialogue between yourself, one other colleague of your choice, and **any three well-known learning theorists or contemporary representatives of key learning theories** (including theories of multiple intelligences and learning styles). This should be in-depth, and explore divergent and convergent perspectives of each theory.  Option 2: Identify one or two (related) challenges in your teaching, in your students’ learning, or in your college, that you feel could benefit from a workshop or other input based on one or two **key learning theories**. (i) Describe the challenge(s) in depth, (ii) set out the perspectives and recommendations that would be put forward in such a workshop or other initiative, and (iii) write up the benefits that you would expect to flow from applying the theory.  **Summative assessment 2** (Suggested weighting: 50%; maximum length: 1,500 words):  Option 1: Students undertake an in-depth case study of a particular student/group of students in their college experiencing a particular/similar **barrier to learning**, and suggest appropriate **responses** to this issue (with motivation for each response). Guidelines provided. This may be delivered in the form of a video of approximately 5-10 minutes.  Option 2: Conduct a survey of the **barriers to learning** that students in one or more of their classes experience (guidelines provided).  Option 3: Provide five detailed “case studies” (text and photos) of particular TVET students representing experience of different **barriers to learning**, or different backgrounds – students choose three, and describe as well as motivate how they would (or the college should) respond to these students’ particular needs.  Option 4: Develop and articulate your own ***policy***, including a rationale, for teaching **students of different ethnic, gender and/or ability backgrounds** (for implementation in the teaching environment for which you are responsible, or could imagine yourself being responsible). In addition to what you have learnt about diversity, draw on what you have learnt about the theory, principles and practice of inclusive education. |
| **Breadth and Depth**:  Lecturers should develop an understanding of the psychology of education in the TVET context – at NQF level 7 – in order to enable them to support students effectively in the learning process, taking into account diversity, barriers to learning, inclusivity and the management of maladaptive behaviours. |
| **Suggested weighting within a full programme**: (Possible number of credits out of 120) (Possible number of credits out of 120)  10 credits (100 notional hours) |
| **Knowledge and practice standards**: (Based on the SACE Professional Teaching Standards, 2018: <https://www.sace.org.za/assets/documents/uploads/sace_65860-2017-10-13-SACE%20Professional%20Teaching%20Standards%20LR.%202.pdf>  What all lecturers need to know and be able to do in order to teach the course proficiently, providing learners with knowledge-rich learning opportunities?)   * understand how students develop and learn – understand learning theories that are relevant to learning in the TVET context, and to adult learning in general, and be capable of interpreting and applying this knowledge in their planning, teaching and reflection on practice. * understand the different challenges that confront learners and their families, and consider how these issues may affect their learning – be aware of and confidently conversant with issues, concepts and research in the areas of intelligence, barriers to learning, diversity and inclusivity. * respect different aspects of learners’ identities, and regard diversity as a strength and resource for teaching and learning. |
| **Videos and/or animations** (6-12 in all, most of which may be sources as existing videos):   1. **Ways of learning that work well in TVET**: Content: Cover the 20 bullet points in point 2 under Sub-topics above (4 minutes): Requirements: Animation – either cut-outs or drawn animation, plus voice-over). 2. **Theories of learning**: (any length from 5-10 minutes) Look for existing OER videos (there are a number available, but many are very amateurish and lopsided, or based on an idiosyncratic choice of theories, so careful selection is required). Aim at offering a choice of about three good videos. 3. **Intelligence**, Part 1: A brief history of the concept “intelligence” (a thought-stirrer – could use animation, drawing on ideas from books such as Stephen Jay Gould’s *The Mismeasure of Man*). Search for available OER videos, or non-OER videos that could be re-made. 4. **Intelligence**, Part 2: Multiple intelligences. Search for available OER videos to use as resources. 5. **Barriers to Learning**:  * Socio-economic and cultural issues, e.g. poverty, perceptions of practical work and learning * Linguistic barriers * Physical disabilities * Demotivated learners * The implications of barriers for one’s own teaching approach – how to mitigate their effects or deal with them appropriately   Part 1: Barriers to learning: Look for existing OER. Could create own video (3-4 minutes), interspersing animation between interviews with five or six students who have experienced such barriers.  Part 2: How to support students who face particular barriers to learning. Look for existing OER. Or could create own video (3-4 minutes).   1. **Diversity and Inclusivity:** Look for existing OER to use or adapt as a set of resources to choose from, preferably set in a TVET/Vocational/FET or at least college context. |
| **General notes on the course materials** (in no particular order)   1. The Advanced Diploma TVT (Adv Dip TVT) courses should be designed as resource-based. However, the resources should not simply be seen as “add-ons” or “extras”. Two ways in which they can be introduced to students:    * Embed hypertext links to resources (readings, official documents, videos) in passages of text.    * Include self-assessment or reflection tools in the course in which students’ responses to a small number of limited-choice questions activate the presentation of links to particular selections of resources suitable to the individual students’ needs or interests. These selections do not need to be completely different, tailor-made selections, and may overlap to a considerable extent, but where the number of available or easily-produced OERs allows some degree of personalization, this technique should be employed (once or twice in a course). 2. The text-based and graphic resources should be downloadable and in a printable format. However, the resources should not be in pdf format, as this would not allow for re-mixing or any form of adaptation; in other words, they will automatically be equivalent to a “No derivatives” licence. Where audio or video resources are really crucial to completion of the course, consider, respectively, summarised transcripts or simplified comic-like representations of the video using screen-grabs and subtitles or captions. 3. Videos should not be either simply “talking heads + monologue”, or video representations of what is essentially a powerpoint presentation. Videos should focus on subjects such as processes, real-life situations, in-location interviews or focus groups. 4. Standardised signposting is to be used throughout courses, so that the look and feel of Adv Dip TVT materials will all be instantly recognizable. 5. The DHET and EU logos should appear on the lower left and right corners respectively of the opening screen of all videos and animations created for the project. 6. Chat rooms (synchronous) and discussion forums (asynchronous) play an important role in the Adv Dip TVT courses, especially as many of the students *are themselves lecturers with a lot of experience*, even if they have lacked professional qualifications as TVET lecturers. 7. The learning outcomes, and possibly the key questions, need to be introduced in a way that locates them as central to the course. All learning activities and assessments, as well as the resources, need to be visibly linked/aligned to the LOs. |