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

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), the Centre for Learning and Teaching (CLT) offers the 15-hour Advanced Teaching Programme in Vocational and Professional Education and Training (ATP). It 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, skills and attitude needed in supporting an inclusive education setting as well as fostering learning in the workplace environment.

Target Participants

Teaching and instructing staff in their second to fifth year of service in VTC, while staff with more than five years of experience are also welcome to participate in this Programme.

Programme Intended Learning Outcomes

On completion of the Programme, participants are expected to 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.

Programme Structure

The Programme comprises five modules and adopts a blended learning approach to enable flexibility and encourage the use of technology in learning. Self-paced learning including e-learning is provided in addition to synchronous learning to enrich participants' learning experience. There are 6 hours of synchronous learning and 9 hours of self-paced learning. The total number of CPD hours is 15 (Table 1).

Table 1: Programme Structure

Module	Topic	Synchronous Online/ Face-to-face (Hours)	Self-paced Learning	
			e-Learning (Hours)	Individual Assignment (Hours)
1	Current Learning and Teaching Initiatives in VPET	1.5	1.5	--
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	1.5	1.5	--
5	Facilitating Lifelong Learning	--	1	2
Sub-total hours		**6**	**7**	**2**
Total hours		**15**		

Completion Requirement

To complete the Programme, participants are required to complete all 5 modules. A certificate of completion will be issued upon fulfillment of the above requirement.

Module Description and Intended 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 are expected to be able to:
- describe the development of VPET in Hong Kong and other areas;
- recognise the current learning and teaching initiatives in VTC; and
- reflect on and select 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 are expected to 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 and describe on the roles 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 in the collaborative online learning activities will be provided. Digital Learning and Teaching (DLT) and Technology Enhanced Learning (TEL) strategies on the use of EdTech tools to support and engage students will also be discussed.

On completion of the module, participants are expected to 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 Digital Learning and Teaching (DLT) and Technology Enhanced Learning (TEL) strategies to promote blended and flexible learning.

Module 4: Fostering an Inclusive Classroom

Inclusive education values diversity and the unique contribution of every student. Teachers play an essential role in fostering and facilitating an inclusive classroom. This module aims to provide a general understanding of the inclusive education and 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 approaches to benefit students in this environment.

On completion of the module, participants are expected to be able to:

- identify some key considerations to facilitate learning and teaching in an inclusive classroom; and
- suggest appropriate educational approaches 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 feasible and efficient. In this module, the concept and strategies for adult learning and lifelong learning, as well as 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 activities.

On completion of the module, participants are expected to 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
- develop and produce a micro-learning video.

Contacts

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