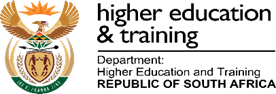
**Advanced Diploma**

**Technical and Vocational Teaching**

**Effective Vocational Pedagogy in College-Based**

**Work Integrated Learning**

Department of Higher Education and Training

**Department of Higher Education and Training**

Advanced Diploma: Technical and Vocational Teaching

**Module:** Effective Vocational Pedagogy in College-*Based Work-Integrated Learning*

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# Acronyms and Abbreviations

|  |  |
| --- | --- |
| ADTVT | Advanced Diploma: Technical and Vocational Teaching |
| CBWIL | College-Based Work Integrated Learning |
| DHET | Department of Higher Education and Training |
| ECD | Early Childhood Development |
| TVET | Technical and Vocational Education and Training |
| WIL | Work Integrated Learning |

# 

# Programme introduction

The Advanced Diploma in Technical and Vocational Teaching (Adv. Dip TVT) programme seeks to provide a structured professional learning pathway for current and aspirant technical and vocational lecturers/teachers. The Diploma will equip them with the knowledge and competences to implement and manage teaching and learning in their TVET colleges effectively and in alignment with national goals.

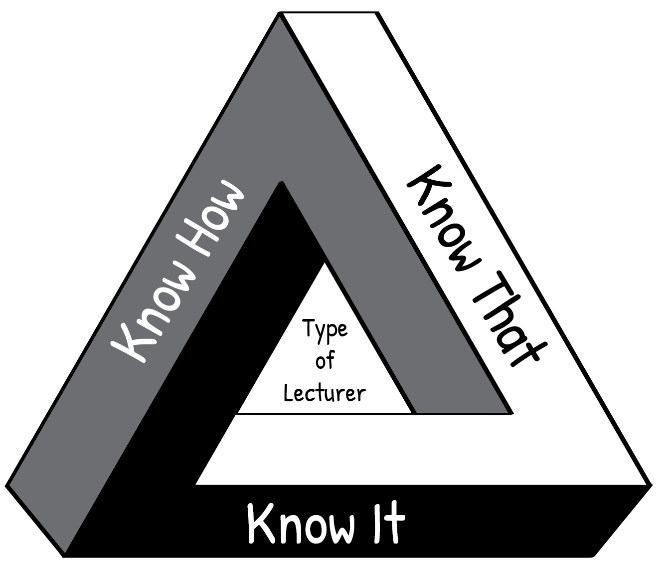
This module is one of a set of modules that contribute to the Advanced Diploma programme. The overall purpose of the Advanced Diploma is to engage lecturers working in the TVET sector in conversations about what it means to be a quality teacher in a TVET college. Each Module in the programme explores this from a different angle, but for every module the foundational concept is about the type of teacher you want to be. We all know that the relationship between teaching and learning is interrelated, so in order to understand the type of teacher you want to be you will need to engage with what learning means in a TVET context.

We often think about vocational and technical or craft knowledge as different from theoretical knowledge. However, there is increasing recognition of the power of vocational and theoretical knowledge coming together to develop the skilled craftsperson whether it is in plumbing, baking, even mathematics and physics. This integration of theory and vocational knowledge is equally important in teaching as well. Teachers are constantly needing to make informed decisions and judgements as they select what to teach and how best to teach the specific content, concept or skill.

This leads to a question about how different forms of knowledge and skill are brought together and balanced in the curriculum and in teaching and learning.

## Approach to learning

To answer the question above in this diploma programme, a framework has been developed which is referred to as *know how*, *know it* and *know that*, or the HIT framework. This framework is introduced, referred to and deepened in different ways all the way through the programme.



**“Know How”** is *procedural knowledge*, “in our bodies” or *embodied knowledge*.

For example, following a bread recipe.

“**Know It**” is *recognition*, the knowledge of what counts as good; wisdom; technical and theoretical judgments.

For example, is this sourdough good quality bread?

**“Know That”** is *propositional knowledge* or

*theoretical knowledge*, the knowledge of how and why, *cognitive knowledge*.

For example, the science of bread baking.

**Figure i: The HIT framework**

Think about your own craft of teaching. The kind of teacher you want to be, is one who knows **how** (the techniques of teaching), knows **that** (the science and theory behind teaching AND learning) and knows *it* (knowing and reflecting on what makes a quality teacher). Such a teacher enables students to actively engage with their learning and to develop their full potential.

If you are interested, click on the link provided to watch a short [video](https://youtu.be/JssDzbjlYik) in which Wayne Hugo discusses the “HIT model” of TVET knowledge and learning.

Relating theory to practice

In this module new concepts are often introduced by developing them from a practical situation with which you are probably familiar. This process, which moves from your experience towards a more abstract level of theory is known as inductive learning. It makes learning easier and is very different from deductive learning, which starts by presenting abstract theories and principles, then requires you to “deduce” practical conclusions and concrete examples. You are encouraged to relate the ideas you learn from the Adv Dip programme to your own context and to try to think theoretically about your practice. In other words, to think about the rationale for your practice.

Reflective practice and the use of a learning journal

One of the Adv. Dip TVT modules is called Reflective Practice, if you are interested, you can access it [here](https://oerafrica.org/system/files/13691/assets/13702/advdiptvtmodulereflective-practice.docx?file=1&type=node&id=13702&force=0). It covers the concept of reflection in the life of a TVET lecturer. Of particular importance is unit 2, which describes various models which facilitate reflection. The simplest reflective model that is discussed in this unit, is that of Terry Borton (1970). It consists of three steps as follows:

**Figure ii: Reflective model (after Borton, 1970)**

The three questions to prompt reflection leading to action:

1. What?

**What** happened? In this step you remember or describe the situation or event you have experienced.

1. So what?

**So,** if that happened**, what** does this show you or teach me?In this step you explore what new insights or knowledge the situation gives you.

1. Now what?

**Now** that I have learnt something new by reflecting on the situation, **what** should I do about it? In this step you think about what to do with the new awareness you have gained – i.e. how to make use of it to act more effectively in future situations.

Throughout the Adv. Dip TVT programme, you are encouraged to reflect on your practices at work in the college so that you can improve how teaching and learning takes place. We have embedded reflective practice throughout the programme, and at the end of most units in the modules you will find a reflective activity to complete. The reflective activity will enable you to make the most of what you have learnt throughout the unit, as well as assisting you to apply your learning in your workplace.

Use a learning journal

Throughout the Adv. Dip TVT modules, we encourage you to use a *learning journal*. You can download a digital template, or cut and paste the template in [Appendix 1](#_Appendix_1:_Learning) of this module, to use for your learning journal. Save it where you can easily find it again. You can also use another template, or use a paper-based learning journal. You will use your learning journal to write notes and reflections and complete activities. Start your learning journal at the beginning of the programme, and keep it regularly updated throughout.

Active learning

Most learning theorists tell us that new understandings and learning depend on, and arise out of, *action*. All the modules in the Adv. Dip TVT programme include activities. Your learning will be more fruitful if you engage systematically with the activities. If you do not do the activities, you will miss out on the most important part of the programme learning pathway.

Thinking activities

At various points in the module you are asked to *stop and think* and to take some time to reflect on a particular issue. These *thought pauses* are designed to help you consolidate your understanding of a specific point *before* tackling the next section of the module. One of the habits many of us develop through a rote kind of learning is to rush through things. Work though each module slowly and thoughtfully. Read and think. This is how we develop a depth of understanding and become able to use the ideas we learn. Try to link the issues raised in each thought pause with what you have read, with what you have already learnt about learning, with your own previous experience, and so on. Think about the questions or problems raised in the module. Jot down your ideas in your learning journal so that you can be reminded of them at a later stage.

Linkages across modules

As you work through this and other modules, you will notice that topics or issues raised in one module may cross refer to the same issue or topic in another module, possibly in more detail. So for example, while there is an entire module dedicated to the investigation of *curriculum,* key issues related to curriculum will also be highlighted and discussed in a number of other modules including, modules dealing with pedagogy, psychology in TVET as well as in the method of teaching engineering and related design and electrical engineering modules.

Access to readings

There are links to readings throughout the activities. We have tried as far as possible to provide links to Open Educational Resources (OER). In cases where this was not possible you will be directed in the activity to access these through your university library. The website link is shown in the reference list.

Assessment

The activities contained in this module and the Adv. Dip TVT programme as a whole, promote a continuous and formative assessment process. This approach is intended to support your ability to relate ideas to practice and to contribute to your development as you work through the various modules of the programme.

You will also notice that each module includes a summative assessment task with the assessment criteria set out in an accompanying rubric. This summative assessment task is a model only, intended to illustrate the kind of assessment tasks that may be set by the university providing this programme.

# Module overview

For the College-Based Work Integrated Learning (CBWIL)/Teaching Practice component of your Advanced Diploma: Technical and Vocational Teaching (ADTVT) qualification, you are placed in a TVET college for a period of time to develop the practical competencies you require to teach your subject specialisation in a TVET college context. This module can be used as preparation for and as part of this practical component of your studies. In this module, we focus on vocational pedagogy as a concept that is critical in TVET teaching.

As a student lecturer, you are studying to become professionally qualified. What does this mean? You want to be an expert TVET lecturer (a master in your craft) and ensure the effective learning and development of expertise of your students. You might have been teaching your specialisation in a TVET college context for many years and already consider yourself an expert. You might be wondering what you could possibly learn from a CBWIL experience that you don’t already know. This module aims to help you better understand what you do and why you do it. It provides you with a theoretical basis and tools to make you better at what you do. It will support you to apply your understanding of vocational pedagogy to the practice of planning and teaching lessons in a TVET context. This applies whether you have not taught before or even if you have years of experience in either a TVET or schooling context.

The Policy on Professional Qualifications for Lecturers in Vocational and Technical Education and Training (DHET, 2013) indicates that WIL should take the form of Practical Learning which involves learning *in* and *from* practice. Learning *from* practice involves the study of the practice of teaching through observing and analysing examples of practice. Learning *in* practice involves learning through the process of teaching and everything that goes with this, including lesson planning, developing teaching resources, delivering lesson content, managing the learning process, and assessing student performance. This learning in practice should ideally take place in authentic TVET classrooms and practical training facilities but also in simulated and micro teaching contexts (DHET, 2013, p. 14). The Policy requires that the CBWIL be done for a minimum of 8 weeks, of which at least 4 weeks should run one after the other (DHET, 2013). The CBWIL could thus be done in one session for the full 8 weeks, or divided into a few sessions where at least one session is 4 weeks. The CBWIL arrangement will depend on how your university has structured their programme. See also Table 1 below.

This module provides a framework that encompasses the processes and the learning required during and in preparation for CBWIL, and includes learning both *in* and *from* practice. In this module, you will learn *from* practice by watching a video of a lesson taught by a TVET lecturer, analysing a relevant lesson plan, and observing an actual lesson in an authentic college context. You will learn *in* practice when you do your CBWIL by planning and presenting your own lesson which incorporates vocational teaching strategies.

This module is flexible in that it allows you to do the individual units at times when it is most convenient and appropriate for you. Ideally, however, you would engage with this module at the beginning of your teaching practice (WIL) experience. Table 1 shows how the module might be spread over 8 weeks, in a single CBWIL or two separate 4-week sessions. Unit 1 and Unit 2 would be done in preparation for your CBWIL, with an observation at the start of CBWIL. Unit 3 is important preparation for any lesson you teach during CBWIL. Unit 4 can be done at any time, and as often as necessary, during a 4- or 8-week CBWIL session.

Table 1: Suggested application of the module ‘Effective Vocational Pedagogy in CBWIL’ in the ADTVT qualification

|  |  |  |  |
| --- | --- | --- | --- |
| Unit | Preparation for CBWIL | CBWIL combined Week 1 - 8 | |
| **CBWIL Session A**  **Week 1 - 4** | **CBWIL Session B**  **Week 5 - 8** |
| Unit 1:  Vocational pedagogy and teaching practices | Understand vocational pedagogy and teaching practices |  |  |
| Unit 2:  Observing teaching practices | Identify vocational pedagogy and teaching practices | Observe vocational pedagogy and teaching practices | Repeat if necessary and as time allows |
| Unit 3:  Planning effective teaching practices | Integrate vocational pedagogy and teaching practices into a lesson plan | Repeat in preparation for additional lesson presentations during CBWIL | Repeat in preparation for additional lesson presentations during CBWIL |
| Unit 4:  Presenting and evaluating a lesson | Present, evaluate and improve a lesson | Present, evaluate and improve a lesson | Repeat as often as time allows |

## Module purpose

The purpose of this module is to develop your understanding of vocational pedagogy and the application of this in practice so that you can plan and present effective lessons that incorporate features of vocational pedagogy. It is meant to complement the other learning activities that form part of your CBWIL programme.

## Module outcomes

By the end of this module, you will:

1. Have an understanding of vocational pedagogy and the associated vocational teaching strategies
2. Identify vocational teaching strategies by observing lessons and examining lesson plans
3. Plan a lesson which incorporates effective vocational teaching strategies
4. Present the lesson you planned to incorporate effective vocational teaching strategies, evaluate the lesson, suggest ways to improve it, and list factors to consider in future planning and presenting of such lessons

## Module structure

**Effective vocational pedagogy in college-based WIL**

**Unit 1**

Vocational pedagogy and teaching strategies

**Unit 2**

Observing vocational teaching strategies

**Unit 3**

Planning effective teaching strategies

**Unit 4**

Presenting and reviewing a lesson

Figure 1: Module structure

## Module credits and learning time

This module carries 3 credits. This is equivalent to 30 notional learning hours. This means that you should expect to complete the module in 30 hours. The 30 hours will include the contact time with the university and time for the thinking, reading, researching, and writing that will be required as you work through the module. Each activity indicates the suggested time to complete it. While the module is written so that you can complete it as an individual, ideally you would find opportunities to talk to and get input from your lecturer, co-student lecturers, and/or colleagues/peers in the TVET college where you work or are placed.

# Unit 1: Vocational pedagogy and teaching strategies

## Introduction

The purpose of TVET in South Africa and generally is to offer vocational/occupational programmes to prepare students for work. TVET colleges train (mostly) young people to develop the skills and knowledge for general employment or a specific job. Much of TVET is therefore aimed at preparing students to *do* specific things related to their planned occupation.

As a lecturer in a TVET context in South Africa, you need to contribute to promoting this purpose. This means that you need to be aware of who you are teaching, and the learning that needs to happen to enable you to assist in the achievement of this aim in your classroom. The TVET college curriculum is prescribed. However, as a lecturer it is up to you to interpret and implement the curriculum for your subject in ways that will promote the purpose of TVET and maximise the learning of your students.

If you are currently a lecturer in a TVET college, you would be aware that what you do in your classroom is slightly different to what schoolteachers do in theirs. In this unit, we want to explore those differences focus on what is best practice in terms of effective TVET teaching – what we will call vocational pedagogy.

## Unit 1 outcomes

By the end of this unit, you should be able to:

1. Explain how teaching in a vocational context is different and the same as teaching in a school
2. Connect the three types of knowledges that are important to foster in teaching a TVET course to your teaching specialisation
3. Explain vocational pedagogy
4. List the teaching strategies associated with vocational pedagogy

## Vocational teaching

The first activity draws on your understanding of teaching – in TVET colleges and schools. You might need to think way back to when you were in a school and base your answer on what you remember or have since learnt about teaching in schools and TVET colleges.

Activity 1: How does vocational teaching compare to teaching in a school?

**Suggested time: 20 minutes**

1. Think about what makes teaching and learning in a TVET college similar and different to teaching and learning in a school.
2. Write down 3 things that distinguish (differentiate/make different from) TVET teaching from school teaching.

Discussion of the activity

If you are currently teaching in a TVET college, your response is likely based on your current experience in a TVET college classroom. Your response probably depends on the nature and level of the subject, and where you teach – in a classroom or in a workshop.

Your school reference is either your own or others’ experiences in schools, or what you have known or have read about school teaching.

If you have never taught in a school or TVET college, you will most likely respond based on what you remember of what and how you learnt at school or from reading you have done on teaching and learning.

At first, you might say that there is no difference between the two – teaching is teaching – irrespective of the context or level. However, as you think again about the various aspects related to teaching, you might note:

* differences and similarities between learners and students in relation to age, cognitive level, and motivation to learn. Some of the students in TVET colleges may be the same age and at the same cognitive level as school learners. Many TVET students choose to study in the TVET system to learn skills which would help them get a job more easily.
* similarities in subjects, although TVET subjects are largely related to specific occupations. Different teaching and learning outcomes in TVET are focused on both competencies and theory.
* some resources and strategies may be the same or similar, such as the chalkboard and even PowerPoint. However, other technologies and practical work in TVET colleges help students understand applied concepts. Recently, there has been a shift in both contexts to use more digital technologies to develop learners’/students’ 21st Century skills.
* physical locations and setups in classrooms are often the same or similar. Some TVET colleges have well equipped workshops for students to do their practical work separately to the classes where the focus is on the theory.
* teaching in both contexts involves planning lessons with an aim to reach a particular learning outcome and to be completed within a prescribed time.

The key difference in TVET college teaching in general is that you are preparing students for a specific vocation, i.e. to do a job within a workplace. This is learning for work. This is different to school where the learning is primarily to prepare learners for further study, for the next grade, to meet knowledge and competency standards, for societal requirements, and to be citizens.

Lucas (2014, p. 4) proposes six outcomes for vocational education:

1. routine expertise (being skilful)
2. resourcefulness (stopping to think and deal with the non-routine)
3. functional literacies (communication and the functional skills of literacy, numeracy, and ICT)
4. craftsmanship (vocational sensibility, aspiration to do a good job, pride in a job well done)
5. business-like attitudes
6. wider skills (for employability and lifelong learning)

As a lecturer in vocational education, you straddle the world of work and the educational space. This is different to what a schoolteacher does. Therefore, as a TVET lecturer, you need to think about how best to achieve the overall teaching and learning outcomes of TVET within your context.

Stop and think

Are you aware of the expectations of you in a TVET college context and what you need to do to be effective?

Ask yourself, could you teach the student how to do a practical skill in the classroom as effectively as in a workshop? Why not? What are the constraints in the classroom? Are there ways that you can still teach them within the confines of the classroom what they need to know, and be confident that they would be able to do it in the real world? Activity 2 helps us explore different types of knowledge that we should be trying to develop in TVET teaching.

In the next activity, you will be introduced to the three types of knowledge that are important as part of vocational pedagogy.

You will also use your learning journal in the next activity. As part of the Programme Introduction at the beginning of this module, you may have downloaded a digital template to use for your learning journal. If not, do that now, or go to [Appendix 1](#_Appendix_1:_Learning) in this module, and save it where you can easily find it again. You can also use another template, or use a paper-based learning journal. You will use your learning journal to write notes and reflections and complete activities. You will keep it regularly updated throughout all the modules.

Activity 2: Teaching and learning in TVET – Associated Knowledge

**Suggested time:** **40 minutes**

1. Watch a short [video](https://youtu.be/JssDzbjlYik) in which Wayne Hugo discusses the “HIT model” of TVET knowledge and learning
2. Read about the HIT model of TVET in the ‘[Approach to learning](#_Approach_to_learning)’ in the Programme Introduction at the beginning of this module.
3. Think about your own teaching specialisation in relation to:
   1. *procedural knowledge* or Know How
   2. propositional or *theoretical knowledge* or Know That
   3. wisdom or *recognition of what is good* or Know It
4. In your learning journal, create and complete a table like the one below, with examples of Know How, Know It and Know That in your specialist subject. We have done a tourism example here to guide you:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUBJECT** | **TOPIC** | **Know How**  Procedural knowledge; “in our bodies”; embodied; e.g. riding a bicycle | **Know That**  Propositional knowledge; theoretical, cognitive knowledge; the ‘why’ of something | **Know It**  Recognition; what makes it good; wisdom; e.g. a beautifully made table |
| Tourism | Tour guiding | Using a template to plan a tour | Why planning is important in tour guiding; different approaches or theoretical frameworks for planning | Choosing the plan that suits the context best; making alternative arrangements if things don’t go as planned |

Discussion of the activity

Could you relate topics in your teaching specialisation or subject easily to these three types of knowledge? Was finding examples for any types of *knowing* easier than any other? Do you tend to focus on one more than the other in your own teaching? Why?

In your reflections, you may have noticed that *know that* seems more complex than *know how*, perhaps because *knowing that* is about understanding theory or ‘why’. *Knowing it* is the most complex and is normally associated with an expert or craftsperson. Essentially, you cannot *know it* without *knowing* *how* or *knowing that*.

In some cases, TVET lecturers deal with the *know how*, but don’t have the understanding of the theory behind the practice, or the depth of theory required. Our experience tells us that there is often a focus on theory because lecturers themselves don’t have much practical experience in the industry. This means that when *know how* is taught, it is often taught theoretically from a textbook, rather than practically. The wisdom of *knowing it* takes time and dedicated practice, and so is often overlooked in TVET colleges. Schools tend to focus on *knowing that*, with very little application of theory.

But both TVET colleges and schools should include a focus on all three types of knowledge, if they are to properly prepare learners and students for applied, critical thinking for lifelong learning and the world of work.

In TVET colleges in particular, the close connection between the college and the workplace means we need to consider that modern companies want workers who can think critically, understand why they are doing something, and can do it well, with pride.

Work through the following examples to further consolidate your understanding of the knowledges.

Table 2: Examples of Know How, Know It and Know That in different disciplines

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **SUBJECT** | **TOPIC** | **Know How**  Procedural knowledge; “in our bodies”; embodied; e.g. riding a bicycle | **Know That**  Propositional knowledge; theoretical, cognitive knowledge; the ‘why’ of something | **Know It**  Recognition; what makes it good; wisdom; e.g. a beautifully made table |
| Tourism | Tour guiding | Using a template to plan a tour | Why planning is important in tour guiding; different approaches to planning | Choosing the plan that suits the context best; making alternative arrangements if things don’t go as planned |
| Hairdressing | Hair assessment/diagnosis | Follow instructions on how to assess/diagnose the condition of the hair/scalp | Understand that the structureand the condition of the hair and scalp are determined by physiological factors, e.g. the curliness of the hair depends on the shape of the hair follicle and dry hair is caused by a lack of sebum | Look at a different person’s hair, diagnose the hair type and condition, and be able to recommend appropriate products |
| Plumbing | Replacing a tap washer | Know how to (follow instructions to) remove and replace a washer in a tap and put the tap back together again | Know why a tap needs a washer, the purpose of each of the parts, and why they needed to be placed in a particular order | Know when the tap is properly fixed, be able to diagnose an additional problem, and find a new solution if the tap is still leaking |
| Hospitality  (Chef/Cook) | Making a stew | Know how to make a stew, with or without a recipe | Know what happens when the stew is cooked, why do you add the spices in the beginning, what happens when you stew the meat for a long time, etc. | Know what a good stew tastes and looks like, what flavours are missing, be able to invent a new kind of stew |

Stop and think

|  |
| --- |
| Think about each of these vocations (jobs) – tour guide, hairdresser, plumber, chef or your own specialisation. How did the people doing these jobs learn or develop the knowledge and skills to become an expert in their field? Sometimes we say that we need time (years) to develop expertise and yet some young people become experts very early in their careers. How do you think this happens? How can you improve your teaching, become a craftsman in TVET teaching, to prepare your students to be experts in their field of specialisation? In Activity 3, you will read two articles and think about what you have learnt about the three types of knowledge in TVET teaching, to develop an understanding of vocational pedagogy and associated teaching strategies. |

Activity 3: Vocational pedagogy and teaching strategies

**Suggested time:** **60 minutes**

1. Read Bill Lucas’s article: “[Vocational pedagogy: What it is, why it matters and what we can do about it](https://unevoc.unesco.org/fileadmin/up/vocational_pedagogy_bill_lucas_unesco-unevoc_30april.pdf)” (May 2014). This reading is an OER and you can link directly to it.
2. Read this extract from the ADTVT Module on Vocational pedagogy. The extract is from page 85, but you can access the full module [here](https://www.oerafrica.org/system/files/13691/assets/13708/advdiptvtmodulevocational-pedagogy.doc?file=1&type=node&id=13708&force=0). This reading is an OER and you can link directly to it.

Lucas et al. (2012) identify the following 10 dimensions of vocational pedagogy …

1. **Role of the teacher: didactic or facilitative?**

At the one end of the continuum the teacher takes a strongly teacher-centered (didactic) role, such as lecturing or demonstrating. At the other end, the teacher gives the student the more active role, and facilitates the student’s own learning process through engaging the student in discussions or posing a problem for the student to solve.

1. **Nature of activities: contrived or authentic?**

On this continuum, a contrived activity is the furthest possible away from a real situation and is ‘out of touch’ with the real context in which the knowledge would be used, while authentic activities are close to real: watching or imitating someone actually doing it, for example.

1. **Means of knowing: theory or practice?**

This continuum is about whether students are learning things through engaging with them practically or through thinking about them theoretically. Lucas et al. (2012) wrote:

All vocational education subjects require a judicious mix of theory and practice ... it is not a question of whether learning should be practical or theoretical, rather it is a more precise understanding of *when*, in predominantly hands-on, experiential approaches, theoretical constructs should be introduced.

In other words, teaching and learning should always happen through practical activities, and the lecturer should look at where, during these activities, to include more directly theoretical content.

1. **Attitude toward knowledge: certain or questioning?**

At one end of the continuum, the lecturer may consider themselves the one who knows everything and is ‘dispensing’ it to the student (teacher-centred) or, at the other end, may see knowledge as always growing and changing and sees themselves as a lifelong learner alongside their students, encouraging questioning and discussion.

1. **Organisation of time: bell-bound or extended?**

This relates to Hugo’s pacing: does the session length control the teaching and learning experience, or is the learning allowed to flow to the next session?

1. **Organisation of space: classroom or workshop?**

Here classroom refers to the traditional ‘chalk and talk’ space, while workshop refers to the practical context – which could also be a clinic, salon, shop or other environment, depending on the occupation.

1. **Approach to tasks: individual or group?**

Lecturers can either have individual students work on their own or can construct tasks where they work collaboratively.

1. **Visibility of process: hidden or high?**

Visibility is about the lecturer enabling the students to know or *see* what is going on – in the lecturer’s mind, in the students’ own minds, and in the technical process. A lecturer who prefers hidden or **low visibility** might choose to dispense knowledge without showing *why* it is true or *how* it works, and without *explaining* their own thinking when doing the technical process or helping students to think about their experience in the process. This approach leaves many blind or hidden areas in new learning and the student might not develop a solid foundation. **High visibility** is achieved by letting students to see a process happen with their eyes (rather than telling them about it), verbalising what you are noticing and how you are making decisions as you do something, and helping them to reflect on their own attempts so that they can ‘see’ (become aware) of what worked and what didn’t.

1. **Proximity to teacher: face-to-face or virtual?**

Lucas et al. (2012) refer here to the use of online or other distance learning designs, where the teacher is not in the same physical room with the students. However, this continuum also raises the issue of the lecturer knowing and caring about individual students (even online when not *physically* present) and supporting and being alongside them in the learning process as a mentor, asopposed to having a more distant, impersonal relationship with students.

1. **Role of the learner: directed or self-managing?**

This continuum refers to the lecturer providing directions that students should follow, versus giving students some power and independence in managing their learning. This ties in closely with the lecturer being facilitative rather than didactic and encouraging questioning rather than ‘dispensing knowledge’.

1. In your learning journal, write down in your own words what you understand by vocational pedagogy.
2. Think about the link(s) between vocational pedagogy and the three knowledge types that you learnt about in Activity 2.

From what you have read, use this template to think about the teaching strategies associated with each of the three knowledge types. Next to each teaching strategy, put a tick under one or more of the knowledge types supported by that strategy. This will form the basis of an observation checklist you will use in later units to evaluate lessons taught by others and to plan your own lesson.

|  |  |  |  |
| --- | --- | --- | --- |
| **Vocational teaching strategies** | **Know How** (procedural knowledge) | **Know That** (propositional knowledge or theoretical knowledge) | **Know It** (knowledge of what counts as good) |
| Demonstrating |  |  |  |
| Observing |  |  |  |
| Simulating/role play |  |  |  |
| Practical work/trial & error |  |  |  |
| Coaching |  |  |  |
| Explaining |  |  |  |
| Asking/answering questions |  |  |  |
| Facilitating discussion |  |  |  |
| Giving feedback |  |  |  |
| Group work |  |  |  |
| Problem solving |  |  |  |
| Planning |  |  |  |
| Creating |  |  |  |
| Using case studies |  |  |  |
| Games |  |  |  |

Discussion of the activity

After going through the readings, you have some sense that vocational pedagogy is about teaching in a vocational context. You would also have realised that vocational teaching is complicated and that it is not only about the presentation of the lesson but about all the decisions you make before and during teaching. According to Lucas (2014, p. 2), “vocational pedagogy encompasses the science, art and craft of teaching and learning vocational education. More simply, vocational pedagogy is the sum total of the many decisions which vocational lecturers take as they teach, adjusting their approaches to meet the needs of learners and to match the context in which they find themselves”.

An important aspect that arises is that you cannot really separate teaching and learning. In fact, you would notice that Lucas (2014) has a strong focus on learning rather than teaching strategies. You would also realise that it is not only about you, the lecturer. You will not be teaching in a vacuum – the students (and their varied needs), the context or physical space, and the content (the nature of the subject matter) all impact how the lessons ultimately turn out.

**CONTEXT**

TVET lecturer

Content

Student

Figure 2 The context for effective TVET teaching

To be an effective TVET lecturer, you will have to consider all these aspects. The vastly different subject offerings (for example, office management and plumbing) and the associated work mean that we might need different approaches to vocational pedagogy. The common factor, however, is that, irrespective of the subject, we are all preparing students for the world of work. Fundamentally then, vocational pedagogy is about integrating the various types of knowledges, i.e. Know How, Know That and Know It.

Vocational pedagogy does not rigidly prescribe the use of a particular strategy or technique. Rather, it provides a list of tried and tested teaching and learning methods or approaches which have been found to be effective as vocational teaching strategies. When you are planning a lesson, you make choices – you decide (or are provided with) what content to teach, and then you choose a teaching method and resources that match the students and the context and ultimately lead to the achievement of the desired learning outcome.

At first glance, you might say that vocational pedagogy is no different to effective teaching in any context. It involves planning, structuring, and managing the lesson; focusing the students’ attention through demonstrating and providing clear explanations; asking critical questions; and creating opportunities for discussion. However, you should also have picked up specifically on the characteristic features of vocational teaching strategies that relate to learning for work:

* Activity-based and student-centered approaches: group work; collaborative/peer learning
* Experiential learning – practical, hands-on/learning skills by doing – through actual practical work, models, demonstrations, observations
* problem-based, experimental learning – real-world problem solving using scenarios and case studies; using games and role play – application of theoretical knowledge in the actual context
* Situated learning/importance of the context = real world or a simulation of this; the use of virtual environments, and watching and copying what happens

Stop and think

|  |
| --- |
| Why do we use one strategy instead of another? What drives the choice of which vocational teaching strategy is used? We believe it is learning (and teaching) for work that primarily drives vocational teaching strategies. |

## Vocational teaching strategies and the HIT model

This is how we thought about the relationship between vocational teaching strategies and the HIT model. We hope you can see that there is an overlap of teaching strategies across the three different knowledges. This reinforces the idea that learning for work requires us to integrate all three kinds of knowledge, not necessarily in every single lesson, but across the curriculum. Furthermore, as vocational education is geared toward preparing students for work, the teaching strategies selected should support the development of practical skills using the three kinds of knowledge in learning situations that are as similar as possible to real world contexts or in actual work situations.

The following table suggests links between vocational teaching strategies and the HIT model.

Table 3: Suggested links between vocational teaching strategies and the HIT model

|  |  |  |  |
| --- | --- | --- | --- |
| **Vocational teaching strategies** | **Know How** (procedural knowledge) | **Know That** (propositional knowledge or theoretical knowledge) | **Know It** (knowledge of what counts as good) |
| Demonstrating | x |  |  |
| Observing | x |  |  |
| Simulating/role play | x |  |  |
| Practical work/trial & error | x |  |  |
| Coaching | x | x | x |
| Explaining | x | x |  |
| Asking/answering questions |  | x | x |
| Facilitating discussion |  | x | x |
| Giving feedback |  | x | x |
| Group work | x | x | x |
| Problem solving |  | x | x |
| Planning | x | x |  |
| Creating |  | x |  |
| Using case studies |  | x |  |
| Games |  | x |  |

Stop and think

|  |
| --- |
| So, now you may have a sense of what vocational pedagogy is, the types of knowledge involved in TVET teaching and learning, why vocational pedagogy is important for you as a student lecturer, and how you might practice it in your teaching. How familiar is it to you? Can you relate the teaching strategies to some that you use or have used in your own classroom? You might also remember what teaching strategies impacted your learning during your studies/training. Do you think that those same strategies will work for your students – even if the subject content is different? |

## Conclusion to Unit 1

You may now be aware of the ways you can assist your TVET students to learn more effectively – by consciously thinking about the aim of the lesson related to the *knowing it*, *knowing that* and *knowing how* of TVET knowledge, as well as incorporating teaching strategies related to vocational pedagogy into your lessons. You have now developed an initial (check) list of teaching strategies (pedagogical choices) that you will refine and use in the following units (Units 2, 3 and 4) of this module.

In Unit 2, you will identify vocational teaching strategies by observing lessons and examining lesson plans. In Unit 3, you will apply what you have learnt in Units 1 and 2 to plan a lesson which includes the knowledge you want to develop and effective vocational teaching strategies. Finally, in Unit 4, you bring all your learning together and present the lesson you planned, evaluate it, suggest ways to improve it, and list factors to consider in future planning and presenting of lessons in your teaching specialisation.

# Unit 2: Observing vocational teaching strategies

## Introduction

In Unit 1, we used literature (readings) to learn about the HIT model and vocational pedagogy, and came up with an initial list of vocational teaching strategies associated with the three knowledges of the HIT model. It is well known that reading about things does not necessarily mean that we fully understand their application in real life. Your initial learning about vocational pedagogy might still seem a bit abstract and you might not be able to imagine what it looks like in practice. In Unit 2, Activity 1 focuses on learning about vocational pedagogy from lesson plans. Lesson planning is an important part of preparing for teaching. In the case of vocational teaching strategies, you need to consciously plan and indicate where, when and how vocational teaching strategies are included in your lesson plans.

Learning from others is also important. As a student lecturer, learning from an experienced lecturer in an immediately relevant, authentic context is critical. Activity 2 and 3 provide the opportunity for you to do so. Activity 2 is based on a video of an actual TVET lesson. Activity 3 requires you to be present to observe a lesson in your teaching specialisation in a TVET college classroom.

## Unit 2 outcomes

By the end of this unit, you should be able to:

1. Identify the knowledges (HIT model) and vocational teaching strategies using an observation checklist to analyse lesson plans and observing lessons
2. Understand how context and subject specialisation affect the knowledge focus and vocational teaching strategies in a TVET college classroom
3. Refine and consolidate your HIT and vocational teaching strategies checklist

Planning a lesson is very much like planning a road trip. You have to think about: where you want to go (exit outcomes); why you want to go there (purpose); what you have to teach (learning outcomes); how you will get there (mode); how much time you have to get there (duration); and what you want to do along the way (activities and teaching strategies). You also have to have some idea (prior knowledge) of the place you are going to.

We are not focusing on those aspects of planning in this unit, although the lesson plan could be a good model for you to use to include all aspects of planning. Our focus is on vocational teaching strategies embedded into a lesson plan.

If you want to know more about lesson planning in the vocational context, you can refer to Unit 3 in the ADTVT Module called From Interpreting Curriculum to Lesson Planning. You can access the full module [here](https://www.oerafrica.org/system/files/13691/assets/13707/advdiptvtmodule-intepretingcurriculumlessonplanning.docx?file=1&type=node&id=13707&force=0). This reading is an OER and you can link directly to it. We will also go into more detail about lesson planning in vocational teaching in Unit 3 of this module.

Activity 4: The HIT model and teaching strategies in lesson plans

**Suggested time: 90 minutes**

Look at the two lesson plans provided in Appendix 2.

1. Go through the lesson plans thoroughly
2. Use what you know about the HIT model to identify the knowledge focus(es) of each lesson, i.e. *knowing how*, *knowing that* and *knowing it*. Indicate this on the lesson plan by making a note and highlighting the relevant/appropriate section of the lesson plan.
3. We have adapted the table of **Vocational teaching strategies and the HIT model** from Unit 1 into an observation checklist of vocational teaching strategies used for different knowledge types.
   1. Copy the observation checklist in Table 4 into your learning journal.
   2. Identify examples of the HIT model and vocational teaching strategies contained in each of the Fudge and Advertising lesson plans, and complete the observation checklist for each lesson plan.

Table 4: Observation checklist: Vocational teaching strategies and the HIT model

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Know How** (procedural knowledge) | | | | | | | | | |
| Was this type of knowledge developed in the lesson? | | | | Yes | |  | | No |  |
| What teaching/learning strategies were used? Choose from the list below and/or add your own. | | | | | | | | | |
|  | Demonstrating |  | Explaining | |  | | Problem solving | | |
|  | Observing |  | Asking/answering questions | |  | | Planning | | |
|  | Simulating/role play |  | Facilitating discussion | |  | | Creating | | |
|  | Practical work/trial & error |  | Giving feedback | |  | | Using case studies | | |
|  | Coaching |  | Group work | |  | | Games | | |
|  |  |  |  | |  | |  | | |
|  |  |  |  | |  | |  | | |
| Comment on the effectiveness of the strategies used to develop this type of knowledge. | | | | | | | | | |
|  | | | | | | | | | |
| **Know That** (propositional knowledge or theoretical knowledge) | | | | | | | | | |
| Was this type of knowledge developed in the lesson? | | | | Yes | |  | | No |  |
| What teaching/learning strategies were used? Choose from the list below and/or add your own. | | | | | | | | | |
|  | Demonstrating |  | Explaining | |  | | Problem solving | | |
|  | Observing |  | Asking/answering questions | |  | | Planning | | |
|  | Simulating/role play |  | Facilitating discussion | |  | | Creating | | |
|  | Practical work/trial & error |  | Giving feedback | |  | | Using case studies | | |
|  | Coaching |  | Group work | |  | | Games | | |
|  |  |  |  | |  | |  | | |
|  |  |  |  | |  | |  | | |
| Comment on the effectiveness of the strategies used to develop this type of knowledge. | | | | | | | | | |
|  | | | | | | | | | |
| **Know It** (knowledge of what counts as good) | | | | | | | | | |
| Was this type of knowledge developed in the lesson? | | | | Yes | |  | | No |  |
| What teaching/learning strategies were used? Choose from the list below and/or add your own. | | | | | | | | | |
|  | Demonstrating |  | Explaining | |  | | Problem solving | | |
|  | Observing |  | Asking/answering questions | |  | | Planning | | |
|  | Simulating/role play |  | Facilitating discussion | |  | | Creating | | |
|  | Practical work/trial & error |  | Giving feedback | |  | | Using case studies | | |
|  | Coaching |  | Group work | |  | | Games | | |
|  |  |  |  | |  | |  | | |
|  |  |  |  | |  | |  | | |
| Comment on the effectiveness of the strategies used to develop this type of knowledge. | | | | | | | | | |
|  | | | | | | | | | |

1. After you have completed the observation checklist for each lesson, in your learning journal compare the Fudge and Advertising lesson plans in relation to the HIT model and the use of vocational teaching strategies:
   1. Which of the two was better? Explain why.
   2. What did you pick up in the lesson plans that is new for you about vocational pedagogy?
   3. What thoughts do you have on how the teaching specialisation/subject might or might not impact on the use of vocational teaching strategies?
   4. What suggestions do you have to improve either of the lesson plans?
2. Revise the observation checklist by adding and/or modifying teaching strategies.

Discussion of the activity

You might have found that some vocational teaching strategies are easier to identify than others. With experience, you will be able to identify them more easily. It might have been a little bit more difficult to associate particular strategies with the three knowledges. You will probably also have seen that some teaching strategies can be associated with more than one knowledge form.

You can look at our annotated versions of the lesson plans in [Appendix 3](#_Appendix_3:), indicating the HIT knowledges and the **associated vocational teaching strategies**. We also completed the observation checklist to show how we identified examples of the HIT model and vocational teaching strategies contained in the lesson plans. Compare what you did with ours, and reflect on what is the same and what is different.

**MAKING FUDGE**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Know How** (procedural knowledge) | | | | | | | | | |
| Was this type of knowledge developed in the lesson? | | | | Yes | | x | | No |  |
| What teaching/learning strategies were used? Choose from the list below and/or add your own. | | | | | | | | | |
| x | Demonstrating |  | Explaining | |  | | Problem solving | | |
| x | Observing |  | Asking/answering questions | | x | | Planning | | |
|  | Simulating/role play |  | Facilitating discussion | | x | | Creating | | |
| x | Practical work/trial & error |  | Giving feedback | |  | | Using case studies | | |
|  | Coaching |  | Group work | |  | | Games | | |
|  |  |  |  | |  | |  | | |
|  |  |  |  | |  | |  | | |
| Comment on the effectiveness of the strategies used to develop this type of knowledge. | | | | | | | | | |
| The demonstration and students’ own practical work are effective strategies in developing students’ understanding of the processes and procedures involved in “making”. The students would be given an opportunity to see how it is done as well as do it themselves by imitating the procedure which was demonstrated. | | | | | | | | | |
| **Know That** (propositional knowledge or theoretical knowledge) | | | | | | | | | |
| Was this type of knowledge developed in the lesson? | | | | Yes | | x | | No |  |
| What teaching/learning strategies were used? Choose from the list below and/or add your own. | | | | | | | | | |
| x | Demonstrating | x | Explaining | |  | | Problem solving | | |
|  | Observing | x | Asking/answering questions | |  | | Planning | | |
|  | Simulating/role play | x | Facilitating discussion | |  | | Creating | | |
|  | Practical work/trial & error |  | Giving feedback | |  | | Using case studies | | |
|  | Coaching |  | Group work | |  | | Games | | |
|  |  |  |  | |  | |  | | |
|  |  |  |  | |  | |  | | |
| Comment on the effectiveness of the strategies used to develop this type of knowledge. | | | | | | | | | |
| Lecturer explanations, asking critical questions and providing answers/feedback help to develop the theoretical understanding of the concepts being taught. Allowing opportunity for students to discuss and ask and answer questions helps them to further clarify their understanding of the concepts. | | | | | | | | | |
| **Know It** (knowledge of what counts as good) | | | | | | | | | |
| Was this type of knowledge developed in the lesson? | | | | Yes | | x | | No |  |
| What teaching/learning strategies were used? Choose from the list below and/or add your own. | | | | | | | | | |
|  | Demonstrating |  | Explaining | | x | | Problem solving | | |
|  | Observing | x | Asking/answering questions | |  | | Planning | | |
|  | Simulating/role play |  | Facilitating discussion | |  | | Creating | | |
|  | Practical work/trial & error | x | Giving feedback | |  | | Using case studies | | |
|  | Coaching |  | Group work | |  | | Games | | |
|  |  |  |  | |  | |  | | |
|  |  |  |  | |  | |  | | |
| Comment on the effectiveness of the strategies used to develop this type of knowledge. | | | | | | | | | |
| Providing opportunity for students to apply what they learnt to make a judgement on their own and others’ work is effective in developing Know It. Getting them to problem solve/troubleshoot to identify possible errors made and provide suggestions for improvement is an advanced skill and important in the hospitality industry. | | | | | | | | | |

*Demonstrating* is an example of a strategy that is used to develop both Know How and Know That knowledge. For example, in the lesson on “Making Fudge”, the lecturer is planning to teach a procedure (how to make fudge) and at the same time make the students familiar with the theoretical concepts involved in the process (what is in fudge and how the various ingredients work together). The strategy you use largely depends on its purpose, i.e. what you are using the strategy for in a particular lesson.

**ADVERTISING**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Know How** (procedural knowledge) | | | | | | | | | |
| Was this type of knowledge developed in the lesson? | | | | Yes | | x | | No |  |
| What teaching/learning strategies were used? Choose from the list below and/or add your own. | | | | | | | | | |
| x | Demonstrating |  | Explaining | |  | | Problem solving | | |
| x | Observing |  | Asking/answering questions | | x | | Planning | | |
|  | Simulating/role play |  | Facilitating discussion | |  | | Creating | | |
| x | Practical work/trial & error |  | Giving feedback | |  | | Using case studies | | |
|  | Coaching | x | Group work | |  | | Games | | |
|  |  |  |  | |  | |  | | |
|  |  |  |  | |  | |  | | |
| Comment on the effectiveness of the strategies used to develop this type of knowledge. | | | | | | | | | |
| The demonstration of the process of creating an advert was done virtually via video and a PowerPoint presentation. While students were not asked to “copy” what was done, they did need to attentively observe and apply the procedures, and also apply their creative skills. The use of digital media is effective because the video/presentation can always be replayed if students are unsure and need to check something. The use of groupwork helps the learning of procedural knowledge because the students are able to draw on each other’s knowledge and focus on their individual strengths. | | | | | | | | | |
| **Know That** (propositional knowledge or theoretical knowledge) | | | | | | | | | |
| Was this type of knowledge developed in the lesson? | | | | Yes | | x | | No |  |
| What teaching/learning strategies were used? Choose from the list below and/or add your own. | | | | | | | | | |
|  | Demonstrating | x | Explaining | |  | | Problem solving | | |
|  | Observing | x | Asking/answering questions | |  | | Planning | | |
|  | Simulating/role play | x | Facilitating discussion | |  | | Creating | | |
|  | Practical work/trial & error | x | Giving feedback | |  | | Using case studies | | |
|  | Coaching |  | Group work | |  | | Games | | |
|  |  |  |  | |  | |  | | |
|  |  |  |  | |  | |  | | |
| Comment on the effectiveness of the strategies used to develop this type of knowledge. | | | | | | | | | |
| Clear explanations during the presentation and the opportunity to ask and answer questions help learning. The use of digital media assists in getting the students attention and asking a question helps keep their focus. The lecturer shares her knowledge by facilitating discussion but also gets students to draw more on their own existing knowledge. | | | | | | | | | |
| **Know It** (knowledge of what counts as good) | | | | | | | | | |
| Was this type of knowledge developed in the lesson? | | | | Yes | | x | | No |  |
| What teaching/learning strategies were used? Choose from the list below and/or add your own. | | | | | | | | | |
|  | Demonstrating |  | Explaining | |  | | Problem solving | | |
|  | Observing | x | Asking/answering questions | |  | | Planning | | |
|  | Simulating/role play |  | Facilitating discussion | |  | | Creating | | |
|  | Practical work/trial & error | x | Giving feedback | |  | | Using case studies | | |
|  | Coaching |  | Group work | |  | | Games | | |
|  |  |  |  | |  | |  | | |
|  |  |  |  | |  | |  | | |
| Comment on the effectiveness of the strategies used to develop this type of knowledge. | | | | | | | | | |
| Getting students to provide feedback on the other groups’ adverts is effective because it ensures that they are familiar with what makes a good display advert, i.e. by applying the criteria to assess the adverts. | | | | | | | | | |

How do your lesson plans and associated observation schedules compare with those provided here? Did you have fewer comments and examples, or did you find additional examples and have more comments? You might also have found that the lesson plan on Making Fudge included all three knowledges from the HIT model and many more examples of vocational teaching strategies than the one on Advertising. This makes sense as this lesson was planned as a practical lesson which is based on active, experiential learning. The Advertising lesson plan had a greater proportion of theory (lecturer presentation) but also included active learning strategies – especially in the activity.

Did you add any teaching strategies to your checklist? You might also have realised that that while we are focusing on teaching strategies, the student actions and learning are just as important. Activity 3 requires you to use the checklist/schedule again. Hopefully you are a bit more confident with it now.

Activity 5: The HIT model and vocational teaching strategies observed

**Suggested Time: 90 minutes**

1. Watch the video *Early Childhood Development lecture at Pietermaritzburg TVET college*, access the video here: <https://youtu.be/JbfYy0e__xY>
2. Use the HIT and vocational pedagogy observation checklist again to identify the knowledge focus (HIT model) and particular vocational teaching strategies used in the video lesson.
3. In your learning journal, write down:
4. which teaching strategies/techniques are most appropriate for developing each of the different types of knowledge and why?
5. what was done well?
6. how would you improve the lesson you observed?
7. any new/additional aspects that might need to be taken into consideration when using the checklist or any changes that might need to be made to the checklist
8. Discuss with a peer the features of vocational pedagogy that need to be added to the checklist to ensure that it includes different contexts and is relevant to the teaching of your subject.
9. Revise your checklist based on your experiences of observing and reflecting on the video lesson and the outcome of the peer discussion.

Discussion of the activity

Learning to teach through observation is a strategy that is increasingly used to improve teaching and, by extension, student learning. This form of lecturer development works particularly well when there are good, experienced lecturers to learn from. You might be one of those experienced lecturers and have had novice or student lecturers observing your teaching. You can still benefit, however, from this form of learning. You might have found that the teaching context changes, that new content has come into the syllabus or that the new student lecturers have exciting and innovative strategies (particularly related to the use of ICTs) to share. The best way for you to deal with these changes and continue to be effective in your work would be to observe those that are more experienced than you. Observing college lecturers in context also gives you an opportunity to learn about students and their learning and about lecturer-student interaction in the classroom.

Observing is not just “watching”. You observe better when you know what you are looking for, when you have a focus. Using an observation schedule allows you to create a summary and analyse what happened during the lesson. In this case, your focus was the HIT model and related vocational teaching strategies. You can then draw proper conclusions about whether it was effective or whether it could have been done differently and more effectively. Ultimately, however, the focus needs to be on how and what the students learn through using these strategies. Having a discussion with the lecturer you observed about the lesson could add value.

Some specialisations lend themselves more to active, experiential learning. But you will see that with increased awareness and careful planning, vocational teaching strategies can be included in a lesson in any specialisation. You might have noticed there are some strategies that can clearly be linked with the development of certain knowledges, while other strategies might be associated with more than one of the three different types. You can also see that the three types of knowledge *can* be, but won’t *necessarily* be, integrated into a single lesson plan. They would likely be spread over a series of carefully sequenced lesson plans.

This is how we completed the observation schedule for the video (ECD) lesson:

**Early Childhood Development**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Know How** (procedural knowledge) | | | | | | | | | |
| Was this type of knowledge developed in the lesson? | | | | Yes | | x | | No |  |
| What teaching/learning practices were used? Choose from the list below and/or add your own. | | | | | | | | | |
| x | Demonstrating |  | Explaining | |  | | Problem solving | | |
| x | Observing |  | Asking/answering questions | |  | | Planning | | |
| x | Simulating/role play |  | Facilitating discussion | |  | | Creating | | |
| x | Practical work/trial & error |  | Giving feedback | |  | | Using case studies | | |
|  | Coaching |  | Group work | |  | | Games | | |
|  |  |  |  | |  | |  | | |
|  |  |  |  | |  | |  | | |
| Comment on the effectiveness of the strategies used to develop this type of knowledge. | | | | | | | | | |
| Not all students were involved in the activities.  Classroom was set up effectively to accommodate the practical activities.  Lecturer explains the reasoning behind the sequencing of activities and why certain activities are done at a certain time.  Students learn exactly how to carry out the various activities in an ECD centre.  Lecturer needs to summarise the learning at the end.  It might have been good to have a worksheet or notes that accompany the role play session. | | | | | | | | | |
| **Know That** (propositional knowledge or theoretical knowledge) | | | | | | | | | |
| Was this type of knowledge developed in the lesson? | | | | Yes | | x | | No |  |
| What teaching/learning strategies were used? Choose from the list below and/or add your own. | | | | | | | | | |
|  | Demonstrating | x | Explaining | |  | | Problem solving | | |
|  | Observing | x | Asking/answering questions | |  | | Planning | | |
|  | Simulating/role play |  | Facilitating discussion | |  | | Creating | | |
|  | Practical work/trial & error |  | Giving feedback | |  | | Using case studies | | |
|  | Coaching |  | Group work | |  | | Games | | |
|  |  |  |  | |  | |  | | |
|  |  |  |  | |  | |  | | |
| Comment on the effectiveness of the strategies used to develop this type of knowledge. | | | | | | | | | |
| Clear explanations by the lecturer in the lead up to the role play, but needed more opportunity to ask and answer questions and provide feedback. This supports an understanding of why something happens.  Students also understand the sequence and importance of the activities in the daily routine of being an ECD practitioner. | | | | | | | | | |
| **Know It** (knowledge of what counts as good) | | | | | | | | | |
| Was this type of knowledge developed in the lesson? | | | | Yes | |  | | No | x |
| What teaching/learning strategies were used? Choose from the list below and/or add your own. | | | | | | | | | |
|  | Demonstrating |  | Explaining | |  | | Problem solving | | |
|  | Observing |  | Asking/answering questions | |  | | Planning | | |
|  | Simulating/role play |  | Facilitating discussion | |  | | Creating | | |
|  | Practical work/trial & error |  | Giving feedback | |  | | Using case studies | | |
|  | Coaching |  | Group work | |  | | Games | | |
|  |  |  |  | |  | |  | | |
|  |  |  |  | |  | |  | | |
| Comment on the effectiveness of the strategies used to develop this type of knowledge. | | | | | | | | | |
| Know It might not have been a focus here, but it could well be the focus of an activity done in a different lesson. This is related to the Know That, asking and answering questions about what happened in the role plays. There could have been activities that required students to make a judgement on what was effective (or not) about the lesson, give each other feedback, and reflect on why and how to improve it. This is part of developing quality practice. It could also form the basis of a task when the students are doing their WIL in an ECD centre. | | | | | | | | | |

Was yours similar to this? If you did not observe what has been recorded in this schedule, you might want to have a second look. Alternatively, you might have observed other strategies that are missing from our observations. That’s ok. Check the comments carefully and compare them to yours.

From the video, you see that the students were very involved in the lesson and seemed to be thoroughly enjoying it. The physical organisation of the space is important to ensure that all students are involved. Maximising student participation maximises the student learning. The main teaching strategies used in this video were demonstrations, role play, and explanations. *Knowing how* can be developed effectively through a demonstration, a practical activity, a role play or a simulation because students are watching and doing – in addition to listening when the lecturer explains the process.

We didn’t see much opportunity for students to ask and answer questions, and give each other feedback that could help to understand why we tell a story in a particular way, for example. There is a strong overlap with *know that* and *know it*. If students are asked to ‘judge’ each other’s practice and provide feedback, it could lead to an understanding of what quality practice means.

TVET education is about learning for work. The HIT model gives us the opportunity to consider using teaching strategies that allow students to practice/apply what they have learnt and reflect on what is good practice (the 3 knowledges) so that they can be properly prepared for the world of work.

Stop and think

|  |
| --- |
| Do you think that students benefitted equally from the various activities in this lesson? Would you have done it differently? If so, how?  The observation of a video lesson is easier than a live lesson because you can do it at any time, it allows you to stop and start, and you can replay and focus on different things each time you watch it. In Activity 3, you will be asked to repeat the observation using the observation checklist, but within the context of an actual college classroom and ideally within your specific teaching specialisation. |

Activity 6: The HIT model and vocational teaching strategies during WIL

**Suggested Time: 90 minutes**

In this activity, you will observe a lesson in your specific teaching specialisation during your CBWIL/teaching practice. Please remember to ask the necessary permission from the lecturer you are observing. Your learning will be enhanced if the lecturer shares his/her lesson plan with you as you will have a better sense of the aim and outcomes of the lesson.

1. Use the same vocational pedagogy observation checklist (which you might have refined after the lesson plan activity) and the video lesson observation to do the observation.
2. If possible, discuss the lesson with the lecturer before and after the lesson. This will help in your observation and your reflection.
3. In your learning journal, write down:
   1. which teaching strategies are most appropriate for developing each of the different types of knowledge and why?
   2. what was done well?
   3. how would you improve the lesson you observed?
   4. any new/additional aspects that might need to be taken into consideration when using the checklist or any changes that might need to be made to the checklist
4. Revise and improve your checklist based on your experiences of observing and reflecting on the lessons

Discussion of the activity

So now you have had the opportunity to observe a real live lesson in a TVET college classroom. What was different between the video lesson and this one? The observation of the live lesson does not have the advantage of replay, so you had to be a lot more focused. Hopefully your previous experience with the observation schedule resulted in you being a lot more confident with its use and identifying the vocational strategies. This “live” observation provided an opportunity for you to experience, directly, the actual implementation of vocational pedagogy in a TVET college classroom. This would have made you more aware of the dynamics within a classroom and how the context might affect how the lesson is presented and whether its use was effective. The discussion with the lecturer before and after the lesson hopefully helped you understand this better. The reflection aspect of the activity will make the learning more meaningful because you will be using what you know and adding new knowledge to that. Don’t worry if you feel like you are not able to give feedback or ideas for improvement at this stage. It would also be good if you are able to observe more lessons during your CBWIL/teaching practice. As you gain experience and develop your own repertoire of skills, you will find that you can do this more easily.

It is important to note that the choice of teaching strategies in TVET lessons should always be related to the purpose of vocational education – i.e. to prepare TVET students for work. The teaching strategies used should therefore be geared to this. For the TVET lecturer, this means designing learning experiences that are situated in real or simulated work contexts. The learning experiences should be aimed at developing the three knowledges as well as the practical skills students need to perform their work competently to the correct standard and solve work-related problems.

## Conclusion to Unit 2

As a lecturer, you will always be learning – from your own practice and from others. These acts of learning about and improving your teaching (your profession) are called professional development. In this unit, you have examined two lesson plans (Activity 1) and observed two lessons (Activity 2 and 3) to develop and strengthen your understanding of the knowledges from the HIT model and vocational teaching strategies, and then add this understanding to your planning and the presentation of TVET lessons. You have an idea of how context and subject specialisation may affect how these strategies are used; however, you would also have seen that it is possible to use all forms of knowledge and the associated teaching strategies in any subject and specialisation, whatever the context. In summary, the HIT model links to ‘learning for work’ and teaching strategies to support the three kinds of knowledge in TVET, all used in lesson plans and the teaching of lesson plans. In Units 3 and 4, you will have an opportunity to use and apply what you have learnt during Unit 1 and 2 to plan and present your own lesson with a specific focus on the knowledges of the HIT model and vocational teaching strategies.

# Unit 3: Planning effective teaching strategies

## Introduction

You saw in Unit 2 that planning is about many things, including outcomes, purpose, timing and pacing, activities and teaching strategies, etc. When you are planning a lesson, some of these aspects are already predetermined. For example, what and when you teach will be defined by the college curriculum or syllabus (established outcomes) and the term teaching plans. The duration of each lesson is also predetermined by the timetable.

In this module and in particular in this unit, you are exploring, identifying and adopting (new) vocational teaching strategies which ensure the outcomes are (more) successfully achieved.

The purpose of this unit is to apply your understanding of the HIT model and vocational pedagogy that you learnt about in Units 1 and 2, to prepare a lesson for your specific subject and context using appropriate vocational teaching strategies.

## Unit 3 outcomes

By the end of this unit, you should be able to:

1. Identify teaching strategies from the checklist in Units 1 and 2 that are appropriate to the topic you are teaching and the outcomes for your lesson
2. Integrate teaching strategies, based on the HIT model, into a lesson plan

In the first activity, you will develop a lesson plan to incorporate the TVET knowledges (HIT model) and the vocational pedagogies into your teaching.

Using your knowledge of your subject and related topics and learning outcomes, you will reflect on what you have learnt about the HIT model and vocational teaching strategies, and how this applies to the subject you teach and your teaching context. Use your experience of watching the video in Unit 2, observing other lecturers, and your own experience of being in the classroom yourself. This will help you to consider the classroom context, to anticipate student responses, and be creative in choosing your teaching strategies. Don’t be afraid to try out something new. You might surprise yourself, and your students!

Activity 7: Incorporating vocational teaching strategies into a lesson plan

**Suggested time: 90 minutes**

1. Select a topic to teach from your subject. Go back to the observations and the lesson plans in Unit 2. Use your reflections and what you have learnt to plan a lesson that incorporates features of the HIT model and vocational teaching strategies.
2. Plan how you would cover the three knowledges – Know How, Know It and Know That – in your teaching of this topic. Refer to Unit 1 for ideas. You may have already explored a topic in Unit 1 that you can use.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUBJECT** | **TOPIC** | **Know How**  Procedural knowledge; “in our bodies”; embodied; e.g. riding a bicycle | **Know That**  Propositional knowledge; theoretical, cognitive knowledge; the ‘why’ of something | **Know It**  Recognition; what makes it good; wisdom; e.g. a beautifully made table |
|  |  |  |  |  |

1. Now list possible vocational teaching strategies you could use to teach the things you identified for each of the three knowledges in the last question. In Unit 2 you used the vocational strategies checklist. Download it again, or find it where you saved it. Use the checklist now for ideas.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUBJECT** | **TOPIC** | **Know How**  Procedural knowledge; “in our bodies”; embodied; e.g. riding a bicycle | **Know That**  Propositional knowledge; theoretical, cognitive knowledge; the ‘why’ of something | **Know It**  Recognition; what makes it good; wisdom; e.g. a beautifully made table |
|  |  |  |  |  |
| Possible vocational teaching strategies/techniques to use | | |
|  |  |  |

1. Be aware that this lesson forms part of a bigger learning programme. Lessons are never really prepared individually. You probably tend to plan a series of lessons to cover a particular topic. It might not be possible to include all the HIT knowledges in a single lesson; you may need a series of lessons. Think about how and where else the additional knowledges can be developed. If you need more than one lesson to cover the topic, briefly indicate what the focus of each lesson would be.

|  |  |
| --- | --- |
| **Lessons** | **Focus** |
| 1 |  |
| 2 |  |
| 3 |  |

1. Now plan one lesson for this topic. For the purpose of your learning in this module, please use the lesson plans and template used in Unit 2 of this module, even if you normally use a different planning template.
2. Complete all sections of the lesson plan, making sure you include vocational teaching strategies that support the HIT model.

Discussion of the activity

When you planned your lesson, you would have seen that there were many parts to the plan. The focus in this activity is on the incorporation of vocational teaching strategies. Importantly then, the process you followed must have included:

* Identifying appropriate vocational teaching strategies from the checklist and matching them to the topic you are teaching and the outcomes for your lesson
* Developing or selecting materials and resources relevant to the type of knowledge and to the vocational teaching strategies you have selected. For example, to support Know How, you would need the equipment and space for you to demonstrate and for students to use to practice; to support Know That, you might provide a reading for students to analyse; and for Know It, you might develop a set of questions for students to discuss and reflect on the quality of the product.

Importantly, the HIT model supports the link between the theory and the practice, and the preparation of students for the world of work. This requires a good balance of the different types of knowledges (Know That, Know It, Know How). You will remember the lesson on Making Fudge in Unit 2. This lesson used effective vocational teaching strategies, which you might have used in your own lesson plan. However, you should also explore other strategies from the checklist. Also be aware that students might be operating at different cognitive levels. Use teaching strategies that will engage as well as challenge your students at these different levels.

Stop and think

|  |
| --- |
| Think about the student who will be sitting in this lesson. Is your lesson responsive to their interests and needs. What factors will make it difficult for you to be responsive? Do any of the teaching strategies help you to be more responsive?  For example, it can be very difficult to engage and respond when you have a large class. Students working in different groups engaging with case studies could be a teaching strategy that could help to address that challenge. Also, your students might have diverse needs and competency levels. If you carefully select groups of students, they can engage in discussions and activities at different levels. |

In the next activity, you will review your plan. You will ask a peer/fellow student/colleague/mentor lecturer to review your lesson plan and provide constructive feedback about how you have used specific vocational teaching strategies to achieve the required outcomes and ensure student learning.

Activity 8: Review a lesson plan and get feedback from a peer

**Suggested time:** **30 minutes**

You will:

1. Go through your lesson plan and highlight the knowledge focus(es) (Know How, Know That, Know It) and vocational teaching strategies you used. Mark up the lesson plan in the same way you did for the lesson plans you reviewed in Unit 2 Activity 1.
2. Now ask a fellow student lecturer or peer to review your marked up lesson plan. If they are not familiar with new and different teaching strategies, you can discuss the checklist with them and ask them to give you feedback on the TVET knowledges and teaching strategies you have included in your lesson plan.
3. Discuss the feedback with them.
4. Assess the feedback and modify your lesson plan in line with the feedback provided.

Discussion of the activity

In your plan, have you included features of the HIT model as well as vocational pedagogy teaching strategies that promote active learning and prepare your students for the world of work? Were you “open” to the feedback received? Did you agree with the feedback provided? Consider the feedback and if you agree and can see that addressing the constructive comments provided will improve your lesson, then you can modify your lesson.

For some lecturers, the process of giving you feedback could even persuade them to explore strategies that might be new and different.

## Conclusion to Unit 3

At this point, you should be aware of the ways that you can assist your TVET students to learn more effectively by consciously thinking about the aim of the lesson related to *knowing it*, *knowing that* and *knowing how*, and incorporating related vocational teaching strategies into your lessons. In Unit 4, you will get an opportunity to present the lesson. This lesson presentation will be a culmination of all the learning from Units 1, 2 and 3, but brings with it the reality of a classroom with real, live students.

# Unit 4: Presenting and reviewing a lesson

## Introduction

This unit is about lesson presentation and lecturer reflection. This is when you can put into practice and apply all the theoretical “stuff” that you have learnt about teaching. You have incorporated the HIT model and vocational teaching strategies into your plan, and now you can apply it.

Communication is key to effective presentation. The role of the lecturer is to translate the lesson outcomes into a language students understand and to unpack difficult academic concepts. Communication is not only about language though. Communication also involves interaction. We learn best through doing. You will see that vocational teaching strategies are based on active communication, active learning, and teaching.

Irrespective of how experienced you are, there are always internal and external factors that can impact the successful implementation of a lesson. Build in a bit of flexibility. Commit to exploring these new strategies and to learning from the experience. Be open to adapting the way you teach to accommodate the (different) college classroom context(s) or learning environment(s).

In this unit, you will present the lesson you prepared in Unit 3, and then reflect on your lesson. In particular, you will think about the teaching strategies and the impact of using those strategies. You will reflect on what went well, what didn’t, how students responded, and how you can improve the lesson. This will help you to assess whether you successfully incorporated vocational teaching strategies into your lesson.

## Unit 4 outcomes

By the end of this unit, you should be able to:

1. Present a lesson incorporating features of the HIT model and vocational pedagogy strategies
2. Evaluate how effective the lesson was using the checklist developed and student responses
3. Explain what changes you could make to improve the lesson

Getting feedback from others is always good. If possible, you might want to ask a colleague or your mentor to sit in your lesson and provide feedback. It would also be good to get a sense of how the students experienced the lesson, i.e. get student feedback. This could be valuable in your consideration of what to change and improve.

In the next activity, you will present the lesson you planned in Unit 3. Remember to check Table 1 in the Module Overview, and discuss with your lecturer or WIL coordinator when and where this will take place.

Activity 9: Present a planned lesson from Unit 3

**Suggested time:** **60 minutes (or however long the period is)**

1. Present the lesson you had planned in Unit 3
2. If possible, ask a colleague, your mentor, or your university supervisor to observe your lesson and provide constructive feedback to assist you in Activity 2.

Discussion of the activity

If you have extensive experience with teaching in a TVET college, you might have found this task easy. You were able to draw on your knowledge of competencies required for work (from your experience in industry) and knowledge of the college context to select learning activities to achieve the required outcome. You might already have a collection of activities that work. Was there anything new that you learnt about presenting a lesson aimed at developing a specific knowledge and/or using vocational teaching strategies? If, however, you are more used to teaching in a high school, what, if anything, was different? If you haven’t had any experience, you might have found this really difficult. Think about what made it difficult.

Teaching and learning are associated concepts (i.e. they go together) but it doesn’t mean that whenever you teach, the students learn. You need to match how you teach with how your students learn and the context within which the teaching and learning is happening. It is important that you understand that you are using vocational pedagogies for a specific purpose, i.e. to prepare your students for the world of work. You need to therefore use teaching approaches that develop skills and competencies for specific occupations. Ultimately it is about successful student learning.

You might have become more aware of the importance of sharing lesson outcomes. The students need to know exactly what they need to be able to do and understand. Students tend to be more engaged when they understand the relevance of what they are expected to learn. It is therefore important that you explain why it is important to know certain concepts, understand certain processes, or apply a skill. For this reason, it is also necessary to use authentic/interactive tasks and learning activities. In other words, it must be “real” and be linked to the occupation they are being trained for if possible.

Could you use the physical (labs and workshops) learning environments/learning spaces and equipment to apply the vocational teaching strategies effectively? Be aware that hybrid learning environments, where theory and practice are done separately, could affect the effective delivery of vocational pedagogy.

In the next activity, you will reflect on and review your lesson presentation in relation to the HIT model and vocational teaching strategies you used, and suggest ways to improve the lesson plan (as you did in Unit 3).

In the Programme Introduction at the beginning of this module, you read about reflective practice and the use of a learning journal. You might want to read that again now, in preparation for the next activity. In the ADTVT module called Reflective Practice, you can read more about Terry Borton’s (1970) reflective model. If you are interested, you can access it [here](https://oerafrica.org/system/files/13691/assets/13702/advdiptvtmodulereflective-practice.docx?file=1&type=node&id=13702&force=0). In the next activity, you will use that model to reflect on the lesson you presented in Activity 1.

Activity 10: Reflect on your practice andmodify the lesson plan (again)

**Suggested time:** **30 minutes**

Use Borton’s model to reflect on the effectiveness of your lesson.

Write in your learning journal about *your experience* with using the particular teaching strategies you planned. Use these three questions:

1. What?

**What** happened? Describe the teaching strategies you used, what you did, how the students responded, etc.

1. So what?

**So, what** did this show you or teach you?What new insights or knowledge did you get from presenting the lesson, from the students’ responses?

1. Now what?

**Now** that you have learnt something new, **what** will you do about it? Think about what changes you can make to the lesson, what different strategies might work better, what worked well, and what you will do again in future lessons that you plan and present.

You don’t have to do this reflection by yourself. You can check in with your mentor or peers and even the students.

Discussion of the activity

Reflection is one of the minimum competencies required of professionally qualified TVET lecturers (DHET, 2015). As a lecturer, reflecting on your practice by assessing your own thoughts and actions provides an opportunity to learn and improve your teaching expertise. The benefits of reflection are enhanced if you are able to also incorporate the perspectives of your students, supervisors, colleagues, and peers. Their reflections could highlight aspects of yourself and your teaching that you might not easily see. This would be valuable, but you need to remind yourself and them that the purpose of this exercise is to respond to how effectively you were able to develop any of the required knowledges and use the vocational teaching strategies to successfully promote student learning.

When reflecting, remember the four aspects that are important in vocational teaching – TVET lecturer, student, content, and context or learning environment. See Unit 1 Activity 3.

**CONTEXT**

TVET lecturer

Content

Student

Figure 2 The context for effective TVET teaching

In addition to these four aspects, you also need to reflect on how much the vocational teaching strategies you employed supported your students to *know that*, *know it* and *know how*. Consciously linking the aim of the lesson(s) to the *knowing it*, *knowing that* and *knowing how* of TVET knowledge forces you to ensure that these knowledges are developed in your lessons. Further, the use of the vocational teaching strategies associated with these knowledges provides a way to achieve this aim. Remember that there is an overlap of teaching strategies across the three different knowledges and that this allows us to integrate them either in a single lesson or within a series of lessons.

Were the strategies you chose effective to achieve the outcome(s) you set for the lesson? You might have found that coaching and modelling are useful ways to guide TVET students, while demonstration and practice help to develop the required skill or expertise. The use of strategies like creating and planning helps to develop the independence that students need when they enter the workplace.

Each of the strategies would have certain criteria or conditions to be effective. For example, you may have used case studies but found that they were not effective because the students found it difficult to understand the text provided. To address this, you would then need to think about how you could simplify the text and make the information more accessible – possibly by making the text simpler and including diagrams. Alternatively, you might have prepared a demonstration lesson, only to find that one of the pieces of equipment you set up is not working on the day and that the demonstration could therefore not really work. In order to avoid this happening in future, in your preparation you need to include a reminder to check that all the equipment you will use is in working order. Similarly, for each of the strategies, you could work out what went wrong and what to do better next time.

Did the availability of resources and materials affect the presentation of the lesson? If so, consider how you can use virtual learning environments like discussion boards, digital media, simulations, etc. to support under-resourced workshops or classrooms. Your college colleagues will confirm that they struggle with work and time pressures, and so even very experienced lecturers use externally designed resources – especially with new technology. So, you don’t have to do everything alone. The internet is making things easy for lecturers. You might feel that you have the skill and knowledge to design your own activities but there are pre-designed, tried and tested activities available, and it is fine to use them when necessary.

Effective vocational pedagogy results in stimulated, motivated, engaged and attentive students. Did your lesson have this effect? Successful TVET teaching strategies are those that ultimately benefit the students, so it is important that you get feedback from them and acknowledge and trust what they submit. This does not have to be a formal exercise. You can simply ask them how they felt about the lesson (i.e. What was *their* experience of your teaching? Were they satisfied with what they learnt?). This conversation around practice will encourage the students to reflect on their learning both in the classroom and in their workplaces. It will also teach them to be critical. Did you consider the student profile? Were the students similar or diverse? Could you pick up any attitudes to learning in general or the subject in particular that negatively impacted the lesson? Think about what you would need to do going forward to acknowledge this and adapt your teaching accordingly.

A related aspect that could have come up was how much support and guidance you provided in relation to the capability of your students. It could be that some students were not able to do the task by themselves, which meant that you had to provide a lot of support. While this could initially be very draining and discouraging for you, you might see that in future you could slowly reduce the amount of support as these students become more confident.

Your reflection on what you did in the classroom and whether or not it resulted in learning provides a basis for learning more about yourself as a lecturer and about using certain teaching strategies. Continue to use good strategies (i.e. what worked well) and reflect on the difficulties experienced and make changes as required.

In your learning journal, you might also want to write down your learning. Try drawing up a Troubleshooting table for yourself that you can continue to update and look at as you explore different strategies and learn more about them. Add the teaching strategies you used in this lesson to the table. Here is an example of a Troubleshooting table:

**Troubleshooting**

| **Teaching strategy** | **Problem** | **Solutions** |
| --- | --- | --- |
| Case studies | Students struggle to read | Edit the text; include diagrams |
| Demonstration | Too many students  Students don’t pay attention | Divide students into smaller groups; give other groups another exercise while you demonstrate to one group  Ask critical questions; involve more students in the demonstration; provide a worksheet to complete as you demonstrate |
| Role play |  |  |
| Games |  |  |

Stop and think

|  |
| --- |
| In your lesson, were you able to develop practical skills or knowledge for the world of work? Were the learning situations you presented similar to actual work situations? If you were able to do either of these, then you are on your way to ensuring that your students are properly prepared for the workplace – one lesson at a time. |

## Conclusion to Unit 4

In this unit, you have put your lesson plan (from Unit 3) into practice. The aim of TVET college teaching is to prepare students for a job within a workplace and requires you to teach specific strategies. This unit provided an opportunity for you to identify the knowledges that you will develop in a particular lesson and explore the use of associated vocational teaching strategies in your teaching.

Depending on your experience in the college classroom, the exploration might have been overwhelming or ordinary. Either way, we hope that it presented a valuable learning opportunity and that you will continue to explore using the different vocational teaching strategies in your teaching.

To end off your studies for this module, take some time to reflect on the module as a whole.

Activity 11: Reflection on the Module

**Suggested time:** **15 minutes**

Write in your learning journal about *your college-based WIL and experience*. Use the three questions from Borton’s reflective model:

1. What?

**What** happened? Describe the knowledge you gained, and what happened when you applied it:

* when you created your checklist
* when you planned your lesson
* when you received feedback
* when you used new teaching strategies

1. So what?

**So, what** new insights or knowledge did you get from reading, planning, presenting, and reflecting?

1. Now what?

**Now**, **what** will you do to apply what you have learnt in your daily preparation and teaching?

# Exemplar Summative Assessment

This summative assessment activity is intended to assess how well you were able to meet the primary outcomes of this module: to link the aim of the lesson to one or more of the TVET knowledges (HIT model) and integrate vocational teaching strategies into your practice, including reflection on your practice.

This could be a self-assessment, as part of a wider assessment strategy in which your lecturer and your peers assess your practice using the same rubric and provide feedback. You can use the reflections you did on your observation, planning and practice in Units 2, 3 and 4 of this module to inform your assessment.

Activity: Self-assessment of integration of vocational knowledge and teaching strategies into practice

**Suggested time: 30 minutes**

Use the following rubric to assess your competency in achieving the outcomes after you have completed the module.

**RUBRIC:** Assessment of integration of vocational teaching strategies into practice

|  | **Component** | **Excellent** | **Good** | **Satisfactory/ Adequate** | **Unsatisfactory/ Inadequate** |
| --- | --- | --- | --- | --- | --- |
| **TVET Knowledges** | | | | | |
| 1. | **Ability to identify the vocational knowledge to be developed in relation to a subject, topic and concept** | Able to identify all three kinds of vocational knowledge to be developed in relation to a series of subjects, topics and concepts | Able to identify more than one kind of vocational knowledge to be developed in relation to one or more subjects, topics and concepts | Able to identify one kind of vocational knowledge to be developed in relation to a subject, topic and concept | Not able to identify the knowledge to be developed in relation to a subject, topic and concept |
| 2. | **Ability to link one or more of the three vocational knowledges to the aim of the lesson** | Was able to include the development of all three vocational knowledges into a single lesson and a series of lessons | Was able to include the development of more than one kind of vocational knowledge into a single lesson or series of lessons | Was able to include the development of one kind of vocational knowledge into a single lesson | Was not able to include the development of any one of the vocational knowledges into a single lesson |
| **Vocational Teaching Strategies** | | | | | |
| 3. | **Choice of teaching strategies** | All the teaching strategies chosen are appropriate for the vocational knowledge, topic and context, and complement each other | All the teaching strategies chosen are appropriate for the vocational knowledge and topic and context | The teaching strategies chosen are not always appropriate for the vocational knowledge or topic and context | Was not able to choose a teaching strategy, or the teaching strategies chosen are not appropriate for the vocational knowledge or topic |
| 4. | **Integration of teaching strategies into a lesson** | Integrates a range of appropriate teaching strategies with other elements of a lesson | Integrates more than one appropriate teaching strategy with other elements of a lesson | Integrates at least one appropriate teaching strategy with other elements of a lesson | Was not able to integrate teaching strategies with other elements of a lesson |
| **Reflective Practice** | | | | | |
| 5. | **Reflection** | Asks and answers honestly at least three reflective questions about own achievements and challenges, and identifies areas for improvement | Asks and answers honestly at least three reflective questions about own achievements and challenges | Asks and answers honestly at least one reflective question about own achievements and challenges | Does not show any evidence of reflection on a lesson |
| 6 | **Learning from reflection** | Identifies areas for improvement based on reflection on a lesson and draws up an action plan to implement changes | Identifies areas for improvement based on reflection on a lesson and identifies next steps to implement changes | Identifies some areas for improvement based on reflection on a lesson | Does not show any evidence of a plan to improve practice |

Discussion of the activity

When you want to learn anything new, whether it is a language, a recipe or a dance routine, for example, you have to practice the skill and review or reflect on it so that you can identify areas for improvement. This is the same with learning to integrate the knowledges and associated teaching strategies into your teaching practice. In order to evaluate your progress, we suggest that you use this rubric to assess your competency in achieving these outcomes each time you plan and present a lesson where you focus on these outcomes.

# 

Lucas, B. (2014, May). *Vocational pedagogy: What it is, why it matters and what we can do about it.* UNESCO/UVECO. <https://unevoc.unesco.org/fileadmin/up/vocational_pedagogy_bill_lucas_unesco-unevoc_30april.pdf>

Lucas, B., Spencer, E., & Claxton, G. (2012). *How to teach vocational education: A theory of vocational pedagogy.* London: City and Guilds Centre for Skills Development.

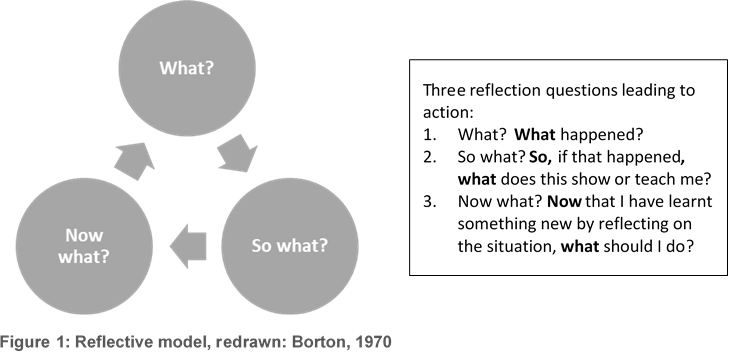
# Appendices

## Appendix 1: Learning journal template

The Adv. Dip TVT module called [Reflective Practice](https://oerafrica.org/system/files/13691/assets/13702/advdiptvtmodulereflective-practice.docx?file=1&type=node&id=13702&force=0) covers the concept of reflection in the life of a TVET lecturer. The simplest reflective model in unit 2, is that of Terry Borton (1970).

### Using a journal for reflection

Throughout the Advanced Diploma modules, we encourage you to use a learning journal. Start your learning journal at the beginning of the programme, and keep it regularly updated throughout. In each *activity* or *stop and think* reflect on the questions or problems raised.

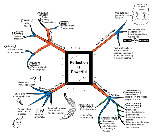
For your learning journal, you can use:

* an A4 notebook with at least 100 pages lined and blank, or
* this template.

In your journal write notes and reflections, complete activities, add drawings, letters, stick in pictures or objects, use pens or paint or do anything else that makes it meaningful for you. Record your thoughts verbally, using the voice recorder on your cell phone, or even take a video.

### Journaling styles

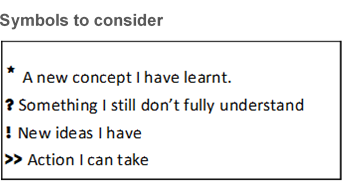
In the module on Reflective Practice in Unit 1 you can explore different ways to document your reflections and how to develop a reflection journaling style that suits you. Consider using mind maps, sketch notes and symbols too.



Mind map



Sketch notes



Begin your journal on the next page, if you are using this template.

### Module name:

#### Unit #

Remember to put a date each time you write in your journal.

#### Activity #

## Appendix 2:

### LESSON PLAN 1: Making Fudge

|  |  |
| --- | --- |
| **Subject: PROFESSIONAL COOKERY**  **Catering Practical** | **Level: N6** |
| **Lesson Topic:** Making Fudge | |
| **LESSON OUTCOMES**  By the end of this lesson, the student will be able to: | |
| 1. Make the fudge by following the method contained in the recipe 2. Understand the importance of: following the sequence in the recipe (step by step), using the right equipment for measuring the ingredients, and the consequences of not doing so 3. Apply the criteria for quality fudge to make a judgment and recommendations to improve the fudge | |
| **Teaching methods**   * Oral presentation * Question and answer * Demonstration * Co-operative learning * Practical work | **Teaching Resources**   * Chalkboard * Recipe workbook * All baking equipment * Ovens, time clock, basins, cleaning detergents * Quality checklist |
| **Prior or existing knowledge**   * Basic Chef course knowledge * Previous experience with ingredients and baking equipment | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Time: 3hrs** | **LESSON PHASES/CONTENT**  notes, explanations or instructions | **METHODOLOGY/ACTIONS OF EDUCATOR**  What you will do during the various stages of the lesson and the teaching aids you will use  (e.g., ask questions, explain, demonstrate, lecture) | **STUDENTS’ ACTIVITIES**  What students will do and the learning material they will use  (e.g., answer questions, take notes, complete worksheet, debate, group work) |
| 30 minutes | **INTRODUCTION**  Link to existing knowledge | Greet Students.  Use the chalkboard to introduce the lesson outcomes and the aim of the lesson: Making Fudge.  Provide an overview of the session and instructions. | Students follow instructions:  - take out their recipe workbooks  - pair up  - find a work station |
| 30 minutes | **DEVELOPMENT**  Supply brief list of new concepts/content under this heading | Read the recipe and explain the ingredients and method.  Demonstrate the use of baking equipment and remind students how to measure different ingredients correctly.  Provide the assessment criteria in the form of a checklist.  Ask critical questions for students to discuss with their partner and then present their responses to the class:   1. What is the purpose of a recipe? 2. Why is it important to stick to a recipe? 3. Why are these particular pieces of equipment used in this recipe? 4. What is the purpose of certain actions in the method and what would happen if we do not carry out each of these actions?   Facilitate the class discussion and summarise the learning. | Students listen to lecturer and follow in recipe book.  Students familiarise themselves with the equipment and ingredients.  Students discuss and provide feedback and makes notes |
| 1hr 30 minutes | **APPLICATION** | Demonstrate the Making Fudge process and show students what the batter should look like after each step.  Instruct student pairs to make their own batch of fudge, following the recipe provided.  Move between the workstations to observe if students are on track, ask questions about what they are doing and why, and answer any questions they might have. | Students observe demonstration and make notes where required.  Students follow the recipe AND use what they have learnt from watching the lecturer to make the fudge.  Students ask and answer questions. |
| 30 minutes | **CONCLUSION**  Emphasise outcomes Summarise | Taste and ask students to taste their own and each other’s fudge.  Students use the checklist to judge and rate the quality of the fudge they and others have produced.  Judge the fudge using the criteria and provide feedback.  To conclude the lesson ask students to reflect on the most important learning and check it against the lesson outcomes. | Students present their fudge.  Students taste each other’s fudge.  Each student pair provides feedback on their own and others’ fudge.  In each case, they suggest what was done well, explain what might have gone wrong and, what could be done to improve the quality of the fudge. |

### LESSON PLAN 2: Advertising – display advertisements

|  |  |
| --- | --- |
| **Subject: Tourism Communication** | **Level: N5** |
| **Lesson Topic:** ADVERTISING – Display advertisements | |
| **LESSON OUTCOMES**  By the end of this lesson, the learner will be able to: | |
| 1. Apply the AIDA formula to create a display advertisement 2. Distinguish between newspaper display ads and online social ads 3. Identify jobs within the tourism industry that require these advertising skills 4. Create and present a display advertisement | |
| **Teaching methods**   * Co-operative learning – Group work * Direct instruction – Teacher presentation and explanation * Direct instruction – Question and answer | **Teaching resources**   * Data projector * PowerPoint slides * Printed notes * Whiteboard * Video * Stationery |
| **Prior or existing knowledge**  Students have been introduced to the AIDA model as well as the basic knowledge of a display advertisement. | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time: 1 hr** | **LESSON PHASES/CONTENT**  notes, explanations, or instructions | | **METHODOLOGY/ACTIONS OF EDUCATOR**  What you will do during the various stages of the lesson and the teaching aids you will use  (e.g. ask questions, explain, demonstrate, lecture) | | **STUDENTS’ ACTIVITIES**  What students will do and the learning material they will use  (e.g. answer questions, take notes, complete worksheet, debate, group work) |
| 15 minutes | **INTRODUCTION**  Link to existing knowledge | | Introduce the topic to be covered in the lesson.  Ask questions to summarise the previous lesson:   1. What is the person called who creates advertisements (ads)? 2. What is the meaning of AIDA? 3. What are the two types of ads?   Present video on AIDA formula.  Instruct students to pay attention to the video and ask the following question:  Besides a copywriter, who else creates advertisements?  (Answer will be given in the video) | | Students listen.  Students answer questions.  Students watch video and make notes.  Students answer the question asked. |
| 15 minutes | **DEVELOPMENT**  Supply brief list of new concepts/content under this heading | Set up PowerPoint presentation and explain the following concepts:   1. Creating a display ad 2. Applying the AIDA formula when creating ads 3. Identifying and analysing the difference between social and newspaper display ads | | Students listen and take notes. | |
| 20 minutes | **APPLICATION**  Group Activity | Provide students with images and stationery to do the activity: Creating a display ad (Addendum)  Walk around the classroom to observe and assist students with the group activity, answer questions, and give feedback.  Ask one student from each group to present their display ad.  Explain to students where they have gone wrong and if the AIDA model was correctly used in the advertisements. | | Students complete the group activity.  Students work in groups of five or six, and discuss with each other.  Students ask questions if necessary.  A group leader presents their final display ad to the class.  Students provide their feedback on the other groups’ advertisement. | |
| 10 minutes | **CONCLUSION**  Emphasise outcomes/ Summarise. | Summarise the content to check if the lesson outcomes were achieved. | |  | |

## Appendix 3:

### LESSON PLAN 1 Annotated

|  |  |
| --- | --- |
| **Subject: PROFESSIONAL COOKERY**  **Catering Practical** | **Level: N6** |
| **Lesson Topic:** Making Fudge | |
| **LESSON OUTCOMES**  By the end of this lesson, the student will be able to: | |
| 1. Make the fudge by following the method contained in the recipe 2. Understand the importance of: following the sequence in the recipe (step by step), using the right equipment for measuring the ingredients and the consequences of not doing so 3. Apply the criteria for quality fudge to make a judgment and recommendations to improve the fudge | |
| **Teaching methods**   * Oral presentation * Question and answer * Demonstration * Co-operative learning * Practical work | **Teaching Resources**   * Chalkboard * Recipe workbook * All baking equipment * Ovens, time clock, basins, cleaning detergents * Quality checklist |
| **Prior or existing knowledge**   * Basic Chef course knowledge * Previous experience with ingredients and baking equipment | |

|  |  |  |  |
| --- | --- | --- | --- |
| Time: 3hrs | **LESSON PHASES/CONTENT**  notes, explanations or instructions | **METHODOLOGY/ACTIONS OF EDUCATOR**  What you will do during the various stages of the lesson and the teaching aids you will use  (e.g., ask questions, explain, demonstrate, lecture) | **STUDENTS’ ACTIVITIES**  What students will do and the learning material they will use  (e.g., answer questions, take notes, complete worksheet, debate, group work) |
| 30 minutes | **INTRODUCTION**  Link to existing knowledge | Greet Students.  Use the chalkboard to introduce the lesson outcomes and the aim of the lesson: Making Fudge.  Provide an overview of the session and instructions. | Students follow instructions:  - take out their recipe workbooks  - pair up  - find a work station |
| 30 minutes | **DEVELOPMENT**  Supply brief list of new concepts/content under this heading | Read the recipe and **explain** the ingredients and method.  **Demonstrate** the use of baking equipment and remind students how to measure different ingredients correctly.  Provide the assessment criteria in the form of a checklist.  **Ask critical questions** for students to discuss with their partner and then present their **responses** to the class:   1. What is the purpose of a recipe? 2. Why is it important to stick to a recipe? 3. Why are these particular pieces of equipment used in this recipe? 4. What is the purpose of certain actions in the method and what would happen if we do not carry out each of these actions?   KNOW IT  **Facilitate the class discussion** and summarise the learning. | Students listen to lecturer and follow in recipe book.  Students familiarise themselves with the equipment and ingredients.  KNOW HOW  Students discuss and provide feedback and makes notes. |
| 1hr 30 minutes | **APPLICATION** | **Demonstrate** the Making Fudge process and show students what the batter should look like after each step.  Instruct student pairs to make their own batch of fudge, following the recipe provided.  Move between the workstations to **observe** if students are on track, **ask questions** about what they are doing and **why**, and **answer any questions they might have**. | Students **observes** demonstration and makes notes where required.  KNOW HOW  Students follow the recipe AND use what they have learnt from watching the lecturer to make the fudge.  Students ask and answer questions. |
| 30 minutes | **CONCLUSION**  Emphasise outcomes/ Summarise | Taste and ask students to **taste their own and each other’s fudge**.  Students use the checklist to **judge and rate the quality** of the fudge they and others have produced.  **Judge the fudge using the criteria and provide feedback**.  To conclude the lesson ask students to **reflect on** the most important learning and check it against the lesson outcomes. | Students present their fudge.  KNOW THAT  Students taste each other’s fudge.  **Each student pair provides feedback** on their own and others’ fudge.  KNOW IT  In each case, they **suggest what was done well**, **explain** what might have gone wrong and, what could be done to improve the quality of the fudge |

### LESSON PLAN 2 Annotated

|  |  |
| --- | --- |
| **Subject: Tourism Communication** | **Level: N5** |
| **Lesson Topic:** ADVERTISING – Display advertisements | |
| **LESSON OUTCOMES**  By the end of this lesson, the learner will be able to: | |
| 1. Apply the AIDA formula to create a display advertisement 2. Distinguish between newspaper display ads and online social ads 3. Identify jobs within the tourism industry that require these advertising skills 4. Create and present a display advertisement | |
| **Teaching methods**   * Co-operative learning – Group work * Direct instruction – Teacher presentation and explanation * Direct instruction – Question and answer | **Teaching resources**   * Data projector * PowerPoint slides * Printed notes * Whiteboard * Video * Stationery |
| **Prior or existing knowledge**  Students have been introduced to the AIDA model as well as the basic knowledge of a display advertisement. | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **LESSON PHASES/CONTENT**  notes, explanations, or instructions | **METHODOLOGY/ACTIONS OF EDUCATOR**  What you will do during the various stages of the lesson and the teaching aids you will use  (e.g. ask questions, explain, demonstrate, lecture) | **STUDENTS’ ACTIVITIES**  What students will do and the learning material they will use  (e.g. answer questions, take notes, complete worksheet, debate, group work) |
| 15 minutes | **INTRODUCTION**  Link to existing knowledge | Introduce the topic to be covered in the lesson.  **Ask questions** to summarise the previous lesson:   1. What is the person called who creates advertisements (ads)? 2. What is the meaning of AIDA? 3. What are the two types of ads?   Present video on AIDA formula.  Instruct students to pay attention to the video and **ask the following question**:  Besides a copywriter, who else creates advertisements?  (Answer will be given in the video) | Students listen.  Students **answer questions**.  KNOW HOW  Students watch video and make notes.  Students **answer the question** asked. |
| 15 minutes | **DEVELOPMENT**  Supply brief list of new concepts/content under this heading | Set up PowerPoint **presentation** and **explain** the following concepts:   1. Creating a display ad 2. Applying the AIDA formula when creating ads 3. Identifying and analysing the difference between social and newspaper display ads | Students **listen** and take notes.  KNOW THAT  KNOW IT |
| 20 minutes | **APPLICATION**  Group Activity | Provide students with images and stationery to do the activity: **Creating a display ad** (Addendum)  Walk around the classroom to **observe and assist** students with the group activity, **answer questions**, and **give feedback**.  Ask one student from each group to **present** their display ad.  **Explain** to students where they have gone wrong and if the AIDA model was **correctly used** in the advertisements. | Students complete the group activity.  Students to **work in groups** of five or six, and **discuss** with each other.  KNOW THAT  Students **ask questions** if necessary.  A group leader **presents** their final display ad to the class.  KNOW IT  Students **provide their feedback** on the other groups’ advertisement. |
| 10 minutes | **CONCLUSION**  Emphasise outcomes/ Summarise. | Summarise the content to check if the lesson outcomes were achieved. |  |