

Introduction to Teaching Programme (ITP)

About the Programme

The Introduction to Teaching Programme (ITP) is offered by the Centre for Learning and Teaching (CLT). This 24-hour introduction programme aims at equipping new teachers with the knowledge, skills and attitudes to become professional teachers in VTC who can effectively facilitate student learning and reflect on their teaching practices for continuous betterment.

Target Participants

All newly-joined Teaching and Instructing Staff

Programme Intended Learning Outcomes

Upon completion of the Programme, participants are expected to be able to

- describe the mission and vision, structure, learning and teaching culture as well as students' characteristics in the VTC;
- facilitate students' digital learning by employing Learning Management Platform and Digital Learning and Teaching (DLT) strategies;
- adopt learning and teaching activities and assessment methods that are aligned with the intended learning outcomes;
- motivate and manage students for effective learning and teaching;
- suggest appropriate strategies and support to cater for students' mental health and diverse learning needs; and
- reflect upon one's philosophy of education as part of the professional development.

Programme Structure

The Programme comprises six 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 18 hours of self-paced learning. The total number of CPD hours is 24 (Table 1).

Table 1: Programme Structure

Module	Topic	Synchronous Online/ Face-to-face (Hours)	Self-paced Learning	
			e-Learning (Hours)	Individual Assignment (Hours)
1	Learning and Teaching in the VTC	--	4	--
2	Facilitate Digital Learning and Teaching with Technologies	1.5	2.5	--
3	Learning and Assessment	1.5	2.5	--
4	Classroom Management for Motivation and Learning	1.5	2.5	--
5	Catering Mental Health Wellness and Diverse Learning Needs for Students	1.5	2.5	--
6	Teaching Reflection	--	--	4
Sub-total hours		6	14	4
Total hours			24	

Completion Requirement

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

Module Description and Intended Learning Outcomes

Module 1: Learning and Teaching in the VTC

This module aims to provide new teachers with an overview of VTC's structure and provisions in relation to learning and teaching based on VTC's mission and vision. It also introduces MyPortal of students, quality assurance system and copyright issues in VTC. By introducing VTC's learning and teaching philosophy, this module looks into students' characteristics in order to align their prior learning background to the curriculum for an articulated and engaging learning experience.

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

- summarise facts about VTC's structure and provisions related to learning and teaching;
- describe the characteristics of students;
- recognise the teachers' roles in nurturing students as ethical, responsible and law-abiding citizens through the use of appropriate pedagogies; and
- relate learning and teaching practices to VTC's teaching philosophy and qualifications framework.

Module 2: Facilitate Digital Learning and Teaching with Technologies

This module aims to equip new teachers with basic knowledge and skills to use technologies in Digital Learning and Teaching (DLT). In this module, an overview on how education technology (EdTech) can be used in both online and face-to-face classrooms with different pedagogical approaches will be provided. Participants will also learn the basic functions of the Learning Management Platform (LMP) and common EdTech tools to enhance effectiveness of learning and teaching.

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

- discuss the implementation of Digital Learning and Teaching (DLT) approach and its benefits;
- use basic functions of Moodle and Microsoft Teams to facilitate teaching and interact with students; and
- apply appropriate DLT strategies to promote learning and teaching.

Module 3: Learning and Assessment

Outcomes-Based Approach (OBA) has been widely adopted by universities since 1980s. It signifies a paradigm shift in education, where the focus has shifted from what the teacher does to what the students do. OBA also echoes the student-centred approach that we pledge. In this module, a holistic approach to planning for an active learning class, which is grounded in the underpinning concepts of OBA and constructive alignment, will be introduced, and the importance of a well-thought-out selection of assessment methods that are aligned with the intended learning outcomes at the module level would be discussed.

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

- describe the concepts of Outcomes-Based Approach (OBA) and constructive alignment;
- identify the purposes and key principles of assessment including Workplace Learning and Assessment (WLA); and
- select teaching and learning activities and assessment methods that are aligned with the intended learning outcomes

Module 4: Classroom Management for Motivation and Learning

Effective classroom management strategies help create an environment that is conducive to learning and teaching. Practical motivation skills to facilitate learning and teaching will be introduced to provide participants with methods in managing their classes.

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

- identify practical approaches to increase students' learning motivation;
- provide an effective learning atmosphere through building good rapport with students; and
- suggest appropriate strategies to prevent and handle behavioural issues of students in VTC's learning environment.

Module 5: Catering Mental Health Wellness and Diverse Learning Needs for Students

This module aims to raise teachers' awareness of the importance of mental health for students and their diverse learning needs. It would equip teachers with skills, knowledge, and a positive attitude towards promotion of mental health for all students and enhance ability to cater for the diverse learning needs of students. Real life cases and experience would be shared in the module for preparing teachers for a meaningful

teaching journey in the VTC.

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

- identify and detect early signs or symptoms of mental health concerns of students;
- describe the characteristics of students with diverse learning needs; and
- discuss appropriate strategies and supports to students with mental health concerns and diverse learning needs.

Module 6: Teaching Reflection

The aim of this module is to provide participants with an opportunity to reflect on the challenging issues encountered in the first few months of their teaching in the VTC, and how they could apply the skills learnt from this Programme to tackle these challenges. Participants are required to complete a self-arranged activity to integrate what they have learnt from the Programme.

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

- create their own learning records containing information on the qualities and skills;
- apply theories and teaching strategies learnt in their own teaching environment; and
- reflect upon one's philosophy of education as part of the professional development.

Contacts

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