

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 28-hour introduction programme aims at equipping new teachers with the knowledge, skills and attitudes to become professional teachers in VTC, so that they would be able to 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

On 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 platforms 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 technologies in learning. Self-paced learning including e-learning is provided in addition to synchronous learning to enrich participants' learning experience. There are 8 hours of synchronous learning and 20 hours of self-paced learning. The total number of CPD hours is 28 (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	Introduction to Learning, Teaching and Assessment	2	3	--
3	Digital Learning and Teaching	2	3	--
4	Student Motivation and Engagement	2	3	--
5	Catering Mental Health Wellness and Diverse Learning Needs for Students	2	3	--
6	Reflective Teaching for New Teachers	--	--	4
Sub-total hours		8	16	4
Total hours		28		

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.

Participants may apply for exemption of some modules if they have successfully completed required module(s) or equivalent(s) before. The exemption will be granted based on the relevancy and currency of the module contents.

To apply for module exemption, participants should submit an application form together with the relevant syllabus and completion proof to the CLT via the Handling Officer of their respective Operational Units two weeks before commencement of the module. For more details, please approach the Programme Coordinator of each Programme.

*The completion proof copy should be certified true by the respective Officer or the Handling Officer of the OU.

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 the VTC's structure and provisions in relation to learning and teaching based on the mission and vision. It also introduces MyPortal of students and copyright issues in the VTC. By introducing the VTC's learning and teaching philosophy, this module explores students' characteristics in order to align their prior learning background to the curricula for an articulated and engaging learning experience.

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

- summarise facts about the VTC's structure, providers and provisions related to learning and teaching;
- describe the general characteristics of students with various learning needs;
- relate learning and teaching practices with the VTC's teaching philosophy, qualifications framework and the VTC's Strategic Plan; and
- enhance the awareness of teachers about their roles of nurturing VTC students as ethical, responsible and law-abiding citizens through the use of appropriate pedagogies.

Module 2: Introduction to Learning, Teaching and Assessment

In this module, a holistic approach to planning for an active learning class, which is grounded in the underpinning concepts of Outcome Based Assessment (OBA) and constructive alignment, will be introduced; 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. Besides, this module also introduces the pedagogies using Project-based Learning (PBL), Workplace Learning and Assessment (WLA), Design Thinking (DT), 3Cs (Communication, Collaboration and Curation), etc. Quality Assurance (QA) practices of VTC for new frontline teachers will also be introduced.

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

- describe the concepts of OBA and constructive alignment;
- identify active learning activities to engage student learning in relation to Intended Learning Outcomes (ILOs) and module syllabi;
- describe the principles and applications of PBL, Design Thinking and 3Cs;
- identify the purposes and key principles of assessment including Workplace Learning and Assessment (WLA); and
- recognise various QA practices related to frontline teachers under the VTC's QA system.

Module 3: Digital Learning and Teaching

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 of 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 platforms and common EdTech tools to enhance effectiveness of various learning and teaching activities.

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

- discuss the implementation of the Digital Learning and Teaching (DLT) approach and its benefits;
- use basic functions of Moodle and Microsoft Teams to facilitate teaching and interact with students;
- recognise a range of digital tools that are applicable in different stages of learning and teaching in an academic year; and
- apply appropriate DLT strategies to promote learning and teaching.

Module 4: Student Motivation and Engagement

Effective classroom and learning platform 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. Case studies will be discussed to substantiate the theories involved. Besides, student support resources at local and Council's levels will be outlined to provide a holistic view to the participants.

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

- identify practical approaches to increase students' learning motivation;
- create an effective learning atmosphere through building good rapport with students;
- suggest appropriate strategies to prevent and handle behavioural issues of students in the VTC's learning environment; and
- identify a comprehensive list of the student support resources at the campus and Council levels.

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 equips 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. Besides, basic counselling skills will be introduced in supporting students.

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;
- discuss appropriate strategies and supports to students with mental health concerns and diverse learning needs; and
- discuss basic counselling skills in supporting students.

Module 6: Reflective Teaching for New Teachers

The aim of this module is to provide participants with an opportunity to reflect on the challenging issues encountered in the beginning of their teaching in the VTC, and how they could apply the skills and knowledge 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 teachers' own learning records containing information on the qualities, skills and knowledge;
- apply theories and teaching strategies learnt to their own teaching environment; and
- reflect upon their philosophy of education as part of the professional development.

Contacts

For enquiries, please contact us for details:

Dr Kelvin TAM ITP Programme Leader	☎ 3974 3635	✉ kelvinkf@vtc.edu.hk
Ms Nichole CHAN ITP Programme Coordinator	☎ 2836 1083	✉ nicholechan@vtc.edu.hk
Ms Charlie Lin ITP Programme Support	☎ 2836 1358	✉ linwl.charlie@vtc.edu.hk