Programme Structure

The Programme comprises five modules and adopts a blended learning approach, to allow flexibility and encourage the use of technology. Self-paced learning including e-Learning and hands-on experience are provided in addition to face-to-face contact to enrich participants' learning experience (Table 1).

Table 1: Programme Structure

Module	Topic	Class Contact (Hours)	Self-paced Learning	
			e-Learning (Hours)	Hands-on Activity (Hours)
1	**Current Learning and Teaching Initiatives in VPET**	3	--	--
2	**Connecting Knowledge, Skills and Experience with WLA in VPET**	1.5	1.5	--
3	**Facilitating Collaborative Learning with Technology**	1.5	1.5	--
4	**Fostering an Inclusive Classroom**	3	--	--
5	**Facilitating Lifelong Learning**	--	1	2
	Sub-total hours	9	4	2
	Total hours	**15**		

Completion Requirement

To complete the Programme, participants are required to have 100% attendance in the class contact (9 hours) and complete an individual project. A certificate of completion will be issued upon completion of the above requirements.

Contacts

For enquiries, please contact us for details:

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Advanced Teaching Programme in Vocational and Professional Education and Training (ATP) AY2020/21

About the Programme

With the rapidly changing environment in Vocational and Professional Education and Training (VPET) and new initiatives in learning and teaching in Vocational Training Council (VTC), Centre for Learning and Teaching (CLT) offers the 15-hour Advanced Teaching Programme in Vocational and Professional Education and Training (ATP) to in-service teachers, including the graduates of the Introduction to Teaching Programme (ITP) to enhance teaching and instructing staff's pedagogical knowledge and teaching skills in VPET for continuing professional development.

Target Participants

The Programme is offered to teaching and instructing staff in their second to fifth year of service in VTC on a mandatory basis by nomination.

Programme Aims

This Programme aims to develop an advanced understanding of the pedagogical knowledge and latest development in Vocational and Professional Education and Training (VPET), to enhance teachers' competency in applying innovative pedagogies and technologies, and to equip teachers with knowledge and skills needed in supporting an inclusive education setting as well as to foster learning in the workplace environment.

Programme Intended Learning Outcomes

On completion of the Programme, participants will be able to:

- describe the key developments in VPET and current learning and teaching initiatives in VTC;

- devise appropriate pedagogical strategies in VPET classrooms and workplace learning environment;

- facilitate students' learning by adopting technology, andragogy, collaborative learning and inclusive approaches;

- reflect upon one's teaching practice in VPET as part of the professional development; and

- network with teaching and instructing staff from different provisions of VTC for collaboration and sharing of good practices.

Module Description and Learning Outcomes

Module 1: Current Learning and Teaching Initiatives in VPET

This module enables participants to be acquainted with the latest development of Vocational and Professional Education and Training (VPET) in Hong Kong and the current learning and teaching initiatives in VTC. Participants will explore the challenges of implementing the current learning and teaching initiatives; and get to know pragmatic, effective teaching methods for a positive impact on students' learning.

On completion of the module, participants will be able to:
- describe the development of VPET in Hong Kong and major current learning and teaching initiatives in VTC; and
- reflect on appropriate teaching methods to enhance students' learning.

Module 2: Connecting Knowledge, Skills and Experience with WLA in VPET

Developing students' competency in the workplace is an important task to teachers in VPET. It helps students to achieve the desired learning outcomes in VPET and equip them with necessary competency for work. In this module, the significance and practices of Workplace Learning and Assessment (WLA) in VTC will be highlighted; and the strategies to connect knowledge, skills and experience with WLA will be discussed.

On completion of the module, participants will be able to:
- describe the importance and practices of Workplace Learning and Assessment (WLA) for VPET;
- employ appropriate teaching strategies to connect knowledge, skills and experience with WLA; and
- reflect on the role of a teacher in VPET.

Module 3: Facilitating Collaborative Learning with Technology

In an online collaborative learning environment, knowledge is co-created and shared among peers. Students are active in the process of knowledge acquisition by searching information from the Internet and participating in online discussion. In this module, the concept of collaborative learning will be explained. Hands-on practice on the collaborative online learning activities will be provided. TEL strategies on the use of EdTech tools to support and engage students will also be discussed.

On completion of the module, participants will be able to:
- identify pedagogical practices and implications of online collaborative learning;
- choose appropriate EdTech tools to enable communication, interaction and collaboration to engage students in learning; and
- apply TEL strategies to promote blended and flexible learning.

Module 4: Fostering an Inclusive Classroom

Inclusive education values diversity and the unique contribution of each student. Teachers play an essential role in fostering and facilitating the inclusive classroom. This module aims to provide a general understanding of an inclusive education and the diverse learning needs of students. The importance and application of differentiated instructions for students in an inclusive classroom will be introduced. Participants will be engaged in activities to discuss appropriate educational approach to benefit students in an inclusive classroom.

On completion of the module, participants will be able to:
- identify some key considerations to facilitate learning and teaching in an inclusive classroom; and
- suggest appropriate educational approach for diverse students to foster a supportive inclusive learning environment.

Module 5: Facilitating Lifelong Learning

Lifelong learning is the idea that education extends beyond the boundaries of the formal system of schools and tertiary institutions and has no age limits. It is more often considered as learning occurs that in adulthood where it is individually driven and andragogical. The emergence of new technologies makes lifelong learning more prevalent. In this module, the concept of lifelong learning, strategies for adult learning as well as lifelong learning; and micro-learning materials that facilitate lifelong learning will be introduced. Participants will have an experience to produce a micro-learning video in their hands-on activity.

On completion of the module, participants will be able to:
- discuss the concept and benefits of lifelong learning;
- identify the effective strategies for teaching adult learners as well as lifelong learning; and
- experience the development of a micro-learning video.