**CURRICULUM CONTENT DOCUMENT**

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| 1. **Theme Name**: vocational pedagogy (3.1.1) |
| **Associated learning area**: **General pedagogy**  How does it link to this core learning area?  Focuses on the generalised pedagogical practices of TVET lecturers, with a specific focus on pedagogy and andragogy (basic- and post school context)  How does it link to other areas of the programme as a whole?  The Advanced Diploma Technical Vocational Teaching focuses on the development of TVET lecturer competence and confidence.   * Focuses on recognising the unique characteristics of the South African TVET context, linking with courses 2.1.1 and 2.1.2 * Links to ways of learning that work in TVET, and learning theories (1.2.1). * Underpins the subject specialisation pedagogies (courses 4.1.1 and 4.1.2) * Also links to lecturer identity, reflective practice and research – dealt with in courses 1.3.1 and 1.4.1) |
| **Key questions** (that the theme raises, or sets out to answer) / **Key messages**:   * What distinguishes vocational teaching from teaching in other contexts? * What are the implications of what we know about *learning*, including learning among young adults, for our teaching in TVET colleges? * What technical knowledge, skills and habits of mind are needed to teach industry-relevant competencies to students? * What practices will *work* in TVET teaching? * What specific issues impact on teaching in TVET? |
| **Outcomes**: When you have completed this course, you should be able to:   * demonstrate a practical understanding of the outcomes applicable to all vocational education and training, and what may characterise these outcomes in training focused on materials, people or symbols * demonstrate a practical understanding of, and ability to apply in practice, key general and adult learning theories relevant to TVET * demonstrate a thorough practical understanding of relevant teaching methodologies, in complex and diverse situations in TVET * develop competence in using a *range* of context-appropriate teaching approaches and methodologies that place students at the centre of their own learning * combining these outcomes, develop competence in making informed professional decisions across various dimensions such as the role of the lecturer, the role of the learner, theory/ practice, attitudes to knowledge (from certainty to questioning), and the organisation of time. |
| **Main topics and sub-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. Enabling learning in TVET: What distinguishes vocational teaching from teaching in other contexts?   ▪ The TVET context (in general)  ▪ Diversity in the TVET context (institutional contexts; student contexts)  [Key resource: 3-minute video] Reflective activity.   1. Generic outcomes of vocational education and training: Working competence (Lucas et al)   ▪ Routine expertise (being skillful - include a few paragraphs and an activity on the competency-capability debate here or later)  ▪ Resourcefulness (stopping to think in order to deal with non-routine challenges)  ▪ Functional literacies (communication; the functional skills of literacy, numeracy and ICT)  ▪ Craftsmanship (vocational sensibility; aspiration to do a good job; pride in a job well done; building a strong vocational identity/occupational identity)  ▪ Business-like attitudes (in a commercial or entrepreneurial – financial or social – sense)  ▪ Wider skills (for employability and lifelong learning).  [**Key resource**: Reading: Bill Lucas *et al*] Group discussion/invitation to lodge wikis followed by online forum (asynchronous)   1. How do these generic outcomes play out in education and training for specific occupations?   ▪ Distinguishing the kinds of pedagogies that are appropriate in different vocational domains – their signature pedagogies (Lucas et al’s △): those which focus on working with:  i. physical materials – e.g. bricklaying, plumbing, hairdressing  ii. people – e.g. financial advice, nursing, hospitality, retail, and care industries  iii. symbols (words, numbers and images) – e.g. accountancy, journalism, software development, graphic design.  ▪ *Detail* may be introduced and/or discussed in the specialisationcourses.  [**Key resource**: 3-minute animation video] Reflection activity   1. The *implications*1of learning theory for *teaching i*n TVET (simply *refer to* the learning theories, and to using the ways of learning that work in TVET, which are covered in course 1.2.1)   Some *fertile and challenging ideas* about how to teach in TVET (how to assist those who do not know something or have a skill to come to know it or be able to do it), plus *examples* *of generic* *teaching methodologies*, based on learning theory2:  4.1 Six models of teaching (NB Link as much as possible to theories of learning in the Educational Psychology for TVET course):  ▪ Exposition model (Not based on any significant theory – the lecturer explains, narrates, and manages practice and revision; teaching and assessment are predominantly teacher-centred; focuses on teaching an established body of content; teaching often focused on assessment, and assessment tends to be focused on recall of content; little group activity or self-directed activity – in reality, probably the most widespread model in use. Need not be archaic or dull – much depends on the lecturer’s personality and preparation. Certain refinements introduced, e.g. **Gagne’s** “advance organisers” to help learners to be more receptive.)  ▪ Behavioural model (**Skinner** – drill, rewards and reinforcement, behaviour modification may all have a place in vocational training. One-dimensional view of the learner and of learning (as conditioning); where the intention is education, behaviourist approaches are largely irrelevant. Also somewhat impractical if the intention is to practise it consistently – requires very careful and patient, one-on-one manipulation of the learning environment, but broadly and loosely used, drill, rewards and reinforcement of the desired behaviour are quite common.)  ▪ Cognitive models (**Piaget** – focused primarily on learners’ cognitive development through their involvement in and manipulation of the environment; lecturer creates an atmosphere conducive to reasoning, typically designing learning activities to elicit reasoning in relation to challenging tasks in a resource-rich environment; emphasises learners building on their existing knowledge frameworks or “schema”; new learning internalised through assimilation and accommodation to constantly achieve equilibration. **Bloom**, Krathwohl – emphasised challenging learners at higher levels of cognitive engagement, not just recall. **Vygotsky** (social constructivism – knowledge constructed in interaction with more experienced other; laid even more emphasis on the role of social interaction and language in learning: Zone of Proximal Development, everyday knowledge vs systematic knowledge. Bruner – scaffolding)  ▪ Outcome-based model (**Spady** – from mastery learning; emphasises achievement of learning outcomes rather than learning a body of content; competence model focuses on learning procedural knowledge – knowing *how* – rather than propositional knowledge – knowing *that*; assessment is criterion-referenced rather than norm-referenced, and indicates work still required to attain competence rather than failure; assessment criteria explicitly stated up front – no guessing what will be examined; in tension with the emphasis on learner-centredness, which it usually claims to have; competence-based broader and looser, outcomes-based very specific, learning outcome must be *demonstrated*.)  ▪ Social learning/interaction models (draws on **Vygotsky**, but also on humanist psychologist **Rogers** and others – emphasises learning through interaction with others in discussion and problem-solving activity, structured groupwork in non-threatening atmosphere; includes co-operative learning methodologies – **Kagan** and others.)  ▪ Transaction model (**Dewey** and others – most learner-centred model; lecturer sees self as a facilitator and mediator of knowledge, arranges a resource-rich environment; engages, doesn’t assume, students’ interest; strong focus on experiential and *discovery* *learning*, exploring and interacting with the physical and human environment, often involving self-directed activity and learning; varying degrees of lecturer direction, but students are highly involved in their own learning process – “learning how to learn” and self-evaluation are seen as key developmental goals. )  [**Resources**: Videos and readings. Bridging text should draw attention to and make use of dissonance between different resources, by introducing activities, making them the subject of chat room discussions and wikis.]   * 1. Six theories of adult learning (more briefly): * **Knowles**: Adult learning * **Kolb**: Experiential learning; learning styles * **Polanyi**: Tacit learning vs explicit learning * **Schön**: Reflective practice; double-loop learning * **Brookfield**: Self-directed learning; critical reflection * **Lave and Wenger**: Communities of practice, collaboration   [**Resources**: Videos and readings. Bridging text should draw attention to and make use of dissonance between different resources, by introducing activities, making them the subject of chat room discussions and wikis.]  1 We should not talk of learning theories being “*applicable*” ideas about learning – rather than simply “applying” theories of learning in teaching (i.e. technicist *applications* of the theories), we should think of the *implications* of the theories (because they allow us to think more rigorously and critically about learning and teaching, and because they challenge many of our assumptions about learning and many aspects of our teaching).  2 These models are ideal-typical, and the models and learning/pedagogic theorists mentioned overlap to some extent. e.g. Bloom has roots in behavioural theory, and contributes to the exposition model; Vygotsky is of course widely recognised as a leading cognitive theorist; the work of Schön and Polanyi, though focused mainly on adults, is also relevant to the learning of children. In addition, the theories may be differently combined in these models of teaching from the way they are categorised in the Educational Psychology course.   1. Dimensions of pedagogical decision-making in the context of TVET (Lucas et al)3   Use these dimensions to bring together key elements of this course, and some from the Educational Psychology for TVET course.   * Role of the teacher – more facilitative, or more didactic? * Nature of activities – authentic, or contrived? * Means of knowing – practice or theory? * Attitude to knowledge – questioning, or certain? * Organisation of time – extended, or bell-bound? * Organisation of space – workshop or classroom? * Organisation of curriculum – systematic sequencing, or project/theme-based?4 * Approach to tasks, classroom organisation – group or individual? * Visibility of processes – high visibility, or hidden? * Proximity to teacher – virtual, or face-to-face? * Role of the learner – self-managing or directed?   [**Key resource**: Two 5-6 minute videos, each looking at 5 of these dimensions. To be shot in TVET colleges, with a visible host (though often simply voice-over), filmed in variety of appropriate workshop/laboratory/classroom/workplace settings to illustrate the decision-making continuum in each dimension. This will be a relatively expensive video to make, but will pull many elements of all the courses together (a sort of centre-piece for the programme), and will be well worth the cost.]  3 These questions re decision-making in the context of teaching can be used to tie together many of the strands of this course (as well as the Educational Psychology course and several others). The choices here are not to be seen as binary or either/or choices, but rather as heuristic (explanatory) devices to help us “situate” particular instances of teaching within an easy-to-use conceptual framework. (We could say “dialectic” instead of “binary” or “either/or”, but that would not be appropriate in a Level 7 course.)  4 This one was added to Lucas *et al*’s ten dimensions. Another new one came up in discussion near the end of the third workshop, but I cannot remember it.   1. Issue 1: **Integrating theory and practice** (Freire and the concept of *praxis*)  * Evolution of theory and practice in the South African TVET context * De-mystifying the stigma around vocational education (refer to Schön’s work on reflective practice) * Praxis and problem-*posing* education (Freire) * Practice is the *source* of theoretical knowledge, the *criterion and test of the correctness* of theoretical knowledge, and the *objective of*/*reason for producing* theoretical knowledge (adapted from Frank Youngman)  1. Issue 2: Focus on the workplace – teaching towards **employability**, etc. (Issues 2 and 3 link with the situational knowledge courses, 2.1.1 and 2.1.2) 2. Issue 3: Focus on entrepreneurship – teaching towards **self-reliance and *self*-employment.** |
| **Summative assessments (detailed assessment grids to be provided):**   1. **Summative assessment 1** (Suggested weighting: 50%; maximum length: 1,500 words):   Part 1: Choose *two models of teaching* which you find most applicable to your work in a TVET college. (a) Discuss in depth why you find them helpful, inspiring, or simply very relevant – why, as the service evaluation questionnaires always put it, would you recommend them to a colleague? (b) Also describe how you would implement some key insights associated with these models in practice, in your teaching.  Part 2: Now discuss what *theories of adult learning* add to the models you have discussed in Part 1 (you may refer to any number of theories). Weighting of Parts 1 and 2: 50/50.   1. **Summative assessment 2** (Suggested weighting: 50%; maximum length: 1,500 words):   Choose one of the three issues (discussed in Units 6, 7 or 8). Set out, and support with strong arguments, your own views. It is important to refer, where relevant, to the dimensions of pedagogical decision-making discussed in Unit 5. (It is recognised that not all of the dimensions have particular relevance to all three of the issues, but you should refer to at least five dimensions.) |
| **Breadth and depth**:  Substantive general pedagogical knowledge in depth (see Level 7 level descriptors), as this course must underpin the specialised pedagogical content knowledge in the subject specialisation courses. Leave breadth to the latter courses. |
| **Suggested weighting within a full programme** (Possible number of credits out of 120)  10 credits (100 notional hours) NB This course should *follow*, or be carefully sequenced to run *parallel with*, a course on **Educational Psychology**. |
| **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?)  Graduates should:   * understand TVET pedagogy, its concepts, relevant theory and related issues, and be capable of interpreting and applying this knowledge (those who already have school-focused teaching diplomas should have a thought-through grasp of how TVET pedagogy differs in certain respects from school-level pedagogies). * demonstrate an acceptable degree of competence in the relevant generic teaching skills: * be able to present knowledge to learners in a conceptually sound manner; * be able to devise tasks that give learners opportunities to practise and master new knowledge and skills; * be able to anticipate what learners find difficult to understand and develop effective ways to address common misunderstandings; * use carefully chosen physical, graphic, digital and text-based resources that enhance learners’ access to knowledge, and know how to access, develop and modify teaching and learning resources; * be able to use a variety of teaching and assessment strategies to promote learning for all. * be conversant with the issues, concepts and research on integrating theory and practice, education for the workplace and employability, entrepreneurship education and communities of practice. * be able to construct a discipline-specific educational philosophy that will inform their teaching practices. |
| **Videos and/or animations** (4 x 3 mins; 1 x 3-4 mins; 2 x 5-6 mins; variety of existing, sourced OER videos a selectable resources)**:**  A lot of video, but this course will be the heart of the programme.   1. **What distinguishes vocational teaching from teaching in other contexts?** (3 minutes): Requirements: Excerpts from interviews with three experienced TVET lecturers, and one articulate TVET student (try to get some diversity of opinion). Scripted connecting narrative (voice-over – host (preferably a TVET lecturer) hidden during the body of video, but seen at the beginning, and ending with a summary of key ideas).   2. **Signature pedagogies** (3 minutes): Distinguishing the kinds of pedagogies that are appropriate in different vocational domains – those which focus on working with:  i. physical materials – e.g. bricklaying, plumbing, hairdressing  ii. people – e.g. financial advice, nursing, hospitality, retail, and care industries  iii. symbols (words, numbers and images) – e.g. accountancy, journalism, software development, graphic design.  What sort of competences are required above others?  Requirements: Video – animation with voice-over, possibly with cutouts superimposed on the physical materials – people – symbols triangle.   1. **Six models of teaching**: (A range of videos): Look for OER videos on several models. Only select if they are good quality, clear and avoid superficiality. No existing resource is likely to cover all six of the models. Selection of readings as well as videos where possible – there are many on individual models (not always identified by the name given here, or even by the theorist (especially the case with the Exposition model). NB Avoid using videos which are merely about *learning theories* – these are usually the basis of models of teaching, but they belong in the Ed Psychology course rather than in this course, where the teaching must be about ***teaching***. However, if a good one is encountered that links the two (i.e. a particular theory of learning and the corresponding model of teaching), this should be used – in this course rather than the Psychology course. 2. **Dimensions of pedagogical decision-making in the context of TVET**: (Two original 5-6 minute videos): Each video looks at 5 of these dimensions. To be shot *on location* in various TVET colleges, with a visible host (though often simply voice-over), filmed in variety of appropriate workshop/ laboratory/classroom/workplace settings to illustrate the decision-making continuum in each dimension.   This will be a relatively expensive video to make, but it will pull many elements of all the courses together (a sort of centre-piece for the programme), and will be well worth the cost.   1. **Integrating theory and practice** (3-4 minutes): Look for existing OER (say, on Freirean ‘’*praxis*’’) to adapt, but will probably have to create an original, impactful video. The video should not stop at merely stating the obvious about theory and practice; it should touch on issues of stigma and social class, disempowerment and *em*powerment. Practice is not just the rather “messy” “application” of theory (the latter is often exalted, and made the standard against which practice is to be judged); theory must also be tested against practice. Video to end on the upbeat note of the last sentence above: “Practice is the ***source*** of theoretical knowledge, the ***criterion and test of the correctness*** of theoretical knowledge, and the ***objective of*/*reason for producing*** theoretical knowledge”. 2. **Focus on the workplace – teaching towards *employability*** (3 minutes): Excerpts from five interviews – two employers with opinions on what is needed – what has been done well, what needs doing; two with seasoned lecturers with opinions on the same questions; and one with Volker Wedekind, who has written about this issue (alternative Adrienne Bird or Andre Kraak). 3. **Focus on entrepreneurship – teaching towards *self-reliance* and *self-employment*** (3 minutes): Excerpts from interviews with a unionist, an informed industrial employer, a Business School academic. Possibly excerpts from Martin Beane’s keynote lecture at the 8th Pan-Common-wealth Forum on Open Learning in 2016. |
| **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. |