

## UPDATED COURSES

Click the following link to view the updated courses

<http://iqycoursesupdate.blogspot.com.au/>

VIDEO (MYANMAR) FOR THE OFFERED COURSES

[www.iqytechnicalcollege.com/IQYIPEMCourseInformation.htm](http://www.iqytechnicalcollege.com/IQYIPEMCourseInformation.htm)

[IQY Technical College Programs and Career](#)

Offered Courses

[Bachelor of Education/ Diploma in Education/ Diploma in Teaching /Professional Diploma/Master Diploma/Masters degree in Education Courses](#)

[Diploma in Doctorate Studies/ Doctor of Philosophy Programs](#)

Bachelor of Education/ Diploma in Education/ Diploma in Teaching /Professional Diploma in Education Courses

[Bachelor Degree Programs \(St Clements University, Higher Education School &](#)

[STC Technological University of British West Indies\)](#)

[Master of Education \(Engineering Education/ School and Vocational Education\).](#)  
(80018).

[Professional Diploma in Technical Teaching \(Training, Assessment & Learning Management\).](#)

(10615/46415/56415/66415/76415)

[Diploma in Engineering Education for Government Technical Colleges & Technological University Teachers & Vocational Education Teachers in Myanmar](#)

(10615/46415/56415/66415/76415)

[Diploma in Engineering Education \(Level 1/2/3 Engineering Education Program\).](#)

[Preparation for Teaching Practice & TVET Teacher Training \(Introductory 2 weeks course\).](#)

Diploma in Higher Education Teaching Course

Engineering Education & Accreditation Course

Certificate in Teaching Support+ Diploma in Teaching Practice+ Bachelor of Teaching+ Bachelor of Education (School & Vocational) (66213/66313).

Diploma in Teaching Practice

PROFESSIONAL DIPLOMA IN SCHOOL & VOCATIONAL EDUCATION)

(BACHELOR OF EDUCATION (SCHOOL & VOCATIONAL EDUCATION)

Teacher Training for Volunteer Organizations

IQY Diploma in Doctorate Studies (90110)

**HAND BOOKS**

Dip Teaching +BEd Videos  
IQY Teacher Education Course Video in Myanmar  
<https://youtu.be/nAeLtVKTsGA>

30 May 2021 Zoom Lesson—BEd+DipTchg

[https://youtu.be/\\_fXPYsZQpDc](https://youtu.be/_fXPYsZQpDc)

6 June 2021 Zoom Lesson-- BEd+DipTchg

[https://youtu.be/ti8OYkB4j\\_U](https://youtu.be/ti8OYkB4j_U)

13 June 2021 Zoom Lesson-- BEd+DipTchg

<https://youtu.be/yskNfqSs0as>

20 June 2021 Lesson BEd +Teach Tchg

<https://youtu.be/sxbDkua6DhE>

27 June 2021 Lesson BEd+Tchg

<https://youtu.be/74A7PZPZGOQ>

<https://youtu.be/d8MsTfCILpM>

28 June 2021 Lesson BEd+Tchg

<https://youtu.be/5bfn2TARgnw>

29 June 2021

<https://youtu.be/OnfnyQQNIDE>

30 June 2021

BEd Program

<https://youtu.be/gBVpHV7OCDE>

**PROFESSIONAL DIPLOMA IN SCHOOL & VOCATIONAL EDUCATION)**

**.(BACHELOR OF EDUCATION (SCHOOL & VOCATIONAL EDUCATION)**

**www.highlightcomputer.com/bedschoolvet.htm**

BEd

[https://mega.nz/file/ywdAkIzb#Vf6P-tZAhIrD\\_krFL3Gy6LfRDV\\_-mRQzG3330upIKQ8](https://mega.nz/file/ywdAkIzb#Vf6P-tZAhIrD_krFL3Gy6LfRDV_-mRQzG3330upIKQ8)

MEd+DipEnggEd

<https://mega.nz/file/UkMD1AwC#D1v40j53lx1aEHwaR5vUEn5z7aCoLMwn5uB0SGQ3Rd0>

This course aims to provide the teacher education theories and practical applications in school and vocational education classes.

Principles of teaching , learning , training and assessment are combined with instruction design methodologies and knowledge related to learning environment.

Modern learning technologies and technology in classroom contexts are added..

Teachers who are working in voluntary schools can be provided with necessary teaching and training knowledge to work as qualified teachers by attending this course.

### **Pre-requisite**

Degree Holders	Non Degree Holders
<ul style="list-style-type: none"><li>• Bachelor Degree &amp; Teaching Experiences</li></ul>	<ul style="list-style-type: none"><li>• Completion of Year 11+12 (Certificate in General &amp; Vocational Education Level 4) PLUS</li><li>• Completion of Diploma level qualification in Engineering, IT &amp; Management courses of IQY Technical College &amp; other vocational colleges/schools</li></ul>

### **Course structure**

This course integrates Diploma in Teaching Practice , Teaching Practicum and Advanced study in Education to achieve 120 credit points required to get Professional Diploma in School & Vocational Education .awarded by IQY Technical College (Authorized Training Centre of Singapore Institute of Engineering Technologists, Member of ASEAN Federation of Engineering Organizations)

The universities (STC Technological University & St Clements University) affiliated to IQY Technical College award Bachelor of Education (School & Vocational Education) to holders of Professional Diploma in School & Vocational Education.

Year 1/2

## **Diploma in Teaching Practice (60 credits)**

jointly taught by (STC Technological University/ St Clements University)

Singapore Institute of Engineering Technologists/ IQY Technical College)

## **ENROLMENT LINK**

**Click the following link & fill the form.**

**<http://www.emailmeform.com/builder/form/tq48xQ6acb>**

## List of Subjects for Teaching Practice

ED101P Teaching Support (5 Credits)

ED102P Application of Information Technology in School Education (5 Credits)

ED103P Classroom Management (5 Credits)

ED104P Teaching Portfolio (5 Credits)

ED105P Inclusive Teaching (5 Credits)

ED106P Subject Area Knowledge (5 Credits)

ED107 Theory of Education, Educational Technology & Teaching Practice (15 Credits)

ED107A-Theory of Education (ED101) (Slide 1 to 60 Principle of Learning )

ED107B-Education Technology (ED102) (Slide 61 to 100)

ED107C-Teaching Practice (ED103 Classroom Management) (Slide 101 to 140)

ED107D-Lesson Planning (ED104 Teaching Portfolio)(Slide 241 to 300)

ED107E-Teaching& Learning (Slide 141 to 160+ Slide 200 to 240 )

ED107F-Inclusive Teaching (ED105 Inclusive Teaching Slide 161 to 200)

ED107G-Evaluation& Assessment (Slide 301 to 320)

ED108 Curriculum Study , Teaching & Learning (15- Credits)

Interpreting Curriculums

## Study Sequence for Graduates

ED106 Subject Area Knowledge (Present Degree)

Part (1) Theory Training & Assignment (Certificate in Teaching Practice)

ED107 Theory of Education, Educational Technology & Teaching Practice (15 Credits)

ED108 Curriculum Study , Teaching & Learning (15 Credits)

Part (2) Teaching Practice Portfolio Presentation (Diploma in Teaching Practice)

ED101P Teaching Support (5 Credits)

ED102P Application of Information Technology in School Education (5 Credits)

ED103P Classroom Management (5 Credits)

ED104P Teaching Portfolio (5 Credits)

ED105P Inclusive Teaching (5 Credits)

## Study Sequence for Experienced Teachers

ED106 Subject Area Knowledge (Present Degree)

Part (1) Theory Training & Assignment (Certificate in Teaching Practice)

ED107 Theory of Education, Educational Technology & Teaching Practice  
(15 Credits)

ED108 Curriculum Study , Teaching & Learning (15 Credits)

Part (2) Teaching Practice Portfolio Presentation (Diploma in Teaching Practice)

The following subjects can be exempted by presenting the reference letter from the school.

ED101 Teaching Support (5 Credits)

ED103 Classroom Management (5 Credits)

ED105 Inclusive Teaching (5 Credits)

The following subject needs to be studied

ED102 Application of Information Technology in School Education (5 Credits)

Teaching portfolio needs to be presented for the following subject

ED104 Teaching Portfolio(5 Credits)

## REFERENCE EDUCATION THEORIES

ED 101 Theory of Education (5 Credits)

ED 102 Education Technology (5 Credits)

ED 103 Teaching Practice (5 Credits)

ED 104 Lesson Planning (5 Credits)

ED 105 Principle of Learning (5 Credits)

ED 106 Interpreting Curriculums (5 Credits)

### VIDEOS

IQY Teacher Training 1

<https://youtu.be/CHqmQ1Ifwa4>

IQY Teacher Training 2

<https://youtu.be/i-VpgngRumw>

IQY Teacher Training 3

<https://youtu.be/eYujIkvdPYw>

IQY Teacher Training 4

<https://youtu.be/n9y49b5qO8g>

## TEACHER TRAINING- IQY-Video Download Programs

<https://sconverter.com/>

<https://y2mate.com>

<https://keepvid.ch/en/youtube-video-downloader>

## STUDY GUIDES & LESSONS

### ED101 to ED106

[www.highlightcomputer.com/ED101106.pdf](http://www.highlightcomputer.com/ED101106.pdf)

### ED107 Lessons

ED107 Exercises

[www.highlightcomputer.com/ED107Exercises.pdf](http://www.highlightcomputer.com/ED107Exercises.pdf)

ED107 Part 1 (Slide 1 to 20) ED107A-Theory of Education (ED101) (Slide 1 to 60 Principle of Learning )

[www.highlightcomputer.com/ED1071.pdf](http://www.highlightcomputer.com/ED1071.pdf)

ED107 Part 2 (Slide 21 to 40) ED107A-Theory of Education (ED101) (Slide 1 to 60 Principle of Learning )

[www.highlightcomputer.com/ED1072.pdf](http://www.highlightcomputer.com/ED1072.pdf)

ED107 Part 3 (Slide 41 to 60) ED107A-Theory of Education (ED101) (Slide 1 to 60 Principle of Learning )

[www.highlightcomputer.com/ED1073.pdf](http://www.highlightcomputer.com/ED1073.pdf)

ED107 Part 4 (Slide 61 to 80) ED107B-Education Technology (ED102) (Slide 61 to 100)

[www.highlightcomputer.com/ED1074.pdf](http://www.highlightcomputer.com/ED1074.pdf)

ED107 Part 5 (Slide 81 to 120) ED107B-Education Technology (ED102) (Slide 61 to 100)+ ED107C-Teaching Practice (ED103 Classroom Management) (Slide 101 to 140)

[www.highlightcomputer.com/ED1075.pdf](http://www.highlightcomputer.com/ED1075.pdf)

ED107 Part 6 (Slide 121 to 140) ED107C-Teaching Practice (ED103 Classroom Management) (Slide 101 to 140)

[www.highlightcomputer.com/ED1076.pdf](http://www.highlightcomputer.com/ED1076.pdf)

ED107 Part 7 (Slide 141 to 160) ED107E-Teaching & Learning (Slide 141 to 160)

[www.highlightcomputer.com/ED1077.pdf](http://www.highlightcomputer.com/ED1077.pdf)

ED107 Part 8 (Slide 161 to 180) (ED105 Inclusive Teaching Slide 161 to 200)

[www.highlightcomputer.com/ED1078.pdf](http://www.highlightcomputer.com/ED1078.pdf)

ED107 Part 9 (Slide 181 to 200) (ED105 Inclusive Teaching Slide 161 to 200)

[www.highlightcomputer.com/ED1079.pdf](http://www.highlightcomputer.com/ED1079.pdf)

ED107 Part 10 (Slide 201 to 220) (ED107E-Teaching & Learning Slide 200 to 240 )

[www.highlightcomputer.com/ED10710.pdf](http://www.highlightcomputer.com/ED10710.pdf)

ED107 Part 11 (Slide 221 to 240) (ED107E-Teaching & Learning Slide 200 to 240 )

[www.highlightcomputer.com/ED10711.pdf](http://www.highlightcomputer.com/ED10711.pdf)

ED107 Part 12 (Slide 241 to 260) ED107D-Lesson Planning (ED104 Teaching Portfolio)(Slide 241 to 300)

[www.highlightcomputer.com/ED10712.pdf](http://www.highlightcomputer.com/ED10712.pdf)

ED107 Part 13 (Slide 261 to 280) - ED107D Lesson Planning (ED104 Teaching Portfolio)(Slide 241 to 300)



[www.highlightcomputer.com/ED10713.pdf](http://www.highlightcomputer.com/ED10713.pdf)

ED107 Part 14 (Slide 261 to 300) - ED107D Lesson Planning (ED104 Teaching Portfolio)(Slide 241 to 300)

[www.highlightcomputer.com/ED10714.pdf](http://www.highlightcomputer.com/ED10714.pdf)

ED107 Part 15 (Slide 301 to 320)- ED107G-Evaluation& Assessment (Slide 301 to 320)

[www.highlightcomputer.com/ED10715.pdf](http://www.highlightcomputer.com/ED10715.pdf)

## ED108 Lessons

ED108 Exercises

[www.highlightcomputer.com/ED108Exercises.pdf](http://www.highlightcomputer.com/ED108Exercises.pdf)

ED108 Part 1 (Slide 1 to 20)

[www.highlightcomputer.com/ED1081.pdf](http://www.highlightcomputer.com/ED1081.pdf)

ED108 Part 2 (Slide 21 to 40)

[www.highlightcomputer.com/ED1082.pdf](http://www.highlightcomputer.com/ED1082.pdf)

ED108 Part 3 (Slide 41 to 60)

[www.highlightcomputer.com/ED1083.pdf](http://www.highlightcomputer.com/ED1083.pdf)

ED108 Part 4 (Slide 61 to 80)

[www.highlightcomputer.com/ED1084.pdf](http://www.highlightcomputer.com/ED1084.pdf)

ED108 Part 5 (Slide 81 to 100)

[www.highlightcomputer.com/ED1085.pdf](http://www.highlightcomputer.com/ED1085.pdf)

ED108 Part 6 (Slide 101 to 120)

[www.highlightcomputer.com/ED1086.pdf](http://www.highlightcomputer.com/ED1086.pdf)

ED108 Part 7 (Slide 121 to 140)

[www.highlightcomputer.com/ED1087.pdf](http://www.highlightcomputer.com/ED1087.pdf)

ED108 Part 8 (Slide 141 to 160)

[www.highlightcomputer.com/ED1088.pdf](http://www.highlightcomputer.com/ED1088.pdf)

### OPTIONAL

(Certificate in Vocational Education & Training-Engineering Technology Teaching)

Online training & assignment

<http://www.highlightcomputer.com/gtc.htm>

## ADDITIONAL REFERENCES FOR ED107 LESSONS

ED 101 Theory of Education

[www.highlightcomputer.com/ED101.ppt](http://www.highlightcomputer.com/ED101.ppt)

ED 102 Education Technology

[www.highlightcomputer.com/ED102.ppt](http://www.highlightcomputer.com/ED102.ppt)

Integration of Learning Technology in Teaching & Learning Part 1

[http://youtu.be/bV\\_CJdY7fs0](http://youtu.be/bV_CJdY7fs0)

Technology in Classroom

<http://youtu.be/rzLQq6D6-OU>

ED 103 Teaching Practice

[www.highlightcomputer.com/ED103Part1.ppt](http://www.highlightcomputer.com/ED103Part1.ppt)

[www.highlightcomputer.com/ED103Part2.ppt](http://www.highlightcomputer.com/ED103Part2.ppt)

ED 104 Lesson Planning

[www.highlightcomputer.com/ED104.ppt](http://www.highlightcomputer.com/ED104.ppt)

ED 105 Principle of Learning

[www.highlightcomputer.com/ED105.ppt](http://www.highlightcomputer.com/ED105.ppt)

ED 106 Interpreting Curriculums

[www.highlightcomputer.com/ED106.ppt](http://www.highlightcomputer.com/ED106.ppt)

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## ED101 to ED106 ASSIGNMENTS

[www.highlightcomputer.com/ED101106.pdf](http://www.highlightcomputer.com/ED101106.pdf)

Year 3 / 4

## Professional Diploma in School & Vocational Education

### 60 credits in the following subjects

ED437 Teaching Skills (5 Credits)

ED438 Assessment & Feedback (5 Credits)

ED439 Fostering Students' Learning (5 Credits)

ED 402A Educational Leadership & Change Management in School Education

(10 Credits)

ED407A Learning Environment in School Education (10 Credits)

ED440 Science Teaching (5 Credits)

ED441 Mathematics Teaching (5 Credits)

ED442 Technology Teaching (5 Credits)

ED443 TVET Teaching (10 Credits)

## GROUP (1) CURRICULUM SUBJECTS

### ED437 Teaching Skills (5 Credit Points)

- **ED431-Critical Thinking**

[www.highlightcomputer.com/ED431CriticalThinking.pptx](http://www.highlightcomputer.com/ED431CriticalThinking.pptx)

## VIDEOS

<https://youtu.be/Cekuc04E2xM>

Assessment

## Assignment

Refer your textbooks, select one chapter and write the followings

- the main purpose, the key question, the most important information, the main references or conclusions, the key idea, the main assumptions of the material, the implications, and the main point of view.
  - Prepare one assessment requiring critical thinking by the students.
  - Do internet research by using [www.google.com](http://www.google.com) and type Socratic questioning then submit the examples of Socratic questions.
- 
- **ED431-Reflection& Evaluation (Day 2)**

[www.highlightcomputer.com/ED431ReflectionEvaluation.pptx](http://www.highlightcomputer.com/ED431ReflectionEvaluation.pptx)

VIDEO

[https://youtu.be/Ezre\\_83QIfE](https://youtu.be/Ezre_83QIfE)

## **Assessment**

## Assignment

Write the lesson plan on how will you provide Problem Based Learning & Self Reflection for a group of students

Write one significant event in your class teaching and write down your own plan how to improve your teaching.

- **ED431-Teaching and learning strategies (Day 3)**

[www.highlightcomputer.com/ED431Teachinglearningstrategies.pptx](http://www.highlightcomputer.com/ED431Teachinglearningstrategies.pptx)

VIDEO

[https://youtu.be/gMJi\\_3CSDq0](https://youtu.be/gMJi_3CSDq0)

## **Assessment**

## Assignment

- Outline 3 teaching strategies that you prefer to apply in your teaching and discuss the good points and bad points. Also write how to improve them for best teaching and learning

## ED438 Assessment & Feedback (5 Credit Points)

ED432A-assessment principles+ED432B-constructive feedback+

## Lessons

**Down load and study the following power point slides and answer the questions**

[www.highlightcomputer.com/ED432ABC.pptx](http://www.highlightcomputer.com/ED432ABC.pptx)

## VIDEO

<https://youtu.be/CIi1k4NECoQ>

## Assessment

### Assignment

ED432A-assessment principles

Provide three assessment evidences that you use in teaching.

ED432B-constructive feedback

Provide three assessment feedbacks that you provide to your students

## ED439 Fostering Students' Learning (5 Credit Points)

ED433H-consequences for student learning+ED433I-improving students learning+ED433J-different ways of thinking about university teaching+ED433K-identify problems and issues

### Lessons

**Down load and study the following power point slides and answer the questions**

[www.highlightcomputer.com/ED433HIJK.pptx](http://www.highlightcomputer.com/ED433HIJK.pptx)

#### **VIDEO**

<https://youtu.be/F2gUlg4qBho>

#### **Assessment**

##### Assignment

Provide one task that you want your students to do critical thinking.

Write one learning outcome of the lesson that you are teaching & provide your plan how to teach, facilitate & assess the students to reach that outcome

**ED434H-reflect critically on and evaluate own teaching+ ED434J-reflecting on learning from formal learning programs**

### Lessons

**Down load and study the following power point slides and answer the questions**

[www.highlightcomputer.com/ED434HIJK.pptx](http://www.highlightcomputer.com/ED434HIJK.pptx)

## **VIDEO**

<https://youtu.be/wIbNCUXxIMI>

### **Assessment**

#### **Assignment**

Write a plan how will you maximize the effectiveness of teaching & learning for your students

## **ED 402A Educational Leadership & Change Management for School Education (10 CP)**

### **Video**

· Day 10 Session 2-Change Management

<http://youtu.be/ynkcUcKr8tQ>

· Powerpoint+Audio

POWER POINT

· Day10Session2+3.ppt (0.57MB)

<http://www.mongroupsdney1.com/Day10Session23.ppt>

· AUDIO

<http://yourlisten.com/Kyaw.Naing/day-10-session-23>

### **ASSIGNMENT**

Down load the following file

[www.highlightcomputer.com/MgtAdvDip.zip](http://www.highlightcomputer.com/MgtAdvDip.zip)

Read the contents in” Mgt 211 “ and answer the followings.

Q1.How does leadership relate to management?

Q2.Explain Instructional leadership

Q3.Explain Transformational leadership

Q4.Explain Moral leadership

Q5.Explain Participative leadership

Q6.Explain Managerial leadership

Q7.Explain Contingent leadership

Q8.Explain New Model of Leadership

Q9.Compare manager and leader.

Q10.What are the competencies of a leader?

Q11.What type of leadership is preferred by you and provide the reason. ·

## **ED407A Learning Environment in Schools (10 CP)**

· POWER POINT

Day10Session1.ppt (11.78MB)

<http://www.mongroupsdney1.com/Day10Session1.ppt>

AUDIO

<http://yourlisten.com/Kyaw.Naing/day-10-session-1>

### **ASSIGNMENT**

Based on your classroom experience, write the factors important for class room environment.

### **Project**

Prepare a project plan how to develop a school that will provides the education for needy students.

## **GROUP (2) TEACHING PRACTICE SUBJECTS**

### **ED440Science Teaching (5 credits)**

Review the Science Teaching Videos in the following links

<http://www.highlightcomputer.com/y712lessons.htm#A>

<http://www.highlightcomputer.com/y910.htm>

Then develop your own teaching plan which combines e-Learning strategies. Your plan should contain

- Written notes to be given to students
- The lessons to be explained to the students
- Exercises to be given to the students
- Time frame and detailed teaching plan

### **ED441 Mathematics Teaching (5 credits)**

Review the Mathematics Teaching Videos in the following links

<http://www.highlightcomputer.com/y712lessons.htm#A>

<http://www.highlightcomputer.com/y910.htm>

Then develop your own teaching plan which combines e-Learning strategies. Your plan should contain



- Written notes to be given to students
- The lessons to be explained to the students
- Exercises to be given to the students
- Time frame and detailed teaching plan

## ED442 Technology Teaching (5 credits)

Review the Technology Teaching Videos in the following links

<http://www.highlightcomputer.com/y712lessons.htm#A>

<http://www.highlightcomputer.com/y910.htm>

Then develop your own teaching plan which combines e-Learning strategies. Your plan should contain

- Written notes to be given to students
- The lessons to be explained to the students
- Exercises to be given to the students
- Time frame and detailed teaching plan

## GROUP (3) TVET TEACHING SUBJECTS

### ED443 TVET Teaching (10 Credits)

#### Lesson Video

NNER Conference Presentation by Myanmar Vocational Training Collaboration Youtube

<https://youtu.be/2ZYnsJWSZU4>

(1) Select any two Vocational Education Subjects from the following link

<http://www.mongroupsydneyn1.com/mvtclessons.htm>

- (2) Teach the students
- (3) Provide evidence of their works

## GROUP (4) SELF DEVELOPMENT SUBJECTS

Education

ED 101 Theory of Education

[www.highlightcomputer.com/ED 101 Theory of Education.zip](http://www.highlightcomputer.com/ED_101_Theory_of_Education.zip)

ED 102 Education Technology

[www.highlightcomputer.com/ED 102 Education Technology.zip](http://www.highlightcomputer.com/ED_102_Education_Technology.zip)

ED 103 Teaching Practice

[www.highlightcomputer.com/ED 103 Teaching Practice.zip](http://www.highlightcomputer.com/ED_103_Teaching_Practice.zip)

ED 104 Lesson Planning

[www.highlightcomputer.com/ED 104 Lesson Planning.zip](http://www.highlightcomputer.com/ED_104_Lesson_Planning.zip)

ED 105 Principle of Learning

[www.highlightcomputer.com/ED 105 Principle of Learning.zip](http://www.highlightcomputer.com/ED_105_Principle_of_Learning.zip)

ED 106 Reading & Writing to Learn

[http://www.highlightcomputer.com/ED 106 Reading & Writing to Learn.zip](http://www.highlightcomputer.com/ED_106_Reading_&_Writing_to_Learn.zip)

ED 107 Teaching & Learning

[www.highlightcomputer.com/ED 107 Teaching & Learning.zip](http://www.highlightcomputer.com/ED_107_Teaching_&_Learning.zip)

ED 108 Teaching Elementary

[www.highlightcomputer.com/ED 108 Teaching Elementary.zip](http://www.highlightcomputer.com/ED_108_Teaching_Elementary.zip)

ED 201 Class Room Mgt & Teaching

[http://www.highlightcomputer.com/ED 201 Class Room Mgt & Teaching.zip](http://www.highlightcomputer.com/ED_201_Class_Room_Mgt_&_Teaching.zip)

ED 202 Curriculum & Design

[www.highlightcomputer.com/ED 202 Curriculum & Design.zip](http://www.highlightcomputer.com/ED_202_Curriculum_&_Design.zip)

ED 203 K-12 Education

[www.highlightcomputer.com/ED 203 K-12 Education.zip](http://www.highlightcomputer.com/ED%20203%20K-12%20Education.zip)

ED 204 School Education

[www.highlightcomputer.com/ED 204 School Education.zip](http://www.highlightcomputer.com/ED%20204%20School%20Education.zip)

ED 205 Teaching & Measuring

[www.highlightcomputer.com/ED 205 Teaching & Measuring.zip](http://www.highlightcomputer.com/ED%20205%20Teaching%20&%20Measuring.zip)

ED 206 Designing Instructions & Assessment

[http://www.highlightcomputer.com/ED 206 Designing Instructions & Assessment.zip](http://www.highlightcomputer.com/ED%20206%20Designing%20Instructions%20&%20Assessment.zip)

ED 207 Teacher Education

[www.highlightcomputer.com/ED 207 Teacher Education.zip](http://www.highlightcomputer.com/ED%20207%20Teacher%20Education.zip)

ED 208 Inclusive Education

[www.highlightcomputer.com/ED 208 Inclusive Education.zip](http://www.highlightcomputer.com/ED%20208%20Inclusive%20Education.zip)

ED 301 Educational Policy

[www.highlightcomputer.com/ED 301 Educational Policy.zip](http://www.highlightcomputer.com/ED%20301%20Educational%20Policy.zip)

ED 302 English Teaching

[www.highlightcomputer.com/ED 302 English Teaching.zip](http://www.highlightcomputer.com/ED%20302%20English%20Teaching.zip)

ED 303 Humanities Teaching

[www.highlightcomputer.com/ED 303 Humanities Teaching.zip](http://www.highlightcomputer.com/ED%20303%20Humanities%20Teaching.zip)

ED 304 Maths Teaching

[www.highlightcomputer.com/ED 304 Maths Teaching.zip](http://www.highlightcomputer.com/ED%20304%20Maths%20Teaching.zip)

ED 305 Science Teaching

[www.highlightcomputer.com/ED 305 Science Teaching.zip](http://www.highlightcomputer.com/ED%20305%20Science%20Teaching.zip)

ED 306 Technology Teaching

[www.highlightcomputer.com/ED 306 Techology Teaching.zip](http://www.highlightcomputer.com/ED_306_Techology_Teaching.zip)

ED 307 Business Teaching

[www.highlightcomputer.com/ED 307 Business Teaching.zip](http://www.highlightcomputer.com/ED_307_Business_Teaching.zip)

ED 308 Computer Supported Learning & Distance Education

[http://www.highlightcomputer.com/ED 308 Computer Supported Learning & Distance Education.zip](http://www.highlightcomputer.com/ED_308_Computer_Supported_Learning_&Distance_Education.zip)

ED 401 Adult Learning Technology

[www.highlightcomputer.com/ED 401 Adult Learning Technology.zip](http://www.highlightcomputer.com/ED_401_Adult_Learning_Technology.zip)

ED 402 Educational Leadership

[www.highlightcomputer.com/ED 402 Educational Leadership.zip](http://www.highlightcomputer.com/ED_402_Educational_Leadership.zip)

ED 403 School Culture

[www.highlightcomputer.com/ED 403 School Culture.zip](http://www.highlightcomputer.com/ED_403_School_Culture.zip)

ED 404 Educational Research

[www.highlightcomputer.com/ED 404 Educational Research.zip](http://www.highlightcomputer.com/ED_404_Educational_Research.zip)

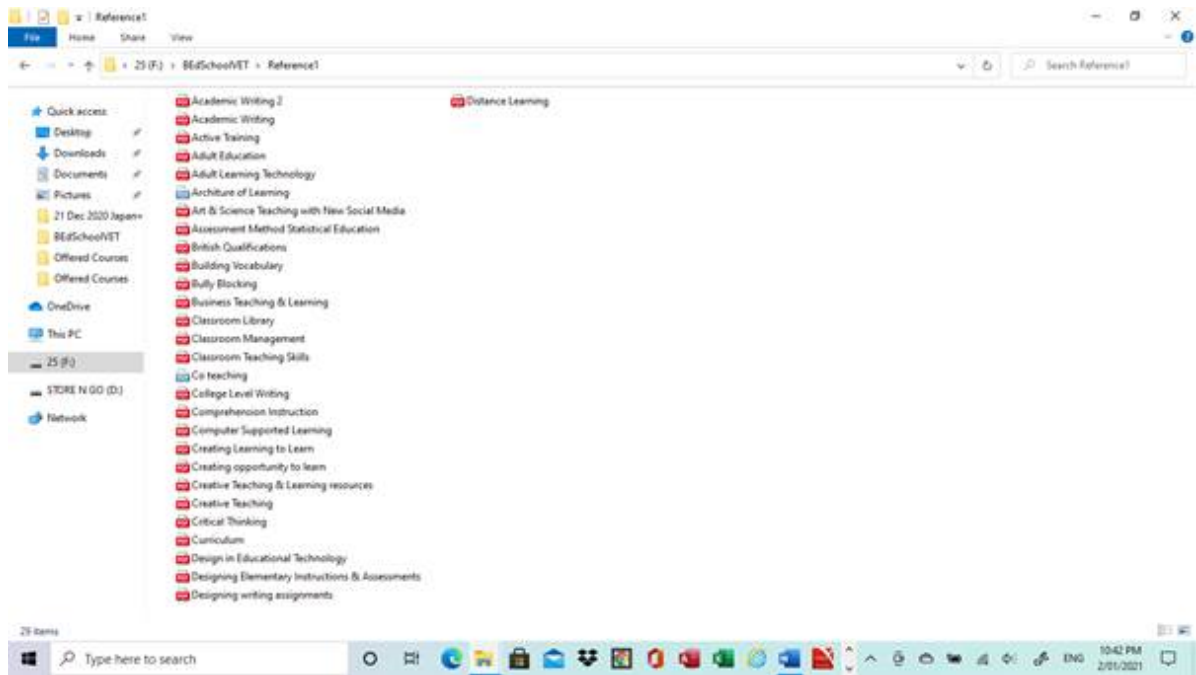
ED 405 Training Principle

[www.highlightcomputer.com/ED 405 Training Principle.zip](http://www.highlightcomputer.com/ED_405_Training_Principle.zip)

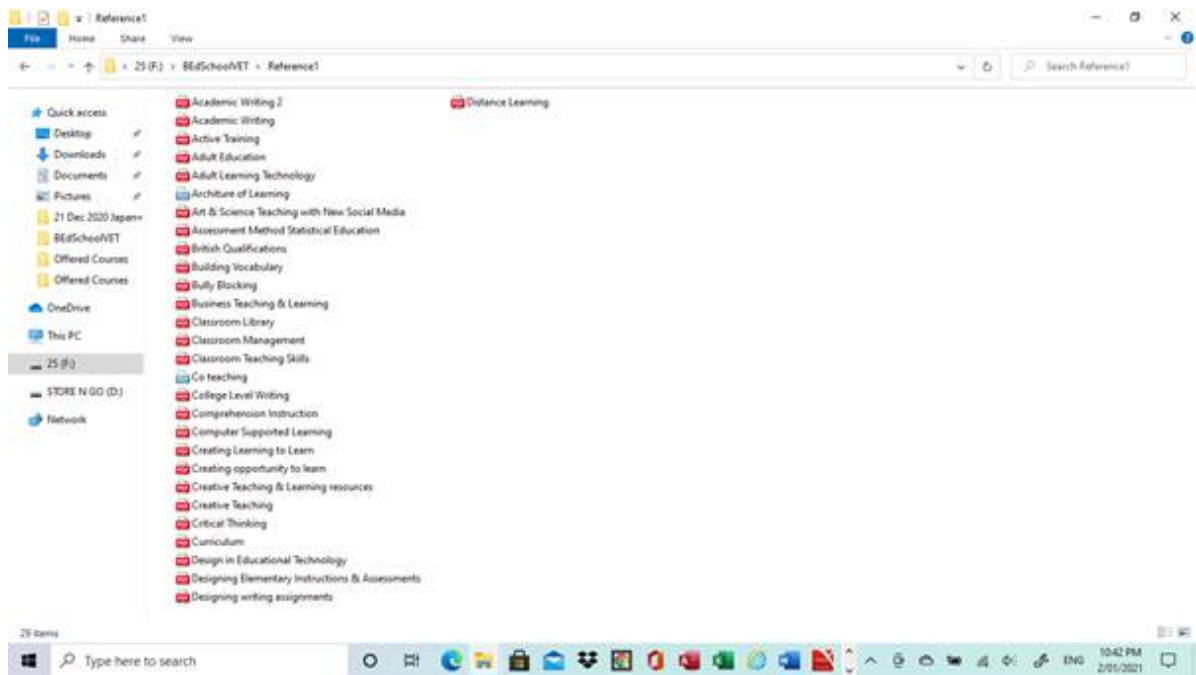
ED 406 Educational Policy

[www.highlightcomputer.com/ED 406 Educational Policy.zip](http://www.highlightcomputer.com/ED_406_Educational_Policy.zip)

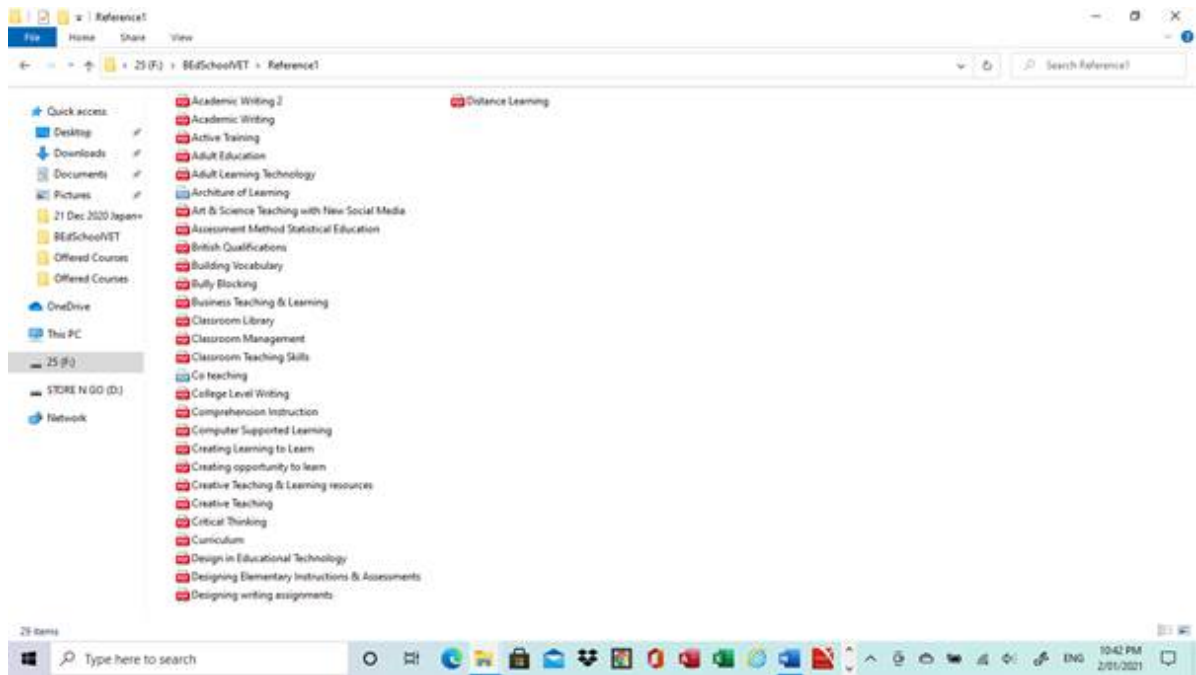
[www.highlightcomputer.com/Reference1.zip](http://www.highlightcomputer.com/Reference1.zip)



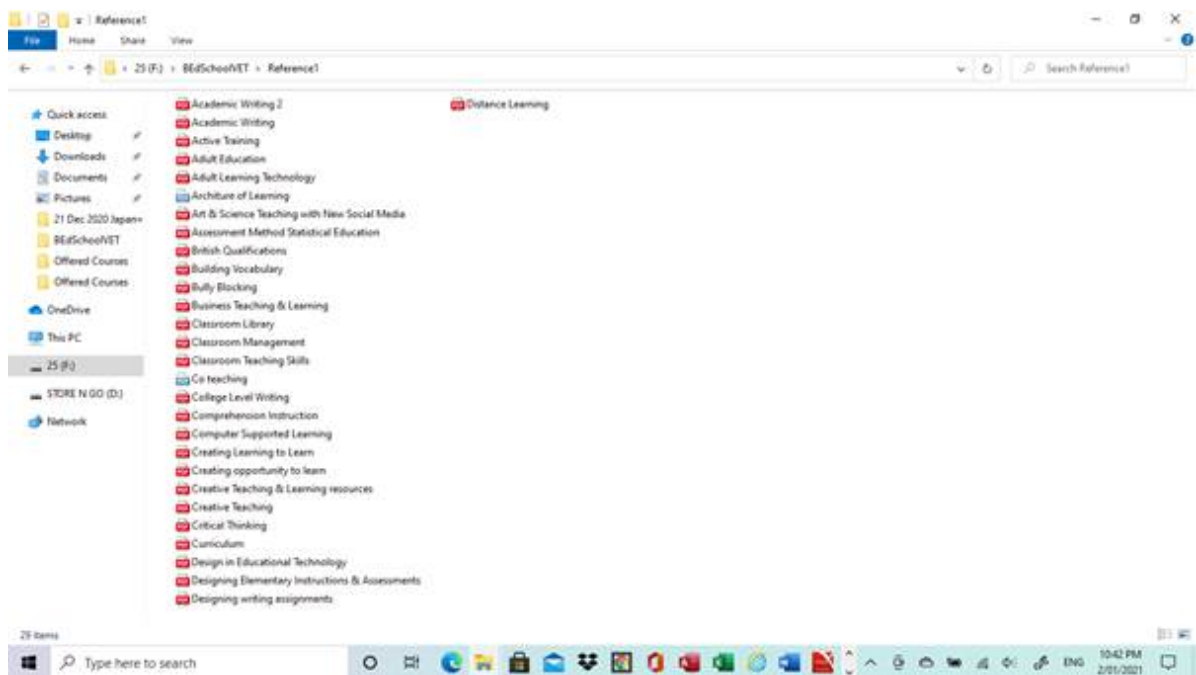
[www.highlightcomputer.com/Reference2.zip](http://www.highlightcomputer.com/Reference2.zip)



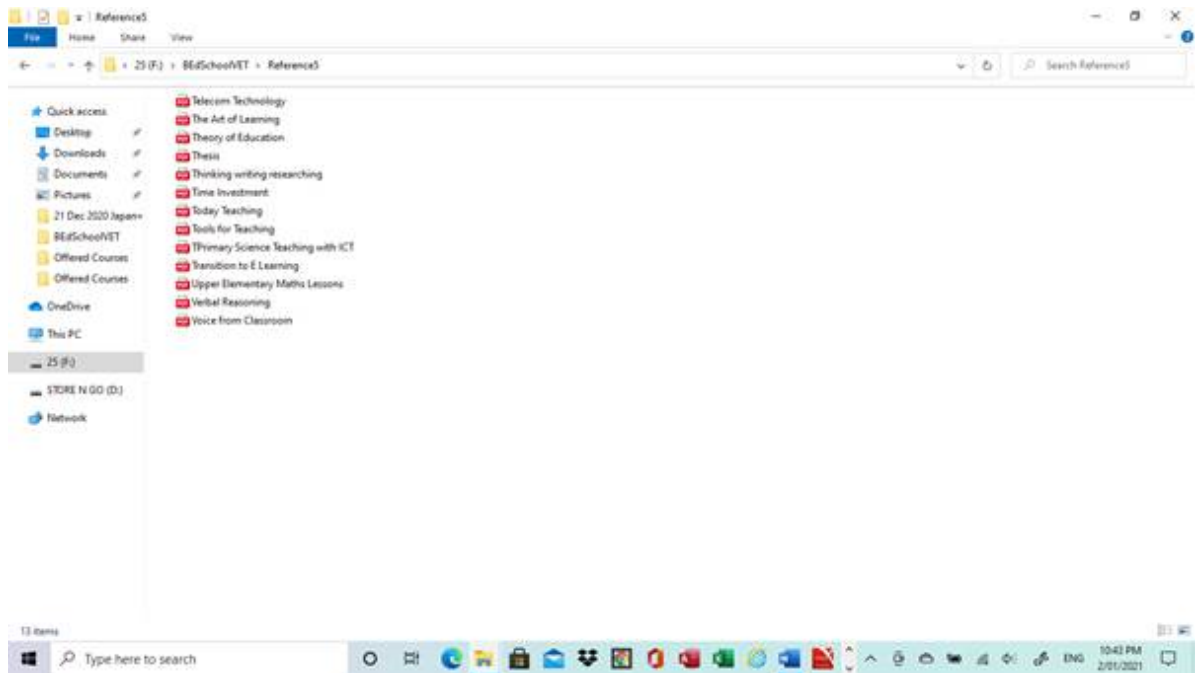
[www.highlightcomputer.com/Reference3.zip](http://www.highlightcomputer.com/Reference3.zip)



[www.highlightcomputer.com/Reference4.zip](http://www.highlightcomputer.com/Reference4.zip)



[www.highlightcomputer.com/Reference5.zip](http://www.highlightcomputer.com/Reference5.zip)



<https://mega.nz/folder/8Rh0iSbS#1o-bnbyr43V8C7ZyLFK-YQ>

## Download from above link

**ED 308 Computer Supported Learning & Distance Education.zip (44.37MB)**

**ED 408 Middle & High School Teaching.zip (3.63MB)**

**ED 403 School Culture.zip (14.7MB)**

**ED 305 Science Teaching.zip (14.87MB)**

**ED 306 Technology Teaching.zip (4.63MB)**

**ED 304 Maths Teaching.zip (10.03MB)**

**ED 204 School & Vocational Education.zip (26.56MB)**

**ED 208 Inclusive Teaching.zip (5.38MB)**

**ED 207 Teacher Education.zip (9.65MB)**

**ED 205 Teaching & Measuring.zip (3.79MB)**

**ED 203 K-12 Education.zip (3.17MB)**



# Preparation for Myanmar Engineering Council Accreditation Course Detailed Course Teaching Plans & Summary of Notes --- Prepared by Dr Kyaw Naing

This teaching plan and summary of notes are developed in connection with the DVD containing the electronic textbooks, readers and accreditation and evaluation work samples that are to be distributed to the participants. This plan provides the summary of the course notes and study guide for the training.

Session	Topic	Page
Day 1 Session 3	Writing the objectives of the course	2
Day 2 Session 2	Outcome based education + Competency based education & training for outcome	3
Day 3 Session 1	Requirement of Myanmar Engineering Council & how to design the curriculum to address the learning outcomes	6
Day 4 Session 1+2	Programme structure, course contents, delivery and assessment methods+ Adult and Vocational Education & Training	18
Day 5 Session 1+2	Approach to various learning modes in Vocational Education and Training +Preparing vocational teaching portfolios	37
Day 5 Session 3	Learning outcome & teaching & training	38
Day 6 Session 1& 3	Developing the assessment strategies in Vocational Education and Training	38
Day 7 Session 2	Integration of Learning Technology in Teaching & Learning Part 1	41
Day 7 Session 3	E-Learning Platform Example	52
Day 8 Session 1	Technology in Classroom	53
Day 8 Session 2	Integration of Learning Technology in Teaching & Learning Part 2	71
Day 9 Session 1 +2	Preparing the documents to comply with Myanmar Engineering Council Requirement	72
Day 10 Session 1	Learning Environment	78
Day 10 Session 2	Change Management	90
Additional	Further Training	101

## Day 1 Session 3

Highlighting [9.2.1 General Information \(MEng C\)](#)

9.2.2 Programme Objectives

& writing the objectives of the course by Dr Kyaw Naing

### **Step 1-Provide General Outline**

#### **Reference Reading (Education theory)**

ED 106 Interpreting Curriculums

<http://www.filefactory.com/file/1h141zxbv8z/ED%20106%20Interpreting%20Curriculums.zip>

Page Number---

ED 106 Interpreting Curriculums/CURRICULUM DESIGN AND DEVELOPMENT-1.pdf

Slide 5, 2, 34, 40, 41,45,46,47,49,50,51,55,81

#### **Practical Information**

Provide the examples of how to set up the program objectives for Professional Engineer, Engineering Technologists and Engineering Associates levels

[www.highlightcomputer.com/OverallProgramGeneral.pdf](http://www.highlightcomputer.com/OverallProgramGeneral.pdf)

### **Step 2-Provide PE / Eng Technologist Requirement**

[www.highlightcomputer.com/engineersaustraliareferences.htm](http://www.highlightcomputer.com/engineersaustraliareferences.htm)

130607\_stage\_1\_pe\_2013\_approved.pdf

Page 2 explain details

Then show page 1 & 3 -6

REFER DETAILED-EngineeringJobCompetencies.pdf

## **Step 3-Link to practical program outcome design**

### **SAMPLE**

Page 5/6 of OverallProgramGeneral.pdf

[www.highlightcomputer.com/OverallProgramGeneral.pdf](http://www.highlightcomputer.com/OverallProgramGeneral.pdf)

#### **References**

Engineers Australia References

[www.highlightcomputer.com/engineersaustraliareferences.htm](http://www.highlightcomputer.com/engineersaustraliareferences.htm)

Stage 1 Competencies of PEng, Eng Technologists & Eng Associates

Engineering job competencies

<http://www.highlightcomputer.com/EngineeringJobCompetencies.pdf>

### **Participants' tasks**

Write the course objectives of the engineering programs that they are teaching, discussion & feedback

---

## **Day 2 Session 2**

**Competency based education & training & how the competency based training is important to reach the desired outcome**

By Dr Kyaw Naing

References

*Characteristics of Learning Outcomes*

In Certificate I to Vocational Diploma

[http://www.filefactory.com/file/32hy8l1za8wz/TAE10\\_R3.4.docm](http://www.filefactory.com/file/32hy8l1za8wz/TAE10_R3.4.docm)

Provide the level of performances of the students tasks in the curriculums & activities

### Sample Curriculums

Certificate to Advanced Diploma

<http://www.highlightcomputer.com/detailedcontent.htm>

Bachelor degrees equivalent level

[http://highlightcomputer.com/B%20E+B%20App%20Sc\(IT\)+B%20Bus%20Course%20Detailed%20Contents.htm](http://highlightcomputer.com/B%20E+B%20App%20Sc(IT)+B%20Bus%20Course%20Detailed%20Contents.htm)

## Step 1-Provide General Outline

### **AGTI**

- demonstrate understanding of specialised knowledge with depth in some areas
- analyse, diagnose, design and execute **judgements** across a broad range of technical or management functions
- generate ideas through the analysis of information and concepts at an abstract level
- demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills
- demonstrate accountability for personal outputs within broad parameters

### **BTech**

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts.
- Applications involve making significant, **high-level, independent judgements** in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

## BE

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.
- Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts.
- Further specialisation within a systematic and coherent body of knowledge.
- Applications involve making high-level, **fully independent, complex judgements** in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development.
- The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.

## Step 2 Objective is required for the designed course

Why we need to do this thing?

Principle of Adult Learning—

Motivation/ Reason/ Needs/Desires/ Benefit

### Sample Objectives

#### Advanced Diploma in Engineering (Electrical+ Mechanical+ Civil+ Renewable Energy Engineering+ Computer Engineering & Information Technology) Course Outlines

IQY Technical College's two years Advanced Diploma in Engineering is designed to train the students **to work as Engineering Technologist** in wide ranges of industries.

It is designed to provide the following competencies.

To train the students to operate within broadly-defined technical environments, and undertake a wide range of functions and responsibilities. They are often specialists in the theory and practice of a particular branch of engineering technology or engineering-related technology

#### Professional Diploma in Engineering (Electrical+ Mechanical+ Civil+ Renewable Energy Engineering+ Computer Engineering & Information Technology) Course Outlines

IQY Technical College's four years Professional Diploma in Engineering is designed to train the students **to work as Engineering Technologist /Professional Engineer** in wide ranges of industries.

The program is designed to train the students to become Professional Engineers who are required to take responsibility for engineering projects and programs in the most far-reaching sense.

## **Provide examples of objectives**

Objectives/ folder

## **Objective for each lesson materials**

### **Example**

801A-Teaching & Learning in Adulthood Tasks Samples/document 11,

/Document 22 TVET801A 3.4.doc---Page 4 to 8 then expand Page 9 to 12 Read.

## **Step 3-Link to practical program contents design**

Detailed Contents examples are provided

Folder/ Detailed Contents/

**Day 3 Session 1**

**Day 4 Session 1**

### **9.2.3 Learning Outcomes**

#### **Requirement of Myanmar Engineering Council**

#### **& how to design the curriculum to address the learning outcomes**

By Dr Kyaw Naing

Educational Theoretical Readings

ED 104 Lesson Planning

<http://www.filefactory.com/file/4m30ym0ez37r/ED%20104%20Lesson%20Planning.zip>

ED 202 Curriculum & Design

<http://www.filefactory.com/file/1jotv5d428j1/ED%20202%20Curriculum%20%26amp%3B%20Design.Zip>

Practical Example

[www.highlightcomputer.com/OverallProgramGeneral.pdf](http://www.highlightcomputer.com/OverallProgramGeneral.pdf)

Page 13 to 21

ED 104 Lesson Planning

<http://www.filefactory.com/file/4m30ym0ez37r/ED%20104%20Lesson%20Planning.zip>

## **Step 1 Review the educational theory related to lesson planning**

**ED 104 Lesson Planning/ Lesson Planning.pdf**

Pupils have two kinds of needs. First, there are the general ones that provide the preconditions for education the need for such things as security, comfort and dignity.

Second, there are learning needs - provision for special educational needs such as dyslexia, for example, or remedial action to help pupils make good any gaps in their knowledge from earlier parts of the curriculum.

## **10**

This is an idea I hit on when learning to teach adult classes and then used with (quite senior) classes in school at the beginning of their courses. Make a numbered list of the aims that pupils might have for the course you are teaching them.

For example:

- 1 Achieve a qualification.
- 2 Get the best grade at the end of the course.
- 3 Progress to a further course.
- 4 Muddle through.
- 5 Find out more about [a specified area of the subject].
- 6 have no specific aims.

## OBJECTIVES

Objectives are based on the notion that education is observable and measurable

## LEARNING

- o Which parts of your lessons lend themselves to thinking in terms of stimulus and response?
- o Where do assessment criteria require only certain *outcomes* rather than levels of *understanding*

**1 Knowledge and understanding.**

**2 Skills, techniques, and methods (Idea 21).**

**3 Attitudes and perspectives (Idea 22). ^**

**4 Judgements and decisions (Idea 23).**

## attitude

**12** Here is a checklist of the qualities an objective Specific in terms of  
(a) what is to be learnt and  
(b) the time within which it is to be learnt;

Capable of assessment;

Achievable;

Manageable in the context you are working in.

## 55

1 TA ' or

1 Introduction.

2 Exposition. ,

3 Clarification.

4 Enactment.

5 Feedback.

6 Transfer

7 Deliberate practice.



There are four main types of practice:

## **56**

- 1 Drills.
- 2 Variable practice.
- 3 Massed practice.
- 4 Distributed practice.

## **57**

- 1 Introduction.
- 2 Presentation.
- 3 Conclusion

When preparing a PowerPoint presentation, use the following checklist to help avoid the most common pitfalls:

Are any of the slides too cramped? Can I reduce the amount of information on each slide?

When do I need to ask the class to focus on the screen?

When do I want them to focus on me as speaker?

How can I use body language or audience interaction to encourage this?

How can I vary my speaking position in order to establish eye contact and rapport?

When should I turn off the display?

## **25**

### **Theoretical Learning**

- o theory and generalization;
- o the concrete and the particular (see Idea 26); ^
- o reflection (see Idea 27); 21
- 0 activity - 'learning by doing' (see Idea 28).

## 26

### Learning from concrete

25). In place of generalizations, axioms, probabilistic statements and deductive logic

Use one both of the two great staples of concrete learning - the worked example and the case study

## 27

### Reflective Learning

The first is by encouraging pupils to reflect on aspects of their life in general - things that they have learnt beforehand, whether in or out of school.

The second is by encouraging pupils to reflect on what they have already learnt or experienced within the scheme of work that you are now engaged in appropriate for work experienced learners.

## 28

### Active Learning

Active learning can feature in your planning in two places. Sometimes you can arrange for active learning within your lessons - drama, role-play, observation, conducting surveys, filming, and so on. Sometimes you can build it into the homeworks that you set, such as interviewing, researching and mini fieldwork projects

General learning strategies - techniques, habits of mind, and so on, not related to specific subjects or topics.

Contiguous knowledge - knowledge closely associated with that you are planning to teach.

For a pupil learning about a certain theme in a certain period of history, examples would include knowledge of other themes in that period.

Comparable knowledge - knowledge of a different 2 topic that is sufficiently similar for analogies to be drawn. For example, in technology a pupil might learn about the qualities of one material by comparing it to other materials.

Top-down' knowledge - pupils who have learnt about a general concept (e.g. deforestation) proceed to learn about particular instances (e.g. Amazonia).

'Bottom-up' knowledge - pupils who have learnt about particular cases proceed to learn about the general concepts, issues or themes that they exemplify.

## **Step 2 Provide the lesson plan format**

[ED 104 Lesson Planning/ Instructional Design for Action Learning.pdf](#)

### **Lesson Plan Format**

Phase One:

Develop the following:

- ? Training content
- ? Graphics
- ? Media needs
- ? Lesson plans
- ? Instructor guides
- ? Evaluation needs
- ? Software needs

Phase Two:

Revise all items in Phase One.

### Phase Three:

Complete the following.

- ? Conduct the test.
- ? Revise the program on the basis of the test.
- ? Schedule a second test, if needed.

**TITLE:** How to use the bundling machine

**WRITTEN BY:** Author's

**Note DATE:** Date Written

**OBJECTIVES:** At the end of this session, the participants will be able to

1. State one reason for using the bundling machine
2. Demonstrate the correct use of the bundling machine located in the workshop
3. State when the bundling machine is used

**SESSION TIME:** 15 minutes

**NUMBER OF PARTICIPANTS:** 6 (up to 10)

**ENTRY LEVEL:** New employees

**AIDS/EQUIPMENT:** Sample bundling machine

6 bundling cards for each participant  
Whiteboard and markers

**POTENTIAL FAULTS:** Session not to be conducted at start or finish time of workshop

**METHOD:** Show and tell

### Phase Four:

Conduct the following.

- ? Pilot-test a prototype program.
- ? Evaluate the pilot test.
- ? Identify the required revisions.

Revise the program as required (on the basis of the pilot test).  
? Schedule another test, if needed.

Phase Five: Follow-through on the following.

? Finalize the training program content.  
? Produce the training program in final form.

During the development phase, you will select, write, or otherwise obtain all training documentation and evaluation materials. These may include the following:

? Training materials  
? Instructor guide (including lesson plans and a list of required supporting materials)  
? Learners' guide or workbook  
? Nonprint media (computer software, audiotapes and videotapes, equipment checklists)  
? Program evaluation materials  
? Procedures for evaluation  
? Supervisors' form for evaluation of course participants' post-training job performance  
? Training documentation  
? Class attendance forms and other records for participants  
? Course documentation (written objectives, authorship and responsibility for course material, lists of instructors and facilitators, and their qualifications)

### **Step 3 Expand the each lesson plan to unit in the curriculum**

#### **ED 202 Curriculum & Design/ Curriculum.pdf**

##### **6.1 Frame of Reference**

The rapid progress of globalization has led to many unprecedented changes in the world in which students are educated and in which graduates will practice (Friedman, 2006). As Friedman puts it, "Globalization has collapsed time and distance and raised the notion that someone anywhere on earth can do your job more cheaply.

In 2004, the National Academy of Engineering published a report summarizing visions of what the engineering profession might be like in the year 2020 (National Academy of Engineering, 2004). A follow-up report (National Academy of Engineering, 2005) on how to educate the engineer of 2020 was released a year later.

The key message gleaned is that engineering education must be adapted to the challenges of globalization.

Course and curriculum redesign must better address and constructively align “what” is to be learned and “why” those target outcomes are needed.

Then, building on the “what” and “why”, it should present clearly the “how” or strategies used to achieve them. We know that current engineering students will be tomorrow’s engineering workforce and that they will have to face and address challenges and dilemmas that are very different from the problems and tasks they were exposed to as students.

The nature of those challenges will require them to take on open-ended ill-defined problems and unforeseen issues, understand system-level challenges, and respond to them with innovations.

If they have not experienced creative challenges that require innovative responses in their engineering classes, they will not be prepared to do so in their professional careers.

The “how” of developing this type of skills and expertise in analysis, evaluation, and creative production for unforeseen needs requires authentic experience in tasks that require students to exercise these skills.

There are various ways to provide practice in creative problem-solving and innovation.

One way to provide this experience is experiential learning. If designed well, experiential learning not only offers authentic opportunity but also supports self-determined motivation and regulation.

Further, it can be structured to enable adaptive interaction among those with various types of expertise, sharing in a professional community, and experience building both competence and community.

This involves balancing structure and autonomy, supporting both team and individual effort, and valuing error that leads to deeper learning and skill refinement. Related to these outcomes is the power of metacognition, reflection on task process and products, both during and after experiences.

Metacognition is directly linked to the process skills of analysis and evaluation and, within a discipline, divides legitimately creative experts from those whose skills are limited to doing the same thing, albeit doing it well, over and over again (Ericsson, 2006 ).

### **Curriculum Development**

- **Needs of engineering workforce**
- **Appropriate to changing needs of industry & technology**
- **National guidelines**
- **Relevant & related to & based on and past & current curriculums**

- Based on accumulation of lesson planning for each lesson, each unit in the curriculum
- Concern the interrelation of the contents
- Develop on skills level & performance standards—Outcome based/ Competency based/ Adult Education/ Vocational Education & Training

## **Step 4 Provide the practical example of a curriculum which is developed based on MEng C requirements**

### **Myanmar Engineering Council**

#### 9.2.3 Learning Outcomes

I List down the Learning Outcomes and state where are they published

**Show Page 13+14 of OverallProgramGeneral.pdf**

Practical Example

[www.highlightcomputer.com/OverallProgramGeneral.pdf](http://www.highlightcomputer.com/OverallProgramGeneral.pdf)

### **Myanmar Engineering Council**

ii how the Learning Outcomes relate to the Programme Objectives.

Page 20 Show the table & explain it. Page 20+21

Then show Page 28-30--- BE (Electrical)

Then show Page 35-37--- BE (Civil)

Then show Page 41-43--- BE (Mechanical)

iii. Describe the processes used to establish and review the Learning Outcomes, and the extent to which the programme's various stakeholders are involved in these processes. (Myanmar Engineering Council)

- Explain the contents in Detailed Course Teaching Plans/TAEASS502B Folder

iv Describe the data gathered and explain the results of the assessment. (Myanmar Engineering Council)

### Analysis of Assessment

- Explain the contents in Detailed Course Teaching Plans/ analysis of assessment records

v Explain how the assessment results are applied to further develop and improve the programme. (Myanmar Engineering Council)

- Explain the contents in Detailed Course Teaching Plans/ how improvements were made to assessment and or recognition processes

### Individual Teachers Reflection---

- Self Assessment Journal Reflection.doc
- Collection of Teachers' Reflection by Head of Department

vi. Describe the materials, including student work and other tangible materials that demonstrate (Myanmar Engineering Council)

- Page 23+24 of **OverallProgramGeneral.pdf**
- Online mode of learning materials
- In DVD, CD etc

Processes and Results: (MEng C) The programme shall have a clear linkage between Programme Objectives and Learning Outcomes (Section 4.0); a process of ongoing assessment an evaluation that demonstrates the achievement of Programme Objectives with documented results; and evaluation results that are used in the continual improvement of the programme. (Myanmar Engineering Council)

### Professional Diploma

Year 2+3 Learning Outcomes & Teaching /Assessment Strategies Page 49 to 52of **OverallProgramGeneral.pdf**

- Then provide the example Page 61 to 63-BE (Electrical)
- Then provide the example Page 67 to 69-BE (Civil)
- Then provide the example Page 74 to 76-BE (Mechanical)

(Myanmar Engineering Council)



- the choice of the teaching-learning (delivery) methods.
- The curricular approach, the educational content and the teaching-learning
- assessment & evaluation methods for the attainment achievement of the Learning Outcomes.
- Explain the contents in  
Detailed Course Teaching Plans/course delivery documentation
- Assessment
- Assessment Validation
- Continuous Improvement Register
- Delivery and Assessment Schedule
- eScope Application
- Industry Consultation
- MOU
- OTHER
- Physical Resources
- TAS

(Myanmar Engineering Council)

**A balanced curriculum shall include all technical and non-technical attributes listed in the Learning Outcomes, ( the essential elements forming the core of the programme and additional specialist or optional studies (electives).**

**(MEng C)**

☐ The curriculum shall integrate theory with practice through adequate exposure to laboratory work and professional engineering(MEng C)

☐ Time allocation

☐ Credit points (The academic programme component must consist of a minimum total of 120 credit (a) A minimum of 80 credit hours shall be engineering courses consisting of engineering sciences and engineering design/projects appropriate to the student's field of study. (MEng C)

(b) The remaining credit hours shall include sufficient content of general education component (such as mathematics, computing, languages, general studies, co- curriculum, management, law, accountancy, ec(MEng C)

Provide samples—Page 77 to 86 of OverallProgramGeneral.pdf

- To be download from internet or Day 7 Session 3 contents (USB)

## • Day 4 Session 1

### Academic Curriculum

(curriculum design )the philosophy and approach adopted in the programme structure (Myanmar Engineering Council)

### Step 1 Provide the philosophy & approach related to VET & Competency Based Training

Provide- Page 43 to 46 of OverallProgramGeneral.pdf

+

Page 47 to 52 of OverallProgramGeneral.pdf

### Step 2 Provide the examples

- To be download from internet or Day 7 Session 3 contents (USB)

## Day 4 Session 2

### Show & Explain the contents in session Day 4 Session 2 folder

Depending on the academic discipline of the participants, the relevant training packages are to be demonstrate.

#### General Knowledge related to overseas programs

By Dr Kyaw Naing

#### Vocational Education Teacher Education

[http://www.filefactory.com/file/4yb11lp1x9b/n/Vocatinal\\_Education\\_Teacher\\_Education\\_pdf](http://www.filefactory.com/file/4yb11lp1x9b/n/Vocatinal_Education_Teacher_Education_pdf)

#### Sample Training Packages

## Day 5 Session 1

#### Approach to various learning modes in VET

#### Myanmar Engineering Council References

- the choice of the teaching-learning (delivery) methods.
- A balanced curriculum
- The curriculum shall integrate theory with practice through adequate exposure to laboratory work and professional engineering(MEng C)
- Time allocation
- Credit points

#### Group Base learning.pdf

Ref - 16.taadel401a Plan & Organize Group Base learning.pdf

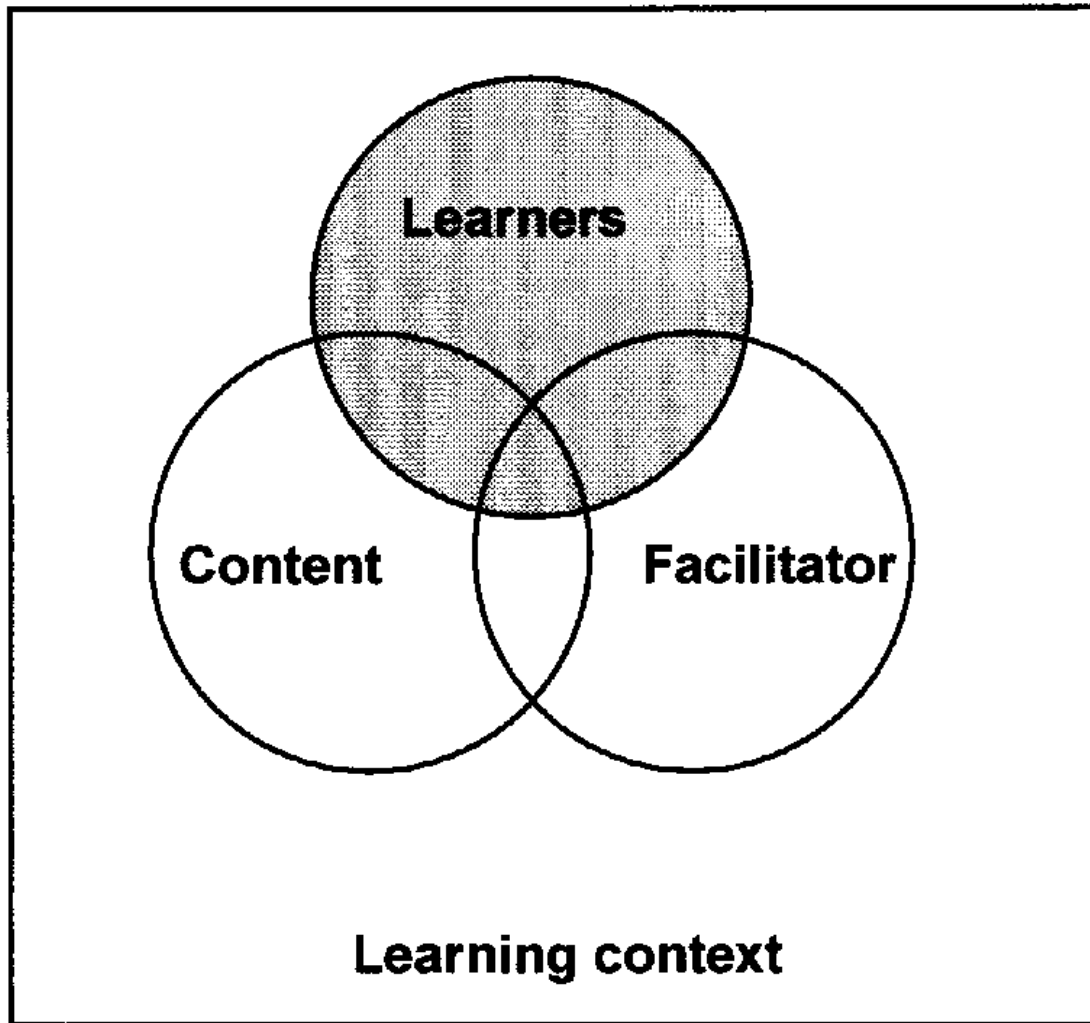
First of all, what is learning? Learning is a personal process, which occurs internally. Learning can involve:

- growth of knowledge
- development of skills
- change of attributes.

Models, like myths and metaphors, help us to make sense of information. A model can offer the means for understanding an otherwise incomprehensible problem. Models can provide structure and meaning; they often help us to visualise a concept or problem, breaking it down into discrete and manageable parts. As such, models are very useful in learning.

## **Facilitating learning**

When it comes to facilitating learning, there are three things the facilitator need to manage: the learners, the content and themselves. These need to be considered separately and collectively and managed in the context of the learning environment. In the beginning, it can feel a bit like running a three-ring circus! As you can imagine, undertaking such a process also requires considerable preparation to make sure that everything goes smoothly. Armed with a clear plan, an understanding of how people learn, and an increased awareness of the part you play, you will be well on the way to being a success.



### **Knowles' andragogical model of learning**

#### **The need to know**

Adults need to know why they are learning something before undertaking to learn it. When adults undertake to learn something on their own, they invest considerable energy determining the benefits they will gain from learning it and the negative consequences of not learning it. Consequently, one of the first tasks of the facilitator of learning is to help the learners become aware of the 'need to know'.

## **The role of learners' experience**

Adults have a variety of life experience that represents a rich resource for learning. To capitalise on adult learners' experience, facilitators can use techniques that tap into these – group discussion, storytelling, simulation exercises, problem-solving activities, case studies and other interactive strategies. While the richness of experience is a valuable resource for learning, it can also present some challenges, as these experiences can be filled with bias and presupposition which may impact on our perceptions.

## **Readiness to learn**

Adults are ready to learn those things they need to know and do, in order to cope effectively with their real life situations. 'Readiness to learn' occurs strongly when adults move from one developmental stage to the next. Timing learning experiences to coincide with those developmental tasks is obviously important.

## **Orientation to learning**

Adults are motivated to learn something to the extent that they perceive that it will help them perform tasks or deal with problems that they are likely to encounter. They learn most effectively when learning is presented in the context of application to real life situations.

## **Motivation**

While adults respond to some external motivators (better jobs, promotions, higher salaries etc), the most potent motivators are internal pressures (desire for increased job satisfaction, self-esteem, quality of life). Generally, adults are motivated to keep growing and developing, however, this motivation is often blocked by barriers such as a negative self-concept, especially as a student; inaccessibility of opportunities or resources; time constraints; and programs that do not meet the needs of adult learners.

## **Another way of looking at the principles of adult learning**

The Australian National Training Authority (ANTA) provided a number of principles of adult learning in 1995, which were slightly modified in 1998. The following list is a compilation of both sets of principles.

### **Active participation**

Adults learn best when they actively participate; that is, when they are involved physically, intellectually or emotionally. Adults learn best by 'doing'.

### **Meaningful and relevant**

How does it relate to me? Adults need to be able to relate to the material—to identify the meaning and relevance of the material to them and their situation.

### **Holistic learning**

Adults like to know where this material fits in relation to the whole. Starting with the big picture, then dropping down into the specific details, provides a context for the material.

### **Multi-sensory learning**

We have five senses— why limit learning to one sense? Instead, use a range of senses: sight, sound, taste, smell and touch. Using two or three senses in the learning experience increases the learners' capacity to understand and to retain the material.

- **Active Participation---Practical/ Work-based Learning**
- **Meaningful & Relevant—Curriculum & Resource Planning**
- **Holistic Learning—Career objective link to outcome 7 objective of the course , subjects/ units and detailed contents plans**
- **Multisensory Learning—e-Learning, face to face, Educational Multimedia**

## Practiced and reinforced

Learners require appropriate time and opportunities to practice and reflect on what they have learnt and apply this material to their workplace context. Practice opportunities need to be provided for developing knowledge and skills and changing attributes.

## Regular and useful feedback

Learners like feedback; they want to know how well they are doing. Feedback provided early in the learning experience can mean that learners practice and reinforce the correct behaviours, rather than reinforce incorrect information or behaviours. Feedback needs to be provided in a positive and constructive manner. When providing feedback, concentrate on the action or the behaviour and not on the person.

## Reward

Learners respond differently to learning experiences, yet they all need to be able to identify the benefits and value of the experience. These benefits act as a reward for the work learners have done and help motivate further learning. Sometimes it is also valuable to provide external recognition and reward. It is very motivating to be told you have done well and your efforts are recognised and appreciated.

## Behavioural learning theory

Observable behaviour rather than internal thought processes are the focus; in particular, learning is shown by a change in behaviour. Four key principles are considered to be important. They are:

- learning is better when the learner is active, not passive
- frequent practice is necessary for learning
- positive reinforcements, like rewards and successes, are encouraged
- objectives need to be clear, for example, performance criteria found in units of competency.



### **Information processing theory**

This theory uses the computer as a model for human learning. The human mind, like the computer, takes in information; changes the form and content of this information; stores and locates it; and generates responses to it. The approach to learning here is primarily through the use and study of memory.

### **Cognitive learning theory**

This theory is based on the cognitive process we use to acquire knowledge, which includes knowledge gained through perception, intuition and reasoning. The theory outlines an active mental process of acquiring, remembering and using knowledge.

### **Constructivist learning theory**

This theory is based on the idea that learners construct knowledge for themselves. That is, each learner individually and socially constructs meaning as they learn. This then leads to a focus on the learner, rather than on the subject or the lesson to be taught, as it is the learner's thinking about the learning which is the key to the learning taking place.

### **Learner/ students centred learning**

- Teacher as facilitator—Provide tool, references, resources,
- Provide the students with the task.
- Ask them to do research themselves
- Present their work evidence portfolios
- Assess their work
- E-Learning is an effective way to provide a great deal of resources.

## Situational approach to learning

The emphasis here is on learning being situation-based, that is, placed in a social context, like a workplace. Learning takes place through the relationships between people, and is based on the conditions that bring people together, allowing for particular pieces of information to take on relevance and meaning

## Problem-based learning

This approach to learning recognises the need to develop problem-solving skill in order for learning to take place. The learning goals are the learners' abilities to solve the problem, present solutions and revise solutions when presented with additional information.

## Project Design / Assessment

## Further reading

Page 30 to 34 of Ref - 16.taadel401a Plan & Organize Group Base learning.pdf

# Left hemisphere/Right hemisphere

<b>Left Hemisphere</b>	<b>Right Hemisphere</b>
<b>Functions and Characteristics</b>	<b>Functions and Characteristics</b>
Mathematical	Artistic
Verbal	Imaginative
Sequential	Random
Literal	Spatial
Logical	Holistic
Linear	Intuitive
Analytic	Synthesiser
Rational	Non-rational
Verbal	Non-verbal
Symbolic	Metaphoric
Abstract	Concrete
Temporal	Non-temporal

## **PART learning styles**

### Further reading

Page 36 to 37 of Ref - 16.taadel401a Plan & Organize Group Base learning.pdf



**Global**  
 Big Picture  
 Inter-connection  
 Broad overall approach  
 Begin with the end in mind

**Analytic**  
 Detail  
 Specific  
 Step by step  
 Start at the beginning

- your roles and responsibilities as the facilitator
- the learning context
- the learner program requirements
- who your learners are, what their needs and characteristics are, and how you might go about supporting them
- how to identify potential risks to learners
- other factors that should be considered when planning and organising group-based delivery.

## **Regulatory environment**

### **Learning program requirements**

### **Learners, their needs and characteristics**

Before planning training, it is important to get a clear understanding of exactly who the learners are and what they need to gain from the program.

**ADAPTATIONS  
Models of support**

**Embedded support**

- support prior to instruction
- modify the learning materials
- accommodate the learner

**In class support**

**External supp**

- specialised
- different set

from  
Facilitator, peers, paraeducators, therapists  
special education teachers, administrators  
psychologists, counsellors, resource, volunteers

## **Modify the learning materials**

- Incorporate techniques such as modelling, demonstrating, visual/diagrammatic representation, opportunities to practise skills, peer support and repetition.
- Build underpinning knowledge and skills using support materials.
- Tape sessions for learners unable to attend class.
- Provide resources in large print (this may just involve making activity cards in slightly larger font to make them more accessible).
- Use videos and audio tapes to offer variety.
- Post class notes on a website.
- Build in information about discrimination—the law, direct and indirect forms of discrimination.
- Use video conferencing facilities to access learners.
- Provide different instructional materials to meet a learner's individual goals.

## **Accommodate the learner**

- Draw on a range of resources from first language, including peer support.
- Listen to problems and help within limits.
- Arrange the timetable so it caters for people who work or have family commitments.
- Provide flexibility in the timing of assessment tasks.
- Use adaptive technology.
- Modify the number of items that a learner is expected to learn or complete.
- Extend the time allowed for learning, task completion or testing.
- Increase the amount of personal assistance with a specific learner.
- Modify the way a learner can respond to instruction (verbal, written, hands-on).
- Vary the extent to which a learner is actively involved in a task.
- Adjust the goals or outcome expectations while using the same materials.
- Adapt the skill level, problem type or the way learners may approach the work.

### Provide in-class support

- Ensure appropriate physical and communication supports are available.
- Incorporate inclusiveness strategies so that learners learn from each other, not just the facilitator – for example, group sessions, peer tutoring, co-operative learning, reciprocal teaching.
- Introduce Indigenous protocols into learning relationships.
- Get learners to provide instructions and directions for activities.
- Build in activities in which learners and you, as facilitator, think about the values and beliefs they have with regard to diversity, including gender.
- Challenge the subtle forms of discrimination you witness within the practice environment.

# Identifying risks

## Preparing for facilitating

---

This Learning Topic explores what you need to do to prepare for facilitating a group and to prepare the content and structure of your learning resources.

There are many things you need to do:

- identify learning objectives, performance criteria and assessment methods (where required) and refine them
- identify, evaluate, select, modify and contextualise existing published learning resources and support materials
- develop an outline of the structure of each session
- develop specific session-based learning resources and activities
- identify specific facility, technology and equipment needs for each session
- identify and organise additional resourcing to meet identified learner support needs, where required.

## **The delivery plan**

A delivery plan is sometimes referred to as a session plan. It could cover a series of sessions.

A delivery plan provides you with a step by step guide to follow. You will need to start with learning objectives and then develop a delivery plan that provides you with a guide for the effective facilitation of learning. You will structure information, develop resources and provide practice opportunities that meet the needs of your learners.

A delivery plan may include:

- duration of each activity or exercise
- individual or group objectives
- formative assessment opportunities
- location of training
- number of learners
- activities to be used
- resources, for example, a whiteboard, overhead projector, handouts, or articles
- any additional requirements to meet special needs of learners
- OHS considerations to ensure a safe learning environment. This may be addressed under separate headings of venue, activities, equipment, or personnel as appropriate.



## Learning objectives

Imagine what archery would be like without a target, or football without the goal posts—how would you know if you were successful? This is what it is like to run a session without planned and documented learning objectives. How would you know where you were going? How would you know if you had succeeded?

Learning objectives state what the learner is to learn as a result of participating in the program or session. Due to the diversity in the sector, you may find different kinds of learning objectives. They could include:

- units of competency
- learning objectives
- individual or group objectives
- generic or technical skills.

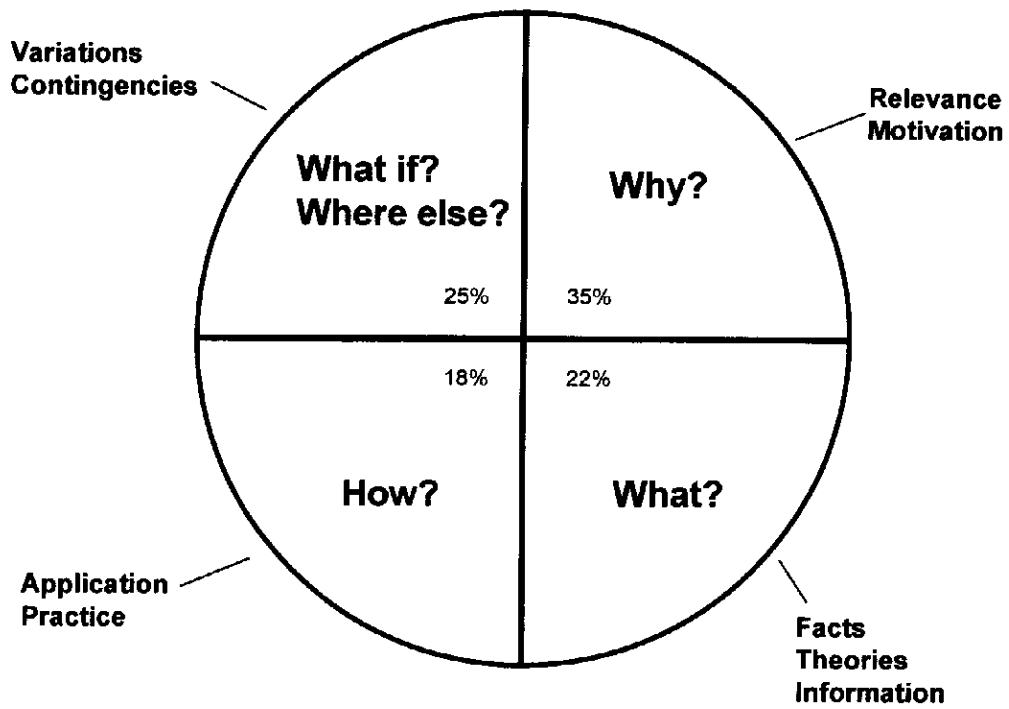
# Assessment methods

You need to find out:

- what responsibility you will have for assessment
- who else may be involved in assessing your learners
- what you need to do if others are responsible for assessing your learners.

## **Checklist for selecting resources**

- Is the resource current?
- Does the resource cover the competency standards or learning objectives that need to be addressed in the learning program?
- Does the resource provide clear and comprehensive information?
- Does the resource clearly identify its purpose and objective?
- Is the resource able to be contextualised to meet your learning needs?
- Does the resource respond to access and equity issues?
- Does the resource offer flexibility for delivery and assessment?
- If a course has been selected, do the hours and cost seem reasonable?
- Is the resource recognised by accredited bodies or organisations as covering the training requirements?



Learning activities may include:

- discussion
- role-plays
- written tasks
- slides and/or video presentations
- case studies
- solving problems
- 'thinking skills' exercises
- collaborative learning projects
- workplace practice
- question and answer
- online research
- self-paced materials
- group learning activities
- individual activities
- practice
- demonstration
- a combination of the above.

### Further reading

Page 77 to 84 of Ref - 16.taadel401a Plan & Organize Group Base learning.pdf

#### **Work based learning.pdf**

22.taadel404a Facilitate work based learning.pdf

#### **individual learning.pdf**

20.taadel403a Facilitate individual learning.pdf

#### **Distance based learning**

24.taadel405a Coordinate 7 facilitate distance based learnin.pdf

## Day 5 Session 2

### Preparing vocational teaching portfolios

## Provide the following examples / Worksheet & Explain

#### **Provide Training through instruction and demonstration of work skills**

TAADEL301A.doc (0.03MB)

<http://www.filefactory.com/file/2ppyhdlqhlsh/n/TAADEL301A.doc>

#### **Facilitate work-based learning**

TAADEL404A.doc (0.03MB)

<http://www.filefactory.com/file/60ojucglvyu3/n/TAADEL404A.doc>

#### **Group based delivery**

TAADEL401A.doc (0.03MB)

<http://www.filefactory.com/file/3i5scp12gkdn/n/TAADEL401A.doc>

#### **Use Training Packages to meet client needs**

TAADES401A.doc (0.03MB)

<http://www.filefactory.com/file/32bofyy182wf/n/TAADES401A.doc>

#### **Design and develop learning programs**

TAADES402A.doc (0.03MB)

<http://www.filefactory.com/file/4nhro84kl2nx/n/TAADES402A.doc>

#### **Work effectively in vocational education and training**

TAAENV401A.doc (0.03MB)

<http://www.filefactory.com/file/45zeif6cy5zx/n/TAAENV401A.doc>

#### **Foster and promote an inclusive learning culture**

TAAENV402A.doc (0.03MB)

<http://www.filefactory.com/file/3zoufgaty89n/n/TAAENV402A.doc>

#### **Ensure a safe and healthy learning environment**

TAAENV403A.doc (0.03MB)

<http://www.filefactory.com/file/6ireaw7s5jg9/n/TAAENV403A.doc>

## Individual learning

TAADEL403A.doc (0.03MB)

<http://www.filefactory.com/file/7g3h9iwpodfr/n/TAADEL403A.doc>

## Language Literacy & Numeracy

1397606218-taelln411\_sample.pdf (0.34MB)

[http://www.filefactory.com/file/5fh2bd8z3k0r/n/1397606218-taelln411\\_sample.pdf](http://www.filefactory.com/file/5fh2bd8z3k0r/n/1397606218-taelln411_sample.pdf)

Report.pdf (0.41MB)

<http://www.filefactory.com/file/655u3qypqyj3/n/Report.pdf>

Section 4 Model for core skills analysis.pdf (0.69MB)

[http://www.filefactory.com/file/6p480mpcelft/n/Section\\_4\\_Model\\_for\\_core\\_skills\\_analysis.pdf](http://www.filefactory.com/file/6p480mpcelft/n/Section_4_Model_for_core_skills_analysis.pdf)

ACSF\_Document.pdf (1.03MB)

[http://www.filefactory.com/file/54s5xbe3esdn/n/ACSF\\_Document.pdf](http://www.filefactory.com/file/54s5xbe3esdn/n/ACSF_Document.pdf)

LLN Preparation of students.docx (0.02MB)

[http://www.filefactory.com/file/77ps5dxgbhbj/n/LLN\\_Preparation\\_of\\_students.docx](http://www.filefactory.com/file/77ps5dxgbhbj/n/LLN_Preparation_of_students.docx)

Australian Core Skills Framework for LLN Level determination.docx (0.02MB)

[http://www.filefactory.com/file/4qt7gx24cd9l/n/Australian\\_Core\\_Skills\\_Framework\\_for\\_LLN\\_Level\\_determination.docx](http://www.filefactory.com/file/4qt7gx24cd9l/n/Australian_Core_Skills_Framework_for_LLN_Level_determination.docx)

## Day 6 Session 1 & 3

### Assessment Validation Guide of Myanmar Engineering Council

- assessment & evaluation methods for the attainment achievement of the Learning Outcome

### Step 1

Day 6 Session 1/ VET Level Assessment Tasks/27.taaass401a Plan & organize assessment.pdf

Page 15, 18, 21, 22, 23, 24, 25, 26, 27, 28, 29, 31, 32, 51-Levels of performance

The potential assessment methods were:

Observation of the candidate at work/practical demonstration

Role-play

Customer feedback

Written and verbal questioning

Practical tasks  
Third party report  
Case study—customer complaints  
Journal  
Portfolio

**Methods:**

- observation of the candidate at the workplace interacting, serving and attending to customers
- verbal questioning that focuses on underpinning knowledge and contingency management for the three competencies
- role-play for customer complaints; working in a non-discriminatory manner; or a simulation of processing particular payments such as gift certificates
- third party reports from a supervisor.
- Sequencing of assessment activities
- When planning the assessment, consideration was given to the sequence of assessment activities.
- The initial assessment could be verbal questioning to ensure candidates have the required knowledge. This could be followed by a role-play to establish that individuals have basic skills to serve customers.
- A series of observations on the-job could be supplemented by a third party report from the supervisor

**OHS**

- Find out the answers to the following questions in your practice environment.
- Who are the relevant OHS personnel?
- What are the main OHS considerations in your industry or area of assessment?
- What are the specific procedures relating to hazard identification?
- What risk control measures are in place?

- What are the requirements for reporting hazards and incidents?
- What are the emergency procedures?
- What are the procedures for use of the relevant personal protective equipment?
- What OHS factors do you need to consider when planning assessment?

Page 74 , 78, 79,80, 81, 82, 83, 85, 86, 90, 91

## Step 2

Day 6 Session 3/ TAEASS502B/ Assessment tools developed

Show the samples

Day 6 Session 1/ VET Level Assessment Tasks/8.Guides for preparing VET portfolios

Show the samples

## Step 3

Day 6 Session 3/ Audit tools/

Day 6 Session 3/ TAEASS502B/ Assessment tools developed/

Show the samples

Also show the examples in

Day 6 Session 1/ University level Education Assessment Assignment Tasks Samples/ 2.2.doc

Day 6 Session 1/ University level Education Assessment Assignment Tasks Samples/ 3.3.doc

Further Reading

Day 6 Session 1/ University level Education Assessment Assignment Tasks Samples /NSWTVET804A.doc





## Day 7 Session 2

### Learning Technology Part 1

Detailed Course Teaching Plans/ Day 7 Session 2/ 5.Learning Technology 1/  
index.html/ [Start the Unit](#)/Do the course

Look the sample module structure in CD based delivery

#### Table of Contents

- [Unit Outline](#) 
- [Unit Plan](#) 
- [Weekly Timetable](#)
- [Course Related Readings](#)
- [Assessment Information](#)
- **Required Coursework**
  - [Module 1: Getting Started and IT Empowerment and Teaching](#)
  - [Module 2: IT and Education: The Hype and the Reality](#)
  - [Module 3: Ghosts of Schooling Past, Present and Future](#)
  - [Module 4: Making the World Wide Web Work for You](#)
  - [Module 5: Technology in Your Classroom](#)

## Module 1: Getting Started and IT Empowerment and Teaching

#### Table of Contents

- [Objectives](#)
- [Week 1](#)

- [Introduction](#)
- [Purpose of the Course](#)
- [Course Goals](#)
- [Course Structure](#)
- [Studying a Networked Multimedia Course on the WWW](#)
- [Navigating this Web Site and the On-line Facilities](#)
  - [Accessing the Course Materials Via the Internet](#)
  - [Accessing the Course Materials Via the CD-ROM](#)
- [The Community of Learners: The Course Communication Tools](#)
  - [Our Bulletin Boards \(BBS\) and Chat Room](#)
  - [Course Email](#)
  - [Netiquette](#)
- [About Your Portfolio](#)
- [Week 1 Skills Training](#)
- [Week 1 Checklist](#)
- [Week 2](#)
  - [Introduction](#)
  - [IT In and Out of the Classroom](#)
  - [Week 2 Skills Training](#)
  - [Week 2 Checklist](#)
- [Summary](#)
- [Optional Extras](#)

## Module 2: IT and Education: The Hype and the Reality

### Table of Contents

- [Objectives](#)

- [Week 1](#)
  - [Introduction](#)
  - [IT In Education](#)
  - [Networked Multimedia](#)
  - [Some Examples](#)
    - [First Class](#)
    - [Two Other Classes](#)
  - [Integrated Learning, Enjoyable Learning](#)
  - [The Curriculum Framework, Outcomes, and Integration Across the Learning Areas](#)
  - [Week 1 Skills Training](#)
  - [Week 1 Checklist](#)
- [Week 2](#)
  - [But What Can, and Should, I Do?](#)
  - [Week 2 Skills Training](#)
  - [Week 2 Checklist](#)
- [Summary](#)
- [Optional Extras](#)

## Module 3: Ghosts of Schooling Past, Present and Future

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### Table of Contents

- [Objectives](#)
- [Week 1](#)
  - [Introduction](#)
  - [The Right Time And The Right Place](#)
  - [Tools, Not Take-overs](#)

- [Computing As A Tool, NOT An End In Itself](#)
- [Schools Of The Future: At Least ONE Has Arrived!](#)
- [A More Constrained Look At A School Design Model™](#)
- [Week 1 Skills Training](#)
- [Week 1 Checklist](#)
- [Week 2](#)
  - [Creating the Active Learning Environment](#)
  - [Discussion](#)
  - [Does This Mean That You Need A Massive IT Infrastructure To Use Computers In The Classroom Effectively?](#)
  - [IF \(if and only if\) We Know How To Use Them Effectively!!](#)
  - [Week 2 Skills Training](#)
  - [Week 2 Checklist](#)
- [Summary](#)
- [Optional Extras](#)

## Module 4: Making the World Wide Web Work for You

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### Table of Contents

- [Objectives](#)
- [Week 1](#)
  - [Some Free Advice](#)
  - [Email](#)
  - [Web Based Email](#)
  - [Spam](#)
  - [Attachments](#)
  - [Mailing Lists](#)

- [Newsgroups](#)
- [Bulletin Boards](#)
- [Chat Rooms](#)
- [Pager Programs \(Instant Messaging\)](#)
- [Internet Telephony](#)
- [Internet Video Conferencing](#)
- [Let's Look at Some Linked Multimedia](#)
  - [The Nine Planets: An Example](#)
- [Using Web Information to Generate Other Class Activities](#)
- [Week 1 Skills Training](#)
- [Week 1 Checklist](#)
- [Week 2](#)
  - [How Do We Use It?](#)
  - [How Do We Find It?](#)
  - [Specialised "Teacher Sites"](#)
  - [Search Directories and Search Engines](#)
  - [Evaluating What We Find](#)
  - [Quality Control and WWW](#)
  - [Week 2 Skills Training](#)
  - [Week 2 Checklist](#)
- [Summary](#)
- [Optional Extras](#)

## Module 5: Technology in Your Classroom

### Table of Contents

- [Objectives](#)

- [Coursework](#)
  - [Introduction](#)
  - [World Wide Web](#)
  - [Educational Software](#)
  - [More Ideas, Approaches, Tools and Tricks](#)
  - [Integration](#)
  - [Early Learning and Primary](#)
  - [Discussion](#)
  - [Skills Training](#)
  - [Checklist](#)
- [Summary](#)
- [Optional Extras](#)

Use the hyperlinks to join the contents

### **Advantages**

- Consistent teaching & learning
- Good references
- It is time consuming to start but once it has been developed, the head of the department can effectively control the whole and teaching and learning system
- The students can be directed to self place learning, resource research .
- By this way the self dependency and confidence can be developed

### **Disadvantages**

- Needs IT skills
- Need to prepare all lessons in advanced.
- Computer competency
- Time consuming
- Limitation of resources

If this methodology is utilized to share the resources between the institutes rather than at the classroom teaching level, more consistent teaching, learning and resources sharing can be achieved among the institutes located at different geographical locations.

## Introduction

Learning Technologies are the various forms of Information Technology (IT) [or Information and Communications Technologies (ICT)], which are used to improve student learning. Learning Technologies (LT) encompass:

- integration of IT into teaching and learning;
- developing and enhancing teacher competencies in learning technologies;
- student access to electronic educational resources (hardware, software and networked multimedia); and
- school infrastructure and connectivity.

Learning Technologies are an integral part of teaching and learning programs and are expected to facilitate the development and improvement of outcomes in all learning areas (not just "Technology and Enterprise"). They are tools to achieve an outcome, not an outcome within themselves. Let us not forget that! Success will be shown by what teachers and students achieve and can do, not by the number of machines sitting in classrooms

## Accessing the Course Materials Via the CD-ROM

All materials for this course and other *Learning Technology for Teachers* courses provided by Curtin University are also provided on CD-ROM. The CD-ROM allows us to include some files (exercises, handbooks, videos , etc.) that, because of their large size, have not been placed on the Internet site.

The CD-ROM has a file structure that is virtually identical to that of the Internet site.

The main **ADVANTAGES** of accessing the course via the CD-ROM are:

- Access is MUCH FASTER than via the Internet;
- Some materials are available only on the CD-ROM; and
- Many students will find it convenient that an Internet connection is not required.

The main **DISADVANTAGES** of accessing the course via the CD-ROM are:

- The CD-ROM is "static" - that is, it can not be updated. In an area changing as fast as networked multimedia, it probably has a "shelf life" of about three or four months;
- There is no access to the internal Mail, Bulletin Board, Chat Rooms or hypertext logging; and
- Some materials that are available only via other Internet sites cannot be accessed.

<b>Dimension</b>	<b>Traditional classroom</b>	<b>Classroom using Internet - Multimedia - information technology</b>
<b>Primary source of knowledge</b>	Teacher	Available "out there" in the net
<b>Learning group</b>	Class size or small group	Class or the individual in an unlimited number of net sites
<b>Learner age range</b>	Uniform	8 to 80
<b>Learning initiator</b>	Mostly a teacher	The student
<b>Learning schedule</b>	In school, at fixed hours	In school as well as any other time
<b>Place of learning</b>	The school	Next to a computer
<b>Learning tools</b>	Reading and writing materials	Computer technology
<b>Learning style</b>	Linear	Parallel
<b>State of updated knowledge</b>	Knowledge rarely updated	State of the art knowledge
<b>Student questions directed to</b>	Teacher: question time limited	Teacher and experts: question time flexible
<b>Evaluation</b>	Teacher is main source	Projects are main source
<b>Laboratory work</b>	May be a % of class time	Mainly indirect as lab simulation

## Tools, Not Take-overs

Do we want computers to replace teachers?

Do we want every child to have access to her own computer throughout the school day?



Do we know where computers are best used in schools, and where listening - talking - thinking - writing (on paper) - reading (from books) are preferred methods of instruction?

Do we really know what we want to do with IT in the classroom, much less how to do it?

One approach is to provide every child -- or, more likely, have every parent provide for their child -- a personal laptop computer. This is becoming increasingly common, especially in independent schools.

Is this the answer?

### **Computing As A Tool, NOT An End In Itself**

Before looking a little more closely at "wired schools", we should consider the impacts of IT and computing across the curriculum, from pre-school to secondary and beyond -- what does it really offer?

I addressed some of these issues in the paper I asked you to read for Module 2 (Staff Development in Computing and Information Systems Literacy: Computing as a Tool, Not an End in Itself). You might recall that my goals were to look at:

What are the differences between "educational computing" (that is, using computers, digital information and the Internet to teach a wide range of subjects), and "computer education" (teaching how computers and networks operate, personal computing skills, information systems design and analysis, programming, etc.)? Can IT change the nature of teaching and learning, in a range of environments, from pre-school to tertiary study? Are our schools exploiting the potential successfully? Do we need / want the "cyber classroom - School of the Future" to dominate education? What are its pros and cons?

What is the division of responsibility, between the home and the school, in encouraging the developing of IT skills, as well as providing access to IT?

Are students being inundated with "information" with little consequent increase in knowledge or understanding? Is IT becoming the education system's servant, or are teachers and students becoming IT's slave?

### **Search Directories and Search Engines**

Many people like to think of the Internet as a huge library of information, but nothing could be further from the truth. Libraries are designed specifically to support the organised retrieval of published information and use tools, such as card catalogues and online databases, created for this purpose. The Internet -- and especially the World Wide Web -- was not designed this way. The Web has evolved into a somewhat chaotic digital repository that includes not only books, reports, and other types of papers, but also raw scientific data, menus, meeting notices, personal

stories, multimedia recordings, recipes, transcripts of interactive conversations, news, and advertisements. Pages of great value share Web space with pages of little or no worth to the general public (which is as it should be on a democratic Net).

Methods for organising the chaos of the Web are being developed continuously, but so far there is no single source for searching its entire contents. Because content being searched with one tool may or may not overlap with content being searched with another (no two indexes are exactly the same), you might have to use more than one tool to satisfy your research query.

Choosing the most appropriate tool for a search can save you time and frustration. Just as you wouldn't want to use a high-heeled shoe to pound in a nail, you wouldn't want to frustrate yourself by using a search tool that makes your research more difficult.

(from Internet Search Techniques, by Karin Rex, ZDU, 1998.)

We've already looked at special "teacher sites" and the use of special lists compiled for teachers by others. Later you may want to focus on refining your own search skills and building up your own list of favourites. [As previously mentioned, there is an excellent tutorial on 'Using the Internet -- Basic and Advanced Searching' referenced in the optional extras section at the bottom of this page.]

## **Evaluating What We Find**

Once you have practised searching, you'll get very handy, very quickly, at it. More difficult is deciding the value of what we find on the WWW -- as I mentioned earlier, there are no editors, no filters -- grandma's old wives tales share the Internet with scholarly articles and hate sites.

I have seen two serious problems with my own children, especially when they were 10 - 13 years old, using the Internet

Firstly, they seem to think it is the "first stop" for all homework -- WWW first, then books, then ask Mum or Dad. Very often, the WWW is **not** the place to start, or even to finish; an encyclopaedia (paper or CD-ROM), or a newspaper/magazine/book, would be much more useful.

Secondly, children are used to believing what they read, and see on TV, and see on computer screens, and often have difficulty distinguishing a vested interest or personal axe to grind (even if they can pick the most extreme "hate sites" or "radical religion" pages). [A third issue, of course, is access to inappropriate material although most school networks are fairly well filtered and protected these days.]

I don't think that many educators have paid sufficient attention to these issues.

## Quality Control and the WWW

There is a wealth of poor quality information on the WWW -- endless examples of information that is inaccurate, inaccessible, invalid, incomplete, out of date, unreadable or simply irrelevant. Students (and teachers) need a set of evaluation skills beyond those required for print media.

Remember that virtually anyone can publish virtually anything on the WWW; authors make mistakes, assume personas, exaggerate, make false claims, and simply lie. Consider the WWW site that claimed to be written by a political party but was in fact written by the opposition party, or the citation of an online physics paper by A. Einstein (Amy Einstein, of Melbourne). [adapted from a paper by Emma Worsfold and Debra Hiom, citation unknown.]

So what do we need to consider? Source (author / authority / affiliation), Content (accuracy / objectivity), Currency and Purpose would be at the top of my list.

### Source (author / authority / affiliation)

- Who wrote the material?
- What are his/her credential **on this subject**? [A PhD in physics does not guarantee authority on AIDS, politics or theology]
- What are his/her professional affiliations? Can they be verified independently? [And are they the same as the site's, or is the site a "personal page" on a commercial service?]

### Content (accuracy / objectivity)

- Are the sources for all factual information, including charts and diagrams, cited?
- Can the cited sources be located?
- Is the material well-written (comparable to a textbook)?
- Is there evidence of bias, or a particular point of view on a controversial topic?
- Are the links provided relevant, unbiased and comprehensive?
- Is the site free from advertising? If not, does the advertiser have a vested interest in the topic? [such as a pro-smoking page supported by a tobacco company]

### Currency

- Is this a subject which changes rapidly over short periods of time?
- Is a publication date / date of last revision provided?
- If data are time-dependent, are dates provided?

### Purpose

- Is it clear why the author wrote the material? Is the author affiliated with an educational institution (.edu), a non-profit organisation (.org), the government (.gov), or a commercial venture (.com)? [It is important to note that some domains can be bought by pretty much anyone and anyway, would you trust every country's .gov sites?] In other words, Check the Source
- Is the purpose of the sponsoring organisation clear?

- Can the organisation be located independently of the WWW (physical address, mailing address, telephone/fax)?

Students should be made aware of these issues when they first start using the WWW, not years down the track.

## Learning Technology 2

### Sample CD based training

Day 7 Session 2/ 6.Learning Technology 2/Do the course/index.html/Stream 6: Planning, Implementing and Managing School Technology Infrastructure

Day 7 Session 2/ 6.Learning Technology 2/Do the course/index.html/  
Stream 7: Learning Technologies for Teacher - Librarians

Day 7 Session 2/ 6.Learning Technology 2/Do the course/index.html/  
Stream 8: Creating Courses on the WWW and CD-ROM/ Part 2:  
Creating Multi-platform CD-ROMs

- Browse this pages and show how practical training can be provided by CD based training.

## Day 7 Session 3

Show IQY Technical College Learning platform in DVD.

- iqytechnicalcollege.htm
- School Lesson DVD
- Lesson DVDs
- Lesson DVDs Mod
- IQY Technical Resources provided to other organizations Part 1
- IQY Technical Resources provided to other organizations Part 2

- IQY Technical Resources provided to other organizations Part 3A
- IQY Technical Resources provided to other organizations Part 3B
- Mixed DVD Lessons School + Higher Education
- K 2.11 Computer Back up
- KN Office L1.1 Computer Back Up
- Engineering Practicals
- Intensive 26 Days Session Videos

Explain e-Learning system of IQY Technical College

Develop resource development tasks

- Taking audio
- Taking photo
- Edit audio
- Embed into power point
- Take video
- Change format
- JPG/PDF conversion
- Video format change
- Insert hyperlinks
- Uploading hints
- Hand on practices

## Day 8 Session 1

Technology in Classroom

Day 8 Session 1/7. [Technology in classroom/ index.html/](#) **Start the Unit/Do the course/** [Developing Leadership Skills in Technology](#)

### Teachers as Learners

Before commencing any program of supervision, it is important to develop an understanding of the teacher as a learner. Teachers' practice, it is held, is determined by the construction of an internally verifiable base of knowledge. Learning or change requires a teacher to test new knowledge against what he/she already knows to be "true". Sometimes called a "constructivist" perspective [1]

(MacKinnon & Erickson, 1988), it requires that any attempt "to change the practices of those who teach, it is necessary to come to grips with the subjectively reasonable beliefs of teachers" (Fenstermacher, 1978, p.174).

To understand the teacher as a learner, it is useful to have some conception of the what and how of teacher learning. Michael Fullan (1990) describes four aspects of the teacher as learner - technical, reflective, inquiry and collaborative. "[These aspects] must be seen in combination. Each has its separate tradition of research and practice, and each has made important contributions in its own right. The mastery of technical skills increases instructional certainty; reflective practice enhances clarity, meaning and coherence; inquiry fosters investigation and exploration; collaboration enables one to receive and give ideas and assistance" (p. 19-20).

## Leadership

The teacher as learner is shaped by a variety of personality and career factors that make up the total teacher. Teacher learning is also affected by environmental factors - the classroom, colleagues and the culture of the school, of which leadership is one aspect. It is important not to overplay (nor underplay) the importance of leadership in teaching. The teacher is a professional practitioner constantly grappling with real problems in his/her classroom. Reflection, inquiry, collaboration and the development of technical expertise will proceed with or without good leadership. Leadership can however make a difference in promoting teacher learning by mobilising an organisational climate of support (Rosenholtz, 1989). Fullan et al (1990, p. 14-15), for example, refer to four climatic conditions:

[Day 8 Session 1/ ED 308 Computer Supported Learning & Distance Education/Computer Supported Learning.pdf](#)

Page 14 to 22

### Collaborative learning:

- promotes critical thinking skills

Under this dot point Panitz suggests that collaborative learning develops higher level thinking skills; stimulates critical thinking; helps students clarify ideas through discussion and debate; enhances skill building and practice; develops oral communication skills; fosters metacognition in students; and improves students' recall of text content through cooperative discussions;

- involves students actively in the learning process

And here, that it creates an environment of active, involved, exploratory learning; encourages student responsibility for learning; involves students in developing curriculum and class procedures; provides training in effective teaching strategies to the next generation of teachers; helps students wean themselves away from

considering teachers the sole sources of knowledge and understanding; fits in well with the TQM and CQI models of effective management; promotes a learning goal rather than a performance goal; fits in well with the constructivist approach; and allows students to exercise a sense of control on task;

### models appropriate student problem-solving techniques

Collaborative learning fosters modeling of problem solving techniques by students' peers; allows assignment of more challenging tasks without making the workload unreasonable; can help weaker students improve their performance when grouped with higher achieving students; provides stronger students with the deeper understanding that comes only from teaching material (cognitive rehearsal); leads to the generation of more and better questions in class; provides a safe environment for alternate problem solutions; and addresses learning style differences among students.

### Collaborative learning:

#### **Psychological Benefits**

- can increase students' self esteem

Group learning can help to reduce anxiety; enhance student satisfaction with the learning experience; promote a mastery attribution pattern rather than helpless attribution pattern; and encourage students to seek help and accept tutoring from their peers;

- develops positive attitudes towards teachers

Such an environment can create a more positive attitude on the part of students towards their instructors; and create a more positive attitude by instructors toward their students; and set high expectations for students and teachers.

#### **Social Benefits**

### Collaborative learning:

- **develops a social support system for students**

For example, it promotes student-faculty interaction and familiarity; develops social interaction skills; promotes positive societal responses to problems and fosters a supportive environment within which to manage conflict resolution; creates a stronger social support system; fosters and develops interpersonal relationships; and helps students to develop responsibility for each other;

- **builds diversity understanding among students and staff**

- Collaborative learning builds more positive heterogeneous relationships; encourages diversity understanding; fosters a greater ability in students to view situations from others' perspectives (development of empathy); and helps majority and minority populations in a class learn to work with each other (different ethnic groups, men and women, traditional and non-traditional students);
- establishes a positive atmosphere for modeling and practicing cooperation
- Collaborative learning establishes an atmosphere of cooperation and helping;
- helps students learn how to criticize ideas rather than people; helps to model desirable social behaviors necessary for employment situations that utilize teams and groups;
- helps students practice modeling societal and work related roles;
- fosters team building and a team approach to problem solving while maintaining individual accountability; creates environments where students can practice
- building leadership skills; increases leadership skills of female students; develops learning communities;
- provides the foundation for developing learning communities within institutions and in courses; helps to promote social and academic relationships well beyond the classroom and individual course; and helps teachers
- change their roles from their being the focus of the teaching process to becoming facilitators of the learning process (they move from teacher-centered to student centered learning).

Graham and Misanchuk (2003) have suggested that there are three general stages that

are important if using groups in a CSCL environment is to be successful:

- creating the groups,
- structuring the learning activities, and
- facilitating group interactions

- Davis (1993) has supplied excellent solutions to a number of problems of collaborative



- learning, broken down under the following headings:
  - • general strategies,
  - • designing group work,
  - • organizing learning groups,
  - • evaluating group work,
  - • dealing with student and faculty concerns about group work, and
  - • setting up study teams.

### General strategies,

- designing group work,
- organizing learning groups,
- evaluating group work,
- dealing with student and faculty concerns about group work, and
- setting up study teams.
  - forming teams,
    - dealing with dysfunctional teams,
    - grading,
    - distance learning, and
    - avoiding discouragement.

### Challenges for teachers

Salmon (2000) has suggested that in any computer-supported session, the instructor might need to be a chair, host, lecturer, tutor, facilitator, mediator of team debates, mentor, provocateur, observer, participant, co-learner, assistant, community organizer, or some combination of these! This clearly points to the fact that the skills required on the part of the instructor are more complex and diverse than those required for a face-to-face lecture. Thus, instructors need to be prepared for the different roles they will have to assume. In some cases, this may mean formalized training programs.

However, it is quite possible for collaborative learning to benefit all students. It is often said by academics and instructors generally that the best way to learn a subject is to teach it, and for good reason – when teaching, one needs to gain a thorough knowledge of the subject, not

only to prepare material, but also to be able to answer questions confidently.

No matter how good the preparation on the part of the instructor, further questions will almost inevitably arise during the course of instruction, thus leading to an even better understanding.

It seems naïve in the extreme to assume a similar process will not occur when the students themselves take on the unofficial role of instructors to other students within their group.

## Assessment

- At the beginning of the course, the instructor randomly assigns students into groups.
- Each group is assigned one of the weekly topics and has to make a single online presentation. Students are assessed not just for their group's presentation but also for their comments about other presentations.
- Each group presentation is also assessed on the quality of the discussion that follows. Typically, by the end of semester, students will have received over 100 inputs on their work from other students in the group, other groups, and the instructor.
- In the last week of term, students are invited to submit a recommendation in writing on each other's group performance.
- The instructor considers any such recommendations when allocating individual marks for group performance to members of the group.
- A student who a group decides did not contribute sufficiently may suffer a reduction in mark as a result.
- Different assessment criteria may be used – for example, for the electronic presentation, clarity and structure of presentation, originality of ideas, and ability to substantiate arguments by relevant data; for other contributions, understanding the arguments

that are made by other presenters, linking them to the relevant literature, and making pertinent critical comments about these arguments.

- The students' final marks are based on a combination of their group work throughout the semester and their performance in an end-of-semester examination.

Page 31

## **Online Group Projects:**

### **Preparing the Instructors to Prepare the Students**

- Preparing instructors to prepare students to participate in online group projects is an important precursor to successful collaborative projects in computer-supported courses.
- Lesson modules developed in "*The Group Project Project*" provided instructors with specific guidance in applying techniques and teaching strategies for collaborative online projects. Interviews with instructors and students participating in online collaboration and group projects, as well as reviews of published research, were influential in determining the content of the instructor preparation modules.
- Student collaborative learning and the resulting learning communities are important elements in online teaching, both in principle and in practice. It is the vibrant sense of community of learners that makes successful online courses so rewarding for participants.
- Group projects need to be considered in the overall instructional plan for usefulness, timeliness, and instructional quality. However, many instructors teaching
- online classes are themselves new to online teaching and learning. They need guidance in setting up and delivering instruction for their students to fully engage in an online collaborative learning experience. Providing this guidance was the goal of

### **The Group Project**

- The Group Project incorporates theories and methods learned, and applies them to online lessons targeting instructors. The project focused on the development of lesson modules (or learning objects) that are intended to be used as part of a larger course.

- These modules include guidelines and specific “how to’s” for instructors, based on reported research in collaborative group projects in online learning. These lessons are designed to prepare instructors to prepare students to participate in online group projects and to apply techniques and teaching strategies for collaborative learning to online group projects. With this set of flexible instructional modules, the basic elements of online group projects can be passed on to instructors either individually or as a group.
- These modules instruct faculty members on the theory and process for including group projects in their own online course work. Preparation of instructors and students for online collaboration and group projects are critical to their success.

## Student-Centered Learning

“

- Student-centered learning requires active input from students and requires intellectual effort and aids retention. Students must build their own knowledge through activities that engage them in active learning. Effective learning happens when students take stock of what they already know and then move beyond it.
- The role of the teacher in student centered learning is to facilitate the students’ learning by providing a framework (i.e., activities for students to complete) that facilitates their learning (Hiltz, 1993).
- Following the Constructivist Learning Approach, online group project activities are collaborative, conversational, intentional, and reflective (Lum, Mebius, & Wijekumar,
- 1999). Collaborative work, joint assignments, and learning resources shared among class members and the instructor are integrated (Mason, 1998). To succeed, students are self disciplined, intrinsically motivated, willing to learn, comfortable with basic technology, have access to a computer with an Internet connection and have adequate computing skills (McCormick & Jones, 1998).
- The group will not have all the skills or knowledge necessary to complete the activities and will need to work through a series of trial and error attempts.
- Experimenting is an important activity within the project. Depending on the skills within the group, the instructor may have to provide additional instruction or guidance or direction to ensure that the groups will be successful in bridging the knowledge gap before or during the project work.
- Practicing skills through project activities ensures that learners have the opportunity to acquire knowledge and move toward the expected learning outcomes. The group work necessitates using and refining skills in many

areas of group working, relationship building, and the specific content-related tasks.

- Group project work usually involves some individual work and the synthesis of the group deliverable. In an online environment, these activities usually require reading and summarization of the source information. Using online communications -discussion, email, chat-requires students to engage in reading and summarization.
- Depending on the project task, the depth of research and analysis can be extensive or relatively minor. Conducting research and analysis online is a natural extension of the project.
- Articulating (writing, drawing) appropriate to the project should be included.
- Each student is required to contribute through articulation, informing, and, in some cases, persuading team members. Online, more forms of expression such as images, animation, video, audio, may be possible and encouraged.

## **Instructional Approach**

- In online teaching and learning, technology can provide new and challenging avenues for addressing a variety of learning styles. It is important to strive for a balance of instructional methods. Students can be taught in a manner they prefer, which leads to an increased comfort level and willingness to learn. Some learning in a less preferred manner provides practice and feedback in ways of thinking and solving problems.
- Students may not initially be comfortable with this, but with practice, they will become
- more effective learners. Teaching designed to address all dimensions on any of the
- models is likely to be effective (Felder, 1996). While each learning style model has its advocates, all models lead to more or less the same instructional approach.
- Traditional instruction focuses almost exclusively on formal presentation of material
- (lecturing), a style comfortable only for learners who prefer information presented in an organized, logical fashion and who benefit from time for reflection. To reach all types of learners, instruction should explain the relevance of each new topic, present the basic information and methods associated with the topic, provide opportunities for practice in the methods, and encourage exploration of applications

- Distance learning styles, or learning preferences, change over time and by situation (Diaz, 2002). Student characteristics change constantly. A model that continuously monitors student characteristics and determines which characteristics facilitate favourable outcomes is more appropriate than traditional static learning style models.
- This student- and learning-centered approach in educational practice can be accommodated in an online learning environment by providing information - student tracking, captured discussions, work products-for increasing faculty sensitivity to the individual learner

### **Benefits of Group Projects in Online Collaborative Learning**

- There are significant benefits that can be derived from collaborative learning and project work (Tinzmann et al., 1990). The principle benefits of group projects in online collaborative learning include but are not limited to: building self-esteem, reducing anxiety, encouraging understanding of diversity, fostering relationships, stimulating critical thinking, and developing skills needed in the workforce.
- Building self-esteem is an important benefit of online collaboration and group project activities. Students are simultaneously working alone and in an intense community of learners. Students must develop and rely on their own efforts.
- There is little opportunity to be swept along with the rest of the group.
- There is no escaping the personal accountability. By contributing to the group effort, students take personal credit for their role in the activity.
- This visible effort is concrete evidence of participation and learning and contributes to building students' self-esteem.

Page 39 of Computer Supported Learning.pdf

Text -E Learning Standards.pdf

Page 22

#### **The development of competency model**

A competency may be considered to be based on subject matter knowledge and skill, contextualized with respect to particular situations or scenarios (Harzallah, Berio and Vernadat, 2006).

Competencies may be assembled and linked in a rich data structures. A competency may appear in more than one place in a competencies hierarchy.

Thus, it makes sense to capture the data model of competencies in some reusable form, so they have to be defined only once.

- **Description:** the general description of the competency.
- **Type:** type of trait that represents an aspect of the competency such as knowledge, skill, attitude, and so on.
- **Relationship:** relationship to other competencies such as “part-of”, “child competency”, and “parent competency”.
- **Proficiency level:** a measurement of the degree to which the competency has been achieved.
- **Measurement scale:** a scale that relates to proficiency level and weight.
- **Taxonomy:** a taxonomy reference for structuring competency data.

**Evidence:** facts or indicators about the achievement of a competency, such as test results and certificates.

- **Tools:** any tool(s) required to support reaching the competency.
- **User area:** Other data, such the description of a job position.

Page 23 *Table 1. A comparison of the capabilities of competency standards*

Page 25 *Figure 1. QTI version 2.0 processing (Wills et al., 2006)*

Page 26 *Coding*

Page 27 *Figure 3. Competency model*

Page 28 *Figure 4. Architecture of the COMBA system*

Page 29 *Figure 5. Ontology of COMBA*

Page 30 *Figure 7. 'QTItools' player showing the test result*

### **Experimental Validation of Generated Questions**

An experiment (Sitthisak, Gilbert and Davis, 2008) was carried out to demonstrate the acceptability of the generated questions from the competency model, exploring the following two questions:

- Were the generated questions semantically intelligible to an expert teacher of the domain?

- How did students rate the generated questions on the criteria of clarity, usefulness, challenge, and match with the learning outcomes?

The results indicate that the generated questions were of acceptable value to the students.

The student ratings showed the specific questions were more useful, and the generic questions were more challenging. This finding suggests that the students did not enjoy answering with definitions and explanations, and preferred questions with a variety of specific situations.

Page 33 *Table 6. Illustrative question template summaries*

### **Learner management in e-Learning Page 500**

Educational institutions and corporate bodies are turning to e-Learning primarily because it has capabilities to effectively impact a larger community for the least amount of investment and expense.

Secondarily, it is contributing to an increase in retention and recruitment. To fully apprehend the results of e-Learning, it is important to examine the systems of learning available, how to manage them, and how they can be integrated with other learning environments.

Example [www.electricaldiploma2013.zoomshare.com](http://www.electricaldiploma2013.zoomshare.com) Study option 1/2/3

#### **SAMPLE ASSESSMENT ITEMS:**

- **documented learning strategies**

In TAFE college where I am teaching, there are different categories of students. Some can attend the classes during the day times, some from the industries can only attend at night & some from remote areas can not attend the face to face classes.

I develop the teaching strategies to teach the face to face classes as well as flexible online/ off line learning.

I establish the learning support website

[www.electricaldiploma2013.zoomshare.com](http://www.electricaldiploma2013.zoomshare.com)

Advanced Diploma in Electrical Engineering & Technology Home.htm

& plan three tupes of learning strategies

#### **Study Option 1.**

The students will study the lessons by downloading them from the link

Click **HERE**

[http://www.filefactory.com/file/58jjdqiek18z/Study\\_Option%201.htm](http://www.filefactory.com/file/58jjdqiek18z/Study_Option%201.htm)



Password—joe2013

The face to face class lessons are recorded in digital note takers and digitized.

The students learn the topics of the lessons, do the exercises and submit the assignments.

By this way, the same level of learning as to face to face class can be obtained.

### **Study Option 2**

Study option 1 is suitable for the students who have not learnt the lessons before.

But some students prefer their own study & want to do self paced assignment projects. For those, I design the study option 2 webpage in which the textbooks/ reference books are uploaded & linked. The students can study those resources , do the project assignments and submit them.

It is more suitable for the matured aged students with industrial experiences.

The link can be accessed at

Click [EE011 +1790817794.Zoomshare.com](https://www.zoomshare.com/join/EE011+1790817794)

<http://www.filefactory.com/file/551mzcdoav8p/1790817794zoomshare.htm>

Password—joe2013

### **Study Option 3**

It is a video version of lesson delivery. The same classroom demonstration can be viewed. The students who attend the face to face class or who view the lesson demonstration will then be assessed by test/ examinations.

[youtubevideos.htm](#)

### **Practical**

Practical delivery is also designed with both face to face and online mode.

For online mode, the students can study and do the engineering practicals from the following link.

[youtubevideos.htm](#)

**Thus, merging the two areas, functions in LMS will include:**

- Managing facilities, users, courses, instructors, roles, and generating reports,
- A Course calendar outlining the timelines for course or assignment,

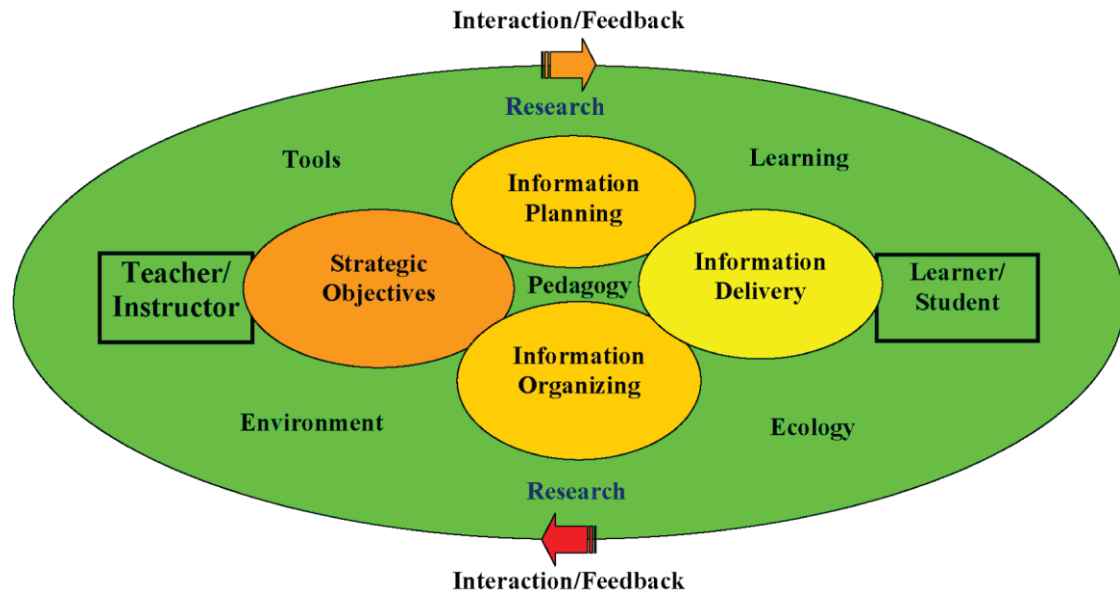
- A Learning Path or the means of identifying how the student and faculty will complete the knowledge and other competencies,
- Student messaging and notifications,
- Assessment/testing capable of handling student pre/post testing,
- Display scores and transcripts,
- Grading of coursework and roster processing, including wait listing,
- Web-based or blended course delivery.

Characteristics more specific to corporate learning, which sometimes includes franchisees or other business partners, includes:

- Autoenrollment (enrolling Students in courses by predefined criteria),
- Administrator/Manager enrollment and approval,
- Definitions for prerequisites or equivalencies (generally boolean),
- Integration with performance tracking and management systems,

Planning tools to identify skill gaps at departmental and individual level,

- Curriculum, required and elective training requirements at an individual and organizational level,
- Grouping students according to demographic units (geographic region, product line, business size, etc.),
- Assign corporate and partner employees to more than one job title at more than one demographic unit.



### Overview of traditional, Non E-based Pedagogy

Principles of teaching have been traditionally established in methods of instruction for a while and extensively researched. According to Meyen et al (2002), pedagogy includes teaching methods related to the following

- a. presentation of experiences,
- b. engagement of learners,
- c. reinforcement,
- d. motivation,
- e. organization of teaching tasks,
- f. feedback,
- g. evaluation, and
- h. curriculum integration

of these elements have been researched to determine the most significant factors with what, who, when, where and how. However, certain common themes have emerged over time including:

1. learner
2. teacher
3. learning environment
4. learning content
5. learning support systems/tools

For example, when an institution trains teachers, is the institution's effectiveness evaluated on the basis of the following?

- i. number of teachers produced,
- ii. practices and approaches to teaching and

producing the teachers and evaluating them?

iii. failure, passing, college admission or attendance rates of the students produced by the teacher or the institutions in which they teach?

iv. how many students go on from the school to be classified as successful professionals

v. e.t.c.?

## Overview of E-based Pedagogy

According to Meyen et al (2002), e-Learning is a form of pedagogy, and the effectiveness of pedagogical practices can be measured. A knowledge base of pedagogical practices has evolved over time and is currently still a work in progress.

Examples include practices related to communication, assessment, instructional design and mediation.

## Traditional/classical and E-Learning systems

In both systems, the themes are the same and the players have been stable. What has changed is that the traditional environment more strongly emphasizes a hierarchical structure for learning with the teacher controlling the environment, and a more limited social environmental learning.

However, because classical learning also includes limited space (in distance and time) for physical contact, it also has some social learning environments. This is in contrast to the virtual environment where several learning processes may be simultaneously engaged in several private spaces that may include two or more people.

Thus the “hubbub” of the communication environment can be “controlled” for more private interactions without the other learning “relationships” being aware of the exchanges in the virtual spaces.

However, the virtual environment lacks the physical interactions of the real environment, thus the avenues for information transmission to all the senses is currently limited.

## five-phase implementation strategy

labeled *initiating*, *discovering*, *envisioning*, *actioning* and *sustaining*. with four key theoretical concepts: metastrategy (Limerick et al. 1998); appreciative inquiry (Cooperrider and Whitney 1996); action learning (Argyris and Schon 1996; Kolb 1984; Zuber-Skerrit 1990) and organizational capacity building

## Technology in the resource Poor Environment

Technology and creativity in e-Learning can help compensate for and overcome levels of resource poverty.

Recent advances in computer technology have made e-Learning a major component of the learning environment. Teachers and students are challenged to upgrade their skills for appropriate use of the technology to meet pedagogical and didactic needs.

The virtual environment allows and encourages students to initiate their learning.

The instructor/teacher's role becomes more supportive, flexible and responsive, to meet and address the student's requirements while the instructor also expands his/her repertoire of tools and competencies.

By learning and implementing new skills, teachers can introduce new approaches such as multimedia course design, tutoring, managing collaborative work groups, problem-based learning, product development or any emerging technologies to encompass new teaching and learning in contrast to traditional teaching methods.

This high quality, effective and efficient learning process for both students and teachers can be brought about by improved teacher training

To make pedagogy effective, teachers can design and develop courses (FGCU 2006, Athabascau 2004, Illinois Online Network 2007) of interest and make them available on-line for communicating with the student remotely.

The design must incorporate necessary skills for understanding – conceptual, cognitive, psychometric, and attitudinal, among others – knowledge, skills and competence transfer.

Such measures do not require much resources for the teacher; rather, it utilizes available technologies to gain interaction with the student.

### Example

- e-Based electrical practical class.
- e-based practical videos

Course Notes DVD/CD/ Day 7 Session 3

Course Notes DVD/CD/Day 8 Session 2

Sample- Switch board Circuit breaker Installation 1.mp4—Electrical

Sample- Brick Laying.mp4-----Civil

Sample-- CNC 1.mp4-- CNC 3.mp4-----Mechanical

## **The Use of blended Learning Approaches to Address specific resource Needs**

In e-Learning, the terms blended learning and hybrid courses are synonymously used to refer to a combination or integration of face-to-face class room instruction with online instruction (Graham 2005).

Blended learning incorporates the best features of the two learning approaches.

Regardless of whether the environment is resource rich or resource poor, the blended learning helps to bridge gaps in learning. Learners will have face-to-face instruction, a wealth of learning activities available online for independent learning, and reduce drawbacks in resources for class instruction and time.

In resource poor environments, it is necessary to assess the level of blending required based on the resource needs available for class room and online instruction. If the quality of instructors, buildings, or space is a limitation, then online instruction makes a greater contribution and has greater weight; but a balance is more critical to the learner's needs.

Blending is an ongoing process and evolves with time, until effective delivery of instruction is attained for both instructor and learner.

The reduction of class room time will also help retain students who are limited by other constraints such as transportation, family responsibilities, occupation, and/or being otherwise engaged.

Blended learning allows students to make up for class hours with online instruction available for them to study at their own pace and style.

Blended learning also provides more options for the teacher to manage and organize course curriculum.

Online instruction can be used to deliver a major portion of course contents, while class room instruction can be utilized for discussing difficult aspects of learning or for problem solving (Doo & Seung 2008).

The blended learning environment puts greater responsibility on the instructor to design the course to address the needs of the learner based on the best pedagogy applicable to the student.

LMS may help to monitor and track student performance, and throw light on blended instruction effectiveness.

## Day 8 Session 2

Sharing the e-Learning work experience utilized in TAFE-NSW  
Australian Classroom

- Resources development
- Computer assisted test
- Use of online test/online survey
- Online simulated practicals

[www.easytestmaker.com](http://www.easytestmaker.com)

<http://www.emailmeform.com/>

### Step 1

Hard Drive

Show [iqytechnicalcollege.htm](#)--- Students in Australia

Study Option 1/2/3

### Step 2

Hard Drive

[RECORD-2015/ Teaching/ IQY-STCTU/ Engg Skill](#)

Show study areas

### Step 3

Hard Drive

[RECORD-2015/ Teaching/ IQY-STCTU/ GE+IE](#)

Show study areas

- Assist in contents preparation

## Day 9 Session 1

Explain the contents in Day 9 Session 2 Folder

## Day 9 Session 2

Preparing the documents to comply with Myanmar Engineering Council Requirement

ASSESSMENT POLICY OF ADVANCED DIPLOMA COURSES IN  
ENGINEERING, MANAGEMENT & INFORMATION TECHNOLOGY

ASSESSMENT POLICY OF PROFESSIONAL DIPLOMA COURSES IN  
ENGINEERING, MANAGEMENT & INFORMATION TECHNOLOGY

ASSESSMENT POLICY OF CERTIFICATE/ DIPLOMA COURSES IN ENGINEERING, MANAGEMENT &  
INFORMATION TECHNOLOGY

The assessment tasks are designed for assessing the followings

Graduates at this level will have specialised knowledge and skills for skilled/paraprofessional work and/or further learning

**Knowledge** Graduates at this level will have technical and theoretical knowledge in a specific area or a broad field of work and learning

**Skills** Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:

- analyse information to complete a range of activities
- provide and transmit solutions to sometimes complex problems
- transmit information and skills to others

**Application of knowledge and skills** Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility in known or changing contexts and within broad but established parameters



Competency-based training focuses on students' ability to achieve learning outcomes to a specified level (ie Competent). Once the students attain this level, they receive a grade of Competent .

The assessment grades are given at USA Grading Criteria together with Australian Competency based training system,.

The assessment tasks up to diploma level is focussed on the knowledge the students needed in order to perform that work, and the abilities the students needed in order to apply their knowledge in an engineering /management, Information Technology context.

The assessments project assignments are designed to assess the candidates' capability in feasibility investigation, scoping, establishing criteria/performance measures, assessing and reporting technical and procedural options; design and development; component, resources and materials sourcing and procurement; construction, prototyping, manufacture, testing, installation, commissioning, service provision and de-commissioning; tools, plant, equipment and facilities acquisition, management, maintenance, calibration and upgrades; operations management; procedures documentation; presentation and reporting; maintenance systems design and management; project and facility management; quality assurance, costing and budget management; document control and quality assurance in several engineering, business and information technology applications.

IQY Technical College uses continuous monitoring & assessment methods and tasks to evaluate the student's competence in a particular unit of competence/qualification. All assessments tasks are designed in accordance to the relevant training package specifications of a qualification/unit of competence and may include assignments, practical assessments, presentation, project work, written tests or other methods deemed appropriate to assess students' competence in carrying out tasks to a required standard.

Especially assignments/ project works are continually assessed throughout the course as the students progress in their study. For a limited circumstances, formal written tests are conducted.

## **ASSESSMENT POLICY OF ADVANCED DIPLOMA COURSES IN ENGINEERING, MANAGEMENT & INFORMATION TECHNOLOGY**

The assessment tasks are designed for assessing the followings

Graduates at this level will have broad knowledge and skills for paraprofessional/highly skilled work and/or further learning

**Knowledge** Graduates at this level will have broad theoretical and technical knowledge of a specific area or a broad field of work and learning

**Skills** Graduates at this level will have a broad range of cognitive, technical and communication skills to select and apply methods and technologies to:

- analyse information to complete a range of activities
- interpret and transmit solutions to unpredictable and sometimes complex problems
- transmit information and skills to others

**Application of knowledge and skills** Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement and defined responsibility:

- in contexts that are subject to change
- within broad parameters to provide specialist advice and function

Competency-based training focuses on students' ability to achieve learning outcomes to a specified level (ie Competent). Once the students attain this level, they receive a grade of Competent .

The assessment grades are given at USA Grading Criteria together with Australian Competency based training system,.

The assessment tasks for advanced diploma level is focussed on operate within broadly-defined technical & business environments, and undertake a wide range of functions and responsibilities and specifically in its application, adaptation or management, in a variety of contexts.

Their expertise often lies in familiarity with the current state of development of a business system or technology domain and most recent applications of the business and technology

The assessment tasks are designed for assessing the activities, knowledge & skills that combines the need for a strong understanding of practical situations and applications, with the intellectual challenge of keeping abreast of leading-edge developments as a specialist in a technology or business domain and how these relate to established practice.

The assessment tasks are focussed on students' understanding of the specific interactions with other aspects of an overall operating context and for managing the contributions of their specialist work to a broader engineering or business system or solution. The students' focus on sustainable solutions and practices which optimise technical, social, environmental and economic outcomes within the technology or business practice domain and understanding of the standards and codes of practice that underpin the technology & business practice domain and ensure that the performance outcomes comply with statutory requirements & relevant code of practice of business systems as well as implementation, operation, quality assurance, safety, management, and maintenance of projects, plant, facilities, or processes within specialist practice area(s) of the technology & business practice domain

IQY Technical College uses continuous monitoring & assessment methods and tasks to evaluate the student's competence in a particular unit of competence/qualification. All assessments tasks are designed in accordance to the relevant training package specifications of a qualification/unit of competence and may include assignments, practical assessments, presentation, project work, written tests or other methods deemed appropriate to assess students' competence in carrying out tasks to a required standard.

Especially assignments/ project works are continually assessed throughout the course as the students progress in their study. For a limited circumstances, formal written tests are conducted.

## **ASSESSMENT POLICY OF PROFESSIONAL DIPLOMA COURSES IN ENGINEERING, MANAGEMENT & INFORMATION TECHNOLOGY**

The assessment tasks are designed for assessing the followings

Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning

**Knowledge** Graduates at this level will have broad and coherent theoretical and technical knowledge with depth in one or more disciplines or areas of practice

**Skills** Graduates at this level will have well-developed cognitive, technical and communication skills to select and apply methods and technologies to:

- analyse and evaluate information to complete a range of activities
- analyse, generate and transmit solutions to unpredictable and sometimes complex problems
- transmit knowledge, skills and ideas to others

**Application of knowledge and skills** Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement and responsibility:

- in contexts that require self-directed work and learning
- within broad parameters to provide specialist advice and functions

The assessment grades are given at USA Grading Criteria together with Australian Competency based training system, Test / Examination & Project Assignments are utilized in assessment tasks.

The assessment tasks are designed to assess the candidate's capability to take responsibility for engineering / business / IT projects and programs in the most far-reaching

sense. This includes the reliable functioning of all materials, components, sub-systems and technologies used; their integration to form a complete, sustainable and self-consistent system; and all

interactions between the technical system and the context within which it functions. The latter includes understanding the requirements of clients, wide ranging stakeholders and of society as a whole; working to optimise social, environmental and economic outcomes over the full lifetime of the product or program; interacting effectively with other disciplines, professions and people; and ensuring that their work contribution is properly integrated into the totality of the undertaking.

The assessment tasks are designed for candidate's capability in interpreting technological possibilities to society, business and government; and for ensuring as far as possible that policy decisions are properly informed by such possibilities and consequences, and that costs, risks and limitations are properly understood as the desirable outcomes.

The assessment activities are also focussed on bringing knowledge to bear from multiple sources to develop solutions to complex problems and issues, for ensuring that technical and non-technical considerations are properly integrated, and for managing risk as well as sustainability issues. While the outcomes of engineering have physical forms, the work of

The students' advancement of technologies and with the development of new technologies and their applications , new business practice through innovation, creativity and change. Professional Engineers may conduct research concerned with advancing the technology & business practice and with developing new principles and technologies within a broad technology & business practice discipline.

**Explain the contents in Day 9 Session 2 Folder**

# Day 10 Session 1

## Learning Environment

By- Dr Kyaw Naing

## Reference

ED 407 Learning Environment

<http://www.filefactory.com/file/31o7fw99ux7l/ED%20407%20Learning%20Environment.zip>

## 9.2.2 Programme Objectives

- i. State the vision and mission of the Technological Institutions.
- ii. Describe the Programme Objectives and state where they are published.
- iii. Describe how the Programme Objectives are consistent with the vision and mission of the Technological Institutions and stakeholder requirements.
- iv. Describe the processes used to establish and review the Programme Objectives, and the extent to which the programme's various stakeholders are involved in these processes.
- v. Describe how the Technological Institutions ensures achievement of the Programme Objectives.
- vi. Describe the ongoing evaluation of the level of achievement of these objectives, and the extent to which the programme's various stakeholders are involved in these processes.
- vii. Describe how the results obtained from evaluation are being used to improve the effectiveness of the programme.

**(Myanmar Engineering Council)**

## **Evaluation/Obtain the Result----**

**Individual Teacher/Class----- Course—Department--- The whole Institute**

**How to assess the learning environment is the main thing to assess the academic position and operation condition of the whole institution.**

## ASSESSING AND IMPROVING CLASSROOM ENVIRONMENT

STUDENTS SPEND a vast amount of time, in the order of 15,000 hours, in school classrooms during primary and secondary schooling. Consequently, the quality of life in these classrooms is of great importance and students' reactions to and perceptions of their school experiences are significant.

Teachers often speak of a classroom's climate, environment, atmosphere, tone, ethos or ambience and consider it to be both important in its own right and influential in terms of student learning. It would be rare, however, for science and mathematics teachers to include classroom environment measures among their evaluation procedures. Typically, teachers concentrate almost exclusively on the assessment of academic achievement, and devote little attention to factors which might be related to their students' performance.

## ASSESSMENT OF CLASSROOM ENVIRONMENT

DESPITE THE FACT that the original form of several instruments measuring student perceptions of classroom environment has proved useful for various research purposes, experience has shown that many teachers would prefer an assessment method which is more economical in terms of the time required for administration and scoring.



## A METHOD FOR IMPROVING CLASSROOM ENVIRONMENT

FRASER (1981) has proposed a simple approach by which teachers can use information obtained from classroom environment questionnaires to guide attempts to improve their classrooms. The basic approach involves two aspects. First, assessments of student perceptions of both their actual and preferred classroom environment are used to identify differences between the actual classroom environment and that preferred by students. Second, strategies aimed at reducing these differences are implemented. An example of the use of these methods in a secondary science class is described by Fraser and Fisher (1986) and an example involving a mathematics class is contained in Fraser, Malone and Neale (1989).

1. **Assessment.**
2. **Feedback.**
3. **Reflection and Discussion.**
4. **Intervention.**

## 5. Reassessment.

### Scales

- My Class Inventory—Page 49+50
- Science Laboratory Environment Inventory—Page 55+61-64
- Items in the What is Happening in this Class? Questionnaire

### **Student Cohesiveness**

1. I make friendships among students in this class.
2. I know other students in this class.
3. I am friendly to members of this class.
4. Members of the class are my friends.
5. I work well with other class members.
6. I help other class members who are having trouble with their work.
7. Students in this class like me.
8. In this class, I get help from other students.

### **Teacher Support**

9. The teacher takes a personal interest in me.
10. The teacher goes out of his/her way to help me.
11. The teacher considers my feelings.
12. The teacher helps me when I have trouble with the work.
13. The teacher talks with me.
14. The teacher is interested in my problems.
15. The teacher moves about the class to talk with me.
16. The teacher's questions help me to understand.

### **Involvement**

17. I discuss ideas in class.
18. I give my opinions during class discussions.
19. The teacher asks me questions.
20. My ideas and suggestions are used during classroom discussions.
21. I ask the teacher questions.
22. I explain my ideas to other students.
23. Students discuss with me how to go about solving problems.
24. I am asked to explain how I solve problems.

### **Investigation**

25. I carry out investigations to test my ideas.
26. I am asked to think about the evidence for statements.
27. I carry out investigations to answer questions coming from discussions.
28. I explain the meaning of statements, diagrams and graphs.
29. I carry out investigations to answer questions which puzzle me.
30. I carry out investigations to answer the teacher's questions.
31. I find out answers to questions by doing investigations.
  
32. I solve problems by using information obtained from my own investigations.

### **Task Orientation**

33. Getting a certain amount of work done is important to me.
34. I do as much as I set out to do.
35. I know the goals for this class.
36. I am ready to start this class on time.
37. I know what I am trying to accomplish in this class.
38. I pay attention during this class.
39. I try to understand the work in this class.
40. I know how much work I have to do.

### **Cooperation**

41. I cooperate with other students when doing assignment work.
42. I share my books and resources with other students when doing assignments.
43. When I work in groups in this class, there is teamwork.
44. I work with other students on projects in this class.
45. I learn from other students in this class.
46. I work with other students in this class.
47. I cooperate with other students on class activities.
48. Students work with me to achieve class goals.

### **Equity**

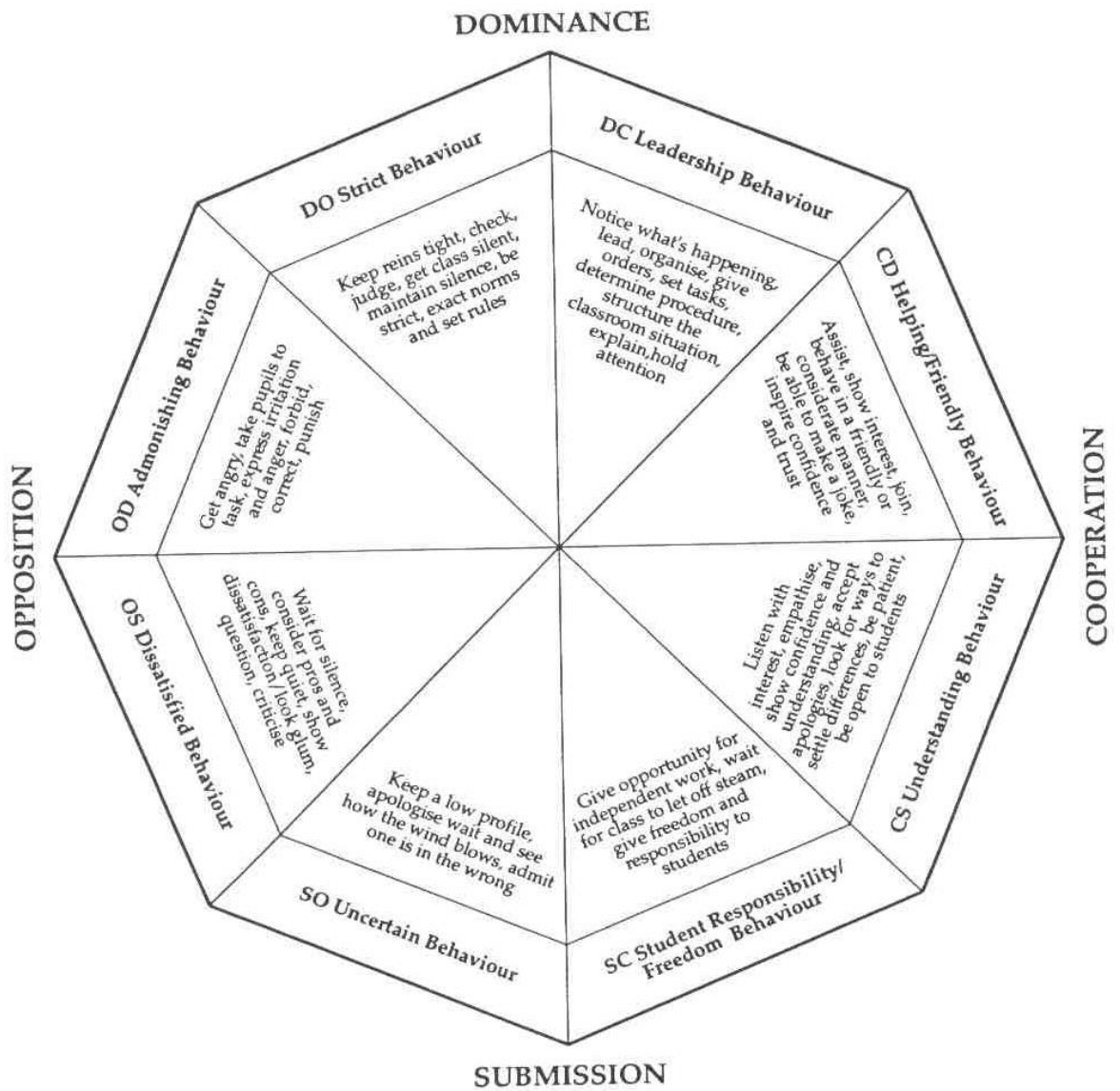
49. The teacher gives as much attention to my questions as to other students' questions.
50. I get the same amount of help from the teacher as do other students.
51. I have the same amount of say in this class as other students.
52. I am treated the same as other students in this class.
53. I receive the same encouragement from the teacher as other students do.
54. I get the same opportunity to contribute to class discussions as other students.
55. My work receives as much praise as other students' work.
56. I get the same opportunity to answer questions as other students.

Page 29 of Day 10 Session 1/ ED 407 Learning Environment/ 12.Learning Environment.pdf  
Page 10--- Learning Environment Measurement Scales

Page 29 of Day 10 Session 1/ ED 407 Learning Environment/ 12.Learning Environment.pdf  
Page 38--- Learning Environment Measurement Scales—Constructivist Learning Environment Survey

## QUESTIONNAIRE ON TEACHER INTERACTION (QTI)

In order to facilitate hand scoring, the items are arranged in cyclic order and in blocks of four. Items 1 to 24 in the Supplement assess the four scales called *Leadership* behaviour, *Understanding* behaviour, *Uncertain* behaviour and *Admonishing* behaviour, whereas Items 25 to 48 assess the scales *Helpful/Friendly* behaviour, *Student Responsibility and Freedom* behaviour, *Dissatisfied* behaviour and *Strict* behaviour.



	Never	Always	Teacher Use				
1. This teacher talks enthusiastically about her/his subject.	0	1	2	3	4	④	Lea
2. This teacher trusts us.	0	1	2	3	4	③	Und
3. This teacher seems uncertain.	0	①	2	3	4		Unc
4. This teacher gets angry unexpectedly.	①	1	2	3	4		Adm
5. This teacher explains things clearly.	0	1	2	3	4	③	Lea
6. If we don't agree with this teacher, we can talk about it.	0	1	②	3	4		Und
7. This teacher is hesitant.	①	1	2	3	4		Unc
8. This teacher gets angry quickly.	0	①	2	3	4		Adm
9. This teacher holds our attention.	0	1	2	3	4	③	Lea
10. This teacher is willing to explain things again.	0	1	②	3	4		Und
11. This teacher acts as if she/he does not know what to do.	0	1	②	3	4		Unc
12. This teacher is too quick to correct us when we break a rule.	0	1	②	3	4		Adm
13. This teacher knows everything that goes on in the classroom.	0	1	②	3	4		Lea
14. If we have something to say, this teacher will listen.	0	1	2	3	4	③	Und
15. This teacher lets us boss her/him around.	0	①	2	3	4		Unc
16. This teacher is impatient.	0	①	2	3	4		Adm
17. This teacher is a good leader.	0	1	2	3	4	③	Lea
18. This teacher realises when we don't understand.	0	1	2	3	4	④	Und
19. This teacher is not sure what to do when we fool around.	①	1	2	3	4		Unc
20. It is easy to pick a fight with this teacher.	0	1	2	3	4		Adm
21. This teacher acts confidently.	0	1	2	3	4	④	Lea
22. This teacher is patient.	0	1	2	3	4	③	Und
23. It's easy to make a fool out of this teacher	①	1	2	3	4		Unc
24. This teacher is sarcastic.	0	①	2	3	4		Adm

For Teacher's Use Only: Lea 19 Und 17 Unc 4 Adm 7

### 6.1 The Nature of the Curriculum

Interviews with teachers and students in both countries indicated that the nature of the curriculum could be a major influence on the learning environment created by teachers in each country. The story of a Taiwanese classroom describes a teacher-centered lesson in which students appear to play a fairly passive role. Without exception, the classes observed by the researcher in Taiwan were teacher-centered and, whilst the roles of the students varied between teachers, there were generally few opportunities for discussions or questions. Interviews with teachers revealed that the teacher-centered approaches were largely a result of the examination-driven nature of the curriculum:



The story describes the teacher's battle to fit the required content into each lesson and the desire of the teacher to avoid giving the students additional work. The science curriculum (for both biology and physics) is presented to students in the form of textbooks, and examinations are based on the content of these. As a result, it is important for teachers to cover all areas. Teachers whom were interviewed explained that teacher-centered methods were the most practical way to cover the content in the given time frame and diversions (described in the story as student questions referring to real-life situations) are often not possible given the time constraints:

In contrast, the Australian teachers whom were interviewed generally expressed a desire to use methods that were not teacher-centered in their science classes. Their reasons were varied, but generally it was felt that, by using a variety of approaches, students would be better able to develop a range of abilities in their students. In many cases, these teachers claimed that they were encouraged, through professional development days and by other staff, to use a variety of methods in their teaching.

Rote learning was frowned upon by many of the teachers interviewed in Australia and one commented that "developing the students' ability as learners is more important than the acquisition of content knowledge" (Interview, Teacher 1, p. 2). In general, these teachers were of the opinion that, by incorporating a range of teaching styles, they were more likely to cater for the range of learning styles that could be present in their class. In addition, they felt that their students were more likely to understand concepts if they were actively involved in their learning.

#### **6.4 Questioning Techniques**

Both stories describe the use of questioning in the classrooms, but it appears that the techniques used were different for the two countries. The question-and-answer session described in Australia depicts a teacher posing questions to the whole class and selecting only from students with their hands raised. Interviews with teachers indicated that they were careful not to damage the self-esteem of students and to ensure that the student's pride amongst his/her peers was protected. According to student interviews, many students were reluctant to raise their hands unless they were reasonably sure of the answer, while others made a point of never answering questions in class. Students explained that ridicule from peers was possibly the main reason for their reluctance to answer questions: "I usually don't like putting my hand up. ... If I get the answer wrong, then I get embarrassed [because] other kids in the class could laugh at me" (Australian Student A).

In contrast, teachers whom were observed in Taiwan (described in the story in Figure 2) randomly select students using the students' identity numbers (stitched above the pocket on their school shirts) rather than their names. The selected student stood up to answer the question and, if the answer was wrong, the teacher bluntly told him or her so. The student then either tried again or sat down and listened to the answer of another student. Interviews with students revealed that they were not uncomfortable with this method of questioning and that questions were used as a means of gauging what students need to know or what they do not understand to enable them to improve and learn. As one student put it, "When he [the teacher] teaches important content, he checks that we understand. So he asks us questions" (Taiwanese Student, Interview 2, Item 23).

## Day 10 Session 2

### Change Management

By- Daw Hla Myat Mon

#### References

University of Technology Master of Business Change Management References

& experience in University of Technology Sydney--- Change Management in Business

&

By- Dr Kyaw Naing—Educational Leadership & Educational Change Management.

#### Leadership

● Management has its start point in the organisation. It is taken to involve the conduct and evolutionary development of an institution and its staff by means of rational decisions and performance monitoring underpinned by information systems, policies, procedures and plans. ● Leadership has a start point in the people within the organisation. It is concerned with getting their willing cooperation and contribution towards organisational goals and with meeting their needs as individuals.

● Just as ‘managers’ exist at all levels of the organisation so, too, can leaders be found at all levels. The latter do not necessarily depend on a formal role position. ● Both activities, leading and managing, are required. The balance between each activity varies both from time to time and also from the position of an individual within an organisation.

Both activities, leading and managing, are required. The balance between each activity varies both from time to time and also from the position of an individual within an organisation. 2 Leadership issues: raising achievement

● Whether one activity subsumes the other or whether management and leadership exist as poles of activity along a continuum does not have any bearing on the argument presented.

● Incorporation and the essential need to run an efficient and effective organisation have made it inevitable that there has been an emphasis on the top levels of colleges and upon the managerial activities of senior management. Leadership has

always been required at that level. Our interest lies in improving the impact of leadership activity at lower levels in colleges.

- These lower levels are those at which course organisation and delivery by a group of staff is the key activity. If leadership is to have a more direct impact on student achievement than is the case with the mediated leadership activity of senior post-holders, then this lower level may be the one level to examine in more detail.

### **Leadership in further education**

- clarification of what we mean by leadership, particularly within an educational context
- an outline of a number of models of, or approaches to, leadership
- a description of the key behaviours which are associated with effective leadership
- leadership roles within organisations
- how leadership impacts on student outcomes

### **Features of leadership**

- leadership is a process of influencing
- leadership can be exercised by people in organisations who do not possess formal authority
- leadership implies followers
- leadership involves the achievement of goals or objectives

What does leadership look like?

### **Instructional leadership**

It focuses on the development of behaviours that directly influence teachers in their relationships with students and, in particular, the planning and delivery of teaching and learning.

### **Transformational leadership**

Idealised influence – the ability of the leader to gain the trust, respect and support of those being led. This might otherwise be termed charisma which brings it close to the traits concept of leadership.

- Inspirational motivation – the ability to inspire and focus the attention of individuals on the achievement of shared goals, often using imagery and symbols.
- Intellectual stimulation – a culture of challenge and questioning where individuals are constantly encouraged to reassess both ways of working and the values of the organisation including those of the leader.
- Individualised consideration – the support that is available to individuals to allow them to develop in order to meet new challenges and goals.

### **Moral leadership**

Moral leadership is based on the assumption that educational and other organisations operate within a framework of absolute values.

The leader's role is to:

- influence the adoption of a clear set of organisational values
- manage conflict over the interpretation of basic values
- commit others to the values that leaders themselves believe to be good.

### **Participative leadership**

Participative leadership In common with moral leadership, participative leadership emphasises consultation and the importance of the decision-making processes of the group. Unlike moral leadership, however, participation and consultation are usually based on more pragmatic decisionmaking needs rather than on any ideas of 'moral rightness' or 'what ought to be'. The need to establish a sense of ownership of decisions usually underpins use of the model.

Participative leadership can be seen as leading to:

- better quality decisions
- greater consensus and acceptance

- better understanding of the decision by those responsible for implementing it
- the development of decision-making skills throughout the organisation
- enhanced motivation and job satisfaction for staff involved in decision-making
- resolution of conflict and the development of the team. However, participative leadership often results in conflicts associated with:
  - the need for consensus and at the same time the need for strong and authoritative leadership
  - the need to consult and involve while at the same time making decisions which are timely and efficient in terms of the resources used
  - the need to reconcile accountability for the implementation of externally derived policy with the values and systems orientation of staff within a school or college

### **Managerial leadership**

This model of leadership is strongly evidenced in further education.

The model is sometimes referred to as transactional or functional and is widely associated with writer John Adair.

**Teams and teamworking** are important in the model, and the leader's primary responsibility is to balance the needs of the team, the task on which the team is engaged, and the individual needs of team members.

The leadership role is strongly associated with the team leader rather than any of the other team members and there is therefore an emphasis on leader training and skills development.

### **Contingent leadership**

Closely related to the managerial leadership model is contingent or situational leadership. Leadership is viewed as situationally focused – in other words

variations in the contexts for decision-making require different leadership responses. Leaders therefore need to master a range of leadership practices including the development of different leadership styles that can be adopted in varied settings. Organisational learning The concept of the learning organisation developed during the late 1980s and early 1990s. It is often associated with the work of Peter Senge. Senge's view was that just as individuals have the capacity to continually learn, so too do organisations. This new type of organisation requires a new type of leadership – one in which the purpose of leadership is to build organisational capacity for learning. The leader has three important roles to perform:

- As designer, the leader's role is to design the organisational learning process so that people are able to solve problems and achieve personal mastery. This requires new leadership behaviours including coaching, mentoring and helping others to learn.
- As steward, the leader has a responsibility not only for developing a personal vision for the organisation but ensuring that the vision reflects the common aspirations of others working in it.
- As teacher, the leader's role is not just about coaching and supporting individuals but more importantly about developing 'systemic understanding' – the ability to see how the various parts of the organisation fit together and inter-relate, and how learning can be transferred from one section or from one situation to another (Senge 1990).

## **LEADERSHIP IN CHANGE MANAGEMENT**

### **A NEW MODEL OF LEADERSHIP**

It has been argued that the traditional style of management is inappropriate for today's organisation. A more flexible, responsive leader displaying high trust, participative management styles is needed to replace the autocratic, individualised, competitive leader who was found to be effective in the past (Smith & Hutchinson 1995, 93)

## THE MANAGERS

Future TAFE managers need the 'soft' or 'people' skills that have been described by many management theorists (Feuer 1988; Randell 1993; Smith & Hutchinson 1995) according to the participants in this study. Words used by participants to describe these managers included integrity, honesty, sincerity, humbleness, courage, openness, trust, empowering, supporting, developing, empathetic, flexible, team centred, adaptable, encouraging, approachable, fair and ethical.

### From management to leadership

The shift from management to leadership has been brought about by the fundamental requirement for people to cope with the management of change. John Kotter (1990) suggested that management is about planning, organising and controlling, whereas leadership is about setting direction, aligning people – and motivating and inspiring them. It is fundamentally about people.

THE MANAGER	THE LEADER
Administers Is a copy Maintains Focuses on systems Relies on control Short-range view Asks how and when Eye on the bottom line Imitates Accepts the status quo Obeys orders without question Does things right Is trained Managers operate within the culture.	Innovates Is an original Develops Focuses on people Inspires trust Long-range view Asks what and why Eye on the horizon Originates Challenges the status quo Obeys when appropriate but thinks Does the right things Learns Leaders create the culture.

### The leadership competencies

- First, leaders need to set the direction for the organisation, which incorporates a vision of the future.
- Second, effective leaders are influential examples and role models because they are aware that people are more influenced by what they see than by what they are told.
- Third, they are effective communicators, both in communicating the vision, and also inspiring their people in such a way that it causes an emotional effect.
- Fourth, provided that the leader is convincing, followers will want to be part of the operation and work towards the common goal themselves. This process is one of alignment.
- Fifth, effective leaders bring out the best in people. This involves a holistic approach which embraces motivation, empowerment, coaching and encouragement.
- Sixth, leaders need to be proactive in a situation of continual change. In effect, they become change agents.
- The seventh attribute is the ability to make decisions in times of crisis and for the ambiguous.

These seven competencies, which are discussed in detail in *The business of leadership* (Hooper and Potter 1997), are the skills required to lead effectively at all levels, in the appropriate style, in order to add value to an organisation. In addition, these competencies enable leaders to make significant improvement to the performance of their organisations.

### **Effective communications**

Part of the process of creating understanding is effective communications. It is particularly difficult when managing change, because leaders are often struggling to clarify their own thinking as well as trying to communicate a clear message. Unless there is clarity of thought, there is a danger that leaders will give a mixed message, which can lead to confusion. The important first step is to have a clear strategy right from the outset. Once the general way forward is clear, it is essential that the senior management team maintain open communications with every individual in that group.



## Change Management Approach

Traditional Change Management Approach & Participative Change Management Approach

Read the provided article "Change Management Approach.pdf" & "Helping People Adapt"

## **TRADITIONAL CHANGE MANAGEMENT APPROACH**

For a number of decades the dominant paradigm has been the traditional change management approach. It is best represented by the viewpoint that leaders and managers are solely responsible for making the key decisions within an organisation and are also accountable for ensuring successful change management processes. The focus in the literature is about

managing the transition and specifically overcoming resistance to change (Hay and Hartel, 2000; Maurer 1996; Tichy, 1983; Quinn, 1978; March and Simon, 1958). Senior managers 'worry a lot' about change but too few of these concerns are focused on building rapport with the affected staff. Much of the focus instead is with providing legitimate justification for the need for the change. They avoid dealing with the tougher issues of staff perception of hidden agendas and unsurfaced rationale(s) rooted in self-interest and the exercise of managerial power.

Resistance to change (once seen as inevitable) when manifested can be resolved through a number of mechanisms. Argyris and Kaplan's (1994) study of the implementation of activity based costing identified three processes to overcome barriers to change that exist at the individual, group, inter-group and organisational levels. These included education and training to explain the need for change and reduce fear of the unknown; sponsorship of the process by key individuals who then persuade others; and, alignment of incentives such that systems and structures reward and reinforce effective change.

## **PARTICIPATIVE CHANGE MANAGEMENT APPROACH**

There is a need to alter the approach and shift the focus within the extant literature with its prescriptive edge that attempts to deliver more successful change management and implementation with the concomitant emphasis on identifying and overcoming employee resistance (Waldersee and Griffiths, 1997; Clarke, 1994; Kanter, Stein and Jick, 1992;

<p><b>EFFECTIVE WAY OF CHANGE MANAGEMENT</b></p>	<p>Carnall, 1990). The alternative is to involve employees from the beginning by permitting and encouraging active involvement, full participation in and psychological ownership of the change process.</p>
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This would act as an effective counterfoil to the shortcomings of management '...failing to communicate a vision, planning problems, not matching vision with processes, not being committed to the change process, failing to lead by example, demonstrating inconsistencies of attitudes to change' (Walderssee and Griffiths, 1997, p. 10).

The first step is to rethink the existing negative notion of resistance. Waddell and Sohal (1998, p. 5) argue that one should consider the utility of resistance in '...injecting energy into the change process' and that it '...encourages the search for alternative methods and outcomes in order to synthesise the conflicting opinions that may exist.' This means that resistance can be a positive force and a critical source of innovation during a change process to ensure that many more possibilities are examined and evaluated closely.<sup>4</sup> What we advocate then is to recast the notion of resistance so that it is viewed instead as the active encouragement of constructive conflict. This avoids what can happen if overt resistance is itself merely resisted and battered down (usually by information overload) by senior managers. This resistance can become more intense and covert, effectively derailing the change process.

The next step is to utilise an action framework that has a collective and collaborative approach to decision-making and the change process. The management role becomes one of facilitation not the usual top-down dictatorial change management decision-making process. The intellectual underpinning for this move comes from action learning and action research methodologies, which are oriented to both change

and learning/research within organisations. They are participative and egalitarian and have a problem/solution orientation that is recursive (cyclic in nature). As a result they are empowering, engender greater ownership of the outcome(s) and are also reflexive, flexible and responsive to the organisational context and constraints (Sankaran et al., 2001).

Under this approach the affected employees form groups that are empowered to consider, debate alternatives, construct outcome(s) and actively engage in and manage the change process from both a bottom up and a top down perspective. Senior managers and employees are equal and active participants in the change process. The result is a more effective organisational change with enhanced employee engagement in, and ownership of, the outcome(s) and minimising, if not eliminating, resistance.

### **FURTHER READINGS & TEXTBOOKS**

#### **Textbook**

ED 308 Change Management

[http://www.filefactory.com/file/4cxrjx86buot/n/9\\_Leadership\\_Change\\_Management.zip](http://www.filefactory.com/file/4cxrjx86buot/n/9_Leadership_Change_Management.zip)

ED 402 Educational Leadership

<http://www.filefactory.com/file/68h2rewfq7jx/ED%20402%20Educational%20Leadership.zip>

## **COURSE OUTCOME & FURTHER TRAINING**

After completion of this training course, IQY Technical College (Accredited by Singapore Institute of Engineering Technologists) Diploma in Technical Teaching (Training, Assessment & Learning Management) can be completed as well as the award from it's affiliated overseas university.

The components of **Professional Diploma in Technical Teaching (Training, Assessment & Learning Management)** which are included in Diploma in Technical Teaching (Training, Assessment & Learning Management)

### **Level 1-Educational Theories , Teaching Pedagogies & Training and Assessment Practice**

- [Part \(2A\) Basic Teaching Practicum Preparation](#)
- [Part \(2B\) Training &Assessment Practice](#)

### **Level 2-Adult Vocational Education**

- [Part \(2\) Vocational Education & Training Practice](#)

### **Level 3-Training Authorities Accreditation Compliances**

- [Part \(2\) Myanmar Engineering Council's Accreditation Compliance Practice](#)

**By completing the educational theory subjects at Level 1 Part 1, Level 2 Part 1, Level 3 Part 1 and Level 4 of Professional Diploma in Technical Teaching (Training, Assessment & Learning Management), the professional diploma can be completed.**

### **Professional Diploma in Technical Teaching (Training, Assessment & Learning Management)**

[www.highlightcomputer.com/ProfDipTechTchg.pdf](http://www.highlightcomputer.com/ProfDipTechTchg.pdf)

#### [Objective of the course](#)

This Professional Diploma in Technical Teaching (Training, Assessment & Learning Management) is designed as Teachers Education Professional Development for teachers in Government Technical Colleges , Technological Universities and other Vocational Education and Training Institutions in Myanmar to upgrade their skills and knowledge in training and assessment, curriculum design and development, management of technical training institutions, adult and vocational education and training ,assessment validation and current accreditation rules and requirements of Myanmar Engineering Council as well as current training and assessment practices of overseas industrialized countries.

#### [Learning Outcomes](#)

After completion of the levels of the training programs, the students should be able to

- Understand adult learning principles in technical education and training contexts

- Apply the skills in training, assessment, course development, curriculum development, learning management and management of technical training institutions.
- Understand the accreditation requirements of Myanmar Engineering Council in accredited engineer, technologist and technician education & prepare for the compliance processes.
- Understand the technology, science and mathematics teaching & educational pedagogies principles of outcome based education and effectively utilize them in the workplace
- Provide effective work-based learning & career development for the working people in industries and apply the various ways of assessing the competences

### Components of the course

- Educational theories ,educational technology, teaching and learning, teaching and measuring.
- Lesson planning, interpreting curriculums, class room management, instruction and assessment design, training principle, competency based training and assessment integrated the competencies of Australian Training and Assessment (TAE40110) course
- Management of educational establishment in line with the accreditation requirements of Myanmar Engineering Council by customizing the competencies in Australian Vocational Education and Training Diploma (TAE50111) to be relevant to the requirements of Myanmar Vocational Education and Training .
- Postgraduate level educational knowledge related to Learning Technology, Technology in classrooms, educational leadership, leadership and change management , computer supported learning and distance education,
- Teaching practicum preparation at different levels of training

## Study Areas & Levels of Training

### Level 1-Educational Theories , Teaching Pedagogies & Training and Assessment Practice

#### Part (1) Educational Theoretical Subjects

- ED 101 Theory of Education
- ED 102 Education Technology
- ED 103 Teaching Practice
- ED 104 Lesson Planning
- ED 105 Principle of Learning
- ED 106 Interpreting Curriculums

- ED 107 Teaching & Learning
- ED 201 Class Room Management & Teaching

Part (2A) Basic Teaching Practicum Preparation

ED101P-Teaching Support

ED102P- Application of Information Technology in School /Vocational Education

ED103P- Classroom Management

ED104P- Teaching Portfolio

ED105P- Inclusive Teaching

ED106P- Subject Area Knowledge

ED107P- Theory of Education, Educational Technology & Teaching Practice

ED107PA-Theory of Education

ED107PB-Education Technology

ED107PC-Teaching Practice

ED107PD-Lesson Planning

ED108P- Curriculum Study , Teaching & Learning

ED108PA-Principle of Learning

ED108PB-Interpreting Curriculums

ED108PC-Teaching & Learning

Part (2B) Training &Assessment Practice (Certificate IV in Training & Assessment TAE40110)

- ED111P Learning Program Design & Development Practice  
(TAEDES401A Design and develop learning programs)
- ED112P Assessing the needs of trainees  
(TAEDES402A Use training packages and accredited courses to meet client needs Delivery)
- ED113P Group based learning  
(TAEDEL401A Plan, organise and deliver group-based learning )
- ED114P Workplace Assessment

(TAEDEL402A Plan, organise and facilitate learning in the workplace Assessment )

- ED115P Assessment Planning

(TAEASS401B Plan assessment activities and processes )

- ED116P Competency Assessment

(TAEASS402B Assess competence )

- ED117P Assessment Validation

(TAEASS403B Participate in assessment validation)

- ED118P Work skills Instruction

(TAEDEL301A Provide work skill instruction )

- ED119P Educational Presentation

(BSBCMM401A Make a presentation )( TAEASS301B Contribute to assessment

### Level 2-Adult Vocational Education

#### Part (1) Adult Vocational Education Theoretical Subjects

- ED 401 Adult Learning Technology
- ED 202 Curriculum & Design
- ED 205 Teaching & Measuring
- ED 206 Designing Instructions & Assessment
- ED 405 Training Principle

#### Part (2) Vocational Education & Training Practice (Diploma in Vocational Education & Training TAE50111)

- ED201P-Advanced Assessment Practice  
(TAEASS501A: Provide advanced assessment practice)
- ED202P-Assessment Development  
(TAEASS502B: Design and develop assessment tools)
- ED203P-Training Facilitation  
(TAEDEL502A: Provide advanced facilitation practice)
- ED204P-Learning Strategies  
(TAEDES501A: Design and develop learning strategies)



- ED205P- Language Literacy & Numeracy  
(TAELLN401A: Address adult language, literacy and numeracy skills)
- ED206P-Continuing Professional Development  
(TAEPDD501A: Maintain and enhance professional practice)
- ED207P Learning Resources Design & Development  
(TAEDES502A: Design and develop learning resources)
- ED208P Organizational Training Needs Analysis  
(TAETAS501B: Undertake organisational training needs analysis)
- ED 404 Educational Research (Part 1)  
(TAERES501A: Apply research to training and assessment practice)
- ED209P- Training Program Evaluation  
(TAEDES505A: Evaluate a training program)

### Level 3-Training Authorities Accreditation Compliances

#### Part (1) Educational Leadership Subjects

- ED 402 Educational Leadership
- ED 301 Educational Policy (Myanmar Engineering Council Accreditation Requirements)
- ED 308 Change Management
- ED309 Educational Communication
- ED 407 Learning Environment
- ED311 Outcome based Education

#### Part (2) Myanmar Engineering Council's Accreditation Compliance Practice

- ED301P- Curriculum design for accreditation compliance
- ED302P-Overall accreditation and compliance practice

### Level 4-Specialized Teaching Areas

- ED 308 Computer Supported Learning & Distance Education
- ED 304 Maths Teaching
- ED 305 Science Teaching

- ED 306 Technology Teaching
- ED 404 Educational Research (Part 2)
- ED310 Learning Technology I & II

**Diploma in Vocational Education & Training, Diploma in Technical Teaching (Training, Assessment & Learning Management)  
Diploma in Engineering Education (YTU)**

[www.highlightcomputer.com/ProfDipTechTchg.pdf](http://www.highlightcomputer.com/ProfDipTechTchg.pdf)

Objective of the course

This Diploma in Engineering Education/Professional Diploma in Technical Teaching (Training, Assessment & Learning Management) is designed as Teachers Education Professional Development for teachers in Government Technical Colleges , Technological Universities and other Vocational Education and Training Institutions in Myanmar to upgrade their skills and knowledge in training and assessment, curriculum design and development, management of technical training institutions, adult and vocational education and training ,assessment validation and current accreditation rules and requirements of Myanmar Engineering Council as well as current training and assessment practices of overseas industrialized countries.

Learning Outcomes

After completion of the levels of the training programs, the students should be able to

- Understand adult learning principles in technical education and training contexts
- Apply the skills in training, assessment, course development, curriculum development, learning management and management of technical training institutions.
- Understand the accreditation requirements of Myanmar Engineering Council in accredited engineer, technologist and technician education & prepare for the compliance processes.
- Understand the technology, science and mathematics teaching & educational pedagogies principles of outcome based education and effectively utilize them in the workplace
- Provide effective work-based learning & career development for the working people in industries and apply the various ways of assessing the competences

Components of the course

- Educational theories ,educational technology, teaching and learning, teaching and measuring.
- Lesson planning, interpreting curriculums, class room management, instruction and assessment design, training principle, competency based training and assessment integrated the competencies of Australian Training and Assessment (TAE40110) course
- Management of educational establishment in line with the accreditation requirements of Myanmar Engineering Council by customizing the competencies in Australian Vocational Education and Training Diploma (TAE50111) to be relevant to the requirements of Myanmar Vocational Education and Training .
- Postgraduate level educational knowledge related to Learning Technology, Technology in classrooms, educational leadership, leadership and change management , computer supported learning and distance education,
- Teaching practicum preparation at different levels of training

Level	Course	Abbreviation	Pre-requisite	Target Group
1	Diploma in Vocational Education & Training  (Certificate in Vocational Education & Training for completion of certain subjects)	Dip VET	Degree/Diploma /Certificate  In relevant professional/vocational areas	Vocational Education Teachers in various training courses
2	Diploma in Technical Teaching	Dip Tech Tchg	Diploma in Vocational Education & Training	Government Technical College Teachers
3	Diploma in Engineering Education	Dip Engg Ed	Diploma in Technical Teaching	Technological University Teachers
4	Diploma in Engineering Education (Specialist Discipline)	Dip Engg Ed (Specialist Area)	Diploma in Engineering Education	Technological University Teachers with specialized teaching in specific area of study.

### Training & Assessment System Overview

Level	Course	2 weeks workshop  (Assessment based on participation in workshop sessions)	Teaching Experience Assessment +Teaching Portfolio Assessment  (Individual Assessment-During/After two weeks workshop) (The candidates can submit their portfolios)	Self study & Assignment Assessment  (Individual Assessment)
1	Diploma in Vocational Education & Training  (Certificate in Vocational Education & Training for completion of certain subjects)	ED120-Part (2A) Basic Teaching Practicum Preparation  ED121-Part (2B) Training & Assessment Practice  (Day 1 to 6 Session 3 s)	ED 103 Teaching Practice  ED 104 Lesson Planning  ED 106 Interpreting Curriculums  ED 107 Teaching & Learning  ED 201 Class Room Management & Teaching	ED 101 Theory of Education  ED 102 Education Technology

Level	Course	<b>2 weeks workshop</b>  (Assessment based on participation in workshop sessions)	<b>Teaching Experience Assessment +Teaching Portfolio Assessment</b>  (Individual Assessment-During/After two weeks workshop)	<b>Self study &amp; Assignment Assessment</b>  (Individual Assessment)
2	Diploma in Technical Teaching	ED 202 Curriculum & Design  ED 405 Training Principle  ED220-Part (2) Vocational Education & Training Practice (Diploma in Vocational Education & Training TAE50111) <b>(All session 3s)</b>	ED 206 Designing Instructions & Assessment	ED 401 Adult Learning Technology  ED 205 Teaching & Measuring  ED411-Engineering Education (1)
3	Diploma in Engineering Education	ED 301 Educational Policy (Myanmar Engineering Council Accreditation Requirements)  ED309 Educational Communication  ED311 Outcome based Education  ED320-Part (2) Myanmar Engineering Council's Accreditation Compliance Practice  <b>(All Sessions 1/2/3)</b>	ED301P- Curriculum design for accreditation compliance  ED302P-Overall accreditation and compliance practice	ED 402 Educational Leadership  ED 308 Change Management  ED 407 Learning Environment  ED412 Engineering Education (2)

Level	Course	2 weeks workshop  (Assessment based on participation in workshop sessions)	Teaching Experience Assessment +Teaching Portfolio Assessment  (Individual Assessment-During/After two weeks workshop)	Self study & Assignment Assessment  (Individual Assessment)
4	Diploma in Engineering Education (Specialist Discipline)		ED 308 Computer Supported Learning & Distance Education  ED310 Learning Technology I & II  ED312 Technology in Classrooms	ED 304 Maths Teaching  ED 305 Science Teaching  ED 306 Technology Teaching  ED 404 Educational Research (Part 2)  ED413 Engineering Education (3)

# **Study Areas & Levels of Training**

## **Level 1-Educational Theories , Teaching Pedagogies & Training and Assessment Practice**

### Part (1) Educational Theoretical Subjects

- ED 101 Theory of Education
- ED 102 Education Technology
- ED 103 Teaching Practice
- ED 104 Lesson Planning
- ED 105 Principle of Learning
- ED 106 Interpreting Curriculums
- ED 107 Teaching & Learning
- ED 201 Class Room Management & Teaching

### ED120-Part (2A) Basic Teaching Practicum Preparation

ED101P-Teaching Support

ED102P- Application of Information Technology in School /Vocational Education

ED103P- Classroom Management

ED104P- Teaching Portfolio

ED105P- Inclusive Teaching

ED106P- Subject Area Knowledge

ED107P- Theory of Education, Educational Technology & Teaching Practice

ED107PA-Theory of Education

ED107PB-Education Technology

ED107PC-Teaching Practice

ED107PD-Lesson Planning

ED108P- Curriculum Study , Teaching & Learning

ED108PA-Principle of Learning

ED108PB-Interpreting Curriculums

ED108PC-Teaching & Learning

ED121-Part (2B) Training & Assessment Practice (Certificate IV in Training & Assessment TAE40110)

- ED111P Learning Program Design & Development Practice  
(TAEDES401A Design and develop learning programs)
- ED112P Assessing the needs of trainees  
(TAEDES402A Use training packages and accredited courses to meet client needs Delivery)
- ED113P Group based learning  
(TAEDEL401A Plan, organise and deliver group-based learning )
- ED114P Workplace Assessment  
(TAEDEL402A Plan, organise and facilitate learning in the workplace Assessment )
- ED115P Assessment Planning  
(TAEASS401B Plan assessment activities and processes )
- ED116P Competency Assessment  
(TAEASS402B Assess competence )
- ED117P Assessment Validation  
(TAEASS403B Participate in assessment validation)
- ED118P Work skills Instruction  
(TAEDEL301A Provide work skill instruction )
- ED119P Educational Presentation  
(BSBCMM401A Make a presentation )( TAEASS301B Contribute to assessment

**Level 2-Adult Vocational Education**

Part (1) Adult Vocational Education Theoretical Subjects

- ED 401 Adult Learning Technology
- ED 202 Curriculum & Design
- ED 205 Teaching & Measuring
- ED 206 Designing Instructions & Assessment
- ED 405 Training Principle
- ED411-Engineering Education (1)



[ED220-Part \(2\) Vocational Education & Training Practice \(Diploma in Vocational Education & Training TAE50111\)](#)

- ED201P-Advanced Assessment Practice  
(TAEASS501A: Provide advanced assessment practice)
- ED202P-Assessment Development  
(TAEASS502B: Design and develop assessment tools)
- ED203P-Training Facilitation  
(TAEDEL502A: Provide advanced facilitation practice)
- ED204P-Learning Strategies  
(TAEDES501A: Design and develop learning strategies)
- ED205P- Language Literacy & Numeracy  
(TAEELN401A: Address adult language, literacy and numeracy skills)
- ED206P-Continuing Professional Development  
(TAEPPDD501A: Maintain and enhance professional practice)
- ED207P Learning Resources Design & Development  
(TAEDES502A: Design and develop learning resources)
- ED208P Organizational Training Needs Analysis  
(TAETAS501B: Undertake organisational training needs analysis)
- ED 404 Educational Research (Part 1)  
(TAERES501A: Apply research to training and assessment practice)
- ED209P- Training Program Evaluation  
(TAEDES505A: Evaluate a training program)

**Level 3-Training Authorities Accreditation Compliance**

[Part \(1\) Educational Leadership Subjects](#)

- ED 402 Educational Leadership
- ED 301 Educational Policy (Myanmar Engineering Council Accreditation Requirements)
- ED 308 Change Management
- ED309 Educational Communication
- ED 407 Learning Environment
- ED311 Outcome based Education
- ED412 Engineering Education (2)

- ED301P- Curriculum design for accreditation compliance
- ED302P-Overall accreditation and compliance practice

#### **Level 4-Specialized Teaching Areas**

- ED 308 Computer Supported Learning & Distance Education
- ED 304 Maths Teaching
- ED 305 Science Teaching
- ED 306 Technology Teaching
- ED 404 Educational Research (Part 2)
- ED310 Learning Technology I & II
- ED312 Technology in Classrooms
- ED413 Engineering Education (3)

#### **Diploma in Engineering Education**

**The following units can be added to Diploma in Technical Teaching to award Diploma in Engineering Education**

ED411-Engineering Education Part 1

ED412-Engineering Education Part 2

ED413-Engineering Education Part 3

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# CURRICULUM

## Level 1-Educational Theories , Teaching Pedagogies & Training and Assessment Practice

### ED101 Theory of Education

#### Objective-

This unit provided the concept of education to enable the learners to understand the complex system of education by developing an understanding at different levels, inner workings of the individual learner, thinking processes and motivation & apply in practical teaching

#### Outcomes

- to understand all the different levels of education at the same time,
- to see personal learning and national legislation
- to build an understanding of education at all of these different levels.

#### Contents

Education theory, Modelling, Classroom Management, Equality of opportunity, Learning & Teaching, Quality Assurance, Theory into practice.

#### Instruction Reference Textbook-

Theory of Education.pdf by David A Turner + Lecture slides

#### Assessment

Assignments = 100% (4 assignments with 25% each)

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### ED 102 Education Technology

#### Objective-

This unit provide the knowledge to include reference to the use of technology for instruction, training, learning, or teaching. In practice, definitions serve to focus the interest of associations of individuals by emphasizing a particular scope of interest.

#### Outcomes

- To design, development, utilization, management, and evaluation
- To provide instructional technology," "instructional systems design," and "instructional media
- To do the design and development of instruction and instructional resources using education technologies

## Contents

Active Learning, Alternative Assessment, Adult Learners, Analysis, Assistive Technology, Cognitive Apprenticeship, Computer-Assisted Instruction

### **Instruction Reference Textbook-**

Education Technology - An Encyclopedia Edited by Ann Kovalchick and Kara Dawson+ Lecture slides  
Assessment

Assignments = 100% (7 assignments)

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## **ED 103 Teaching Practice**

### Objective-

To use developmental process for reflecting on and improving one's teaching; and as an evaluative product for personnel decisions such as tenure, promotion, or a teaching

### Outcomes

- To provide different sources of evidence of teaching performance.
- To contribute important information about teaching performance
- To collect variety of sources of information related to teaching
- To reflect more of teaching's intellectual substance and complexity.
- To make teaching more visible through their demonstration of a variety of teaching-related activities.
- To place the initiative for reflecting on and evaluating teaching in the hands of faculty.
- To give the individual an opportunity to think about own teaching —
- To change priorities or teaching strategies as needed, and to reflect about future

### Contents

Meaning of Teaching Portfolio, Why Prepare a Teaching Portfolio? ,How Does One Develop a Teaching Portfolio? ,Preparing Portfolio ,Shaping the Final Portfolio ,Keeping Your Portfolio Up to Date ,Assembling an Electronic Portfolio ,Portfolio evaluation.

### **Instruction Reference Textbook-**

Lecture slides

Teaching-portfolio (University of South Australia)

Reference- Preparing a Teaching Portfolio by Fran Mues and Mary Deane Sorcinelli The Center for Teaching University of Massachusetts Amherst

### Assessment

Assignments = 100% Portfolio Assessment

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## ED 104 Lesson Planning

### Objective-

This unit provides the methods to apply thought-stimulating examples teaching & learning techniques to be applied in training design and delivery to apply the various techniques and strategies in training design and presentation, that will stick! Specific strategies.

### Outcomes

- To create trainings that are fun and memorable.
- To write learner-based trainings that guarantee success for each learner performance.
- To develop learning activities that match the need, learning style, and level of understanding of the participants.
- To use learning strategies that encourage learners to build on their experiences.
- To plan ongoing training activities that evaluate learner mastery during the entire learning event.
- To design blended and accelerated learning strategies that strengthen learning transfer back on the job.
- To identify methods that accurately measure training results.

### Contents

Introducing planning, Needs, aims and objectives ANALYSIS OF NEEDS ,THE RATIONALE OF OBJECTIVES ,WRITING YOUR LEARNING OBJECTIVES ,SETTING A VARIETY OF OBJECTIVES , Learning, SKILLS, TECHNIQUES AND METHODS ,JUDGEMENT AND DECISION-MAKING,THE PLACE OF EMOTIONAL EDUCATION,PLANNING FOR THEORETICAL LEARNING,PLANNING FOR LEARNING FROM THE CONCRETE,PLANNING FOR REFLECTIVE LEARNING,PLANNING FOR ACTIVE LEARNING,PLANNING PROGRESSION FROM PRIOR LEARNING,PLANNING FUTURE PROGRESSION,CROSS-CURRICULAR LINKS,DIFFERENTIATION,PLANNING LISTENING ACTIVITIES,PLANNING SPEAKING ACTIVITIES,PLANNING WHOLE CLASS DISCUSSION,PLANNING READING,PLANNING TO DEVELOP COMPREHENSION,TEACHING PUPILS TO LEARN FROM WHOLE BOOKS,PLANNING WRITING,TEACHING ABOUT SUBJECT DISCOURSE ,Pedagogy, TASK ANALYSIS ,A SUCCESSFUL LESSON STRUCTURE ,PLANNING PRACTICE SESSIONS

### Instruction Reference Textbook-

Lecture slides

Instructional Design for Action Learning By GERI M C ARDLE

100 Ideas for Lesson Planning – By Anthony Haynes

Read the above textbooks and prepare three lesson plans

### Assessment

Assignments = 100% ( Assessment of three lesson plans)

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## **ED 105 Principle of Learning**

### Objective-

To understand the memory concept & apply it in effective teaching and learning.

### Outcomes

- To demonstrate the principle of learning
- To understand the principle of control memory
- To understand the principle of Inhibition
- To apply the Principle of Adaptive Specialization as It Applies to Learning and Memory

### Contents

FORMATION OF MEMORIES, ORGANIZATION OF MEMORIES, CONSOLIDATION OF MEMORIES, CONTROL OF MEMORIES, ADAPTIVE SPECIALIZATION OF MEMORIES

### **Instruction Reference Textbook-**

Lecture slides

Principle of learning & memory Edited by Rainer H. Kluwe, Gerd Liier and Frank R ä s l e r

### Assessment

Assignments = 100% ( 5 Assignments of 20% each )

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## **ED 106 Interpreting Curriculums**

### Objective-

To interpret the curriculum & develop the detailed lesson plans in teaching process.

### Outcomes

- To interpret the curriculum presented to teachers;
- To adopt the curriculum;

- To understand the curriculum assimilated by learners; and
- To evaluate curriculum.

### Contents

KINDS OF CURRICULUM, ORIENTATIONS TO CURRICULUM, ORIENTATIONS TO CURRICULUM, TYPES OF CURRICULUM, Competency Curriculum, LEVELS OF CURRICULUM, STAGES OF THE PROCESS, CURRICULUM PLANNING, CURRICULUM DESIGN, CURRICULUM DEVELOPMENT- PHASES, CURRICULUM DEVELOPMENT. IMPLEMENTATION OF THE CURRICULUM, CURRICULUM EVALUATION, CURRICULAR CHANGES

### **Instruction Reference Textbook-**

Lecture slides

CURRICULUM DESIGN AND DEVELOPMENT-1.pdf

THE CURRICULUM by Cecilia Braslavsky 1

### Assessment

Assessment = 100% ( Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

## **ED 107 Teaching & Learning**

### Objective-

This unit provides new and experienced faculty in all disciplines with practical, tested strategies for addressing all major aspects of college and university teaching, from planning a course through assigning final grades. Graduate student instructors and teaching assistants will also benefit from the foundational knowledge and research findings described in this unit.

### Outcomes

- To addresses planning: designing a new course or revising an existing one, creating a syllabus, preparing for the class, and managing classroom conduct and decorum.
- To respond to a Changing Student Body,
- To do “ Discussion Strategies, ” provides ideas for leading a productive discussion, framing challenging questions, and encouraging student participation, both in class and online.
- To explore aspects of the lecture in the Large-Enrolment Course, ” method: preparing and delivering effective lectures, engaging students and providing for student participation, and maintaining instructional quality with limited resources.
- To find the Alternatives and Supplements to Lectures and Discussion,
- To Enhance Students ’ Learning and Motivation, ” provides research -based approaches to helping students become more confident, independent, and self - motivated learners. Informal ways to assess learning and the use of mobile

- To Strengthen Students ' Writing and Problem-Solving Skills, ”

### Contents

RESPONDING TO A CHANGING STUDENT BODY ,DISCUSSION STRATEGIES ,THE LARGE-ENROLLMENT COURSE ,Maintaining Instructional Quality with Limited Resources ,ENHANCING STUDENTS' LEARNING AND MOTIVATION ,STRENGTHENING STUDENTS' WRITING AND,PROBLEM-SOLVING SKILLS ,TESTING AND GRADING,PRESENTATION TECHNOLOGIES ,EVALUATION TO IMPROVE TEACHING,TEACHING OUTSIDE THE CLASSROOM ,FINISHING UP

### Instruction Reference Textbook-

Lecture slides

Tools for teaching by Barbara Gross Davis

### Assessment

Experience Assessment = 100% ( Assessed on Formal Teaching experience record for the teachers being employed by Government Technical Colleges & Technological Universities )

Separate assessment system is applied for pre-service teacher trainees.

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## **ED 201 Class Room Management & Teaching**

### Objective-

To define classroom management, explain the relationship between classroom management and discipline, and describe the concept of “culturally responsive classroom management”

### Outcomes

1. To describe the characteristics of an effective teacher
2. To explain why reflection on teaching is so important for teacher growth
3. To describe the reflective decision making model of teaching
4. To identify important factors that affect instructional decision making
- 5.To contrast the characteristics of authoritative, authoritarian, and permissive teachers
- 6.To identify the ongoing tasks involved in classroom management and to explain how each contributes to a well-functioning learning environment

### Contents

### Instruction Reference Textbook-

Lecture slides



### Other Reference

Classroom Management by Deborah Diffily & Charlotte Sassman

### Assessment

Experience Assessment = 100% ( Assessed on Formal Teaching experience record for the teachers being employed by Government Technical Colleges & Technological Universities )

Separate assessment system is applied for pre-service teacher trainees.

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## **Level 2-Adult Vocational Education**

### **ED 401 Adult Learning Technology**

#### Objective-

This unit provides and skills and the roles of training developers and instructional designers who are responsible for analysing training needs and designing training solutions and products to meet workplace capability requirements, and evaluating the effectiveness of adult training programs.

#### Outcomes

To provide the guidance and advice to trainers and assessors, promoting innovative practices, e.g. e-learning, and in researching and incorporating best practice in training and assessment into training programs and products.

#### Contents

- Learner-Centered Teaching and the Use of Technology
- Effective Teaching with Technology in Adult Education
- Adult Learners and Their Development in the Information Society
- Supporting Lifelong Learning and Flexicurity Policies
- Adult Learning Principles as the Foundation for Innovative Technology Applications in Business and Higher Education Venues
- The Role of Learning Styles and Technology
- Innovative Instructional Strategies with the Use of Technology for Adult Learners
- Integrating Adult Learning and Technology for Effective Education:
- Strategic Approaches
- Comparing the Principles of Adult Learning with Traditional Pedagogical Teaching in Relation to the Use of Technology:

- Provide Training through instruction and demonstration of work skills
- Facilitate work-based learning
- Group based delivery
- Design and develop learning programs
- Foster and promote an inclusive learning culture
- Ensure a safe and healthy learning environment
- Individual learning
- Language Literacy & Numeracy

### Instruction Reference Textbook-

Lecture Slides

Adult Learning Technology by Victor C.X. Wang

### Assessment

Participation in Educational Support Workshop sessions=100%

( Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

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## ED 202 Curriculum & Design

### Objective-

To provide theoretical consideration for the twenty-first century curriculum, & technological and pedagogical innovations influencing curriculum renewal together with sustainable practice in technology-rich environments.

### Outcomes

- To address theoretical foundations for the development of curricula.
- To explore the pedagogical options available to higher education instructors
- To explore new ways of accessing and connecting content to multimodal forms
- To examine how curriculum design needs to be influenced by the effective development of virtual collaborative learning environments
- To devise more adaptive, educationally focused teaching and learning

### Contents

Curriculum Design for the Twenty-First Century, Online Collaboration: Coordinating Technology, Strategies for Collaborative Learning, Designing a Virtual Collaborative Learning Environment, Curriculum Design as Applied to Virtual Collaborative, Course Evaluation, Creating Curriculum Within the Context of an Enterprise, Teaching Instructional Design, Online education examples.

## Instruction Reference Textbook-

Lecture Slides

Curriculum Models for the 21st Century Using Learning Technologies in Higher Education

### Assessment

Participation in Educational Support Workshop sessions=100%

( Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

---

## ED 205 Teaching & Measuring

### Objective-

To apply adaptive expertise, creative thinking, metacognition, and teamwork in teaching and measuring task

### Outcomes

To apply Adaptability, Adaptive expertise, Adaptive problem solving, Communication, Creative thinking , Decision making , Metacognition, Situation awareness & Teamwork

### Contents

Cognitive Readiness, A Model for Instruction and Assessment of Cognitive Readiness, The Development and Assessment of Cognitive Readiness: Lessons Learned from K-12 Education, Cognitive Readiness for Solving Equations . Cognitive Readiness Applications, Creative Thinking Abilities: Measures for Various Domains, Using Analogies as a Basis for Teaching Cognitive Readiness . Simulation Assessment of Cognitive Readiness . Assessing Cognitive Readiness in a Simulation- Based Training Environment, Software Support for Teaching and Measuring Cognitive Readiness, Cognitive Readiness for Complex Team Performance, Impact of Individual Game-Based Training on Team Cognitive Readiness

## Instruction Reference Textbook-

Teaching and Measuring Cognitive Readiness by Harold F. O'Neil • Ray S. Perez • Eva L. Baker

### Assessment

Participation in Educational Support Workshop sessions=100%

( Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

---

## ED 206 Designing Instructions & Assessment

### Objective-

To deconstruct the broad-sweeping goals of the standards and transform them into unit plan objectives (more specific) and daily instructional objectives

### Outcomes

To entails a logical progression from (1) content area standards to (2) modified standards to

(3) unit plan objectives to (4) daily instructional objectives in an understandable sequence of increasing specificity

### Contents

Deconstructing the Standards ,Writing Unit and Daily Instructional Objectives , Writing True–False and Completion, Items and Matching Exercises ,Writing Multiple-Choice Items ,Writing Short-Answer and Essay Items .Performance-Based Assessment ,Portfolios

### **Instruction Reference Textbook-**

Lecture Slides

Designing Elementary Instructions & Assessments

By John L. Badgett Edwin P . Christmann

### Assessment

Participation in Educational Support Workshop sessions=100%

( Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

---

## ED 405 Training Principle

### Objective-

To provide numerous techniques, designs, case examples, and tips for designing and facilitating training that is participant centred, brain-friendly, and experiential

### Outcomes

- To explore all aspects of training.
- To promote an active approach to training
- To provide a practical handbook of techniques

### Contents

INTRODUCING ACTIVE TRAINING, DESIGNING AN ACTIVE TRAINING PROGRAM, Assessing Training Needs, Developing Active Training Objectives, Creating Opening Exercises, Preparing Brain-Friendly Lectures, Using

Experiential Learning Approach, Designing Active Training Activities, Sequencing Active Training Activities, Planning Active Training Programs, Blending Technology into Active Training, CONDUCTING AN ACTIVE TRAINING PROGRAM, Beginning an Active Training Program, Gaining Leadership of the Training Group, Giving Presentations and Leading Discussions, facilitating Structured Activities and Promoting Team Learning, Concluding an Active Training Program, EXTENDING THE VALUE OF AN ACTIVE TRAINING PROGRAM, Evaluating an Active Training Program

### **Instruction Reference Textbook-**

Lecture Slides

Active Training by Mel Silberman

### Assessment

Participation in Educational Support Workshop sessions=100%

( Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

---

## **ED411-Engineering Education (1)**

### Objective-

To design the engineering educational programs and teaching programs by applying multi disciplinary approaches by combining technological aspects

### Outcomes

- To attain the strategies to promote the engineering education
- To apply technological concepts in engineering teaching support system
- To develop the quality work-based learning system
- To write Sociological Rationale of a design curriculum
- To find the strategies to improve the communication skills of engineers
- To design the computer server for engineering education program

### Contents

- Pre-university Outreach: Encouraging Students to Consider Engineering Careers
- The ASTutE Tutorial Assistant: Efficient, Accessible and Interactive
- Learning at Work within the Ford Motor Company
- Using Rubrics to Assess the Development of CDIO
- Syllabus Personal and Professional Skills and Attributes at the 2.x.x Level\*
- Quality Assurance Issues Relating to the Delivery of Work Based Learning Programmes\*

- The Role of Work-Based Learning Methodologies in the 21 st Century
- Development of Life-Long Engineering Education in the 21 st Century
- Traits Analysis and Influences on High Performing Students in Mechanical Education
- The Construction of an Instructional Quality System for Industrial Technology Education
- Design Hegemony: an Exploration of Hegemony in the Curriculum and Instruction of Industrial Design Education
- The Engineering Mechanics Interactive Lecture Series: Oligomedia Resources for Computer-Based Learning
- The Sociological Rationale of the Industrial Design Curriculum
- Achieving Advances and New Developments in Engineering and Technological Education
- Important Considerations in Improving the Acquisition of Communication Skills by Engineers
- Client-Server and Gateway Systems for Remote Control in Engineering Education
- The Development of Online Conference Management Tools as a Student Project\*
- Co-operation across Disciplines in Engineering Education Using Technical and Scientific Computing Environments

### Instruction Reference Textbook-

Lecture Slides

ED411 folder, read the following files

- AndersonGilbride.pdf
- austin.pdf
- barlow.pdf
- BodenGrays.pdf
- Burns&Chisholm.pdf
- BurnsChisholm1.pdf
- ChaoHuang.pdf
- Chaos.pdf
- ChengHsiao.pdf
- chapman.pdf
- ChengLiao.pdf
- Chisholm1.pdf

- DanilovaZJPs.pdf
- Dulevicius.pdf
- EwaldPage.pdf
- GolNafalskiNguynTran.pdf
- grunwald1.pdf

### Assessment

Questions & answers

---

## Level 3-Training Authorities Accreditation Compliance

### ED 402 Educational Leadership

#### Objective-

This course provides the educators with skills to take an active and creative approach to their personal and professional development. While it may be of most interest to those in middle or senior education management, it is also designed to help teachers, governors and those in organizations allied with education.

#### Outcomes

To attain the competencies in

- Leading and managing
- Changing and learning
- Undertake Tasks and responsibilities

#### **Instruction Reference Textbook-**

**Educational leadership and learning Practice, policy and research  
by Sue Law and Derek Glover**

#### Contents

- The context for educational leadership
- Developing leadership and management effectiveness
- Managing ourselves and leading others
- Motivating and managing others
- Leading effective teams
- Effective communication
- Organizational cultures

- Managing change and creating opportunities
  - Educational improvement, inspection and effectiveness
  - Leading and managing in learning organizations
  - Managing staff and promoting quality
  - Managing resources and finance
- 
- Managing stakeholder relationships and partnerships
- 
- Leading and managing for professional development

### Assessment

Assignments = 100%

---

## **ED 301 Educational Policy (Myanmar Engineering Council Accreditation Requirements)**

### Objective-

This course provides the educators with Myanmar Engineering Council Laws, Rules, Regulations, Accreditation Requirements, Accreditation Practices, procedures related to accreditation of engineering courses and engineering professionals in Myanmar to enable them to design, develop and teach the engineering programs accredited by Myanmar Engineering Council.

### Outcomes

- To understand Myanmar Engineering Council Accreditation Rules & Regulations related to accreditation of Government Technical Colleges & Technological Universities in Myanmar.
- Get the information & knowledge on Current issues related to international & Myanmar Engineering profession.
- Participate in hand on practice workshop focussing on curriculum development & collecting and preparing the materials for accreditation by Myanmar Engineering Council Engineering Accreditation Committee & taking part in mock accreditation sessions.

### Contents

- Overview of Myanmar Engineering Council Law, Regulation, Accreditation Principles
- Examples of marine engineers competency assessment in Myanmar/ in line with International Certification standards & explore the way to apply the similar competency based training in other engineering areas
- Requirement of Myanmar Engineering Council & how to design the curriculum to address the learning outcomes
- Discussing the programme structure and course contents(MEng C)
- Discussing the programme delivery and assessment methods



- Assessment Validation Guide of Myanmar Engineering Council
- Educational Resources Development in line with Myanmar Engineering Council Requirements
- Curriculum design for accreditation compliance
- Overall accreditation and compliance practice
- Preparation for self accreditation report
- Engineering Accreditation Plan

#### **Instruction Reference Textbook-**

1. Accreditation Manual
2. Graduate Attributes & Terminology.pptx
3. SAR.pptx
4. EngineerCoulcilRegulation
5. Policy - Qualifications Policy POL11 v4
6. Myanmar Engineering Council Law
7. Policies for Accreditation of Programs
8. Time line,EAC Code,Guidelines,Fees

#### Assessment

Assignments = Participation in workshop sessions

---

## **ED 308 Change Management**

#### Objective-

The unit involves candidates in leading a complete cycle of the change process. This process falls into three phases that correspond broadly to the elements of competency.

- i. Preparing for change
- ii. Planning for change
- iii. Implementing and evaluating change

#### Outcomes

- To provide leadership and support to others within the organization
- To manage change more effectively
- To develop educational business skills
- To analyse work practice and context, and make improvements
- To contribute to innovation and capacity building in the organization.

## Contents

- Leadership issues Raising achievement
- The Leadership of Change
- A shift from management to leadership
- How not to do change management
- Managing change and transition

## **Instruction Reference Textbook-**

Lecture Slides

Leadership+ Change Management DVD

Assessment Assignment-100%

---

## **ED309 Educational Communication**

### Objective-

This program uses methods of the social sciences, encompassing both qualitative and quantitative approaches to the study of communication and education. It asks in particular how education and other social systems change under the impact of new media

### Outcomes

- Reflect on the historical effects of media and on the cultural uses of developments such as face-to-face speech, writing, printing, photography, film, radio, television, computers, and networked multimedia;
- Use anthropological and linguistic methods to study how the diverse forms of communication, literacy, information processing, and cognition condition educational practice; and
- Explore positive and negative effects of media on social relations and develop strategies for using information and communication technologies to improve conditions of education and life.

## Contents

- Creating a production that communicates your message
- Digital Design
- Great Looking Presentations
- Planning

- Technical Papers related to effectiveness of ICT in education
- Access and equity issues
- Educational Communication Portfolio Presentation

### Instruction Reference Textbook-

Lecture Slides

ED309 Educational Communication Assignment Tasks-806A Modified (Worked Examples)

### Assignment

Assignments = Portfolio Assessment- 100%

---

## ED 407 Learning Environment

### Objective-

The objective of this unit is to give the candidate an understanding of the conceptualisation, historical development, assessment, determinants and effects of classroom learning environments.

### Outcomes

- To review classroom learning environment for effective educational setting
- To prepare effective educational setting for teaching and learning
- To understand the students' behaviour in the classroom and the cause of the behaviour
- To effectively use the teaching and learning strategies for keeping the good learning environment in the class
- To perform educational survey task on learning environment assessment.

### Contents

- Background information about the fields of school and classroom environment
- Outcomes and environment; evaluation of educational innovations
- Quantitative and qualitative methods
- Teachers' use of classroom and school environment instruments in practical attempts to improve their own classrooms and schools.
- Current trends and future desirable directions in research on educational environments.

### Instruction Reference Textbook-

Lecture Slides

## Assessment

Assignments = 100%

Action Research Project

---

## ED311 Outcome based Education

### Objective-

At the end of this training, participants will be able to understand:

- Outcome-Based Education (OBE)
- Programme Education Objectives (PEO'S),

### Outcomes

Programme Outcomes (PO's), Course Outcomes (CO) and Performance Indicators

- Bloom's Learning Taxonomy
- Assessment and Evaluation Methods
- Continual Quality Improvement Process

### Contents

- The Origins of Outcome Based Education
- Approaches to OBE*
- OBE Process*
- Educational Process - Stakeholders
- Educational Process – Lecturers' Roles
- Educational Process - References
- OBE Model Hierarchy
- Characteristics of OBE curricula
- Types of Teaching/Learning Delivery Activities*
- OBE Delivery*
- Continual Quality Improvement (CQI)
- Essentials for OBE's success
- Essentials Components of OBE

- Different Levels of Outcomes
- Development of Programme Education Objectives
- CHARACTERISTICS OF GOOD OUTCOME STATEMENTS
- Course Development
- ENGINEERING EDUCATION  
BLOOM'S TAXONOMY
- DOMAINS of LEARNING OUTCOMES
- Assessment in OBE
- Continual Quality Improvement (CQI)

### Instruction Reference Textbook-

Lecture Slides

Final OBE Training at Myanmar July 2014. by **Ir. Professor Academician Dato' Dr. HT Chuah**  
**President of FEIAP**

### Assessment

Participation in workshop & presenting the portfolios

---

## ED412 Engineering Education (2)

### Objective-

To design the international standard engineering education program by applying total quality management

### Outcomes

- To have the knowledge and skills in total quality management
- To foster the cross border co-operation
- To interface the school to engineering programs

### Contents

- Secondary School-University Interface: Science and Engineering
- The Educational Process
- Quality Engineering Education: Student Skills and Experience
- The Web as a Tool for Supporting Student Learning
- Develop a Long-Term Plan to Overcome Skills Shortage
- Cross border engineering practice

- Cross-cultural Skills for engineers

### Instruction Reference Textbook-

Lecture Slides

ED412 File

### Assessment

Assignments = 100% ( Two assignments of 50% each )

---

## Level 4-Specialized Teaching Areas

### ED 308 Computer Supported Learning & Distance Education

#### Objective-

This unit provides the skills related to contribute to the central questions of how students can learn collaboratively using the new technologies, the problems that can be expected, and the benefits that may ensue. The various ways to examine how computer supported group work differs from face-to-face group work, and the implications for both educators and students are provided.

#### Outcomes

- To offer assessment of e-learning with the hope of offering ideas in terms of practical guide and points of good practices, while addressing potential pitfalls to avoid.
- To be aware of what constitutes good and effective e-learning practices and how to design them for specific contexts and audiences in the global information
- Innovative uses of e-learning, Addressing various divides in e-learning, user centred focus in e-learning, special considerations in e-learning and development economy.

#### Contents

- Computer-Supported Collaborative Learning in Higher Education:
- An Introduction
- Online Group Projects: Preparing the Instructors to Prepare the Students
- Time, Place and Identity in Project Work on the Net
- The Collective Building of Knowledge in Collaborative Learning Environments
- Collaboration or Cooperation
- Analyzing Small Group
- Interactions in Educational Environments
- Mapping Perceived Socio-Emotive Quality of Small-Group Functioning
- A Constructivist Framework for Online Collaborative Learning:
- Adult Learning and Collaborative Learning Theory
- The Real Challenge of Computer-Supported Collaborative Learning
- Use and Mis-Use of Technology for Online, Asynchronous, Collaborative Learning
- The Personal and Professional Learning Portfolio
- An Online Environment for Mentoring, Collaboration, and Publication
- Problems and Opportunities of Learning Together in a Virtual Learning Environment
- Web-Based Learning by Tele-Collaborative Production in Engineering Education

- ❑ Relational Online Collaborative Learning Model
- ❑ Online, Offline and In-Between: Analyzing Mediated-Action

### Instruction Reference Textbook-

Lecture Slides

Computer Supported Learning by Tim S. Roberts

### Assessment

Assignments = 100%

---

## ED 304 Maths Teaching

### Objective-

This unit provides the skills to the teachers to act as mechanisms for communicating an approach to mathematics education that is eclectic and embracing, respectful and engaging, reflective and, ultimately, educational.

### Outcomes

To provide the methods to the educators in class teaching to provide the students with conceptual understanding of mathematics content through modelling or interpretation of representations,

- computational fluency,
- problem solving through application of the content.

### Contents

- Strategies for Vocabulary Development
- Strategies for Using Manipulatives
- Strategies for Teaching Procedures
- Strategies for Understanding Problem Solving
- Strategies for Using Mathematical Games
- Strategies for Assessing
- Mathematical Thinking

### Instruction Reference Textbook-

Lecture Slides

- ❑ Multiple Perspectives on Mathematics Teaching and Learning Edited by Jo Boaler
- ❑ Strategies for Teaching Mathematics by *Deborah V. Mink*

### Assessment

Assignments = 100%

## ED 305 Science Teaching

### Objective-

This unit provide the teaching pedagogy in science that effectively enable the teacher to transfer what they learn in our courses into their own classroom practices.

### Outcomes

- To shine a spotlight on important work that science teacher educators are doing with teachers and youth
- To describe the professional purposes and benefits realized when they, as science teacher educators, arranged opportunities to teach children or adolescents.
- To utilize model teaching lessons in class room practice

### Contents

- Pedagogical Content Knowledge
- Teaching & learning Through experience
- Teaching examples

### Instruction Reference Textbook-

Lecture Slides

- Understanding and Developing Science Teachers' Pedagogical Content Knowledge  
By John Loughran
- Science Teacher Educators as K-12 Teachers edited by Michael Dias • Charles J. Eick,  
Laurie Brantley-Dias

### Assessment

Assignments = 100%

---

## ED 306 Technology Teaching

### Objective-

This unit provides the teaching idea for teaching students with unique opportunities to develop a range of process skills such as critical and creative thinking skills in addition to their practical skills, through undertaking authentic tasks of real purpose.

### Outcomes

- To link philosophy and educational issues in my daily work
- To help teachers to improve the teaching by means of the insights that philosophy of technology offers.



## Contents

- Philosophy of technology:
- Technological artifacts
- Technological knowledge
- Technological processes
- Technology and the nature of humans
- Ethics and aesthetics of technology
- Learners' philosophies of technology
- Reconceptualizing technology through education
- Practical issues in teaching about technology

## **Instruction Reference Textbook-**

Lecture Slides

Teaching about Technology by MARC J. DE VRIES

## Assessment

Assignments = 100%

---

## **ED 404 Educational Research**

### Objective-

This unit describes the performance outcomes, skills and knowledge required to undertake research into educational theory and apply this research to improve current training and assessment practice.

This unit typically applies to those who need to develop skills in research in order to apply educational theory to improve current and future training and assessment practice

### Outcomes

- Prepare research brief relating to training and assessment practice
- Conduct research in training and assessment practice
- Investigate and apply educational theory to the research
- Report on application of educational theory to training and assessment practice
- Review entire process

## Contents

### **Qualitative Research and Public Policy**

- Multilevel Analysis in Higher Education Research: A Multidisciplinary Approach .
- Conducting Multi-paradigm Inquiry in the Study of Higher Education Organization and Governance: Transforming
- Research Perspectives on Colleges and Universities

- Examining Pathways to and Through the Community College for Youth and Adults
- Review of the Theories Developed to Describe the Process of College Persistence and Attainment

### Instruction Reference Textbook-

Lecture Slides

Higher Education: Handbook of Theory and Research

Published under the Sponsorship of the Association for Institutional Research (AIR) and the Association for the Study of Higher Education (ASHE)

### Assessment

Assignments = 100%

Prepare & submit one educational research paper.

---

## ED310 Learning Technology I & II

### Objective-

On completion of this unit you should be able to demonstrate your achievement of the following learning outcomes:

All participants will be competent, confident and professional users of e-Learning system in teaching

### Outcomes

To use e-Learning tools to:

- improve their own professional productivity,
- improve their preparation for classes and teaching generally and
- improve their ability to use and integrate IT appropriately within the classroom

### Contents

#### **The Syllabus:**

The unit consists of five inter-related modules:

- 1. Module 1: Getting Started and IT Empowerment and Teaching**
  - a. Unit Introduction
- 2. Module 2: IT and Education:**
  - a. The Hype and the Reality
  - b. Multimedia in Education

### **3. Module 3: Ghosts of Schooling Past, Present and Future**

- a. Technology and the Whole Curriculum
- b. Technology as a Classroom Tool
- c. Creating an active learning Environment

### **4. Module 4: Making the World Wide Web Work for You**

- a. The Tools of the Trade
- b. Using the internet for information

### **5. Module 5: Technology in Your Classroom**

- a. Classroom Applications of the
- b. WWW
- c. Educational Software
- d. Ideas, Approaches, Tools and Tricks
- e. Integration
- f. Early Learning and Primary

#### ***Tuition Pattern:***

This unit is provided as an online unit. All tuition is provided through the online course website. The length of the unit is one semester (12 weeks); however, some students will finish sooner, and some may require additional time to complete it. While the weekly time commitment will vary from student to student, most should allow approximately 10 hours per week total study time for the unit.

#### **Instruction Reference Textbook-**

Lecture Slides

The CD in the folder Day 7 Session 2/ 5.Learning Technology 1/ index.html

#### **Recommended Texts and Principal References:**

- Shelly G. Cashman T.J. Gunter R.E. Gunter G.A. (2002). Teachers discovering computers: A link to the future WWW. Course Technology, Cambridge.

All other materials are supplied on Course CD-ROMS and online.

#### **Assessment**

Two assignments= 100%

---

# ED312 Technology in Classrooms

## Objective-

To provide use of technology in educational context by combining with teaching and learning principle, educational leadership skills and educational leadership skills.

## Outcomes

On completion of this unit you should be able to demonstrate your achievement of the following learning outcomes:

Upon completion, the participant;

1. Through the use of professional based portfolios will design, implement and evaluate the use of IT, multimedia and the Internet in their own classrooms
2. Using the skills and knowledge developed within the unit, conduct research of the use on learning technologies within the areas of;
  - a. Learning technologies and Developing Leadership Skills in Technology
  - b. Assessing and Changing IT Learning EnvironmentsTeaching and Learning Principles for Technology-Rich Classrooms

Contents The unit consists of 2 inter-related sections:

### **1. Section 1**

- a. Conduct independent research in one of the following
  - i. Developing Leadership Skills in Technology
  - ii. Assessing and Changing IT Learning Environments
  - iii. Teaching and Learning Principles for Technology-Rich Classrooms

### **2. Section 2**

- a. The development of two Portfolios
  - i. "Classroom" based portfolio that demonstrates the use and integration of educational technology in your classroom or workplace.
  - ii. "Personal" based portfolio that provides the student with the opportunity to demonstrate the use and educational practice in professional practice.

## **Instruction Reference Textbook-**

Lecture Slides

Day 8 Session 1/ 7. Technology in classroom/ index.html

## Assessment

Assignments = 100%

---

## ED413 Engineering Education (3)

### Objective-

This unit provides the engineering educators with engineering ethical issues, New pedagogy , Industrial co-operation & Lifelong learning and Strategic Planning skills in engineering education

### Outcomes

Design the engineering programs by taking account on emphasizing in engineering ethics & by utilizing innovative new teaching pedagogies

### Contents

- Engineering ethics
- Engineering teaching pedagogies
- New training and work-based approach
- Strategies planning in engineering education

### **Instruction Reference Textbook-**

- ED413 Par1 Ethics
- ED413 Part2 New pedagogy , Industrial co-operation & Lifelong learning
- ED413 Part3 Strategic Planning in Engineering Education
- ED413 Part4 Training & Work-based Approach

### Assessment

Assignments = Project 100%

# RESOURCES

## ASSESSMENT FOR THE SUBJECTS IN PART 1 OF THE LEVELS

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level .

The report general needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password. The detailed instruction will be given in subject study guides. Some of the units can be assessed in residential training workshops.

**Password- to be given**

## ASSESSMENT FOR THE SUBJECTS IN PART 2 OF THE LEVELS

Follow the specific assessment instruction provided for the units in Part 2 of the levels

### **ED120-Part (2A) Basic Teaching Practicum Preparation**

### **Study Areas & Levels of Training**

#### **Level 1-Educational Theories , Teaching Pedagogies & Training and Assessment Practice**

##### Part (1) Educational Theoretical Subjects

- ED 101 Theory of Education  
<http://www.filefactory.com/file/4fuby1dpqs9f/ED%20101%20Theory%20of%20Education.zip>
- ED 102 Education Technology  
<http://www.filefactory.com/file/1ghlzng7e0n3/ED%20102%20Education%20Technology.zip>
- ED 103 Teaching Practice  
<http://www.filefactory.com/file/1o732n0j46mf/ED%20103%20Teaching%20Practice.zip>
- ED 104 Lesson Planning  
<http://www.filefactory.com/file/4m30ym0ez37r/ED%20104%20Lesson%20Planning.zip>

- ED 105 Principle of Learning  
<http://www.filefactory.com/file/7660l6kjr8sx/ED%20105%20Principle%20of%20Learning.zip>
- ED 106 Interpreting Curriculums  
<http://www.filefactory.com/file/1h141zxbv8z/ED%20106%20Interpreting%20Curriculums.zip>
- ED 107 Teaching & Learning  
<http://www.filefactory.com/file/6u5o455lyqj7/ED%20107%20Teaching%20%26amp%3B%20Learning.zip>
- ED 201 Class Room Management & Teaching  
<http://www.filefactory.com/file/48gvqykkgiz/ED%20201%20Class%20Room%20Mgt%20%26amp%3B%20Teaching.zip>

Part (2A) Basic Teaching Practicum Preparation

Follow the specific assessment instruction provided for the units in Part 2 of the levels

ED101P-Teaching Support

ED102P- Application of Information Technology in School /Vocational Education

ED103P- Classroom Management

ED104P- Teaching Portfolio

ED105P- Inclusive Teaching

ED106P- Subject Area Knowledge

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<http://www.filefactory.com/file/4a5o50idxqvr/Diploma%20in%20Teaching%20Practice.pdf>

ED107P- Theory of Education, Educational Technology & Teaching Practice

ED107PA-Theory of Education

ED107PB-Education Technology

ED107PC-Teaching Practice

ED107PD-Lesson Planning

ED108P- Curriculum Study , Teaching & Learning

ED108PA-Principle of Learning

ED108PB-Interpreting Curriculums

ED108PC-Teaching & Learning

**ED 107 Lesson Slide 1 to 20 Mod.pdf (4.71MB)**

[http://www.filefactory.com/file/1w4faybri0p9/n/ED\\_107\\_Lesson\\_Slide\\_1\\_to\\_20\\_Mod.pdf](http://www.filefactory.com/file/1w4faybri0p9/n/ED_107_Lesson_Slide_1_to_20_Mod.pdf)

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## **ED 108 Curriculum Study , Teaching & Learning Lessons**

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Follow the specific assessment instruction provided for the units in Part 2 of the levels

- ED111P Learning Program Design & Development Practice  
(TAEDES401A Design and develop learning programs)
- ED112P Assessing the needs of trainees  
(TAEDES402A Use training packages and accredited courses to meet client needs Delivery)
- ED113P Group based learning  
(TAEDEL401A Plan, organise and deliver group-based learning )
- ED114P Workplace Assessment  
(TAEDEL402A Plan, organise and facilitate learning in the workplace Assessment )
- ED115P Assessment Planning  
(TAEASS401B Plan assessment activities and processes )
- ED116P Competency Assessment  
(TAEASS402B Assess competence )
- ED117P Assessment Validation  
(TAEASS403B Participate in assessment validation)
- ED118P Work skills Instruction  
(TAEDEL301A Provide work skill instruction )
- ED119P Educational Presentation  
(BSBCMM401A Make a presentation )( TAEASS301B Contribute to assessment

### **RESOURCES FOR ABOVE UNITS**

Working in Vocational Education & Assessment

[http://www.filefactory.com/file/136bwooflstr/n/3\\_Assessment\\_Working\\_in\\_VET\\_zip](http://www.filefactory.com/file/136bwooflstr/n/3_Assessment_Working_in_VET_zip)

Preparing vocational teaching portfolios

[http://www.filefactory.com/file/2l9iu8ptfk0t/n/8\\_Guides\\_for\\_preparing\\_VET\\_portfolios\\_zip](http://www.filefactory.com/file/2l9iu8ptfk0t/n/8_Guides_for_preparing_VET_portfolios_zip)

Learning , Facilitation & Teaching in Vocational Education and Training

[http://www.filefactory.com/file/3b1d9kdudz515/n/4\\_Learning\\_Facilitation\\_Teaching\\_in\\_VET\\_zip](http://www.filefactory.com/file/3b1d9kdudz515/n/4_Learning_Facilitation_Teaching_in_VET_zip)

## Work-based Learning & Assessment

[http://www.filefactory.com/file/5pef2h8dhav9/n/10\\_Workbased\\_Learning\\_amp\\_Assessment\\_2\\_zip](http://www.filefactory.com/file/5pef2h8dhav9/n/10_Workbased_Learning_amp_Assessment_2_zip)

## Learning Environment

[http://www.filefactory.com/file/5l12qij9s67j/n/12\\_Learning\\_Environment\\_zip](http://www.filefactory.com/file/5l12qij9s67j/n/12_Learning_Environment_zip)

### Level 2-Adult Vocational Education

[ED220-Part \(2\) Vocational Education & Training Practice \(Diploma in Vocational Education & Training TAE50111\)](#)

[Part \(1\) Adult Vocational Education Theoretical Subjects](#)

### Password- to be given

- ED 401 Adult Learning Technology

<http://www.filefactory.com/file/68y4bd94ianb/ED%20401%20Adult%20Learning%20Technology.zip>

- ED 202 Curriculum & Design

<http://www.filefactory.com/file/1jotv5d428j1/ED%20202%20Curriculum%20%26amp%3B%20Design.zip>

- ED 205 Teaching & Measuring

<http://www.filefactory.com/file/4eu01ck2awl/ED%20205%20Teaching%20%26amp%3B%20Measuring.zip>

- ED 206 Designing Instructions & Assessment

<http://www.filefactory.com/file/4dnh3r8wsd9t/ED%20206%20Designing%20Instructions%20%26amp%3B%20Assessment.zip>

- ED 405 Training Principle

<http://www.filefactory.com/file/5quptpxznin/ED%20405%20Training%20Principle.zip>

[Part \(2\) Vocational Education & Training Practice \(Diploma in Vocational Education & Training TAE50111\)](#)

### Follow the specific assessment instruction provided for the units in Part 2 of the levels

- ED201P-Advanced Assessment Practice  
(TAEASS501A: Provide advanced assessment practice)
- ED202P-Assessment Development  
(TAEASS502B: Design and develop assessment tools)
- ED203P-Training Facilitation  
(TAEDEL502A: Provide advanced facilitation practice)
- ED204P-Learning Strategies  
(TAEDES501A: Design and develop learning strategies)

- ED205P- Language Literacy & Numeracy  
(TAELLN401A: Address adult language, literacy and numeracy skills)
- ED206P-Continuing Professional Development  
(TAEPDD501A: Maintain and enhance professional practice)
- ED207P Learning Resources Design & Development  
(TAEDES502A: Design and develop learning resources)
- ED208P Organizational Training Needs Analysis  
(TAETAS501B: Undertake organisational training needs analysis)
- ED 404 Educational Research (Part 1)  
(TAERES501A: Apply research to training and assessment practice)
- ED209P- Training Program Evaluation  
(TAEDES505A: Evaluate a training program)

[Vocational Education & Training Practice \(Diploma in Vocational Education & Training TAE50111\) Portfolio Guide](#)

<http://www.filefactory.com/file/rh0eb9n4sfn/TAE50111PortfolioGuide.pdf>

[SAMPLE PORTFOLIOS](#)

Please note that the reference & example documents contained in the link of the portfolio can not be downloaded from the internet, they can only be available in DVDs that can be sent upon request.

The document is password protected. Password is needed and can be given upon request.

[http://www.filefactory.com/file/3i8k0ls9peup/TAE50110\\_Diploma%20RPL%20Submission%20U%20Kyaw%20Naing.pdf](http://www.filefactory.com/file/3i8k0ls9peup/TAE50110_Diploma%20RPL%20Submission%20U%20Kyaw%20Naing.pdf)

**Level 3-Training Authorities Accreditation Compliances**

[ED320-Part \(2\) Myanmar Engineering Council's Accreditation Compliance Practice](#)

[Part \(1\) Educational Leadership Subjects](#)

- ED 402 Educational Leadership  
<http://www.filefactory.com/file/68h2rewfq7jx/ED%20402%20Educational%20Leadership.zip>
- ED 301 Educational Policy (Myanmar Engineering Council Accreditation Requirements)

**Registration Rules**

<http://www.filefactory.com/file/yzxtm3a7z2b/06.%20Licensing%20%26amp%3B%20Registration%20Rules%20-%20Engineering%20-%20Myanmar%20-%20CCS%2068%20reduced.pdf>

## Myanmar Assessment Statement

<http://www.filefactory.com/file/9adocfm4877/06.%20Myanmar%20Assessment%20Statement%20-%20%28ACPECC%2014%29.pdf>

## Graduates Attributes

<http://www.filefactory.com/file/4r5z3i9uxw5p/1%20Graduate%20Attributes%20%26amp%3B%20Terminology.pptx>

## Qualification Policy

<http://www.filefactory.com/file/69mj6zk64zj5/Policy%20%20Qualifications%20Policy%20POL11%20v4.PDF>

## Regulations

<http://www.filefactory.com/file/65cxuftzoxmh/Regulations.pdf>

## Engineers Australia References

[www.highlightcomputer.com/engineersaustraliareferences.htm](http://www.highlightcomputer.com/engineersaustraliareferences.htm)

- ED 308 Change Management

[http://www.filefactory.com/file/4cxrjx86buot/n/9\\_Leadership\\_Change\\_Management.zip](http://www.filefactory.com/file/4cxrjx86buot/n/9_Leadership_Change_Management.zip)

- ED309 Educational Communication

[http://www.filefactory.com/file/6tbjy1omi7kz/n/1\\_Educational\\_Communication.zip](http://www.filefactory.com/file/6tbjy1omi7kz/n/1_Educational_Communication.zip)

- ED 407 Learning Environment

<http://www.filefactory.com/file/31o7fw99ux7l/ED%20407%20Learning%20Environment.zip>

- ED311 Outcome based Education

<http://www.filefactory.com/file/6sq213hmac3b/Final%20OBE%20Training%20at%20Myanmar%20July%202014.pptx>

[Part \(2\) Myanmar Engineering Council's Accreditation Compliance Practice](#)

- ED301P- Curriculum design for accreditation compliance

<http://www.filefactory.com/file/2vyvpy64k4w3/Accreditation%20Manual.pdf>

## Example

[www.highlightcomputer.com/OverallProgramGeneral.pdf](http://www.highlightcomputer.com/OverallProgramGeneral.pdf)

- ED302P-Overall accreditation and compliance practice

<http://www.filefactory.com/file/2vyvpy64k4w3/Accreditation%20Manual.pdf>

<http://www.highlightcomputer.com/Accreditation.htm>

Preparation for self accreditation report

<http://www.filefactory.com/file/43x0yutpx31v/2%20SAR.pptx>

Engineering Accreditation Plan

<http://www.filefactory.com/file/2ynzo3fydckb/2015%20YTU%20First%20Workshop.pptx>

### **ASSIGNMENT**

Prepare the portfolios for your section/ department to comply with Myanmar Engineering Council's Accreditation Requirements.

#### **Level 4-Specialized Teaching Areas**

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level .

The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

#### **Password- to be given**

- ED 308 Computer Supported Learning & Distance Education  
<http://www.filefactory.com/file/4mdzrx52kl45/ED%20308%20Computer%20Supported%20Learning%20%26amp%3B%20Distance%20Education.zip>
- ED 304 Maths Teaching  
<http://www.filefactory.com/file/60ngdjnse60x/ED%20304%20Maths%20Teaching.zip>
- ED 305 Science Teaching  
<http://www.filefactory.com/file/4hqf7r16xyf/ED%20305%20Science%20Teaching.zip>
- ED 306 Technology Teaching  
<http://www.filefactory.com/file/3crwj4pdyt7b/ED%20306%20Techology%20Teaching.zip>
- ED 404 Educational Research (Part 2)  
<http://www.filefactory.com/file/42pl9c8013ab/ED%20404%20Educational%20Research.zip>

- ED310 Learning Technology I & II

[http://www.filefactory.com/file/3bsfz0ehba7z/n/5\\_Learning\\_Technology\\_1.zip](http://www.filefactory.com/file/3bsfz0ehba7z/n/5_Learning_Technology_1.zip)

[http://www.filefactory.com/file/cvavvr9gonr/n/6\\_Learning\\_Technology\\_2.zip](http://www.filefactory.com/file/cvavvr9gonr/n/6_Learning_Technology_2.zip)

- ED312 Technology in Classrooms

[http://www.filefactory.com/file/7jcivu232opx/n/7\\_Technology\\_in\\_classroom.zip](http://www.filefactory.com/file/7jcivu232opx/n/7_Technology_in_classroom.zip)

## **IQY Technical College**

of Highlight Computer Group

[www.highlightcomputer.com](http://www.highlightcomputer.com)

Affiliated to Singapore Institute of Engineering Technologists & St Clements Technological University of British West Indies

### **Diploma in Engineering Education Training Program**

[www.highlightcomputer.com/dipengged1.htm](http://www.highlightcomputer.com/dipengged1.htm)

#### **Diploma in Engineering Education Curriculum**

**Curriculum** Click [HERE](#) to download

**Study Guide** Click [HERE](#) to download

**Curriculum** Click [HERE](#) to download

**Study Guide** Click [HERE](#) to download

**Diploma in Technical Teaching Resources** Click [HERE](#)

#### **Two Weeks Training Course Resources**

**2 weeks training course program outline** , Click [HERE](#)

**2 weeks training course detailed program**, Click [HERE](#)

**2 weeks training course program outline** , Click [HERE](#)

**2 weeks training course detailed program**, Click [HERE](#)

**2 weeks training course Record Worksheets** Click [HERE](#)

### **POWER POINTS**

#### **POWER POINT**

Day1Session3.ppt (0.28MB)

<http://www.mongroupsdney1.com/Day1Session3.ppt>

<http://www.filefactory.com/file/3iplgaocqa9/n/Day1Session3.ppt>

#### **AUDIO**

<http://yourlisten.com/Kyawnaing2524/day-1-session-3>

#### **POWER POINT**

Day2Session2.ppt (10.52MB)

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<http://www.filefactory.com/file/g1s8vs9ex71/n/Day2Session2.ppt>

#### **AUDIO**

<http://yourlisten.com/Kyaw.Naing/day-2-session-2>



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**Day3Session1.ppt (3.26MB)**

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<http://www.filefactory.com/file/6wotz02sfoct/n/Day3Session1.ppt>

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**POWER POINT**

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<http://www.filefactory.com/file/20f4rg477rll/Day4Session2.ppt>

**AUDIO**

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**POWER POINT**

**Day5Session1.ppt (20.26MB)**

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<http://www.filefactory.com/file/b7m0w90g5iv/n/Day5Session1.ppt>

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<http://www.filefactory.com/file/6ivsoirx2g53/Day5Session2.ppt>

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**Day6Session1.ppt (6.34MB)**

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<http://www.filefactory.com/file/1gobhmgmnqkx/n/Day6Session1.ppt>

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<http://www.filefactory.com/file/43fpt0cwbm5d/n/Day6Session2+3.ppt>

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**Day8Session1.ppt (1.15MB)**

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<http://www.filefactory.com/file/5fv0twzns5cv/n/Day8Session1.ppt>

**AUDIO**

<http://yourlisten.com/Kyaw.Naing/day-8-session-1a>

**POWER POINT**

**Day8Session2+3.pdf (17.25MB)**

<http://www.mongroupsdney1.com/Day8Session2+3.pdf>

<http://www.filefactory.com/file/3r6chs9kqc9h/n/Day8Session2+3.pdf>

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**POWER POINT**

**Day9Session2+3.ppt (0.51MB)**

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<http://www.filefactory.com/file/10mfxaxufq4r/Day10Session1.ppt>

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**Day10Session2+3.ppt (0.57MB)**

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<http://www.filefactory.com/file/1ryzba7f66c7/Day10Session2+3.ppt>

**AUDIO**

<http://yourlisten.com/Kyaw.Naing/day-10-session-23>

## **POWER POINTS WITH AUDIO**

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**Day 2 Session 2A.zip (45.42MB)**

<http://www.filefactory.com/file/4bc215a9h6f9/Day2Session2PPTwithAudio.zip>

**Day 3 Session 1A.zip (54.45MB)**

<http://www.filefactory.com/file/4wfmlyk2uq0z/Day3Session1PPTwithAudio.zip>

**Day 4 Session 2A.zip (66.62MB)**

[http://www.filefactory.com/file/565rmb1n39op/n/Day\\_4\\_Session\\_2A.zip](http://www.filefactory.com/file/565rmb1n39op/n/Day_4_Session_2A.zip)

**Day 5 Session 1A.zip (77.86MB)**

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### **Day 5 Session 2A**

[http://www.filefactory.com/file/1a5vrach5ibt/Day\\_5\\_Session\\_2A.zip](http://www.filefactory.com/file/1a5vrach5ibt/Day_5_Session_2A.zip)

**Day 6 Session 1A.zip (91.42MB)**

[http://www.filefactory.com/file/4ofk5oigav1n/n/Day\\_6\\_Session\\_1A.zip](http://www.filefactory.com/file/4ofk5oigav1n/n/Day_6_Session_1A.zip)

**Day 6 Session 23A.zip (61.29MB)**

<http://www.filefactory.com/file/54i7504ymx1x/Day6Session23PPTwithAudio.zip>

**Day 7 Session 23A.zip (226.17MB)**

[http://www.filefactory.com/file/38t5wd7eancf/n/Day\\_7\\_Session\\_23A.zip](http://www.filefactory.com/file/38t5wd7eancf/n/Day_7_Session_23A.zip)

**Day 8 Session 1A.zip (86.47MB)**

[http://www.filefactory.com/file/55q1g6ol05gv/n/Day\\_8\\_Session\\_1A.zip](http://www.filefactory.com/file/55q1g6ol05gv/n/Day_8_Session_1A.zip)

### **Day 8 Session 23A**

[http://www.filefactory.com/file/7edyewtzfvd/Day\\_8\\_Session\\_23A.zip](http://www.filefactory.com/file/7edyewtzfvd/Day_8_Session_23A.zip)

**Day 9 Session 23A.zip (32.47MB)**

<http://www.filefactory.com/file/5118euxvugox/Day9Session23PPTwithAudio.zip>

**Day 9 Session 2+3.zip (42MB) with References Resources**

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[http://www.filefactory.com/file/4ctrdna2c3zv/n/ED108\\_Lesson\\_Slide\\_121\\_to\\_140.pdf](http://www.filefactory.com/file/4ctrdna2c3zv/n/ED108_Lesson_Slide_121_to_140.pdf)

**ED108 Lesson Slide 141 to 168.pdf (2.7MB)**

[http://www.filefactory.com/file/ozio6sdlkmt/n/ED108\\_Lesson\\_Slide\\_141\\_to\\_168.pdf](http://www.filefactory.com/file/ozio6sdlkmt/n/ED108_Lesson_Slide_141_to_168.pdf)

**Ed108 English.ppt (11.04MB)**

[http://www.filefactory.com/file/2qhtrb6jqc0v/n/Ed108\\_English.ppt](http://www.filefactory.com/file/2qhtrb6jqc0v/n/Ed108_English.ppt)

**ED 108 Exercises.pdf (1.22MB)**

[http://www.filefactory.com/file/6a73s45dcutt/n/ED\\_108\\_Exercises.pdf](http://www.filefactory.com/file/6a73s45dcutt/n/ED_108_Exercises.pdf)

**Ed108.pdf (10.83MB)**

<http://www.filefactory.com/file/6mx994obk6ah/n/Ed108.pdf>

**Ed108.ppt (11.07MB)**

<http://www.filefactory.com/file/6u1gtnz3hwj5/n/Ed108.ppt>

## St Clements Technological University

### Bachelor of Teaching (School & Vocational Education) Course Resources

**B Teaching (School & Vocational).pdf (0.21MB)**

[http://www.filefactory.com/file/n10lkp9za4n/n/B\\_Teaching\\_\(School\\_&\\_Vocational\).pdf](http://www.filefactory.com/file/n10lkp9za4n/n/B_Teaching_(School_&_Vocational).pdf)

**BACHELOR OF TEACHING.pdf (0.24MB)**

[http://www.filefactory.com/file/42yeuz4u0xrx/n/BACHELOR\\_OF\\_TEACHING.pdf](http://www.filefactory.com/file/42yeuz4u0xrx/n/BACHELOR_OF_TEACHING.pdf)

**Vocational Education Teacher Education.pdf (0.23MB)**

[http://www.filefactory.com/file/4wfv9n3flst1/n/Vocational\\_Education\\_Teacher\\_Education.pdf](http://www.filefactory.com/file/4wfv9n3flst1/n/Vocational_Education_Teacher_Education.pdf)

**BACHELOR OF TEACHING.doc (0.04MB)**

[http://www.filefactory.com/file/5tab70ou3pjin/n/BACHELOR\\_OF\\_TEACHING.doc](http://www.filefactory.com/file/5tab70ou3pjin/n/BACHELOR_OF_TEACHING.doc)

ED101 Child Studies.zip (8.2 MB)

[http://www.filefactory.com/file/7korkflzv8q7/ED\\_101S%20Child%20Teaching.zip](http://www.filefactory.com/file/7korkflzv8q7/ED_101S%20Child%20Teaching.zip)

ED 102S Teaching & Learning Concepts.zip (1.32MB)

[http://www.filefactory.com/file/1cr2kr8fs0ht/n/ED\\_102S\\_Teaching\\_&\\_Learning\\_Concepts.zip](http://www.filefactory.com/file/1cr2kr8fs0ht/n/ED_102S_Teaching_&_Learning_Concepts.zip)

**ED 103S Middle School Teaching.zip (0.89MB)**

[http://www.filefactory.com/file/61hwczw1llsp/n/ED\\_103S\\_Middle\\_School\\_Teaching.zip](http://www.filefactory.com/file/61hwczw1llsp/n/ED_103S_Middle_School_Teaching.zip)

**ED 104S High School Teaching.zip (2.9MB)**

[http://www.filefactory.com/file/4426yezka5/n/ED\\_104S\\_High\\_School\\_Teaching.zip](http://www.filefactory.com/file/4426yezka5/n/ED_104S_High_School_Teaching.zip)

**ED 105S Teaching Portfolios.zip (0.93MB)**

[http://www.filefactory.com/file/47w1ibhnh9v1/n/ED\\_105S\\_Teaching\\_Portfolios.zip](http://www.filefactory.com/file/47w1ibhnh9v1/n/ED_105S_Teaching_Portfolios.zip)

**ED 106S Interpreting Curriculums.zip (2.15MB)**

[http://www.filefactory.com/file/2rdxksuozyt/n/ED\\_106S\\_Interpreting\\_Curriculums.zip](http://www.filefactory.com/file/2rdxksuozyt/n/ED_106S_Interpreting_Curriculums.zip)

**ED 201S-VET Policy.zip (5.19MB)**

[http://www.filefactory.com/file/1q8oy93ztpur/n/ED\\_201S-VET\\_Policy.zip](http://www.filefactory.com/file/1q8oy93ztpur/n/ED_201S-VET_Policy.zip)

**ED 202S -Working in School Vocational Education.zip (2.84MB)**

[http://www.filefactory.com/file/2ufpth2ygy3j/n/ED\\_202S\\_-Working\\_in\\_School\\_Vocational\\_Education.zip](http://www.filefactory.com/file/2ufpth2ygy3j/n/ED_202S_-Working_in_School_Vocational_Education.zip)

ED 203S -4.Learning+Facilitation+Teaching in VET.zip (13.47MB)

[http://www.filefactory.com/file/1dpq4x20hpyb/n/ED\\_203S\\_-4.Learning+Facilitation+Teaching\\_in\\_VET.zip](http://www.filefactory.com/file/1dpq4x20hpyb/n/ED_203S_-4.Learning+Facilitation+Teaching_in_VET.zip)

**ED 204S-Workbased Learning & Assessment Samples.zip (22.83MB)**

[http://www.filefactory.com/file/6tvk6bf7rhgb/n/ED\\_204S-Workbased\\_Learning\\_&\\_Assessment\\_Samples.zip](http://www.filefactory.com/file/6tvk6bf7rhgb/n/ED_204S-Workbased_Learning_&_Assessment_Samples.zip)

**ED 205S-Guides for preparing teaching & training portfolios.zip (0.28MB)**

[http://www.filefactory.com/file/6wbht76ud0up/n/ED\\_205S-Guides\\_for\\_preparing\\_teaching\\_&\\_training\\_portfolios.zip](http://www.filefactory.com/file/6wbht76ud0up/n/ED_205S-Guides_for_preparing_teaching_&_training_portfolios.zip)

**ED 206S-. Learning Environment.zip (14.53MB)**

[http://www.filefactory.com/file/7kf9ffq45met/n/ED\\_206S-.\\_Learning\\_Environment.zip](http://www.filefactory.com/file/7kf9ffq45met/n/ED_206S-._Learning_Environment.zip)

TeachingandLearning(LeadershipTraining).pdf (0.12MB)

[http://www.filefactory.com/file/1nncy98dln/n/TeachingandLearning\(LeadershipTraining\).pdf](http://www.filefactory.com/file/1nncy98dln/n/TeachingandLearning(LeadershipTraining).pdf)



## St Clements Technological University

### Bachelor of Education (School & Vocational Education) Course Resources

**BEd Syllabus.pdf (25.57MB)**

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**Vocational Education Teacher Education.pdf (0.23MB)**

[http://www.filefactory.com/file/7dio96wj0fpn/n/Vocational\\_Education\\_Teacher\\_Education.pdf](http://www.filefactory.com/file/7dio96wj0fpn/n/Vocational_Education_Teacher_Education.pdf)

**ED 101M Theory of Education.zip (23.6MB)**

[http://www.filefactory.com/file/37wny3i62snh/n/ED\\_101M\\_Theory\\_of\\_Education.zip](http://www.filefactory.com/file/37wny3i62snh/n/ED_101M_Theory_of_Education.zip)

**ED 102M Education Technology.zip (8.05MB)**

[http://www.filefactory.com/file/4737kz2hd25v/n/ED\\_102M\\_Education\\_Technology.zip](http://www.filefactory.com/file/4737kz2hd25v/n/ED_102M_Education_Technology.zip)

**ED 103M Teaching Practice.zip (3.43MB)**

[http://www.filefactory.com/file/7j6gqnc2vhx/n/ED\\_103M\\_Teaching\\_Practice.zip](http://www.filefactory.com/file/7j6gqnc2vhx/n/ED_103M_Teaching_Practice.zip)

**ED 104M Lesson Planning.zip (6.36MB)**

[http://www.filefactory.com/file/1tflgnii2np/n/ED\\_104M\\_Lesson\\_Planning.zip](http://www.filefactory.com/file/1tflgnii2np/n/ED_104M_Lesson_Planning.zip)

**ED 105M Principle of Learning.zip (22.69MB)**

[http://www.filefactory.com/file/42ca0fkc9237/n/ED\\_105M\\_Principle\\_of\\_Learning.zip](http://www.filefactory.com/file/42ca0fkc9237/n/ED_105M_Principle_of_Learning.zip)

**ED 106M Interpreting Curriculums.zip (2.15MB)**

[http://www.filefactory.com/file/3kh03prq42qx/n/ED\\_106M\\_Interpreting\\_Curriculums.zip](http://www.filefactory.com/file/3kh03prq42qx/n/ED_106M_Interpreting_Curriculums.zip)

**ED 106M Reading & Writing to Learn.zip (34.11MB)**

[http://www.filefactory.com/file/iz7lmx1wmq9/n/ED\\_106M\\_Reading\\_&\\_Writing\\_to\\_Learn.zip](http://www.filefactory.com/file/iz7lmx1wmq9/n/ED_106M_Reading_&_Writing_to_Learn.zip)

**ED 107M Teaching & Learning.zip (46.75MB)**

[http://www.filefactory.com/file/631987knookb/n/ED\\_107M\\_Teaching\\_&\\_Learning.zip](http://www.filefactory.com/file/631987knookb/n/ED_107M_Teaching_&_Learning.zip)

**ED 108M Teaching Elementary.zip (12.08MB)**

[http://www.filefactory.com/file/5c6qccz7cucr/n/ED\\_108M\\_Teaching\\_Elementary.zip](http://www.filefactory.com/file/5c6qccz7cucr/n/ED_108M_Teaching_Elementary.zip)

**ED 109M Reading & Writing to Learn.zip (34.11MB)**

[http://www.filefactory.com/file/4gj7suey229v/n/ED\\_109M\\_Reading\\_&\\_Writing\\_to\\_Learn.zip](http://www.filefactory.com/file/4gj7suey229v/n/ED_109M_Reading_&_Writing_to_Learn.zip)

**ED 201M Class Room Mgt & Teaching.zip (6.07MB)**

[http://www.filefactory.com/file/kgrydg3ypwb/n/ED\\_201M\\_Class\\_Room\\_Mgt\\_&\\_Teaching.zip](http://www.filefactory.com/file/kgrydg3ypwb/n/ED_201M_Class_Room_Mgt_&_Teaching.zip)

**ED 202M Curriculum & Design.zip (5.3MB)**

[http://www.filefactory.com/file/7cqhq7j9kwth/n/ED\\_202M\\_Curriculum\\_&\\_Design.zip](http://www.filefactory.com/file/7cqhq7j9kwth/n/ED_202M_Curriculum_&_Design.zip)

**ED 203M K-12 Education.zip (3.17MB)**

[http://www.filefactory.com/file/4js0izomztt/n/ED\\_203M\\_K-12\\_Education.zip](http://www.filefactory.com/file/4js0izomztt/n/ED_203M_K-12_Education.zip)

**ED 204M School & Vocational Education.zip (26.56MB)**

[http://www.filefactory.com/file/3qmrqiyi582r/n/ED\\_204M\\_School\\_&\\_Vocational\\_Education.zip](http://www.filefactory.com/file/3qmrqiyi582r/n/ED_204M_School_&_Vocational_Education.zip)

**ED 205M Teaching & Measuring.zip (3.79MB)**

[http://www.filefactory.com/file/6kf3r9t4h77h/n/ED\\_205M\\_Teaching\\_&\\_Measuring.zip](http://www.filefactory.com/file/6kf3r9t4h77h/n/ED_205M_Teaching_&_Measuring.zip)

**ED 206M Designing Instructions & Assessment.zip (21.22MB)**

[http://www.filefactory.com/file/728astf67jp5/n/ED\\_206M\\_Designing\\_Instructions\\_&\\_Assessment.zip](http://www.filefactory.com/file/728astf67jp5/n/ED_206M_Designing_Instructions_&_Assessment.zip)

**ED 207M Teacher Education.zip (9.65MB)**

[http://www.filefactory.com/file/7i2ete7opoq1/n/ED\\_207M\\_Teacher\\_Education.zip](http://www.filefactory.com/file/7i2ete7opoq1/n/ED_207M_Teacher_Education.zip)

**ED 208M Inclusive Teaching.zip (5.39MB)**

[http://www.filefactory.com/file/bn1hae6bi4l/n/ED\\_208M\\_Inclusive\\_Teaching.zip](http://www.filefactory.com/file/bn1hae6bi4l/n/ED_208M_Inclusive_Teaching.zip)

**ED 301M Educational Policy.zip (3.85MB)**

[http://www.filefactory.com/file/3sxa5wbss6t3/n/ED\\_301M\\_Educational\\_Policy.zip](http://www.filefactory.com/file/3sxa5wbss6t3/n/ED_301M_Educational_Policy.zip)

**ED 302M English Teaching.zip (2.53MB)**

[http://www.filefactory.com/file/2d8pfjz14qip/n/ED\\_302M\\_English\\_Teaching.zip](http://www.filefactory.com/file/2d8pfjz14qip/n/ED_302M_English_Teaching.zip)

**ED 303M Humanities Teaching.zip (3.11MB)**

[http://www.filefactory.com/file/3kg8izoj3rt9/n/ED\\_303M\\_Humanities\\_Teaching.zip](http://www.filefactory.com/file/3kg8izoj3rt9/n/ED_303M_Humanities_Teaching.zip)

**ED 304M Maths Teaching.zip (10.03MB)**

[http://www.filefactory.com/file/66veqfc8j3lz/n/ED\\_304M\\_Maths\\_Teaching.zip](http://www.filefactory.com/file/66veqfc8j3lz/n/ED_304M_Maths_Teaching.zip)

**ED 305M Science Teaching.zip (14.87MB)**

[http://www.filefactory.com/file/5fj9qd094r8l/n/ED\\_305M\\_Science\\_Teaching.zip](http://www.filefactory.com/file/5fj9qd094r8l/n/ED_305M_Science_Teaching.zip)

**ED 306M Technology Teaching.zip (4.63MB)**

[http://www.filefactory.com/file/4s19f6qglmud/n/ED\\_306M\\_Technology\\_Teaching.zip](http://www.filefactory.com/file/4s19f6qglmud/n/ED_306M_Technology_Teaching.zip)

**ED 307M Business Teaching.zip (12.84MB)**

[http://www.filefactory.com/file/1p17ptf0vnf9/n/ED\\_307M\\_Business\\_Teaching.zip](http://www.filefactory.com/file/1p17ptf0vnf9/n/ED_307M_Business_Teaching.zip)

ED 308M Computer Supported Learning & Distance Education.zip (44.37MB)

[http://www.filefactory.com/file/199w1e2bz4n/n/ED\\_308M\\_Computer\\_Supported\\_Learning\\_&\\_Distance\\_Education.zip](http://www.filefactory.com/file/199w1e2bz4n/n/ED_308M_Computer_Supported_Learning_&_Distance_Education.zip)

**ED 401M Adult Learning Technology.zip (37.55MB)**

[http://www.filefactory.com/file/7b0acvxskizv/n/ED\\_401M\\_Adult\\_Learning\\_Technology.zip](http://www.filefactory.com/file/7b0acvxskizv/n/ED_401M_Adult_Learning_Technology.zip)

ED 402M Educational Leadership.zip (14.42MB)

[http://www.filefactory.com/file/rssofrjay7zf/n/ED\\_402M\\_Educational\\_Leadership.zip](http://www.filefactory.com/file/rssofrjay7zf/n/ED_402M_Educational_Leadership.zip)

**ED 403M School Culture.zip (14.7MB)**

[http://www.filefactory.com/file/crtcalwa6yx/n/ED\\_403M\\_School\\_Culture.zip](http://www.filefactory.com/file/crtcalwa6yx/n/ED_403M_School_Culture.zip)

ED 404M Educational Research.zip (10.58MB)

[http://www.filefactory.com/file/18hsluxzajyf/n/ED\\_404M\\_Educational\\_Research.zip](http://www.filefactory.com/file/18hsluxzajyf/n/ED_404M_Educational_Research.zip)

ED 405M Training Principle.zip (2.73MB)

[http://www.filefactory.com/file/189e26ckyup/n/ED\\_405M\\_Training\\_Principle.zip](http://www.filefactory.com/file/189e26ckyup/n/ED_405M_Training_Principle.zip)

**ED 406M Educational Policy.zip (9.04MB)**

[http://www.filefactory.com/file/3xbww7cqc4z9/n/ED\\_406M\\_Educational\\_Policy.zip](http://www.filefactory.com/file/3xbww7cqc4z9/n/ED_406M_Educational_Policy.zip)

**ED 407M Learning Environment.zip (29.11MB)**

[http://www.filefactory.com/file/3t0xpd7mklrl/n/ED\\_407M\\_Learning\\_Environment.zip](http://www.filefactory.com/file/3t0xpd7mklrl/n/ED_407M_Learning_Environment.zip)

**ED 408M Middle & High School Teaching.zip (3.66MB)**

[http://www.filefactory.com/file/efhe9b3ae4p/n/ED\\_408M\\_Middle\\_&\\_High\\_School\\_Teaching.zip](http://www.filefactory.com/file/efhe9b3ae4p/n/ED_408M_Middle_&_High_School_Teaching.zip)



## **Preparation for Teaching Practice & TVET Teacher Training (Introductory 2 weeks course)**

### **Course Outline**

This two weeks course is designed as Technical Teacher Education Professional Development course for teachers working at Government Schools, Private Schools, TVET Centres, Voluntary Schools as well as Government Technological Universities and Technical Colleges to effectively design, teach and assess the quality learning programs at upper secondary, TVET and tertiary technical education sectors..

### **Aim of the course**

To provide the training to the technical education teachers to understand and apply the principles of secondary and adult & vocational education outcome based education, competency based training. compliance with Qualification & Training Authority-such as Ministry of Education/TVET Council etc , Educational Regulations and Standards by taking part in intensive workshop focussing on curriculum development and assessment documents portfolio preparations for meeting the relevant educational standards.

### **Outcome of the course**

After completion of this course, the participant will be able to

- Understand the objective of National Education Strategic Plan 2016 to 2021 of Myanmar.
- Understand and utilize the principle & features of Outcome based education & critical thinking
- Understand the Technical & Vocational Education, Work based Learning and Competency based training & assessments tasks.
- Acquire the knowledge on Competency based education and training and training packages being used in industrialized countries (Examples of Australian Standard Competency based vocational education & training system.
- Get the information & knowledge on Current issues related to international & Myanmar TVET .
- Participate in hand on practice workshop focussing on curriculum development & collecting and preparing the materials for educational quality control tasks.

- Explore the School , Technical ,Adult & Vocational Educational Literatures, Textbooks, References & Resources, e-Learning, Learning Technology & Technology in classroom resources knowledge sharing.
- Certificate/Diploma of Teaching Practice & Certificate/Diploma of Vocational Education & Training will be issued.

### **Target Group**

- TVET Teachers, Voluntary School Teachers, Government & Private Vocational / Engineering Education Teachers.

### **Arrangement of attendances**

- It will be teacher professional development course for various Government & Non Government Schools and Colleges. The attenders should seek the appropriate permission from their employments.

### **Place of the course**

- Appropriate training venue arranged by Myanmar Vocational Training Collaboration and its partnered organization: Welfare Evolvement & Development Organization

### **Course Duration**

12 days ( Mondays to Saturdays) ( December 2017)(The exact date will be provided)

### **Requirements**

The participants will need to bring the documents related to teaching plan, curriculum, course materials or reference notes that they are using in teaching. Access to laptop/computer will be required for the participants. Teaching aids such as white board , computer & Overhead Projector will be required to show the slides. It will be better to access Internet.

## Sessions , trainers and facilitators

Day	<b>Session 1</b> <b>9 to 10:30AM</b>	<b>Tea</b> <b>break</b>	<b>Session 2</b> <b>11 to 12:30 Noon</b>	<b>Lunch</b> <b>break</b> <b>12:30 to</b> <b>1:30</b> <b>PM</b>	<b>Session 3</b> <b>1:30 to 3:30PM</b> (The extended time up to 5PM can be taken up to the duration of workshop & group works)
1	Welcome speech by <ul style="list-style-type: none"> <li>• Chairman of Welfare Evolvement &amp; Development Organization</li> <li>• Introduction to trainers &amp; facilitators Outline of the program</li> <li>• Participants ' self introduction</li> <li>• General information and arrangement</li> </ul> (detailed time schedule needs to be arranged)	Morning tea and networking	Overview of National Education Strategic Plan  Role of TVET  <u>For TU/GTC Teachers</u>  Overview of Myanmar Engineering Council Law, Regulation, Accreditation Principles	Lunch	<b>Theory of Education+ Curriculum</b>  ED107 Theory of Education, Educational Technology & Teaching Practice (15 Credits) ED107A-Theory of Education (ED101) (Slide 1 to 60 Principle of Learning ) ED107B-Education Technology (ED102) (Slide 61 to 100)  <b>Supporting slides</b> Teacher Training/ Support Lesson Slides/ <ul style="list-style-type: none"> <li>• ED101-Teaching Support-Fundamental of Education.ppt</li> </ul> <u>For TU/GTC Teachers</u> Highlighting <b>9.2.1 General Information (MEng C)</b> <b>9.2.2 Programme Objectives</b> & writing the objectives of the course by Dr Kyaw Naing  <b>Reference Reading (Education theory)</b> ED 106 Interpreting Curriculums <a href="#">E6%20Interpreting%20Curriculums.zip</a>  <b>Practical Information</b> Provide the examples of how to set up the program

					<p>Stage 1 Competencies of PEng, Eng Technologists &amp; Eng Associates</p> <p>Engineering job competencies  <a href="http://www.highlightcomputer.com/EngineeringJobCompetencies.pdf">http://www.highlightcomputer.com/EngineeringJobCompetencies.pdf</a></p> <p><b>Participants' tasks</b></p> <p>Write the Lesson objectives of one lesson in teaching/ engineering programs that they are teaching, discussion</p>
2	<p><b>Teaching Practice</b></p> <p>ED107C-Teaching Practice (ED103 Classroom Management) (Slide 101 to 140)</p> <p><b>Supporting slides</b></p> <ul style="list-style-type: none"> <li>ED103 Classroom Management- bestpracticesinteaching.ppt</li> </ul>	<p>Morning tea and networking</p>	<p><b>Outcome based Education + Competency based education &amp; training &amp; how the competency based training is important to reach the desired outcome</b></p> <p>By Dr Kyaw Naing</p> <p>References</p> <p><i>Characteristics of Learning Outcomes</i></p> <p>In Certificate I to Vocational Diploma  <a href="http://www.filefactory.com/file/32hy8l1za8wz/TAE10_R3.4.doc">http://www.filefactory.com/file/32hy8l1za8wz/TAE10_R3.4.doc</a>  <a href="#">m</a>  Page 36 to 41</p>	Lunch	<p><b>Critical Thinking</b></p> <p>National Strategic Plan 2016-2021 Myanmar/ Grad Cert HED/ ED431-434MP4/ ED431CriticalThinking 24 Slides.pptx</p>

			<p>Provide the level of performances of the students tasks in the curriculums &amp; activities</p> <p>Sample Curriculums</p> <p>Certificate to Advanced Diploma  <a href="http://www.highlightcomputer.com/detailedcontent.htm">http://www.highlightcomputer.com/detailedcontent.htm</a></p> <p>Bachelor degrees equivalent level  <a href="http://highlightcomputer.com/B%20E+B%20App%20Sc(IT)+B%20Bus%20Course%20Detailed%20Contents.htm">http://highlightcomputer.com/B%20E+B%20App%20Sc(IT)+B%20Bus%20Course%20Detailed%20Contents.htm</a></p>		
3	<p><b>Lesson Planning</b>  ED107D-Lesson Planning (ED104 Teaching Portfolio)(Slide 241 to 300)  ED107E-Teaching &amp; Learning (Slide 141 to 160+ Slide 200 to 240 )</p> <p><b>Supporting slides</b></p> <ul style="list-style-type: none"> <li>• ED104 lesson planning.ppt</li> </ul> <p><b>TU GTC Teachers</b>  <u>9.2.3 Learning Outcomes</u>  <u>Requirement of Myanmar Engineering Council</u></p>	<p>Morning tea and networking</p>	<p><b>Career Flow Diagram &amp; Vocational Training/ Resources</b>  Myanmar Vocational Training Certificate  TVET Lessons  MVTCL Level Training  Mvtccourseresources</p> <p><b>TU GTC Teachers</b>  <u>Engineering Fundamental</u></p>	Lunch	<p><b>Curriculum Study</b></p> <p>Ed108</p> <p><b>Supporting slides</b>  ED106-Interpreting Curriculum.ppt</p>



	<p>ED 202 Curriculum &amp; Design  <a href="http://www.filefactory.com/file/1jotv5d428j1/ED%20202%20Curriculum%20%26amp%3B%20Design.Zip">http://www.filefactory.com/file/1jotv5d428j1/ED%20202%20Curriculum%20%26amp%3B%20Design.Zip</a></p> <p>Practical Example</p> <p><a href="http://www.highlightcomputer.com/OverallProgramGeneral.pdf">www.highlightcomputer.com/OverallProgramGeneral.pdf</a>  Page 13 to 21</p>				<p><b>Education Theory Reference</b></p> <p>ED 106 Interpreting Curriculums  <a href="http://www.filefactory.com/file/1h141zxbv8z/ED%20106%20Interpreting%20Curriculums.zip">http://www.filefactory.com/file/1h141zxbv8z/ED%20106%20Interpreting%20Curriculums.zip</a></p>
4	<p><b>School Education</b>  Overview of Year 9 to 12 Subjects  <a href="http://www.highlightcomputer.com/nldschool.htm">http://www.highlightcomputer.com/nldschool.htm</a>  <a href="http://www.highlightcomputer.com/y712.htm">http://www.highlightcomputer.com/y712.htm</a>  <a href="http://www.highlightcomputer.com/y712lessons.htm">http://www.highlightcomputer.com/y712lessons.htm</a>  <a href="http://www.highlightcomputer.com/y910.htm">http://www.highlightcomputer.com/y910.htm</a></p> <p><b>TU GTC Teachers</b></p> <p><b>9.2.4 Academic Curriculum</b>  <b>Discuss the programme structure and course contents(MEng C)</b></p>	<p>Morning tea and networking</p>	<p><b>General Knowledge related to overseas programs/ Vocational Training Packages</b>  By Dr Kyaw Naing  <b>Vocational Education Teacher Education</b>  <a href="http://www.filefactory.com/file/4yb11lp1x9b/n/Vocational_Education_Teacher_Education_pdf">http://www.filefactory.com/file/4yb11lp1x9b/n/Vocational_Education_Teacher_Education_pdf</a></p> <p><b>Sample Training Packages</b>  Electrotechnology/  Electronics/  /Communication  <b>UEE11_R1.5.docm (13.37MB)</b>  <a href="http://www.filefactory.com/file/1n283tjamw2p/n/UEE11_R1.5.doc">http://www.filefactory.com/file/1n283tjamw2p/n/UEE11_R1.5.doc</a></p>	Lunch	<p><b>Curriculum Development / Individual Teaching Needs Workshop</b></p> <p>Group work on selecting the Contents of curriculums &amp; training packages into teaching curriculums of participants' institutions.  Group discussion, feedback</p> <p>Facilitator</p> <p>Dr Kyaw Naing &amp; Other trainers</p> <p><b>Examples</b>  <a href="http://www.highlightcomputer.com/OverallProgramGeneral.pdf">www.highlightcomputer.com/OverallProgramGeneral.pdf</a>  Page 22 to 43</p>

		<p>Electricity Supply  <b>UET12_R2.1.docm (7.86MB)</b>  <a href="http://www.filefactory.com/file/56saqflqmh41/n/UET12_R2.1.docm">http://www.filefactory.com/file/56saqflqmh41/n/UET12_R2.1.docm</a></p> <p>Electrical Power Generation  <b>UEP12_R2.1.docm (7.79MB)</b>  <a href="http://www.filefactory.com/file/52pe03hs2xq1/n/UEP12_R2.1.docm">http://www.filefactory.com/file/52pe03hs2xq1/n/UEP12_R2.1.docm</a></p> <p>Automotive  <b>AUR12_R2.1.docm (13.37MB)</b>  <a href="http://www.filefactory.com/file/4qtgr5i39dzl/n/AUR12_R2.1.docm">http://www.filefactory.com/file/4qtgr5i39dzl/n/AUR12_R2.1.docm</a></p> <p>Manufacturing &amp; Engineering (Mechanical)  <b>MEM05_R11.1.docm (9.8MB)</b>  <a href="http://www.filefactory.com/file/29evfecw9yk9/n/MEM05_R11.1.docm">http://www.filefactory.com/file/29evfecw9yk9/n/MEM05_R11.1.docm</a></p> <p>Marine  <b>MAR_R2.0.docm (1.78MB)</b>  <a href="http://www.filefactory.com/file/6sodu2z259j3/n/MAR_R2.0.docm">http://www.filefactory.com/file/6sodu2z259j3/n/MAR_R2.0.docm</a></p>	<p><b>Samples</b>  <a href="http://www.highlightcomputer.com/BECurriculum.htm">http://www.highlightcomputer.com/BECurriculum.htm</a></p> <p><a href="http://www.highlightcomputer.com/DiplomaAdvancedDiplomaCivilEngineeringCurriculum.htm">http://www.highlightcomputer.com/DiplomaAdvancedDiplomaCivilEngineeringCurriculum.htm</a></p> <p><a href="http://www.highlightcomputer.com/DiplomaAdvancedDiplomaElectricalEngineeringCurriculum.htm">http://www.highlightcomputer.com/DiplomaAdvancedDiplomaElectricalEngineeringCurriculum.htm</a></p> <p><a href="http://www.highlightcomputer.com/DiplomaAdvancedDiplomaMechanicalEngineeringCurriculum.htm">http://www.highlightcomputer.com/DiplomaAdvancedDiplomaMechanicalEngineeringCurriculum.htm</a></p> <p><b>Examples</b> Page 77 to 86 of  <a href="http://www.highlightcomputer.com/OverallProgramGeneral.pdf">www.highlightcomputer.com/OverallProgramGeneral.pdf</a></p>
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			<p>Textile</p> <p><b>LMT07_R4.1.docm (8.28MB)</b> <a href="http://www.filefactory.com/file/6gea7ztqqsq3/n/LMT07_R4.1.docm">http://www.filefactory.com/file/6gea7ztqqsq3/n/LMT07_R4.1.docm</a></p> <p>Construction</p> <p><b>CPC08_R9.0.docm (9.59MB)</b> <a href="http://www.filefactory.com/file/3j1y315nbze7/n/CPC08_R9.0.docm">http://www.filefactory.com/file/3j1y315nbze7/n/CPC08_R9.0.docm</a></p> <p>Information Technology</p> <p><b>ICA11_R2.0.docm (5.27MB)</b> <a href="http://www.filefactory.com/file/4e3ioubld73n/n/ICA11_R2.0.docm">http://www.filefactory.com/file/4e3ioubld73n/n/ICA11_R2.0.docm</a></p> <p>Chemical</p> <p><b>PMA02_2.pdf (1.92MB)</b> <a href="http://www.filefactory.com/file/2t53b3xj0slr/n/PMA02_2.pdf">http://www.filefactory.com/file/2t53b3xj0slr/n/PMA02_2.pdf</a></p> <p><b>PMA02_1.pdf (1.65MB)</b> <a href="http://www.filefactory.com/file/33ikm94dl8jb/n/PMA02_1.pdf">http://www.filefactory.com/file/33ikm94dl8jb/n/PMA02_1.pdf</a></p> <p>Manufacturing</p> <p><b>MSA07_R8.4.docm (4.93MB)</b> <a href="http://www.filefactory.com/file/4tcjlsetp0rd/n/MSA07_R8.4.docm">http://www.filefactory.com/file/4tcjlsetp0rd/n/MSA07_R8.4.docm</a></p>		
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<p>5</p>	<p><b><u>Approach to various learning modes in VET</u></b></p> <p>By- Dr Kyaw Naing &amp; the speakers from various technological universities</p> <p>Topics &amp; References</p> <p><b><u>Practical focus</u></b></p> <p><b>Group Base learning.pdf (3.25MB)</b>  <a href="http://www.filefactory.com/file/266najo91o3/n/16.taadel401a_Plan_&amp;_Organize_Group_Base_learning.pdf">http://www.filefactory.com/file/266najo91o3/n/16.taadel401a_Plan_&amp;_Organize_Group_Base_learning.pdf</a></p> <p><b>Facilitate Group based learning.pdf (2.81MB)</b>  <a href="http://www.filefactory.com/file/1tvk73q17j43/n/18.taadel402a_Facilitate_Group_based_learning.pdf">http://www.filefactory.com/file/1tvk73q17j43/n/18.taadel402a_Facilitate_Group_based_learning.pdf</a></p> <p><b>Work based learning.pdf (4.15MB)</b>  <a href="http://www.filefactory.com/file/24apg5s5n0fx/n/22.taadel404a_Facilitate_work_based_learning.pdf">http://www.filefactory.com/file/24apg5s5n0fx/n/22.taadel404a_Facilitate_work_based_learning.pdf</a></p> <p><b>individual learning.pdf (1.94MB)</b>  <a href="http://www.filefactory.com/file/4nmwy8ldewh1/n/20.taadel403a_Facilitate_individual_learning.pdf">http://www.filefactory.com/file/4nmwy8ldewh1/n/20.taadel403a_Facilitate_individual_learning.pdf</a></p> <p><b>Distance based learning (2.56MB)</b>  <a href="http://www.filefactory.com/file/3w2b2mdy">http://www.filefactory.com/file/3w2b2mdy</a></p>	<p>Morning tea and networking</p>	<p><b><u>Preparing teaching portfolios</u></b>  By Dr Kyaw Naing</p> <p>Teacher Training/ED101106.pdf</p> <p>References  Worksheets</p> <p>Teacher Training/ED101106.pdf</p> <p><b>Provide Training through instruction and demonstration of work skills</b></p> <p><b>TAADEL301A.doc (0.03MB)</b>  <a href="http://www.filefactory.com/file/2ppyhdlqhlsh/n/TAADEL301A.doc">http://www.filefactory.com/file/2ppyhdlqhlsh/n/TAADEL301A.doc</a></p> <p><b>Facilitate work-based learning</b></p> <p><b>TAADEL404A.doc (0.03MB)</b>  <a href="http://www.filefactory.com/file/60ojucglvyu3/n/TAADEL404A.doc">http://www.filefactory.com/file/60ojucglvyu3/n/TAADEL404A.doc</a></p> <p><b>Group based delivery</b></p> <p><b>TAADEL401A.doc (0.03MB)</b>  <a href="http://www.filefactory.com/file/3i5scp12gkdn/n/TAADEL401A.doc">http://www.filefactory.com/file/3i5scp12gkdn/n/TAADEL401A.doc</a></p> <p><b>Use Training Packages to meet client needs TAADES401A.doc (0.03MB)</b></p>	<p>Lunch</p>	<p><b>Best Teaching Practice</b></p> <p><b>Support Lesson Slides</b>  ED103/ ED105 Inclusive Teaching</p> <p><b>TU GTC Teachers</b></p> <p>Develop teaching and learning strategies in the curriculum for the courses that are taught by the participants</p> <p>Group work, group discussions</p> <p><b>Example</b></p> <p>Page 44 to 49 of  <a href="http://www.highlightcomputer.com/OverallProgramGeneral.pdf">www.highlightcomputer.com/OverallProgramGeneral.pdf</a></p> <p><b>Facilitator</b>  Dr Kyaw Naing &amp; Other trainers</p> <p><b>Contents Research</b>  <a href="http://www.filefactory.com/file/eovzqp6gd1/assessment%20strategies.pdf">http://www.filefactory.com/file/eovzqp6gd1/assessment%20strategies.pdf</a></p> <p><a href="http://www.filefactory.com/file/7jfakka1vpfx/G015BWor k%20performance%20report.doc">http://www.filefactory.com/file/7jfakka1vpfx/G015BWor k%20performance%20report.doc</a></p>
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<p><a href="http://www.filefactory.com/file/1o732n0j46mf/ED%20103%20Teaching%20Practice.zip">cbx1/n/24.taadel405a_Coordinate_7_facilitate_distance_based_learnin.pdf</a></p> <p><u>Educational Theory Resources</u></p> <p>ED 103 Teaching Practice</p> <p><a href="http://www.filefactory.com/file/1o732n0j46mf/ED%20103%20Teaching%20Practice.zip">http://www.filefactory.com/file/1o732n0j46mf/ED%20103%20Teaching%20Practice.zip</a></p> <p>ED 105 Principle of Learning</p> <p><a href="http://www.filefactory.com/file/7660l6kjr8sx/ED%20105%20Principle%20of%20Learning.zip">http://www.filefactory.com/file/7660l6kjr8sx/ED%20105%20Principle%20of%20Learning.zip</a></p> <p>ED 107 Teaching &amp; Learning</p> <p><a href="http://www.filefactory.com/file/6u5o455lyqj7/ED%20107%20Teaching%20%26amp%3B%20Learning.zip">http://www.filefactory.com/file/6u5o455lyqj7/ED%20107%20Teaching%20%26amp%3B%20Learning.zip</a></p> <p><b><u>Myanmar Engineering Council</u></b> <b><u>References</u></b></p> <ul style="list-style-type: none"> <li>the choice of the teaching-learning (delivery) methods.</li> </ul>	<p><b>TAADES402A.doc (0.03MB)</b> <a href="http://www.filefactory.com/file/4nhro84kl2nx/n/TAADES402A.doc">http://www.filefactory.com/file/4nhro84kl2nx/n/TAADES402A.doc</a></p> <p><b>Work effectively in vocational education and training</b></p> <p><b>TAAENV401A.doc (0.03MB)</b> <a href="http://www.filefactory.com/file/45zeif6cy5zx/n/TAAENV401A.doc">http://www.filefactory.com/file/45zeif6cy5zx/n/TAAENV401A.doc</a></p> <p><b>Foster and promote an inclusive learning culture</b></p> <p><b>TAAENV402A.doc (0.03MB)</b> <a href="http://www.filefactory.com/file/3zoufgaty89n/n/TAAENV402A.doc">http://www.filefactory.com/file/3zoufgaty89n/n/TAAENV402A.doc</a></p> <p><b>Ensure a safe and healthy learning environment</b></p> <p><b>TAAENV403A.doc (0.03MB)</b> <a href="http://www.filefactory.com/file/6ireaw7s5jg9/n/TAAENV403A.doc">http://www.filefactory.com/file/6ireaw7s5jg9/n/TAAENV403A.doc</a></p> <p><b>Individual learning</b></p> <p><b>TAADEL403A.doc (0.03MB)</b> <a href="http://www.filefactory.com/file/7g3h9iwpodfr/n/TAADEL403A.doc">http://www.filefactory.com/file/7g3h9iwpodfr/n/TAADEL403A.doc</a></p> <p><b>Language Literacy &amp; Numeracy</b></p>	<p>DELIVERY &amp; ASSESSMENT PLAN SAMPLES</p> <p><a href="http://www.filefactory.com/file/1c03t5k3fp8p/SAMPLE%20ASSESSMENT%20ITEMS.htm">http://www.filefactory.com/file/1c03t5k3fp8p/SAMPLE%20ASSESSMENT%20ITEMS.htm</a></p>
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	<ul style="list-style-type: none"> <li>• A balanced curriculum</li> <li>• The curriculum shall integrate theory with practice through adequate exposure to laboratory work and professional engineering(MEng C)</li> <li>• Time allocation</li> <li>• Credit points</li> </ul> <p>ED 401 Adult Learning Technology</p> <p><a href="http://www.filefactory.com/file/68y4bd94ianb/ED%20401%20Adult%20Learning%20Technology.zip">http://www.filefactory.com/file/68y4bd94ianb/ED%20401%20Adult%20Learning%20Technology.zip</a></p>		<p><b>1397606218-taelln411_sample.pdf (0.34MB)</b>  <a href="http://www.filefactory.com/file/5fh2bd8z3k0r/n/1397606218-taelln411_sample.pdf">http://www.filefactory.com/file/5fh2bd8z3k0r/n/1397606218-taelln411_sample.pdf</a></p> <p><b>Report.pdf (0.41MB)</b>  <a href="http://www.filefactory.com/file/655u3qypqyj3/n/Report.pdf">http://www.filefactory.com/file/655u3qypqyj3/n/Report.pdf</a></p> <p><b>Section 4 Model for core skills analysis.pdf (0.69MB)</b>  <a href="http://www.filefactory.com/file/6p480mpcelft/n/Section_4_Model_for_core_skills_analysis.pdf">http://www.filefactory.com/file/6p480mpcelft/n/Section_4_Model_for_core_skills_analysis.pdf</a></p> <p><b>ACSF_Document.pdf (1.03MB)</b>  <a href="http://www.filefactory.com/file/54s5xbe3esdn/n/ACSF_Document.pdf">http://www.filefactory.com/file/54s5xbe3esdn/n/ACSF_Document.pdf</a></p> <p><b>LLN Preparation of students.docx (0.02MB)</b>  <a href="http://www.filefactory.com/file/77ps5dxgbhbj/n/LLN_Preparation_of_students.docx">http://www.filefactory.com/file/77ps5dxgbhbj/n/LLN_Preparation_of_students.docx</a></p> <p><b>Australian Core Skills Framework for LLN Level determination.docx (0.02MB)</b>  <a href="http://www.filefactory.com/file/4g">http://www.filefactory.com/file/4g</a></p>		
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			<a href="http://www.filefactory.com/file/1r7gx24cd9l/n/Australian_Core_Skills_Framework_for_LLN_Level_determination.docx">t7gx24cd9l/n/Australian_Core_Skills_Framework_for_LLN_Level_determination.docx</a>  <b>LLN Preparation of students.docx (0.02MB)</b> <a href="http://www.filefactory.com/file/1r7gx24cd9l/n/LLN_Preparation_of_students.docx">http://www.filefactory.com/file/1r7gx24cd9l/n/LLN_Preparation_of_students.docx</a>		
6	<p><b><u>Developing the assessment strategies in VET</u></b></p> <p>By Dr Kyaw Naing</p> <p><b>TU GTC Teachers</b></p> <p><b><u>Assessment Validation Guide of Myanmar Engineering Council</u></b></p> <ul style="list-style-type: none"> <li>assessment &amp; evaluation methods for the attainment achievement of the Learning Outcome</li> </ul> <p><b><u>Practical Application Resources</u></b></p> <p><b>Participate in assessment validation TAAASS404A.doc (0.03MB)</b>  <a href="http://www.filefactory.com/file/5zv1ke">http://www.filefactory.com/file/5zv1ke</a></p>	Morning tea and networking	<p>Develop teaching and learning strategies in the curriculum for the courses that are taught by the participants</p> <p>By the educators from various technological universities / schools &amp; skills training organizations</p>	Lunch	<p><b><u>Prepare the sample assessment activities for the courses that the participants are teaching</u></b></p> <p>Group work, group discussions</p> <p><b><u>Facilitator</u></b>  Dr Kyaw Naing &amp; Other trainers</p> <p>Page 49 to 76 of  <a href="http://www.highlightcomputer.com/OverallProgramGeneral.pdf">www.highlightcomputer.com/OverallProgramGeneral.pdf</a></p> <p>Sample Assessment validation matrices  <a href="http://www.filefactory.com/file/617mgi9ir63x/UEENEEE046B.zip">http://www.filefactory.com/file/617mgi9ir63x/UEENEEE046B.zip</a>   <a href="http://www.filefactory.com/file/333wtizbok0n/UEENEEG002.zip">http://www.filefactory.com/file/333wtizbok0n/UEENEEG002.zip</a></p>



<p><b>TAAASS403A.doc (0.03MB)</b>  <a href="http://www.filefactory.com/file/5rxw2iggk7rx/n/TAAASS403A.doc">http://www.filefactory.com/file/5rxw2iggk7rx/n/TAAASS403A.doc</a></p> <p><b>Plan and organise assessment</b></p> <p><b>TAAASS401A.doc (0.03MB)</b>  <a href="http://www.filefactory.com/file/1tpnwpwxgqv/n/TAAASS401A.doc">http://www.filefactory.com/file/1tpnwpwxgqv/n/TAAASS401A.doc</a></p> <p><b>Assess competence</b></p> <p><b>TAAASS402A.doc (0.03MB)</b>  <a href="http://www.filefactory.com/file/48yye4zmmxt7/n/TAAASS402A.doc">http://www.filefactory.com/file/48yye4zmmxt7/n/TAAASS402A.doc</a></p> <p><b>Reference Textbooks (Theory aspect)</b></p> <p>ED 205 Teaching &amp; Measuring  <a href="http://www.filefactory.com/file/4eu01ck2awl/ED%20205%20Teaching%20%26amp%3B%20Measuring.zip">http://www.filefactory.com/file/4eu01ck2awl/ED%20205%20Teaching%20%26amp%3B%20Measuring.zip</a></p> <p>ED 206 Designing Instructions &amp; Assessment  <a href="http://www.filefactory.com/file/4dnh3r8wsd9t/ED%20206%20Designing%20Instructions%20%26amp%3B%20Assessment.zip">http://www.filefactory.com/file/4dnh3r8wsd9t/ED%20206%20Designing%20Instructions%20%26amp%3B%20Assessment.zip</a></p>				<p>Sample delivery &amp; assessment schedules  <a href="http://www.filefactory.com/file/5k19ps1z6xj9/20222%20Sequence%20%28V1%29%20%28001%200861%29%2020120726.pdf">http://www.filefactory.com/file/5k19ps1z6xj9/20222%20Sequence%20%28V1%29%20%28001%200861%29%2020120726.pdf</a></p> <p>Self assessment journal/ Reflection  <a href="http://www.filefactory.com/file/1c0jfwumb27p/Self%20Assessment%20Journal%20Reflection.doc">http://www.filefactory.com/file/1c0jfwumb27p/Self%20Assessment%20Journal%20Reflection.doc</a></p> <p><b>Sample-Student Assessment Guide.doc (0.09MB)</b>  <a href="http://www.filefactory.com/file/10m1ja7dnha3/n/UEENEEE101A_Student_Assessment_Guide.doc">http://www.filefactory.com/file/10m1ja7dnha3/n/UEENEEE101A_Student_Assessment_Guide.doc</a></p> <p><b>Sample- RPL Tool Validation Record.pdf (0.08MB)</b>  <a href="http://www.filefactory.com/file/34muh9bkqpk9/n/UEENEE101A_RPL_Tool_Validation_Record.pdf">http://www.filefactory.com/file/34muh9bkqpk9/n/UEENEE101A_RPL_Tool_Validation_Record.pdf</a></p> <p><b>Sample- Assessment Cover sheet.doc (0.08MB)</b>  <a href="http://www.filefactory.com/file/n6s0sk8izqj/n/UEENEEE101A_Assessment_Cover_sheet.doc">http://www.filefactory.com/file/n6s0sk8izqj/n/UEENEEE101A_Assessment_Cover_sheet.doc</a></p> <p><b>Sample-Assessment Feedback Sheet.docx (0.05MB)</b>  <a href="http://www.filefactory.com/file/3soxroqt927j/n/UEENEEE101A_Assessment_Feedback_Sheet.docx">http://www.filefactory.com/file/3soxroqt927j/n/UEENEEE101A_Assessment_Feedback_Sheet.docx</a></p> <p>Evaluation check list  <a href="http://www.filefactory.com/file/6jslcpuborkx/Evaluation%20Check%20List%20General%2BOnline%20Survey.docx">http://www.filefactory.com/file/6jslcpuborkx/Evaluation%20Check%20List%20General%2BOnline%20Survey.docx</a></p> <p><a href="http://www.filefactory.com/file/4crkqpgke02z/Evaluation.docx">http://www.filefactory.com/file/4crkqpgke02z/Evaluation.docx</a></p>
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	<p>ED 405 Training Principle</p> <p><a href="http://www.filefactory.com/file/5qupttpxznin/ED%20405%20Training%20Principle.zip">http://www.filefactory.com/file/5qupttpxznin/ED%20405%20Training%20Principle.zip</a></p>				<p>Recognition of Prior Learning Tools-Sample</p> <p><a href="http://www.filefactory.com/file/2gtq6nqjag03/20278%20RPL_form_WVL_2014_V1_multi.xlsm">http://www.filefactory.com/file/2gtq6nqjag03/20278%20RPL_form_WVL_2014_V1_multi.xlsm</a></p> <p><a href="http://www.filefactory.com/file/4phu09gmmy89/20281%20RPL_form_WVL_2014_V1_multi.xlsm">http://www.filefactory.com/file/4phu09gmmy89/20281%20RPL_form_WVL_2014_V1_multi.xlsm</a></p> <p><a href="http://www.filefactory.com/file/6qtg6w4uh3fh/20282%20RPL_form_WVL_2014_V1_multi.xlsm">http://www.filefactory.com/file/6qtg6w4uh3fh/20282%20RPL_form_WVL_2014_V1_multi.xlsm</a></p>
7	<p><b><u>Educational Resources Development</u></b></p> <p><b><u>9.2.7 Facilities</u></b></p> <p>By- Myanmar Engineering Council Engineering Accreditation Committee</p> <p><b><u>Overviews of Professional Development Programs provided by Myanmar Engineering Society</u></b></p> <p>By- Myanmar Engineering Society</p>	<p>Morning tea and networking</p>	<p><b><u>Integration of Learning Technology in Teaching &amp; Learning Part 1</u></b></p> <p>Support Lesson Slides/ ED102 Computer Application in Teaching-techclass</p> <p>By Dr Kyaw Naing</p> <p><b><u>Resources</u></b></p> <p><a href="http://www.filefactory.com/file/3bsfz0ehba7z/n/5_Learning_Technology_1_zip">http://www.filefactory.com/file/3bsfz0ehba7z/n/5_Learning_Technology_1_zip</a></p> <p><a href="http://www.filefactory.com/file/cvavvr9gonr/n/6_Learning_Technology_2_zip">http://www.filefactory.com/file/cvavvr9gonr/n/6_Learning_Technology_2_zip</a></p> <p>Due to the big file size, the</p>	<p>Lunch</p>	<p><b><u>On line &amp; offline e-Learning systems Part 1</u></b></p> <p>By Dr Kyaw Naing</p> <p><b><u>Samples</u></b></p> <p>Learning Platform example</p> <p><a href="http://www.highlightcomputer.com/onlineteaching1.htm">http://www.highlightcomputer.com/onlineteaching1.htm</a></p> <p>Using multimedia &amp; videos in teaching &amp; Learning</p> <p><a href="http://www.highlightcomputer.com/videos1.htm">http://www.highlightcomputer.com/videos1.htm</a></p> <p>Using Youtube in teaching &amp; learning</p> <p><a href="http://www.highlightcomputer.com/videos2.htm">http://www.highlightcomputer.com/videos2.htm</a></p> <p><b><u>Practice</u></b></p> <p>Use of DVD recorder, Digital note takers to record the lessons and prepare the multimedia power point lectures, PDF-JPG format conversion softwares</p>

8	<p><b><u>Technology in Classroom</u></b> By Dr Kyaw Naing</p> <p>Resources ED312 Technology in Classrooms <a href="http://www.filefactory.com/file/7jciyu232opx/n/7_Technology_in_classroom_zip">http://www.filefactory.com/file/7jciyu232opx/n/7_Technology_in_classroom_zip</a></p> <p>D 308 Computer Supported Learning &amp; Distance Education <a href="http://www.filefactory.com/file/4mdzrx52kl45/ED%20308%20Computer%20Supported%20Learning%20%26amp%3B%20Distance%20Education.zip">http://www.filefactory.com/file/4mdzrx52kl45/ED%20308%20Computer%20Supported%20Learning%20%26amp%3B%20Distance%20Education.zip</a></p>		<p><b><u>Integration of Learning Technology in Teaching &amp; Learning Part 2</u></b> By Dr Kyaw Naing</p> <p>Sharing the e-Learning work experience utilized in TAFE-NSW Australian Classroom</p> <ul style="list-style-type: none"> <li>• Resources development</li> <li>• Computer assisted test</li> <li>• Use of online test/online survey</li> <li>• Online simulated practicals</li> </ul> <p><a href="http://www.easytestmaker.com">www.easytestmaker.com</a> <a href="http://www.emailmeform.com/">http://www.emailmeform.com/</a></p>		<p><u>On line &amp; offline e-Learning systems Part 2</u></p> <p><u>Development of e-Learning Resources Practice workshop</u> Development of learning support website &amp; contents placement <b>Sample</b> <a href="http://www.electricaldiploma2013.zoomshare.com">www.electricaldiploma2013.zoomshare.com</a> Use of online documents sharing sites  <a href="http://www.filefactory.com">www.filefactory.com</a> <a href="http://www.uploading.com">www.uploading.com</a> <a href="http://www.zoomshare.com">www.zoomshare.com</a> <a href="http://www.webs.com">www.webs.com</a></p>
9	<p>8.5.2 Programme Quality Management and Planning 8.5.4 Quality Assurance 9.2.8 Quality Management System</p> <p>Preparation of self accreditation report Requirements of Myanmar Engineering Council By -Myanmar Engineering Council</p>	<p>Morning tea and networking</p>	<p><b><u>Preparing the documents to comply with Educational Quality Control Authorities</u></b></p> <p><b>TU GTC Teachers</b></p> <p><b><u>Myanmar Engineering Council Requirement</u></b></p>	<p>Lunch</p>	<p><b><u>Quality Assurance Compliance Documentation preparation workshop</u></b></p> <p>The participants to prepare the quality assurance documents for the courses that they are teaching to comply with the requirements of Educational Quality Control Authorities <b>TU GTC Teachers</b> Myanmar Engineering Council</p>

	<p><b>References</b></p> <p>Curriculum design for accreditation compliance</p> <p><a href="http://www.filefactory.com/file/2vyvpy64k4w3/Accreditation%20Manual.pdf">http://www.filefactory.com/file/2vyvpy64k4w3/Accreditation%20Manual.pdf</a></p> <p>Overall accreditation and compliance practice</p> <p><a href="http://www.filefactory.com/file/2vyvpy64k4w3/Accreditation%20Manual.pdf">http://www.filefactory.com/file/2vyvpy64k4w3/Accreditation%20Manual.pdf</a></p> <p>Preparation for self accreditation report</p> <p><a href="http://www.filefactory.com/file/43x0yutpx31v/2%20SAR.pptx">http://www.filefactory.com/file/43x0yutpx31v/2%20SAR.pptx</a></p> <p>Engineering Accreditation Plan</p> <p><a href="http://www.filefactory.com/file/2ynzo3fydckb/2015%20YTU%20First%20Workshop.pptx">http://www.filefactory.com/file/2ynzo3fydckb/2015%20YTU%20First%20Workshop.pptx</a></p>		<p>Quality Assurance</p> <p><a href="http://www.highlightcomputer.com/QualityAssurance.htm">http://www.highlightcomputer.com/QualityAssurance.htm</a></p>		<p><b>Reference</b></p> <p>Page 92 to 96 of</p> <p><a href="http://www.highlightcomputer.com/OverallProgramGeneral.pdf">www.highlightcomputer.com/OverallProgramGeneral.pdf</a></p>
10	<p><b>Learning Environment</b></p> <p>By- Dr Kyaw Naing</p> <p><b>Reference</b></p> <p>ED 407 Learning Environment</p> <p><a href="http://www.filefactory.com/file/310">http://www.filefactory.com/file/310</a></p>	<p>Morning tea and networking</p>	<p><b>Change Management</b></p> <p>By- Daw Hla Myat Mon</p> <p><b>References</b></p> <p>University of Technology Master of Business Change Management References</p>	<p>Lunch</p>	<p><b>Educational Leadership work experience knowledge</b></p> <p>By- Daw Hla Myat Mon</p> <p><b>Textbook</b></p> <p>ED 308 Change Management</p> <p><a href="http://www.filefactory.com/file/4cxrjx86buot/n/9_Leade">http://www.filefactory.com/file/4cxrjx86buot/n/9_Leade</a></p>

	<a href="#">7fw99ux7l/ED%20407%20Learning%20Environment.zip</a>		& experience in University of Technology Sydney		<a href="#">rship_Change_Management.zip</a>  ED309 Educational Communication  <a href="http://www.filefactory.com/file/6tbjy1omi7kz/n/1_Educational_Communication.zip">http://www.filefactory.com/file/6tbjy1omi7kz/n/1_Educational_Communication.zip</a>  ED 402 Educational Leadership  <a href="http://www.filefactory.com/file/68h2rewfq7jx/ED%20402%20Educational%20Leadership.zip">http://www.filefactory.com/file/68h2rewfq7jx/ED%20402%20Educational%20Leadership.zip</a>
11	<b>Practice Teaching</b>	Morning tea and networking	<b>Practice Teaching</b>	Lunch	<b><u>Performance Evaluation</u></b>
12	National Strategic Plan 2016-2021 Myanmar/ Grad Cert HEd/ <b>ED435 Governance of University.pptx</b>	Morning tea and networking	<b>General Discussion</b>		Conclusion of the training.

## Professional Diploma in Technical Teaching (Training, Assessment & Learning Management)

### Diploma in Engineering Education (YTU)

[www.highlightcomputer.com/ProfDipTechTchg.pdf](http://www.highlightcomputer.com/ProfDipTechTchg.pdf)

#### Objective of the course

This Diploma in Engineering Education/Professional Diploma in Technical Teaching (Training, Assessment & Learning Management) is designed as Teachers Education Professional Development for teachers in Government Technical Colleges , Technological Universities and other Vocational Education and Training Institutions in Myanmar to upgrade their skills and knowledge in training and assessment, curriculum design and development, management of technical training institutions, adult and vocational education and training ,assessment validation and current accreditation rules and requirements of Myanmar Engineering Council as well as current training and assessment practices of overseas industrialized countries.

#### Learning Outcomes

After completion of the levels of the training programs, the students should be able to

- Understand adult learning principles in technical education and training contexts
- Apply the skills in training, assessment, course development, curriculum development, learning management and management of technical training institutions.
- Understand the accreditation requirements of Myanmar Engineering Council in accredited engineer, technologist and technician education & prepare for the compliance processes.
- Understand the technology, science and mathematics teaching & educational pedagogies principles of outcome based education and effectively utilize them in the workplace
- Provide effective work-based learning & career development for the working people in industries and apply the various ways of assessing the competences

#### Components of the course

- Educational theories ,educational technology, teaching and learning, teaching and measuring.
- Lesson planning, interpreting curriculums, class room management, instruction and assessment design, training principle, competency based training and assessment integrated the competencies of Australian Training and Assessment (TAE40110) course
- Management of educational establishment in line with the accreditation requirements of Myanmar Engineering Council by customizing the competencies in Australian Vocational Education and Training Diploma (TAE50111) to be relevant to the requirements of Myanmar Vocational Education and Training .
- Postgraduate level educational knowledge related to Learning Technology, Technology in classrooms, educational leadership, leadership and change management , computer supported learning and distance education,

- Teaching practicum preparation at different levels of training

## Study Areas & Levels of Training

Level 1-Educational Theories , Teaching Pedagogies & Training and Assessment Practice

### Part (1) Educational Theoretical Subjects

- ED 101 Theory of Education
- ED 102 Education Technology
- ED 103 Teaching Practice
- ED 104 Lesson Planning
- ED 105 Principle of Learning
- ED 106 Interpreting Curriculums
- ED 107 Teaching & Learning
- ED 201 Class Room Management & Teaching

### ED120-Part (2A) Basic Teaching Practicum Preparation

ED101P-Teaching Support

ED102P- Application of Information Technology in School /Vocational Education

ED103P- Classroom Management

ED104P- Teaching Portfolio

ED105P- Inclusive Teaching

ED106P- Subject Area Knowledge

ED107P- Theory of Education, Educational Technology & Teaching Practice

ED107PA-Theory of Education

ED107PB-Education Technology

ED107PC-Teaching Practice

ED107PD-Lesson Planning

ED108P- Curriculum Study , Teaching & Learning

ED108PA-Principle of Learning

ED108PB-Interpreting Curriculums

ED108PC-Teaching & Learning

ED121-Part (2B) Training & Assessment Practice

(Certificate IV in Training & Assessment TAE40110)

- ED111P Learning Program Design & Development Practice  
(TAEDES401A Design and develop learning programs)
- ED112P Assessing the needs of trainees  
(TAEDES402A Use training packages and accredited courses to meet client needs Delivery)
- ED113P Group based learning  
(TAEDEL401A Plan, organise and deliver group-based learning )
- ED114P Workplace Assessment  
(TAEDEL402A Plan, organise and facilitate learning in the workplace Assessment )
- ED115P Assessment Planning  
(TAEASS401B Plan assessment activities and processes )
- ED116P Competency Assessment  
(TAEASS402B Assess competence )
- ED117P Assessment Validation  
(TAEASS403B Participate in assessment validation)
- ED118P Work skills Instruction  
(TAEDEL301A Provide work skill instruction )
- ED119P Educational Presentation  
(BSBCM401A Make a presentation )( TAEASS301B Contribute to assessment

**Level 2-Adult Vocational Education**

Part (1) Adult Vocational Education Theoretical Subjects

- ED 401 Adult Learning Technology
- ED 202 Curriculum & Design
- ED 205 Teaching & Measuring
- ED 206 Designing Instructions & Assessment
- ED 405 Training Principle
- **ED411-Engineering Education (1)**



ED220-Part (2) Vocational Education & Training Practice (Diploma in Vocational Education & Training TAE50111)

- ED201P-Advanced Assessment Practice  
(TAEASS501A: Provide advanced assessment practice)
- ED202P-Assessment Development  
(TAEASS502B: Design and develop assessment tools)
- ED203P-Training Facilitation  
(TAEDEL502A: Provide advanced facilitation practice)
- ED204P-Learning Strategies  
(TAEDES501A: Design and develop learning strategies)
- ED205P- Language Literacy & Numeracy  
(TAE LLN401A: Address adult language, literacy and numeracy skills)
- ED206P-Continuing Professional Development  
(TAE PDD501A: Maintain and enhance professional practice)
- ED207P Learning Resources Design & Development  
(TAEDES502A: Design and develop learning resources)
- ED208P Organizational Training Needs Analysis  
(TAE TAS501B: Undertake organisational training needs analysis)
- ED 404 Educational Research (Part 1)  
(TAE RES501A: Apply research to training and assessment practice)
- ED209P- Training Program Evaluation  
(TAEDES505A: Evaluate a training program)

**Level 3-Training Authorities Accreditation Compliance**

Part (1) Educational Leadership Subjects

- ED 402 Educational Leadership
- ED 301 Educational Policy (Myanmar Engineering Council Accreditation Requirements)
- ED 308 Change Management
- ED309 Educational Communication
- ED 407 Learning Environment
- ED311 Outcome based Education
- ED412 Engineering Education (2)

- ED301P- Curriculum design for accreditation compliance
- ED302P-Overall accreditation and compliance practice

#### Level 4-Specialized Teaching Areas

- ED 313 Computer Supported Learning & Distance Education
- ED 304 Maths Teaching
- ED 305 Science Teaching
- ED 306 Technology Teaching
- ED 404 Educational Research (Part 2)
- ED310 Learning Technology I & II
- ED312 Technology in Classrooms
- ED413 Engineering Education (3)

## RESOURCES

### ASSESSMENT FOR THE SUBJECTS IN PART 1 OF THE LEVELS

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level .

The report general needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password. The detailed instruction will be given in subject study guides. Some of the units can be assessed in residential training workshops.

**Password- to be given**

### ASSESSMENT FOR THE SUBJECTS IN PART 2 OF THE LEVELS

Follow the specific assessment instruction provided for the units in Part 2 of the levels

## Study Areas & Levels of Training

Level 1-Educational Theories , Teaching Pedagogies & Training and Assessment Practice

### Part (1) Educational Theoretical Subjects

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level .

The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

#### **Password- to be given**

- ED 101 Theory of Education  
<http://www.filefactory.com/file/4fuby1dpqs9f/ED%20101%20Theory%20of%20Education.zip>
- ED 102 Education Technology  
<http://www.filefactory.com/file/1ghlzng7e0n3/ED%20102%20Education%20Technology.zip>
- ED 103 Teaching Practice  
<http://www.filefactory.com/file/1o732n0j46mf/ED%20103%20Teaching%20Practice.zip>
- ED 104 Lesson Planning  
<http://www.filefactory.com/file/4m30ym0ez37r/ED%20104%20Lesson%20Planning.zip>
- ED 105 Principle of Learning  
<http://www.filefactory.com/file/7660l6kjr8sx/ED%20105%20Principle%20of%20Learning.zip>
- ED 106 Interpreting Curriculums  
<http://www.filefactory.com/file/1h141zxb0v8z/ED%20106%20Interpreting%20Curriculums.zip>
- ED 107 Teaching & Learning  
<http://www.filefactory.com/file/6u5o455lyqj7/ED%20107%20Teaching%20%26amp%3B%20Learning.zip>

- ED 201 Class Room Management & Teaching

<http://www.filefactory.com/file/48gvqykkgiz/ED%20201%20Class%20Room%20Mgt%20%26amp%3B%20Teaching.zip>

[Part \(2A\) Basic Teaching Practicum Preparation](#)

Follow the specific assessment instruction provided for the units in Part 2 of the levels

ED101P-Teaching Support

ED102P- Application of Information Technology in School /Vocational Education

ED103P- Classroom Management

ED104P- Teaching Portfolio

ED105P- Inclusive Teaching

ED106P- Subject Area Knowledge

[Certificate in Teaching Support+ Diploma in Teaching Practice+ Bachelor of Teaching+ Bachelor of Education \(School & Vocational\)](#)

<http://www.filefactory.com/file/4a5o50idxqvr/Diploma%20in%20Teaching%20Practice.pdf>

ED107P- Theory of Education, Educational Technology & Teaching Practice

ED107PA-Theory of Education

ED107PB-Education Technology

ED107PC-Teaching Practice

ED107PD-Lesson Planning

ED108P- Curriculum Study , Teaching & Learning

ED108PA-Principle of Learning

ED108PB-Interpreting Curriculums

ED108PC-Teaching & Learning

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[http://www.filefactory.com/file/1y06uzz0iaq1/n/ED107\\_Lesson\\_Slide\\_281\\_to\\_304.pdf](http://www.filefactory.com/file/1y06uzz0iaq1/n/ED107_Lesson_Slide_281_to_304.pdf)

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## **ED 108 Curriculum Study , Teaching & Learning Lessons**

### **ED108 Lesson Slide 1 to 20.pdf (2.37MB)**

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### **ED 108 Exercises.pdf (1.22MB)**

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[Download now!](http://www.filefactory.com/file/5o110j6pg6dz/n/ED_108_Exercises.pdf)

Follow the specific assessment instruction provided for the units in Part 2 of the levels

- ED111P Learning Program Design & Development Practice  
(TAEDES401A Design and develop learning programs)
- ED112P Assessing the needs of trainees  
(TAEDES402A Use training packages and accredited courses to meet client needs Delivery)
- ED113P Group based learning  
(TAEDEL401A Plan, organise and deliver group-based learning )
- ED114P Workplace Assessment  
(TAEDEL402A Plan, organise and facilitate learning in the workplace Assessment )
- ED115P Assessment Planning  
(TAEASS401B Plan assessment activities and processes )
- ED116P Competency Assessment  
(TAEASS402B Assess competence )
- ED117P Assessment Validation  
(TAEASS403B Participate in assessment validation)
- ED118P Work skills Instruction  
(TAEDEL301A Provide work skill instruction )
- ED119P Educational Presentation  
(BSBCM401A Make a presentation )( TAEASS301B Contribute to assessment

### **RESOURCES FOR ABOVE UNITS**

Working in Vocational Education & Assessment

[http://www.filefactory.com/file/136bwooflstr/n/3\\_Assessment\\_Working\\_in\\_VET\\_zip](http://www.filefactory.com/file/136bwooflstr/n/3_Assessment_Working_in_VET_zip)

Preparing vocational teaching portfolios

[http://www.filefactory.com/file/2l9iu8ptfk0t/n/8\\_Guides\\_for\\_preparing\\_VET\\_portfolios\\_zip](http://www.filefactory.com/file/2l9iu8ptfk0t/n/8_Guides_for_preparing_VET_portfolios_zip)

Learning , Facilitation & Teaching in Vocational Education and Training

[http://www.filefactory.com/file/3b1d9kduz515/n/4\\_Learning\\_Facilitation\\_Teaching\\_in\\_VET\\_zip](http://www.filefactory.com/file/3b1d9kduz515/n/4_Learning_Facilitation_Teaching_in_VET_zip)

## Work-based Learning & Assessment

[http://www.filefactory.com/file/5pef2h8dhav9/n/10\\_Workbased\\_Learning\\_amp\\_Assessment\\_2\\_zip](http://www.filefactory.com/file/5pef2h8dhav9/n/10_Workbased_Learning_amp_Assessment_2_zip)

## Learning Environment

[http://www.filefactory.com/file/5l12qij9s67j/n/12\\_Learning\\_Environment\\_zip](http://www.filefactory.com/file/5l12qij9s67j/n/12_Learning_Environment_zip)

### Level 2-Adult Vocational Education

[ED220-Part \(2\) Vocational Education & Training Practice \(Diploma in Vocational Education & Training TAE50111\)](#)

[Part \(1\) Adult Vocational Education Theoretical Subjects](#)

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level OR perform the tasks given in residential session.

The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

### Password- to be given

- ED 401 Adult Learning Technology  
<http://www.filefactory.com/file/68y4bd94ianb/ED%20401%20Adult%20Learning%20Technology.zip>
- ED 202 Curriculum & Design  
<http://www.filefactory.com/file/1jotv5d428j1/ED%20202%20Curriculum%20%26amp%3B%20Design.zip>
- ED 205 Teaching & Measuring  
<http://www.filefactory.com/file/4eu01ck2awl/ED%20205%20Teaching%20%26amp%3B%20Measuring.zip>
- ED 206 Designing Instructions & Assessment  
<http://www.filefactory.com/file/4dnh3r8wsd9t/ED%20206%20Designing%20Instructions%20%26amp%3B%20Assessment.zip>
- ED 405 Training Principle  
<http://www.filefactory.com/file/5qupttpxznn/ED%20405%20Training%20Principle.zip>



Follow the specific assessment instruction provided for the units in Part 2 of the levels

- ED201P-Advanced Assessment Practice  
(TAEASS501A: Provide advanced assessment practice)
- ED202P-Assessment Development  
(TAEASS502B: Design and develop assessment tools)
- ED203P-Training Facilitation  
(TAEDEL502A: Provide advanced facilitation practice)
- ED204P-Learning Strategies  
(TAEDES501A: Design and develop learning strategies)
- ED205P- Language Literacy & Numeracy  
(TAE LLN401A: Address adult language, literacy and numeracy skills)
- ED206P-Continuing Professional Development  
(TAE PDD501A: Maintain and enhance professional practice)
- ED207P Learning Resources Design & Development  
(TAEDES502A: Design and develop learning resources)
- ED208P Organizational Training Needs Analysis  
(TAE TAS501B: Undertake organisational training needs analysis)
- ED 404 Educational Research (Part 1)  
(TAE RES501A: Apply research to training and assessment practice)
- ED209P- Training Program Evaluation  
(TAEDES505A: Evaluate a training program)

Vocational Education & Training Practice (Diploma in Vocational Education & Training TAE50111) Portfolio Guide

<http://www.filefactory.com/file/rh0eb9n4sfn/TAE50111PortfolioGuide.pdf>

### SAMPLE PORTFOLIOS

Please note that the reference & example documents contained in the link of the portfolio can not be downloaded from the internet, they can only be available in DVDs that can be sent upon request.

The document is password protected. Password is needed and can be given upon request.

[http://www.filefactory.com/file/3i8k0ls9peup/TAE50110\\_Diploma%20RPL%20Submission%20U%20Kyaw%20Naing.pdf](http://www.filefactory.com/file/3i8k0ls9peup/TAE50110_Diploma%20RPL%20Submission%20U%20Kyaw%20Naing.pdf)

### Level 3-Training Authorities Accreditation Compliances

[ED320-Part \(2\) Myanmar Engineering Council's Accreditation Compliance Practice](#)

[Part \(1\) Educational Leadership Subjects](#)

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level .

The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

#### Password- to be given

- ED 402 Educational Leadership  
<http://www.filefactory.com/file/68h2rewfq7jx/ED%20402%20Educational%20Leadership.zip>
- ED 301 Educational Policy (Myanmar Engineering Council Accreditation Requirements)

#### Registration Rules

<http://www.filefactory.com/file/yzxtm3a7z2b/06.%20Licensing%20%26amp%3B%20Registration%20Rules%20-%20Engineering%20-%20Myanmar%20-%20CCS%2068%20reduced.pdf>

#### Myanmar Assessment Statement

<http://www.filefactory.com/file/9adocfm4877/06.%20Myanmar%20Assessment%20Statement%20-%20%28ACPECC%2014%29.pdf>

#### Graduates Attributes

<http://www.filefactory.com/file/4r5z3i9uxw5p/1%20Graduate%20Attributes%20%26amp%3B%20Terminology.pptx>

#### Qualification Policy

<http://www.filefactory.com/file/69mj6zk64zj5/Policy%20%20Qualifications%20Policy%20POL11%20v4.PDF>

## Regulations

<http://www.filefactory.com/file/65cxuftzoxmh/Regulations.pdf>

## Engineers Australia References

[www.highlightcomputer.com/engineersaustraliareferences.htm](http://www.highlightcomputer.com/engineersaustraliareferences.htm)

- ED 308 Change Management

[http://www.filefactory.com/file/4cxrjx86buot/n/9\\_Leadership\\_Change\\_Management\\_zip](http://www.filefactory.com/file/4cxrjx86buot/n/9_Leadership_Change_Management_zip)

- ED309 Educational Communication

[http://www.filefactory.com/file/6tbjy1omi7kz/n/1\\_Educational\\_Communication\\_zip](http://www.filefactory.com/file/6tbjy1omi7kz/n/1_Educational_Communication_zip)

- ED 407 Learning Environment

<http://www.filefactory.com/file/31o7fw99ux7l/ED%20407%20Learning%20Environment.zip>

- ED311 Outcome based Education

<http://www.filefactory.com/file/6sq2l3hmac3b/Final%20OBE%20Training%20at%20Myanmar%20July%202014.pptx>

[Part \(2\) Myanmar Engineering Council's Accreditation Compliance Practice](#)

- ED301P- Curriculum design for accreditation compliance

<http://www.filefactory.com/file/2vyvpy64k4w3/Accreditation%20Manual.pdf>

### Example

[www.highlightcomputer.com/OverallProgramGeneral.pdf](http://www.highlightcomputer.com/OverallProgramGeneral.pdf)

- ED302P-Overall accreditation and compliance practice

<http://www.filefactory.com/file/2vyvpy64k4w3/Accreditation%20Manual.pdf>

<http://www.highlightcomputer.com/Accreditation.htm>

Preparation for self accreditation report

<http://www.filefactory.com/file/43x0yutpx31v/2%20SAR.pptx>

Engineering Accreditation Plan

<http://www.filefactory.com/file/2ynzo3fydckb/2015%20YTU%20First%20Workshop.pptx>

## **ASSIGNMENT**

Prepare the portfolios for your section/ department to comply with Myanmar Engineering Council's Accreditation Requirements.

## Level 4-Specialized Teaching Areas

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level .

The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

### Password- to be given

- ED 308 Computer Supported Learning & Distance Education  
<http://www.filefactory.com/file/4mdzrx52kl45/ED%20308%20Computer%20Supported%20Learning%20%26amp%3B%20Distance%20Education.zip>
- ED 304 Maths Teaching  
<http://www.filefactory.com/file/60ngdjnse60x/ED%20304%20Maths%20Teaching.zip>
- ED 305 Science Teaching  
<http://www.filefactory.com/file/4hqf7r16xyf/ED%20305%20Science%20Teaching.zip>
- ED 306 Technology Teaching  
<http://www.filefactory.com/file/3crwj4pdyt7b/ED%20306%20Techology%20Teaching.zip>
- ED 404 Educational Research (Part 2)  
<http://www.filefactory.com/file/42pl9c8013ab/ED%20404%20Educational%20Research.zip>
- ED310 Learning Technology I & II  
[http://www.filefactory.com/file/3bsfz0ehba7z/n/5\\_Learning\\_Technology\\_1\\_zip](http://www.filefactory.com/file/3bsfz0ehba7z/n/5_Learning_Technology_1_zip)  
[http://www.filefactory.com/file/cvavvr9gonr/n/6\\_Learning\\_Technology\\_2\\_zip](http://www.filefactory.com/file/cvavvr9gonr/n/6_Learning_Technology_2_zip)
- ED312 Technology in Classrooms  
[http://www.filefactory.com/file/7jicivu232opx/n/7\\_Technology\\_in\\_classroom\\_zip](http://www.filefactory.com/file/7jicivu232opx/n/7_Technology_in_classroom_zip)

## Diploma in Engineering Education

The following units can be added to Diploma in Technical Teaching to award Diploma in Engineering Education

ED409-Engineering Education Part 1

ED410-Engineering Education Part 2

ED411-Engineering Education Part 3

ED412-Engineering Education Part 4

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ED101 Theory of Education

### Objective-

This unit provided the concept of education to enable the learners to understand the complex system of education by developing an understanding at different levels, inner workings of the individual learner, thinking processes and motivation & apply in practical teaching

### Outcomes

- to understand all the different levels of education at the same time,
- to see personal learning and national legislation
- to build an understanding of education at all of these different levels.

### Contents

Education theory, Modelling, Classroom Management, Equality of opportunity, Learning & Teaching, Quality Assurance, Theory into practice.

### Assessment

Assignments = 100% (4 assignments with 25% each)

[Instruction Reference Textbook- Theory of Education.pdf by David A Turner](#)

### Education theory

Education studies are full of attempts to develop this kind of explanation. The search for intelligence, either general intelligence,  $g$ , or multifaceted factors of intelligence, whether inherited from parents or learned from teachers, have been identified as ways of explaining different levels of performance. Those who have this magic quality do well at school, those who lack it do not. Even emotional intelligence, which at least represents a branching-out into less tangible fields of development, is couched in terms of the dominant discourse of intelligence, the mystery factor which explains school performance.

Whatever cannot be explained by intelligence might be explained by the wealth of the child's father, the upward social aspirations of its mother, the number of siblings, the presence of books in the home, the language patterns of significant adults, the qualifications of its teachers, birth-weight, the parents' smoking habits or a telephone at home, to name but a few candidates which have been tried. Each failure simply stimulates the next attempted explanation.

If this approach worked, then using a multidimensional array we would be able to identify a group of young people identical on all of these variables and any others we chose to add, and we would expect all members of a homogeneous group to perform equally well in school, and differently from the members of any other group.

Read Page 24 to 36 (Chapter 2 As Simple as Possible)

## Lecture Slides

Educ 101- power point PHILOSOPHICAL FOUNDATIONS.ppt (0.15MB)

[http://www.filefactory.com/file/4hs52fe8ctdt/n/Educ\\_101-\\_power\\_point\\_PHILOSOPHICAL\\_FOUNDATIONS.ppt](http://www.filefactory.com/file/4hs52fe8ctdt/n/Educ_101-_power_point_PHILOSOPHICAL_FOUNDATIONS.ppt)

## Assignment (1)

How should education be understood? Provide your argument with the references provided in this reading section.

## Modelling

The topic of the preceding three chapters has been modelling; constructing explicit and specific models from game theory and chaos (or complexity) theory, and holding them up as patterns for understanding and explaining naturalistic, everyday phenomena. The purpose is to develop theory in order to build better models, so that a wider range of events can be researched, understood and eventually made subject to effective policy.

The modelling must be explicit because otherwise the model can achieve too much significance.

The model may assume the stature of a description of real life, or worse yet it may be understood as 'reality'. There is a difference between a model as a description of reality, and the model as a lens through which to view 'reality'.

Read Page 51 to 59 (Chapter 4 Modelling)

## Assignment (2)

If you choose a particular model in education/ teaching/ learning, what factors are needed to be considered. Provide the reasons by referring this section of reading.

## Classroom Management

Classroom management concerns policy at the microlevel, with teachers setting standards of behaviour, classroom rules, patterns of interaction, and so on, which all set the policy framework within which pupil behaviour takes place.

Considerable emphasis is placed upon the idea that education research should examine the behaviour of groups rather than individuals, and that research models should be able to take into account the ways in which the behaviour of some members of the group may have repercussions on other members of the group.

At its very simplest, every teacher will watch those pupils who head for the back row of the classroom as the pupils enter the classroom. In the classroom, the key features of multi-centred approaches can be seen where the actions of each member of the group have an instant and sometimes powerful effect on the choices of others, and the possibility that behaviours can be amplified or attenuated.

Read Page 64 to 81 (Chapter 5 Classroom Management)

### Assignment (3)

What are the important aspects in classroom management. Provide the facts from this section of reading.

Just read through Chapter 7 Equality of Opportunity ( From Page 104 to 120)

### Learning & Teaching

Do people learn better in small groups or large? Do people learn best with individualized tuition? Is reading best taught through phonics or look-and-say?

The child is born with certain animal responses, the ability or necessity to respond to certain stimuli in particular ways. For example, loud noises will startle a young child and draw his or her attention immediately. But, as Pavlov had shown, the response can be transferred to a conditioned stimulus by repetition, as when the mother first calls the child's attention by the (relative) loudness of her voice, but later the quality and tone of voice, or even the speaking of the name of the child, is enough to attract his or her attention. By progressive stages stimuli of greater and greater cultural content, and less and less directly linked to a loud noise, can be used to direct the child's attention. A bright red sign, a written instruction, even an exclamation mark can eventually be used to focus the individual's attention. At some point in this process the child will recognize that he can substitute his own stimuli and give them specific meaning in relation to the response, and can therefore control his own behaviour.

The individuals can use the laws that govern lower mental functions in order to transcend them, and create a form of mental activity that is qualitatively different .

The teacher can and should manage and manipulate the inter-mental sequence, and should structure this experience in such a way as to maximize the opportunities for the learner to engage with the concepts that are being used.

Read Page 121 to 139 Chapter 8 Learning & Teaching

### Assignment 4

How does learning relate to different levels of educational activities. Explain by providing the examples that you get from this section of reading

Just read through Page 140 to 156 Chapter 9 Quality Assurance

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### Objective-

This unit provide the knowledge to include reference to the use of technology for instruction, training, learning, or teaching. In practice, definitions serve to focus the interest of associations of individuals by emphasizing a particular scope of interest.

### Outcomes

- To design, development, utilization, management, and evaluation
- To provide instructional technology," "instructional systems design," and "instructional media
- To do the design and development of instruction and instructional resources using education technologies

### Contents

Active Learning, Alternative Assessment, Adult Learners, Analysis, Assistive Technology, Cognitive Apprenticeship, Computer-Assisted Instruction

### **Instruction Reference Textbook- Education Technology - An Encyclopedia Edited by**

**Ann Kovalchick and Kara Dawson**

### Lecture Slides

<http://www.filefactory.com/file/664usozq3w6b/admin2.ppt>

<http://www.filefactory.com/file/12bhhc0ioc4d/ascd.pps>

<http://www.filefactory.com/file/389t9qbk542p/chapt1.ppt>

<http://www.filefactory.com/file/7bplt5x3l9bl/techclass.ppt>

### Assessment

Assignments = 100% (7 assignments)

### Active Learning

Active learning constitutes learning that helps students to think critically, analyze, synthesize, and evaluate information, work efficiently and effectively in groups, and solve problems within a variety of different disciplines. Active learning is an attempt to counter traditional instructional models that primarily consist of knowledge transmission and development of inert knowledge (Whitehead 1929). Inert knowledge refers to knowledge learned out of context that is not readily transferable to novel situations. For example, students may learn the formula for determining distance but be unable to apply this information within the context of an interdisciplinary scenario.

Read Page 37 to 42

## Assignment 1

Describe the features of active learning & provide the factors that assist the active learning.

### Alternative Assessment

Alternative assessment refers to non-traditional assessment methods. Such assessment methods are often applied to complex knowledge and performances and engage students in higher-level thinking and authentic performances while simultaneously permitting reliable scoring and manageable record-keeping. Most frequently, alternative assessment is used as a complement to rather than a replacement for traditional objective tests. Objective tests are an efficient way to assess students' knowledge of rote facts, whereas alternative assessment strategies move beyond such testing and meet the learning styles of more students.

Alternative assessment is closely linked to curriculum planning and instructional methods. Thus the push for constructivist learning environments, authentic learning experiences, collaboration, and facilitation of higher-order thinking skills has fueled interest in alternative assessment.

Read Page 51 to 53

## Assignment 2

Write the ways of alternative assessment

### Adult Learners

Adult learners are people over the age of eighteen in an instructional situation, whether formal or informal. Lifelong learning is now a common expectation of society, but in the field of educational technology most adult learners undertake their studies in employee education and training programs. This stems from the fact that since the 1980s the preponderance of instructional design practice has occurred within the private sector, primarily in business and industrial settings. This coincides with the steady growth of employee training as an integral part of most organizations. This growth reflects the emphasis on producing a more knowledgeable workforce and, increasingly, on improving employee on-the-job performance and solving organizational problems.

Read Page 47 to 50 Adult Learners

## Assignment 3

Write the characteristics of adult learners & provide the suitable kinds of learning assessment.

### Analysis

Analysis represents the planning phase critical to the effective use of educational technology. It is what educational technology professionals undertake when determining what action should be taken. Whether called "analysis," "assessment," "needs analysis," or "performance analysis," the focus is on making decisions regarding the design and use of technologies toward achieving educational outcomes by examining and considering many viewpoints and data elements rather than by habit, intuition, or fiat. Through analysis, it is possible to cultivate an analytical point of view rather than a view that favors technology or formal classroom instructional strategies. Similar to the diagnostic activities carried out by doctors, architects, and consultants, analysis is a data-driven process that helps educational technologists identify key problems to design effective solutions.

During analysis, many sources, questions, instruments, work products, and approaches are used to plan a solution.

Read Page 53 to 60 Analysis

#### Assignment 4

Write the strategies for increasing support for analysis

#### Assistive Technology

Assistive technology plays a key role in allowing students with disabilities to interact with instructional technology products and bypass barriers associated with physical, sensory, or cognitive limitations. Beyond simply enabling equal access to educational tools, assistive technology contributes to the individual's full participation in the learning environment and enhances potential vocational and continuing education opportunities. In some circumstances, educational technology that increases or improves learning outcomes can serve the dual purposes of assistive technology that increases, maintains, or improves functional capabilities. A typical example would be the use of a word-processing program by a student who cannot complete handwritten work due to paralysis of the dominant hand. The word- processing program represents assistive technology because it offers a functional way for written work to be completed.

Read Page 82 to 89 Assistive Technology

#### Assignment 5

How does Effective assistive technology implementation enhance?

#### Cognitive Apprenticeship

Cognitive apprenticeships are modelled after traditional apprenticeships. Whereas traditional apprenticeships involve learning a visible activity or skill, cognitive apprenticeships involve using mentors to model processes that are often invisible, such as problem-solving, comprehension, and computation. Apprenticeships can be distinguished from traditional instructional methods because they provide opportunities for practice rather than specifications for practices (Berryman 1991).

Read Page 173 to 177

#### Assignment 6

Describe the relationship between Educational Technology and Cognitive Apprenticeships.

#### Computer-Assisted Instruction

Computer-assisted instruction occurs when an instructional program is delivered to a learner using a computer. CAI is sometimes considered a type of computer-based instruction (CBI), which refers to any form of computer use in an educational setting, including instructional programs, tutorials, simulations, instructional management, supplementary exercises, programming, and productivity software applications such as word processing and spreadsheets. CAI and CBI are often synonymous, the former sometimes in a more restrictive sense to refer to drill-and-practice, tutorial, or simulation software used for stand-alone learning activities or as supplements to teacher-directed instruction.

CAI may also describe the instructional program itself or the delivery of the instructional program by a computer.

CAI is sometimes known as educational software and courseware when packaged as a comprehensive curriculum with management and assessment features. In a typical CAI session the student sits in front of a computer, which presents information on the screen. The student reacts to the information presented by working with the mouse and/or keyboard. The pace of instruction may be controlled by the student, who may have control over the sequence of instruction. At certain points in the program, the student responds to questions posed, and the program notifies the student whether the response was correct or incorrect. In more complex CAI settings, the program may also keep track of the number of correct and incorrect responses and adapt the sequence of instruction according to performance throughout the program.

Read Page 217 to 220

### Assignment 7

In your teaching area, outline your idea to utilize computer assisted learning system.

-----

### Objective-

To use developmental process for reflecting on and improving one's teaching; and as an evaluative product for personnel decisions such as tenure, promotion, or a teaching

### Outcomes

- To provide different sources of evidence of teaching performance.
- To contribute important information about teaching performance
- To collect variety of sources of information related to teaching
- To reflect more of teaching's intellectual substance and complexity.
- To make teaching more visible through their demonstration of a variety of teaching-related activities.
- To place the initiative for reflecting on and evaluating teaching in the hands of faculty.
- To give the individual an opportunity to think about own teaching —
- To change priorities or teaching strategies as needed, and to reflect about future

### Contents

Meaning of Teaching Portfolio, Why Prepare a Teaching Portfolio? ,How Does One Develop a Teaching Portfolio? ,Preparing Portfolio ,Shaping the Final Portfolio ,Keeping Your Portfolio Up to Date ,Assembling an Electronic Portfolio ,Portfolio evaluation

[Instruction Reference Textbook- teaching-portfolio.pdf \(University of South Australia\)](#)

[Reference- Preparing a Teaching Portfolio by Fran Mues and Mary Deane Sorcinelli The Center for Teaching University of Massachusetts Amherst](#)

A teaching portfolio is an essential part of your professional development. It is a document that records your achievements, allows you to reflect on your teaching and supports your applications for tenure and promotion.

A teaching portfolio is a living document; it will change over time as you evaluate your teaching, reflect and act on the results, and develop different approaches to teaching.

Teaching portfolios are usually 6–12 pages in length, and may contain supplementary material in appendices.

They provide a summary of your major teaching accomplishments with selected examples that substantiate your commentary. The portfolio is usually written as a scholarly reflection of your teaching and the principles that you have used to inform your approach to academic work. The document will highlight any changes you have made to your teaching on the basis of reading the

educational literature, student and peer evaluations, research you have conducted on learning and teaching and participation in professional development programs.

There is no prescribed way to write a teaching portfolio; it is your document. You are not expected to reach some hypothetical standard; the document is a commentary on reflection and development. It is quite acceptable to reflect on teaching activities that did not have the desired effect of improving student learning, as well as those activities that were successful. Portfolios usually develop in stages, from the collection of information, to exploring new methods of teaching through to scholarly reflection and informed action.

Those reading your portfolio for tenure or promotion will be seeking evidence you have:

- a scholarly approach to teaching
- obtained student and peer feedback of your teaching and that you have acted on the results
- reflected on how your teaching has influenced student learning
- made an impact on student learning

[Read](#)

[Preparing a Teaching Portfolio](#) by Fran Mues and Mary Deane Sorcinelli The Center for  
Teaching University of Massachusetts Amherst

&

[Instruction Reference Textbook- teaching-portfolio.pdf](#) (University of South Australia)

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## Assessment

Assignments = 100% Portfolio Assessment

There is no prescribed proforma for a teaching portfolio. Each portfolio is unique, but usually contains most of the following information:

- personal details, including name, department, contact details
  - a list of contents, so it is easy for the reader to find items
  - an introduction containing your teaching and administrative duties
  - a summary of your teaching philosophy, including reference to University learning and teaching plans
  - a critical reflection of your teaching activities and their impact on students and your school. This could include a description of the approach you adopted for a particular activity, including the context and rationale for the approach. You could comment on any difficulties or unexpected results from the activity, discuss any student and peer evaluations, and add a reflective summary of the positive aspects resulting from the activity and any changes you would make if you repeated the activity.
  - a summary of professional development activity
  - a summary of any future developments you would like to undertake and a timeframe for their implementation
  - a plan of action for improvements in your teaching
  - conference presentations, publications, awards and grants related to learning and teaching
  - appendices with documentary evidence in support of your details listed above
-

### Objective-

This unit provides the methods to apply thought-stimulating examples teaching & learning techniques to be applied in training design and delivery to apply the various techniques and strategies in training design and presentation, that will stick! Specific strategies.

### Outcomes

- To create trainings that are fun and memorable.
- To write learner-based trainings that guarantee success for each learner performance.
- To develop learning activities that match the need, learning style, and level of understanding of the participants.
- To use learning strategies that encourage learners to build on their experiences.
- To plan ongoing training activities that evaluate learner mastery during the entire learning event.
- To design blended and accelerated learning strategies that strengthen learning transfer back on the job.
- To identify methods that accurately measure training results.

### Contents

Introducing planning, Needs, aims and objectives ANALYSIS OF NEEDS ,THE RATIONALE OF OBJECTIVES ,WRITING YOUR LEARNING OBJECTIVES ,SETTING A VARIETY OF OBJECTIVES , Learning, SKILLS, TECHNIQUES AND METHODS ,JUDGEMENT AND DECISION-MAKING,THE PLACE OF EMOTIONAL EDUCATION,PLANNING FOR THEORETICAL LEARNING,PLANNING FOR LEARNING FROM THE CONCRETE,PLANNING FOR REFLECTIVE LEARNING,PLANNING FOR ACTIVE LEARNING,PLANNING PROGRESSION FROM PRIOR LEARNING,PLANNING FUTURE PROGRESSION,CROSS-CURRICULAR LINKS,DIFFERENTIATION,PLANNING LISTENING ACTIVITIES,PLANNING SPEAKING ACTIVITIES,PLANNING WHOLE CLASS DISCUSSION,PLANNING READING,PLANNING TO DEVELOP COMPREHENSION,TEACHING PUPILS TO LEARN FROM WHOLE BOOKS,PLANNING WRITING,TEACHING ABOUT SUBJECT DISCOURSE ,Pedagogy, TASK ANALYSIS ,A SUCCESSFUL LESSON STRUCTURE ,PLANNING PRACTICE SESSIONS

### Lesson Planning

Planning gives you something you can communicate - to pupils ('In this lesson you will learn . . .') and to colleagues, especially support staff (see Idea 77). The provision of teaching assistants is a major item in most schools' budget, yet some teachers fail to make best use of them by not explaining lessons beforehand. Lack of planning wastes, and demotivates, support staff.

The most important point, however, is that lesson planning enables you to optimize things. Without planning, you may find you're able to get by or even produce an adequate lesson, but you'll not be teaching with maximum effect. When planning lessons, therefore, ask yourself not 'What can I teach



them?' but 'What's the best thing I can teach them?', not 'How can I teach this?' but 'What's the best way I can teach it?'

It is natural when one first goes into teaching to think in terms of the following sequence:

After you have planned and taught the lesson and then assessed your pupils' work, you need to use the , information that you have gained from assessment to inform your planning of the next lesson that you teach that class , You need to:

1 Consider what the assessment data tell you in general about the lesson that you have just taught. Are there, for example, points that have not been well understood and which you need to cover again?

2 Decide how you will give marked work back to pupils and encourage them to learn from your assessment.

3 Consider whether the assessment information on particular pupils suggests you need to give special consideration to the way you teach them

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### Instruction Reference Textbook-

Instructional Design for Action Learning By GERI M C ARDLE

100 Ideas for Lesson Planning – By Anthony Haynes

Read the above textbooks and prepare three lesson plans

### Assessment

Assignments = 100% ( Assessment of three lesson plans )

-----

Objective-

To understand the memory concept & apply it in effective teaching and learning.

Outcomes

- To demonstrate the principle of learning
- To understand the principle of control memory
- To understand the principle of Inhibition
- To apply the Principle of Adaptive Specialization as It Applies to Learning and Memory

Contents

FORMATION OF MEMORIES, ORGANIZATION OF MEMORIES, CONSOLIDATION OF MEMORIES, CONTROL OF MEMORIES, ADAPTIVE SPECIALIZATION OF MEMORIES

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**Instruction Reference Textbook-** Principle of learning & memory Edited by Rainer H. Kluwe, Gerd Liier and Frank R ä s l e r

Learning & Memory

Research on learning and memory is performed at different levels of analysis ranging from the cell to observable behavior. The breadth of research methodologies raises the challenge of integrating the different approaches. In order to answer questions about the brain structures and systems that enable human cognitive activity, it is necessary to relate approaches and results from experimental psychology to those provided by biology, neuroanatomy, or neuroscience.

The former are concerned with the systems level of behavior, the latter with more elementary levels of neurons and neuronal networks. It is only through a synthesis of the disciplines that cover the whole hierarchy of analysis, that researchers can develop a better understanding of the system, its components, its constituting elements, and, last but not least, its interaction with the environment

The emphasis of the chapters in this volume is on the interconnections between the level of behavior and the level of neural activities and structures. The goal is to overcome the traditional borders separating different fields of research in order to present an integrated pattern of results that enables a broader, interdisciplinary view and a deeper understanding of human learning and memory.

The large amount of research and the broad range of phenomena require us to focus on selected topics. We selected phenomena that are central to human learning and memory, and that are studied from different perspectives in cognitive psychology, in neuroscience, and in biology.

By analyzing the literature fifteen principles were delineated which seem to be most central for research on learning and memory and which are currently being investigated through an interdisciplinary approach. These principles can be subsumed under five main themes:

- (A) Formation of memories;
- (B) Organization of memories during encoding, storage and retrieval;
- (C) Consolidation of memories;
- (D) Control of memories during information processing; and
- (E) Adaptive specialization of memories.

#### A. Formation of memories:

The human cognitive system is able to learn and to change, to improve and to adapt performance based on experience and changes in the environment. How does the brain enable learning and memory? The first four chapters by Lachnit, by Kress and Daum, by Roder and Rosier, and by Roth focus on the mechanisms and underlying brain structures that participate in the formation of new memories, i.e. on the processes that lead to the acquisition of knowledge. The chapters discuss results from animal and human research that point to four basic principles: spatio-temporal contiguity, multiple brain structures underlying experience-related changes, brain plasticity, and emotional learning.

#### B. Organization of memories:

How are processes of encoding, storage and retrieval related to brain structures and neural processes? Probably one of the most important insights gained through recent research is that these processes are based on highly organized and specialized structures of the brain (e.g., Damasio, 1989; Squire, Knowlton, & Musen, 1993).

Functional modularity of the brain is now one of the key concepts of neuroscience. Data obtained from experimental analyses of human cognitive performance as well as a theoretical analysis of memory phenomena suggest that specialized subsystems perform specific tasks like encoding,

storage, retrieval, and modification of information. These systems are defined by structural and functional criteria, in particular by the type of information representation that is available to them. The goal of research is to identify such specialized subsystems and to understand their functional intricacies. This is the central issue addressed by Rosier and Heil, by Buchner and Brandt, and by Jonides, Sylvester, Lacey, Wager, Nichols and Awh.

#### C. Consolidation of memories:

The flexible acquisition of new information is essential for systems that have to interact with a changing world. Equally important is the ability of the system to transform this new information into stable memories that can reliably guide behaviour later. Mechanisms and processes that support the consolidation of newly acquired knowledge and provide for enduring memories. These authors cover the principle of memory consolidation and its pharmacological modulation, the principle of cross-cortical consolidation of episodic memories, and the principle of bottleneck structures necessary for consolidation and retrieval.

#### D. Control of memories:

The chapters in this section all deal with the basic mechanisms

of how information is represented and how information transfer is controlled in the nervous system. The chapter of Munk discusses the principle of transient binding in the CNS, which is a powerful, empirically based hypothesis that explains how the brain can find its equilibrium between two seemingly antagonistic processing modes: cortical adaptivity versus consolidation, or rapid reorganization versus the generation of stabilized representations. The principle of inhibition is another basic mechanism, which regulates activation processes on both the neuronal and behavioral levels of memory representations. Dagenbach & Kubat-Silman review several inhibitory mechanisms, derived from cognitive psychology, that are relevant to working memory and long-term memory control. They relate these mechanisms to possible neural correlates. Mayr's chapter draws on recent evidence from behavioral, brain imaging, and single-cell recording work to sketch out an integrated view of the neurocognitive basis of executive control.

#### E. Adaptive specialization of memories:

Pinker (1997), referring to Darwin's claim that future psychological research will be performed on new foundations, stated that the process of relating psychological and biological research has been slow except for the important development of evolutionary psychology, as initiated by Cosmides and colleagues (e.g. Barkow, Cosmides, & Tooby, 1992). Evolutionary psychology has engendered an unusually strong combination of approaches that includes cognitive psychology's analysis of information processing and evolutionary biology's analysis of complex, adaptive behavior of species. Giintirkiin and Durstewitz and of Gal/istel continue this fruitful collaboration in their chapters, which cover the principle of species independent learning phenomena and the principle of adaptive specialization

### Part 1

Read Page 3 to 11

### Assignment 1

Explain Significance of Contiguity for Learning

### Part 3

Read Page 15 to 26

### **Assignment 2**

How does the brain perform the Complex Conditioning?

### Part 3

Read Page 71 to 91

### **Assignment 3**

Explain Spatial and Object Working Memory

Explain Long-term Memory for Verbal, Spatial, Color, and Motor Associations

### Part 4

Read Page 93 to 107

### **Assignment 4**

Explain working memory

Explain long term memory

### Part 5

Read Page 188 to 191

Read Page 207

Read Page 224 to 226

Read Page 231 to 235

Read Page 243 to 246

Read Page 251+252

Assignment 5

The teacher needs to refresh the memories of students in particular lesson, how can memory retrieval methods be applied in teaching and learning. Explain details by referring the relevant references.

### Assessment

Assignments = 100% ( 5 Assignments of 20% each )

---

Objective-

To interpret the curriculum & develop the detailed lesson plans in teaching process.

Outcomes

- To interpret the curriculum presented to teachers;
- To adopt the curriculum;
- To understand the curriculum assimilated by learners; and
- To evaluate curriculum.

Contents

KINDS OF CURRICULUM, ORIENTATIONS TO CURRICULUM, ORIENTATIONS TO CURRICULUM, TYPES OF CURRICULUM, Competency Curriculum, LEVELS OF CURRICULUM, STAGES OF THE PROCESS, CURRICULUM PLANNING, CURRICULUM DESIGN, CURRICULUM DEVELOPMENT- PHASES, CURRICULUM DEVELOPMENT. IMPLEMENTATION OF THE CURRICULUM, CURRICULUM EVALUATION, CURRICULAR CHANGES

**Instruction Reference Textbook-**

CURRICULUM DESIGN AND DEVELOPMENT-1.pdf

THE CURRICULUM by Cecilia Braslavsky 1

Lecture Slides

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Assessment

Assessment = 100% ( Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

---

### Objective-

This unit provides new and experienced faculty in all disciplines with practical, tested strategies for addressing all major aspects of college and university teaching, from planning a course through assigning final grades. Graduate student instructors and teaching assistants will also benefit from the foundational knowledge and research findings described in this unit.

### Outcomes

- To address planning: designing a new course or revising an existing one, creating a syllabus, preparing for the class, and managing classroom conduct and decorum.
- To respond to a Changing Student Body,
- To do “ Discussion Strategies, ” provides ideas for leading a productive discussion, framing challenging questions, and encouraging student participation, both in class and online.
- To explore aspects of the lecture in the Large-Enrollment Course, ” method: preparing and delivering effective lectures, engaging students and providing for student participation, and maintaining instructional quality with limited resources.
- To find the Alternatives and Supplements to Lectures and Discussion,
- To Enhance Students ’ Learning and Motivation, ” provides research -based approaches to helping students become more confident, independent, and self - motivated learners. Informal ways to assess learning and the use of mobile
- To Strengthen Students ’ Writing and Problem-Solving Skills, ”

### Contents

RESPONDING TO A CHANGING STUDENT BODY ,DISCUSSION STRATEGIES ,THE LARGE-ENROLLMENT COURSE ,Maintaining Instructional Quality with Limited Resources ,ENHANCING STUDENTS’ LEARNING AND MOTIVATION ,STRENGTHENING STUDENTS’ WRITING AND,PROBLEM-SOLVING SKILLS ,TESTING AND GRADING,PRESENTATION TECHNOLOGIES ,EVALUATION TO IMPROVE TEACHING,TEACHING OUTSIDE THE CLASSROOM ,FINISHING UP

### Instruction Reference Textbook-

#### Tools for teaching by Barbara Gross Davis

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Assessment

Experience Assessment = 100% ( Assessed on Formal Teaching experience record for the teachers being employed by Government Technical Colleges & Technological Universities )

Separate assessment system is applied for pre-service teacher trainees.

---

Objective-

To define classroom management, explain the relationship between classroom management and discipline, and describe the concept of “culturally responsive classroom management”

Outcomes

1. To describe the characteristics of an effective teacher
2. To explain why reflection on teaching is so important for teacher growth
3. To describe the reflective decision making model of teaching
4. To identify important factors that affect instructional decision making
5. To contrast the characteristics of authoritative, authoritarian, and permissive teachers
6. To identify the ongoing tasks involved in classroom management and to explain how each contributes to a well-functioning learning environment

Contents

Effective teacher, understanding students, Involving students in learning, Questioning skills, Responding to diversity, Co-operative learning, Classroom management

Lesson Slides

<http://www.filefactory.com/file/kh0fg1ohxad/16%20proactive%20classroom%20management.ppt>

<http://www.filefactory.com/file/6rmhr1ql3o25/ClassManage.ppt>

<http://www.filefactory.com/file/zs7jeixkjpd/classroom%20management%20for%20middle%20and%20high%20school.ppt>

<http://www.filefactory.com/file/3e7kr37syy1d/Classroom%20Management%20Presentation%20Nov%2020th.ppt>

<http://www.filefactory.com/file/270j2azcp5o5/classroom%20management%20strategies%20for%20effective%20instruction.ppt>

<http://www.filefactory.com/file/4aic8f8zm7vl/Classroom%20Management.ppt>

[http://www.filefactory.com/file/6tbjbnvw8jd9/classroom-management-presentation\\_4\\_30\\_09.ppt](http://www.filefactory.com/file/6tbjbnvw8jd9/classroom-management-presentation_4_30_09.ppt)

[http://www.filefactory.com/file/6h0cpuzhq0hb/classroom\\_management.ppt](http://www.filefactory.com/file/6h0cpuzhq0hb/classroom_management.ppt)

<http://www.filefactory.com/file/23qh7jttkbc1/manage.ppt>

Instruction Reference Textbook-

Classroom Teaching Skills by James M. Cooper

Other Reference

Assessment

Experience Assessment = 100% ( Assessed on Formal Teaching experience record for the teachers being employed by Government Technical Colleges & Technological Universities )

Separate assessment system is applied for pre-service teacher trainees.

---

## Level 2-Adult Vocational Education

### ED 401 Adult Learning Technology

#### Objective-

This unit provides and skills and the roles of training developers and instructional designers who are responsible for analysing training needs and designing training solutions and products to meet workplace capability requirements, and evaluating the effectiveness of adult training programs.

#### Outcomes

To provide the guidance and advice to trainers and assessors, promoting innovative practices, e.g. e-learning, and in researching and incorporating best practice in training and assessment into training programs and products.

#### Contents

- Learner-Centered Teaching and the Use of Technology
- Effective Teaching with Technology in Adult Education
- Adult Learners and Their Development in the Information Society
- Supporting Lifelong Learning and Flexicurity Policies
- Adult Learning Principles as the Foundation for Innovative Technology Applications in Business and Higher Education Venues
- The Role of Learning Styles and Technology
- Innovative Instructional Strategies with the Use of Technology for Adult Learners
- Integrating Adult Learning and Technology for Effective Education:
- Strategic Approaches
- Comparing the Principles of Adult Learning with Traditional Pedagogical Teaching in Relation to the Use of Technology:
- Provide Training through instruction and demonstration of work skills
- Facilitate work-based learning
- Group based delivery
- Design and develop learning programs
- Foster and promote an inclusive learning culture
- Ensure a safe and healthy learning environment
- Individual learning
- Language Literacy & Numeracy

## **Lecture slides**

**Day5Session2.ppt (2.54MB)**

<http://www.filefactory.com/file/jysaqvnluxl/n/Day5Session2.ppt>

<http://www.filefactory.com/file/184jdvf515nl/AdultLearningTheory012506.ppt>

<http://www.filefactory.com/file/15xv3fshyhjd/Engaging%20Adults%20Learners%20with%20Technology.pdf>

<http://www.filefactory.com/file/35wuag9afbo1/MORRELLPresentation.ppt>

<http://www.filefactory.com/file/24elwruio26l/SYCDW%202010%20Adult%20Learning%20Theory.ppt>

<http://www.filefactory.com/file/2lxk5v6z8k8h/teaching-learning.ppt>

## **POWER POINT**

**Day5Session2.ppt (2.54MB)**

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## **AUDIO**

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## **Day 5 Session 2A**

[http://www.filefactory.com/file/1a5vrach5ibt/Day\\_5\\_Session\\_2A.zip](http://www.filefactory.com/file/1a5vrach5ibt/Day_5_Session_2A.zip)

## **Instruction Reference Textbook-**

Adult Learning Technology by Victor C.X. Wang &

## **Provide Training through instruction and demonstration of work skills**

**TAADEL301A.doc (0.03MB)**

<http://www.filefactory.com/file/2ppyhdlqhlsh/n/TAADEL301A.doc>

## **Facilitate work-based learning**

**TAADEL404A.doc (0.03MB)**

<http://www.filefactory.com/file/60ojucglvyu3/n/TAADEL404A.doc>

## **Group based delivery**

**TAADEL401A.doc (0.03MB)**

<http://www.filefactory.com/file/3i5scp12gkdn/n/TAADEL401A.doc>

## **Use Training Packages to meet client needs**

**TAADES401A.doc (0.03MB)**

<http://www.filefactory.com/file/32bofyy182wf/n/TAADES401A.doc>

## **Design and develop learning programs**

**TAADES402A.doc (0.03MB)**

<http://www.filefactory.com/file/4nhro84kl2nx/n/TAADES402A.doc>

## **Work effectively in vocational education and training**

**TAAENV401A.doc (0.03MB)**

<http://www.filefactory.com/file/45zeif6cy5zx/n/TAAENV401A.doc>

### **Foster and promote an inclusive learning culture**

**TAAENV402A.doc (0.03MB)**

<http://www.filefactory.com/file/3zoufgaty89n/n/TAAENV402A.doc>

### **Ensure a safe and healthy learning environment**

**TAAENV403A.doc (0.03MB)**

<http://www.filefactory.com/file/6ireaw7s5jg9/n/TAAENV403A.doc>

### **Individual learning**

**TAADEL403A.doc (0.03MB)**

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### **Language Literacy & Numeracy**

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**Section 4 Model for core skills analysis.pdf (0.69MB)**

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**ACSF\_Document.pdf (1.03MB)**

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**LLN Preparation of students.docx (0.02MB)**

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**Australian Core Skills Framework for LLN Level determination.docx (0.02MB)**

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**LLN Preparation of students.docx (0.02MB)**

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### **Assessment**

Participation in Educational Support Workshop sessions=100%

( Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

-----

Objective-

To provide theoretical consideration for the twenty-first century curriculum, & technological and pedagogical innovations influencing curriculum renewal together with sustainable practice in technology-rich environments.

Outcomes

- To address theoretical foundations for the development of curricula.
- To explore the pedagogical options available to higher education instructors
- To explore new ways of accessing and connecting content to multimodal forms
- To examine how curriculum design needs to be influenced by the effective development of virtual collaborative learning environments
- To devise more adaptive, educationally focused teaching and learning

Contents

Curriculum Design for the Twenty-First Century, Online Collaboration: Coordinating Technology, Strategies for Collaborative Learning, Designing a Virtual Collaborative Learning Environment, Curriculum Design as Applied to Virtual Collaborative, Course Evaluation, Creating Curriculum Within the Context of an Enterprise, Teaching Instructional Design, Online education examples.

Learning Practice

**Instruction Reference Textbook-**

Curriculum Models for the 21st Century Using Learning Technologies in Higher Education

Lecture Slides

**Day3Session1.ppt (3.26MB)**

<http://www.filefactory.com/file/6wotz02sfoc/n/Day3Session1.ppt>

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<http://www.filefactory.com/file/4ufnfu4ihvdv/curriculum-development-and-instructional-design.ppt>

[http://www.filefactory.com/file/1asarf16wt7/Curriculum\\_Design.ppt](http://www.filefactory.com/file/1asarf16wt7/Curriculum_Design.ppt)

<http://www.filefactory.com/file/6wl0el6sw7tz/Faculty-Development-Curriculum-Design.ppt>

[http://www.filefactory.com/file/4xppol73lfd/mcgowen\\_3.ppt](http://www.filefactory.com/file/4xppol73lfd/mcgowen_3.ppt)

<http://www.filefactory.com/file/4fnjxfstwx/SSAT%20nd%20curriculum%20conference.ppt>

**POWER POINT**

**Day3Session1.ppt (3.26MB)**

<http://www.filefactory.com/file/6wotz02sfoc/n/Day3Session1.ppt>

## AUDIO

<http://yourlisten.com/Kyaw.Naing/day-3-session-1>

**Day 3 Session 1A.zip (54.45MB)**

[http://www.filefactory.com/file/21f78fdjz065/n/Day\\_3\\_Session\\_1A.zip](http://www.filefactory.com/file/21f78fdjz065/n/Day_3_Session_1A.zip)

### Assessment

Participation in Educational Support Workshop sessions=100%( Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

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ED 205 Teaching & Measuring

### Objective-

To apply adaptive expertise, creative thinking, metacognition, and teamwork in teaching and measuring task

### Outcomes

To apply Adaptability, Adaptive expertise, Adaptive problem solving, Communication, Creative thinking , Decision making , Metacognition, Situation awareness & Teamwork

### Contents

Cognitive Readiness, A Model for Instruction and Assessment of Cognitive Readiness, The Development and Assessment of Cognitive Readiness: Lessons Learned from K-12 Education, Cognitive Readiness for Solving Equations . Cognitive Readiness Applications, Creative Thinking Abilities: Measures for Various Domains, Using Analogies as a Basis for Teaching Cognitive Readiness . Simulation Assessment of Cognitive Readiness . Assessing Cognitive Readiness in a Simulation-Based Training Environment, Software Support for Teaching and Measuring Cognitive Readiness, Cognitive Readiness for Complex Team Performance, Impact of Individual Game-Based Training on Team Cognitive Readiness

### Lecture Slides

**Day6Session1.ppt (6.34MB)**

<http://www.filefactory.com/file/1gobhmgmngkx/n/Day6Session1.ppt>

[http://www.filefactory.com/file/3g7dl4mzlo3r/critical\\_thinking.ppt](http://www.filefactory.com/file/3g7dl4mzlo3r/critical_thinking.ppt)

<http://www.filefactory.com/file/o434z1etsqd/higher%20order%20thinking.ppt>

<http://www.filefactory.com/file/769hr31ngpp7/measurement3.ppt>

<http://www.filefactory.com/file/4t7gbv6vaqkz/PPT.ppt>

<http://www.filefactory.com/file/5xyrfuov87vv/Teaching%20measurement%20allstages.ppt>



## POWER POINT

**Day6Session1.ppt (6.34MB)**

<http://www.filefactory.com/file/1gobhmgmnqkx/n/Day6Session1.ppt>

## AUDIO

<http://yourlisten.com/Kyaw.Naing/day-6-session-1>

**Day 6 Session 1A.zip (91.42MB)**

[http://www.filefactory.com/file/4ofk5oigav1n/n/Day\\_6\\_Session\\_1A.zip](http://www.filefactory.com/file/4ofk5oigav1n/n/Day_6_Session_1A.zip)

## Instruction Reference Textbook-

Teaching and Measuring Cognitive Readiness by Harold F. O'Neil • Ray S. Perez • Eva L. Baker

### Assessment

Participation in Educational Support Workshop sessions=100%

( Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

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ED 206 Designing Instructions & Assessment

### Objective-

To deconstruct the broad-sweeping goals of the standards and transform them into unit plan objectives (more specific) and daily instructional objectives

### Outcomes

To entails a logical progression from (1) content area standards to (2) modified standards to (3) unit plan objectives to (4) daily instructional objectives in an understandable sequence of increasing specificity

### Contents

Deconstructing the Standards ,Writing Unit and Daily Instructional Objectives , Writing True–False and Completion, Items and Matching Exercises ,Writing Multiple-Choice Items ,Writing Short-Answer and Essay Items .Performance-Based Assessment ,Portfolios

## Instruction Reference Textbook-

Designing Elementary Instructions & Assessments

By John L. Badgett Edwin P . Christmann

### Lecture Slides

**Day5Session2.ppt (2.54MB)**

<http://www.filefactory.com/file/jysaqvnluxl/n/Day5Session2.ppt>

## Lecture Slides

### **Day6Session1.ppt (6.34MB)**

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### **Day6Session2.ppt (0.56MB)**

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### **Day6Session2+3.ppt (4.63MB)**

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<http://www.filefactory.com/file/23koqw9oupe7/curriculum-development-and-instructional-design.ppt>

<http://www.filefactory.com/file/7cuhqz1flfn9/ID-process.ppt>

<http://www.filefactory.com/file/4iu2ugp1kt3d/ID-process1.ppt>

<http://www.filefactory.com/file/1dmnkr50nyw1/practicaludi.ppt>

<http://www.filefactory.com/file/142q2frieg0b/RichFormativeAssessmentCriticalComponentofInstruction.ppt>

<http://www.filefactory.com/file/4yaox8oq8p/Slidesforthe4thed.ppt>

<http://www.filefactory.com/file/2kvrgebxinn/TheRoleOfFeedbackInInstructionalDesignAndStudentAssessment.ppt>

[http://www.filefactory.com/file/21q4dwrfbwud/training\\_and\\_assessing\\_powerpoint\\_slide.ppt](http://www.filefactory.com/file/21q4dwrfbwud/training_and_assessing_powerpoint_slide.ppt)

## **POWER POINT**

### **Day5Session2.ppt (2.54MB)**

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## **AUDIO**

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## **Day 5 Session 2A**

[http://www.filefactory.com/file/1a5vrach5ibt/Day\\_5\\_Session\\_2A.zip](http://www.filefactory.com/file/1a5vrach5ibt/Day_5_Session_2A.zip)

## **POWER POINT**

### **Day6Session2.ppt (0.56MB)**

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## **AUDIO**

<http://yourlisten.com/Kyaw.Naing/day-6-session-23>

## POWER POINT

**Day6Session2+3.ppt (4.63MB)**

<http://www.filefactory.com/file/43fpt0cwbm5d/n/Day6Session2+3.ppt>

## AUDIO

<http://yourlisten.com/Kyaw.Naing/day-6-session-23>

**Day 6 Session 23A.zip (61.29MB)**

[http://www.filefactory.com/file/15241r42ebcn/n/Day\\_6\\_Session\\_23A.zip](http://www.filefactory.com/file/15241r42ebcn/n/Day_6_Session_23A.zip)

## Assessment

Participation in Educational Support Workshop sessions=100%

( Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

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ED 405 Training Principle

## Objective-

To provide numerous techniques, designs, case examples, and tips for designing and facilitating training that is participant-centered, brain-friendly, and experiential

## Outcomes

- To explore all aspects of training.
- To promote an active approach to training
- To provide a practical handbook of techniques

## Contents

INTRODUCING ACTIVE TRAINING, DESIGNING AN ACTIVE TRAINING PROGRAM, Assessing Training Needs, Developing Active Training Objectives, Creating Opening Exercises, Preparing Brain-Friendly Lectures, Using Experiential Learning Approach, Designing Active Training Activities, Sequencing Active Training Activities, Planning Active Training Programs, Blending Technology into Active Training, CONDUCTING AN ACTIVE TRAINING PROGRAM, Beginning an Active Training Program, Gaining Leadership of the Training Group, Giving Presentations and Leading Discussions, facilitating Structured Activities and Promoting Team Learning, Concluding an Active Training Program, EXTENDING THE VALUE OF AN ACTIVE TRAINING PROGRAM, Evaluating an Active Training Program

## **Instruction Reference Textbook-**

Active Training by Mel Silberman

## Lecture Slides

**Day5Session1.ppt (20.26MB)**

<http://www.filefactory.com/file/b7m0w90g5iv/n/Day5Session1.ppt>

<http://www.filefactory.com/file/55ngvgzhw1qj/%28Mr.%20CHENG%201%29Principles%20of%20Exercise%20Prescription.ppt>

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<http://www.filefactory.com/file/1tviz8goakpt/Chapter%201%20Basic%20concepts%20of%20training%20theory.ppt>

<http://www.filefactory.com/file/6a5bl6kpryz1/lecture8.ppt>

[http://www.filefactory.com/file/4ug93kfr6tzh/Principles\\_of\\_Training.ppt](http://www.filefactory.com/file/4ug93kfr6tzh/Principles_of_Training.ppt)

<http://www.filefactory.com/file/3fl4hd556o0d/Week%205%20-%20Training%20Principles.ppt>

## POWER POINT

**Day2Session2.ppt (10.52MB)**

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## AUDIO

<http://yourlisten.com/Kyaw.Naing/day-2-session-2>

**Day 2 Session 2A.zip (45.42MB)**

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## POWER POINT

**Day5Session1.ppt (20.26MB)**

<http://www.filefactory.com/file/b7m0w90g5iv/n/Day5Session1.ppt>

## AUDIO

<http://yourlisten.com/Kyaw.Naing/day-5-session-1b>

**Day 5 Session 1A.zip (77.86MB)**

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## Assessment

Participation in Educational Support Workshop sessions=100%

( Assess as part of Learning outcomes & curriculum development tasks in Residential Workshop session)

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Objective-

To design the engineering educational programs and teaching programs by applying multi-disciplinary approaches by combining technological aspects

Outcomes

- To attain the strategies to promote the engineering education
- To apply technological concepts in engineering teaching support system
- To develop the quality work-based learning system
- To write Sociological Rationale of a design curriculum
- To find the strategies to improve the communication skills of engineers
- To design the computer server for engineering education program

Contents

- Pre-university Outreach: Encouraging Students to Consider Engineering Careers
- The ASTutE Tutorial Assistant: Efficient, Accessible and Interactive
- Learning at Work within the Ford Motor Company
- Using Rubrics to Assess the Development of CDIO
- Syllabus Personal and Professional Skills and Attributes at the 2.x.x Level\*
- Quality Assurance Issues Relating to the Delivery of Work Based Learning Programmes\*
- The Role of Work-Based Learning Methodologies in the
- Development of Life-Long Engineering Education in the 21<sup>st</sup> Century
- Traits Analysis and Influences on High Performing Students in Mechanical Education
- The Construction of an Instructional Quality System for Industrial Technology Education
- Design Hegemony: an Exploration of Hegemony in the Curriculum and Instruction of Industrial Design Education
- The Engineering Mechanics Interactive Lecture Series: Oligomedia Resources for Computer-Based Learning
- The Sociological Rationale of the Industrial Design Curriculum
- Achieving Advances and New Developments in Engineering and Technological Education
- Important Considerations in Improving the Acquisition of Communication Skills by Engineers
- Client-Server and Gateway Systems for Remote Control in Engineering Education

- The Development of Online Conference Management Tools as a Student Project\*
- Co-operation across Disciplines in Engineering Education Using Technical and Scientific Computing Environments

### Instruction Reference Textbook-

ED411 folder, read the following files

- AndersonGilbride.pdf
- austin.pdf
- barlow.pdf
- BodenGrays.pdf
- Burns&Chisholm.pdf
- BurnsChisholm1.pdf
- ChaoHuang.pdf
- Chaos.pdf
- ChengHsiao.pdf
- chapman.pdf
- ChengLiao.pdf
- Chisholm1.pdf
- DanilovaZJPs.pdf
- Dulevicius.pdf
- EwaldPage.pdf
- GolNafalskiNguynTran.pdf
- grunwald1.pdf

### Lecture Slides

<http://www.filefactory.com/file/2ct7a658phwd/4s-presentation.ppt>

<http://www.filefactory.com/file/1e24k1r5bwb3/BringingEngineeringintoMiddleSchools.ppt>

[http://www.filefactory.com/file/cc0dnw0roet/CDIO\\_ReadyToEngineer.ppt](http://www.filefactory.com/file/cc0dnw0roet/CDIO_ReadyToEngineer.ppt)

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<http://www.filefactory.com/file/4kouel44lpwh/Educattng%20Engineers%2021stCentury.ppt>

<http://www.filefactory.com/file/75ez7mru60lr/HSU1EngineeringProfessionAB.ppt>

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<http://www.filefactory.com/file/7hzt2326cch9/TERCBeginner.ppt>

[http://www.filefactory.com/file/36nn9rsl1ho9/Transfroming%20Engineering%20Edcuation%20Summary\\_1.ppt](http://www.filefactory.com/file/36nn9rsl1ho9/Transfroming%20Engineering%20Edcuation%20Summary_1.ppt)

<http://www.filefactory.com/file/29t373bexqep/UM%20Eng%20Future.ppt>

[http://www.filefactory.com/file/6knmoz46zhy5/Why\\_K12\\_Engineering.ppt](http://www.filefactory.com/file/6knmoz46zhy5/Why_K12_Engineering.ppt)

<http://www.filefactory.com/file/75z9gh13k56h/womenandminoritiesinscience.ppt>

## Assessment

### Questions

- 1.To encourage the students to take the engineering career, which aspects should be concerned?
  - 2.Outline the facts to design the interactive tutorial assistance program
  - 3.Express the Personal and Professional Skills and Attributes required for Year 2 Engineering programs.
  - 4.To design the work-based learning program, what are to be considered for quality assurance.?
  - 5.Write Sociological Rationale of a design curriculum
  - 6.Express the examples of Advances and New Developments in Engineering and Technological Education.
  - 7.To improve the communication skills of engineers, what are to be emphasized in training program?
  - 8.To design the computer server for engineering education program, what are to be aware of?
  - 9.How can online system be utilized in students project management?
  - 10.By using Technical and Scientific Computing Environments, how can the different disciplines be co-operated?
-

#### Objective-

This course provides the educators with skills to take an active and creative approach to their personal and professional development. While it may be of most interest to those in middle or senior education management, it is also designed to help teachers, governors and those in organizations allied with education.

#### Outcomes

To attain the competencies in

- Leading and managing
- Changing and learning
- Undertake Tasks and responsibilities

#### **Instruction Reference Textbook-**

**Educational leadership and learning Practice, policy and research by Sue Law and Derek Glover**

#### Contents

- The context for educational leadership
- Developing leadership and management effectiveness
- Managing ourselves and leading others
- Motivating and managing others
- Leading effective teams
- Effective communication
- Organizational cultures
- Managing change and creating opportunities
- Educational improvement, inspection and effectiveness
- Leading and managing in learning organizations
- Managing staff and promoting quality
- Managing resources and finance
  
- Managing stakeholder relationships and partnerships
  
- Leading and managing for professional development

#### Leadership

- Management has its start point in the organisation. It is taken to involve the conduct and evolutionary development of an institution and its staff by means of rational decisions and performance monitoring underpinned by information systems, policies, procedures and plans.
- Leadership has a start point in the people within the organisation. It is concerned with getting their



willing cooperation and contribution towards organisational goals and with meeting their needs as individuals.

- Just as 'managers' exist at all levels of the organisation so, too, can leaders be found at all levels. The latter do not necessarily depend on a formal role position.
- Both activities, leading and managing, are required. The balance between each activity varies both from time to time and also from the position of an individual within an organisation.

Both activities, leading and managing, are required. The balance between each activity varies both from time to time and also from the position of an individual within an organisation. 2 Leadership issues: raising achievement

- Whether one activity subsumes the other or whether management and leadership exist as poles of activity along a continuum does not have any bearing on the argument presented.
- Incorporation and the essential need to run an efficient and effective organisation have made it inevitable that there has been an emphasis on the top levels of colleges and upon the managerial activities of senior management. Leadership has always been required at that level. Our interest lies in improving the impact of leadership activity at lower levels in colleges.
- These lower levels are those at which course organisation and delivery by a group of staff is the key activity. If leadership is to have a more direct impact on student achievement than is the case with the mediated leadership activity of senior post-holders, then this lower level may be the one level to examine in more detail.

### Leadership in further education

- clarification of what we mean by leadership, particularly within an educational context
- an outline of a number of models of, or approaches to, leadership
- a description of the key behaviours which are associated with effective leadership
- leadership roles within organisations
- how leadership impacts on student outcomes

### Lecture Slides

**Day10Session2+3.ppt**

**(0.57MB)**

<http://www.filefactory.com/file/3fuyvsmvol7f/n/Day10Session2+3.ppt>

<http://www.filefactory.com/file/5k2kz82v0mdx/Chapter15.ppt>

[http://www.filefactory.com/file/7i2nurohue9f/DISPROP.\\_SUMMIT\\_-LEADERSHIP.ppt](http://www.filefactory.com/file/7i2nurohue9f/DISPROP._SUMMIT_-LEADERSHIP.ppt)

<http://www.filefactory.com/file/1xwdnv38b9vl/educational-leadership.ppt>

<http://www.filefactory.com/file/4k8snf7x513t/PedroNoguera.ppt>

[http://www.filefactory.com/file/4xeb8nwtndwj/School\\_Leadership.ppt](http://www.filefactory.com/file/4xeb8nwtndwj/School_Leadership.ppt)

### **POWER POINT**

**Day10Session2+3.ppt (0.57MB)**

<http://www.filefactory.com/file/1ryzba7f66c7/Day10Session2+3.ppt>

## AUDIO

<http://yourlisten.com/Kyaw.Naing/day-10-session-23>

## Day 10 Session 23A

[http://www.filefactory.com/file/2au2d9n4837f/Day\\_10\\_Session\\_23A.zip](http://www.filefactory.com/file/2au2d9n4837f/Day_10_Session_23A.zip)

### Assignment

Write 20 pages report on your leadership role at your section/department/ organization. Your report should include the followings.

- Your understanding of leadership
- How do you develop leadership and effective management?
- How do you lead others?
- How do you motivate others?
- How do you lead the effective teams
- Your effective communication?
- Your organizational cultures
- You do you perform managing change and creating opportunities
- Your participation in educational improvement, inspection and effectiveness
- Your activities in leading and managing in learning organizations
- Your responsibility in managing staff and promoting quality
- Your activities in managing resources and finance
  
- Your activities in managing stakeholder relationships and partnerships
  
- Your leadership in managing for professional development of your staff.

### Assessment

Assignments = 100%

---

ED 301 Educational Policy (Myanmar Engineering Council Accreditation Requirements)

### Objective-

This course provides the educators with Myanmar Engineering Council Laws, Rules, Regulations, Accreditation Requirements, Accreditation Practices, procedures related to accreditation of engineering courses and engineering professionals in Myanmar to enable them to design, develop and teach the engineering programs accredited by Myanmar Engineering Council.

### Outcomes

- To understand Myanmar Engineering Council Accreditation Rules & Regulations related to accreditation of Government Technical Colleges & Technological Universities in Myanmar.

- Get the information & knowledge on Current issues related to international & Myanmar Engineering profession.
- Participate in hand on practice workshop focussing on curriculum development & collecting and preparing the materials for accreditation by Myanmar Engineering Council Engineering Accreditation Committee & taking part in mock accreditation sessions.

### Contents

- Overview of Myanmar Engineering Council Law, Regulation, Accreditation Principles
- Examples of marine engineers competency assessment in Myanmar/ in line with International Certification standards & explore the way to apply the similar competency based training in other engineering areas
- Requirement of Myanmar Engineering Council & how to design the curriculum to address the learning outcomes
- Discussing the programme structure and course contents(MEng C)
- Discussing the programme delivery and assessment methods
- Assessment Validation Guide of Myanmar Engineering Council
- Educational Resources Development in line with Myanmar Engineering Council Requirements
- Curriculum design for accreditation compliance
- Overall accreditation and compliance practice
- Preparation for self accreditation report
- Engineering Accreditation Plan

### Lecture Slides

**Day9Session2+3.ppt (0.51MB)**

<http://www.filefactory.com/file/6bn1bijhuz/n/Day9Session2+3.ppt>

**SAR.pptx (0.51MB)**

[http://www.filefactory.com/file/6xc65tx9j9z/n/2\\_SAR.pptx](http://www.filefactory.com/file/6xc65tx9j9z/n/2_SAR.pptx)

**Regulations.pdf (0.29MB)**

<http://www.filefactory.com/file/10tvhg6phwx9/n/Regulations.pdf>

**Policy - Qualifications Policy POL11 v4.PDF (0.15MB)**

[http://www.filefactory.com/file/6zsqu8y1j0ft/n/Policy\\_-\\_Qualifications\\_Policy\\_POL11\\_v4.PDF](http://www.filefactory.com/file/6zsqu8y1j0ft/n/Policy_-_Qualifications_Policy_POL11_v4.PDF)

**pe-path.pdf (0.9MB)**

<http://www.filefactory.com/file/6y5kfs0gk2tv/n/pe-path.pdf>

**pe-req.pdf (0.94MB)**

<http://www.filefactory.com/file/6435sdbkdnjv/n/pe-req.pdf>

**Myanmar Engineering Council Law.pdf (0.26MB)**

[http://www.filefactory.com/file/4dz1it17ieer/n/Myanmar\\_Engineering\\_Council\\_Law.pdf](http://www.filefactory.com/file/4dz1it17ieer/n/Myanmar_Engineering_Council_Law.pdf)

**2015 YTU First Workshop.pptx (1.81MB)**

[http://www.filefactory.com/file/18qq8rbizwj5/n/2015\\_YTU\\_First\\_Workshop.pptx](http://www.filefactory.com/file/18qq8rbizwj5/n/2015_YTU_First_Workshop.pptx)

**EngineerCoulcilRegulation.pdf (0.8MB)**

<http://www.filefactory.com/file/15zrtdybg2f/n/EngineerCoulcilRegulation.pdf>

**Accreditation Manual.pdf (0.71MB)**

[http://www.filefactory.com/file/4pqmsxcbbrr5/n/Accreditation\\_Manual.pdf](http://www.filefactory.com/file/4pqmsxcbbrr5/n/Accreditation_Manual.pdf)

**POWER POINT**

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**AUDIO**

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**Day 9 Session 23A.zip (32.47MB)**

[http://www.filefactory.com/file/3mbbwvsilt7x/n/Day\\_9\\_Session\\_23A.zip](http://www.filefactory.com/file/3mbbwvsilt7x/n/Day_9_Session_23A.zip)

**Instruction Reference Textbook-**

1. Accreditation Manual
2. Graduate Attributes & Terminology.pptx
3. SAR.pptx
4. Engineer Council Regulation
5. Policy - Qualifications Policy POL11 v4
6. Myanmar Engineering Council Law
7. Policies for Accreditation of Programs
8. Time line,EAC Code,Guidelines,Fees

**Assessment**

Assignments = Participation in workshop sessions

---

Objective-

The unit involves candidates in leading a complete cycle of the change process. This process falls into three phases that correspond broadly to the elements of competency.

- i. Preparing for change
- ii. Planning for change
- iii. Implementing and evaluating change

Outcomes

- To provide leadership and support to others within the organization
- To manage change more effectively
- To develop educational business skills
- To analyse work practice and context, and make improvements
- To contribute to innovation and capacity building in the organization.

Contents

- Leadership issues Raising achievement
- The Leadership of Change
- A shift from management to leadership
- How not to do change management
- Managing change and transition

Lecture Slides

**Day10Session2+3.ppt (0.57MB)**

<http://www.filefactory.com/file/3fuyvsmvol7f/n/Day10Session2+3.ppt>

<http://www.filefactory.com/file/mm4yicc1rld/10.ppt>

<http://www.filefactory.com/file/2tdzqfr8xvj3/brkprspadulo.ppt>

<http://www.filefactory.com/file/3o2d7j1n1asp/Change%20Management%20Fundamentals%20-%20Presentation.pptx>

<http://www.filefactory.com/file/4p8smbmtfv01/Change.ppt>

[http://www.filefactory.com/file/46ddvn2xhz0j/Change\\_Management.ppt](http://www.filefactory.com/file/46ddvn2xhz0j/Change_Management.ppt)

<http://www.filefactory.com/file/7dtczwm3cdoj/ChangeManagementTraining.ppt>

<http://www.filefactory.com/file/um1lrrx766v/igltcchangemgmt.pptx>

<http://www.filefactory.com/file/4lgwofgtgx7x/Leading%20Change%20Full%20Presentation.ppt>

[http://www.filefactory.com/file/xm5rd3g2lw7/OrgChgMgt\\_PPT95.ppt](http://www.filefactory.com/file/xm5rd3g2lw7/OrgChgMgt_PPT95.ppt)

## POWER POINT

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## AUDIO

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## Day 10 Session 23A

[http://www.filefactory.com/file/2au2d9n4837f/Day\\_10\\_Session\\_23A.zip](http://www.filefactory.com/file/2au2d9n4837f/Day_10_Session_23A.zip)

### Brief Notes

Why do so many people resist change (initially at least)? How do you personally respond to change? Marvin Weisbord has written extensively about organizational change and in his book, *Productive workplaces: organizing and managing for dignity, meaning and community*, he draws on a fascinating visual model to aid understanding of people's capacity to change.

According to this representation, we all move from room to room depending on our perceptions, feelings or aspirations triggered by external events. How much energy we have for change depends on what room we're in at the time. In Contentment, we like the status quo and feel calm and satisfied. Any prospect of change can move us into Denial where we stay until we acknowledge our own fear or anxiety. We then move into the Confusion room where we feel unsure and scattered. As we stumble about in Confusion, trying to sort things out, we eventually open the door to Renewal where we feel open and willing to take risks.

This perspective does not see anxiety as a state to be avoided; rather, anxiety is the place we store energy while deciding whether to invest it. Every new project or major change requires a certain amount of anxiety. If there's too much, we're paralysed, while if there's too little, we're unmotivated.

As Weisbord (p268-9) observes, *"People in Contentment or Denial are not frozen. Events will move them soon enough. ... The urge to hold on - to old habits, familiar patterns, relationships and structures (whether they satisfy or not) - is as old as human history. ... We can help by giving people a chance to come together, to experience their mutual dilemmas more fully, to make their own choices about when and how to move. ... Feelings and perceptions can block task accomplishment as surely as lack of money, time or tools."*

- leadership is a process of influencing
- leadership can be exercised by people in organizations who do not possess formal authority
- leadership implies followers
- leadership involves the achievement of goals and objectives

- leadership may best be seen as the exercise of influence to move an organization forward, whereas management is concerned largely with the maintenance of existing systems and structures.

To conclude this section, you could dip into a book that takes a radically different approach to change and leadership. In contrast to most management texts, the authors of *Presence*, like Weisbord, acknowledge the emotional as well as the intellectual aspects of change. They emphasise the connectedness of all things and argue for a synergy between the personal and the collective. Senge et al explain why change is necessary and suggest an almost spiritual approach to learning the profound transformations that are required.

### Instruction Reference Textbook-

Leadership+ Change Management DVD

Read

- 811A.pdf
- Reading1.pdf
- Reading2.pdf
- Reading3.pdf
- Reading4.pdf
- Reading5.pdf

### Assignment

## PATHWAYS AND RESOURCES

### OPTION 1

Prepare an annotated bibliography or brief literature review (maximum five pages) demonstrating your familiarity with current thinking about leadership styles and change management strategies.

Plus

Select relevant entries from the reflective journal to illustrate your developing skills and knowledge in relation to leadership and change management.

Plus

Present a fully developed action plan for the proposed change.

### OPTION 2

Prepare a formal report or case study which includes detailed information about how you prepared for this project, planned and implemented the change, and evaluated both the outcomes and your own performance as leader.

Plus

Provide a statement from your supervisor or manager, confirming your role and attesting to your leadership development.

### **OPTION 3**

Present a portfolio of workplace documents that tracks progress of the change project and demonstrates your leadership role at every stage of the change process.

Plus

Select reflective journal entries that show the ways in which interaction with your mentor contributed to your growth as a leader.

### **Assessment**

Assignments = 100%

---

ED309 Educational Communication

### **Objective-**

This program uses methods of the social sciences, encompassing both qualitative and quantitative approaches to the study of communication and education. It asks in particular how education and other social systems change under the impact of new media

### **Outcomes**

- Reflect on the historical effects of media and on the cultural uses of developments such as face-to-face speech, writing, printing, photography, film, radio, television, computers, and networked multimedia;
- Use anthropological and linguistic methods to study how the diverse forms of communication, literacy, information processing, and cognition condition educational practice; and
- Explore positive and negative effects of media on social relations and develop strategies for using information and communication technologies to improve conditions of education and life.

### **Contents**

- Creating a production that communicates your message
- Digital Design
- Great Looking Presentations
- Planning
- Technical Papers related to effectiveness of ICT in education



- Access and equity issues
- Educational Communication Portfolio Presentation

### Lecture Slides

**Day10Session2+3.ppt (0.57MB)**

<http://www.filefactory.com/file/3fuyvsmvol7f/n/Day10Session2+3.ppt>

### **POWER POINT**

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### **AUDIO**

<http://yourlisten.com/Kyaw.Naing/day-10-session-23>

### **Day 10 Session 23A**

[http://www.filefactory.com/file/2au2d9n4837f/Day\\_10\\_Session\\_23A.zip](http://www.filefactory.com/file/2au2d9n4837f/Day_10_Session_23A.zip)

### **Instruction Reference Textbook-**

ED309 Educational Communication Assignment Tasks-806A Modified (Work Examples)

### Assignment

Prepare the educational communication portfolio based on your workplace tasks. Your portfolio should demonstrate the following criterias

- At least two substantial written texts such as a submission , project plan, evaluative report, professional journal article or web site contribution to the project
  - Planning documents and evidence of consultation and evaluation relating to the above texts.This could be in the form of e-mail correspondences or meeting notes
  - A video taped presentation delivered as part of the project OR presentation notes and visual aids eg powerpoint , overhead transparencies )used in your presentation together with audience feedback commenting on the effectiveness of presentation.
  - Planning , problem solving , decision making and evaluating tools that you have developed for facilitating group processes as part of the project
  - Samples from strategies you developed to enhance communication between participants in the project such as newsletters, facilitated online forums, e-mail group correspondences , web blogs , teleconference minutes
- PLUS**
- Write a reflective essay discussing how the project developed workplace relationships and evaluating your role as a facilitator and the strategies that you used
  - OTHER RELATED EVIDENCES

### Assessment

Assignments = Portfolio Assessment- 100%

Objective-

The objective of this unit is to give the candidate an understanding of the conceptualisation, historical development, assessment, determinants and effects of classroom learning environments.

Outcomes

- To review classroom learning environment for effective educational setting
- To prepare effective educational setting for teaching and learning
- To understand the students' behaviour in the classroom and the cause of the behaviour
- To effectively use the teaching and learning strategies for keeping the good learning environment in the class
- To perform educational survey task on learning environment assessment.

Contents

- Background information about the fields of school and classroom environment
- Outcomes and environment; evaluation of educational innovations
- Quantitative and qualitative methods
- Teachers' use of classroom and school environment instruments in practical attempts to improve their own classrooms and schools.
- Current trends and future desirable directions in research on educational environments.

Lecture Slides

Day10Session1.ppt

(11.78MB)

<http://www.filefactory.com/file/x9ykida5cq/n/Day10Session1.ppt>

<http://www.filefactory.com/file/178grnzyj73b/20211.ppt>

<http://www.filefactory.com/file/40gf00iwpowz/ClassroomEnvironment.ppt>

<http://www.filefactory.com/file/6rpof3wnms5v/Creating%20a%20Learning%20Environment.ppt>

<http://www.filefactory.com/file/4x9hq68kx6jf/Creating%20Productive%20Learning%20Environments.ppt>

<http://www.filefactory.com/file/4yycfcc6xis3/Environment%20and%20Classroom%20Culture.pptx>

[http://www.filefactory.com/file/28gk83lkaitv/Kellough\\_4.ppt](http://www.filefactory.com/file/28gk83lkaitv/Kellough_4.ppt)

<http://www.filefactory.com/file/4pnkjbx9sc6b/LLW-Unit3.ppt>

## POWER POINT

**Day10Session1.ppt (11.78MB)**

<http://www.filefactory.com/file/10mfxaxufq4r/Day10Session1.ppt>

## AUDIO

<http://yourlisten.com/Kyaw.Naing/day-10-session-1>

## Day 10 Session 1A

[http://www.filefactory.com/file/1pub28vgql41/Day\\_10\\_Session\\_1A.zip](http://www.filefactory.com/file/1pub28vgql41/Day_10_Session_1A.zip)

## Instruction Reference Textbook-

### Learning Environment Reader

#### Brief Lesson

Educators often speak of a classroom's or school's climate, environment, atmosphere, tone, ethos, or ambience; they consider it to be both important in its own right and influential in terms of student learning. Despite the fact that the educational climate or environment is a somewhat subtle concept, remarkable progress has been made over the last two decades in conceptualising it, assessing it, and researching its determinants and effects. Although important educational learning environment work has been undertaken by researchers interested in a variety of school subject areas, clearly science education researchers have led the world in terms of developing, validating, and applying environment assessment instruments.

The learning environment focuses on the research on classroom learning environments in technology, science and mathematics. Topics include the history of learning environment research; questionnaires for assessing classroom environments; relations between type of learning environment and learning outcomes; and practical attempts to improve educational environments.

#### History of Learning Environment Research

Begin your study with Reading No. 1, Science learning environments: Assessment, effects and determinants. (B. J. Fraser). You will observe that this monograph falls into seven main parts:

1. Background information about the fields of school and classroom environment including alternative assessment approaches, a historical perspective on past work, the distinction between school and classroom environment and the unit-of-analysis question.
2. Instruments for assessing perceptions of classroom environment.
3. Assessment instruments for school environment.
4. An overview of several lines of past research involving environment including:
  - i. associations between student outcomes and environment; evaluation of educational innovations;
  - ii. investigations of differences between students' and teachers' perceptions of the same classroom;
  - iii. and investigations of whether students achieve better when in their preferred environments.
5. Recent research in which quantitative and qualitative methods were combined in the same study.
6. Teachers' use of classroom and school environment instruments in practical attempts to improve their own classrooms and schools.

7. Current trends and future desirable directions in research on educational environments.

### Instruments for Assessing the Classroom Learning Environment

Refer to the Table on page 531 of Reading 1. This table contains, in summary form, some of the instruments that are used in studies of learning environments.

Complete Readings 2 to 8. These readings will provide further information about the development and application of instruments used in the quantitative assessment of learning environments. After completing these readings you should be able to select an appropriate instrument that you can use in your own teaching situation.

### Assessment

Assignments = 100%

In this assignment you are required to complete an action research project incorporating the use of a learning environment measure. Use one of the learning environment instruments with a class, colleagues, or others in your own teaching situation. You could use more than one form of the instrument. Use the following guide in presenting this assignment.

#### Title

The title should be brief and accurately describe the nature of the project.

#### Context of the study

Discuss the background to the central problem. Explain why the problem is significant to your teaching or professional activities and educational research.

#### Selection of instrument

Briefly describe the development of the questionnaire and your reasons for its selection.

#### Data sources

Describe the target population (i.e., the class or other group).

#### Role of participants

Describe your role in the action research and any other persons involved the study (e.g., other teachers, principal, students).

#### Data collection

Describe and explain the types of data you collected, and how they were obtained and recorded.

#### Data analysis & interpretation

Present your results and explain the methods you used to analyse and interpret the data. Use tabular and graphical forms to enhance your presentation.

#### Significance

Explain your results and reflect on what they mean. Discuss the importance of both the results and the process.

## References

Every reference you cite must be included in a list of references at the end of the assignment. Do not include any reference which is not explicitly cited in your report. Use \*APA Format. This is covered in the "I Hate to Write Guide to Writing a Report" under the section "Citing Sources and References".

## Sample Report

### Assessing the Effectiveness of Information & Communication Technology in Senior Students' Learning Environment at Niue High School

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ED311 Outcome based Education

#### Objective-

At the end of this training, participants will be able to understand:

- Outcome-Based Education (OBE)
- Programme Education Objectives (PEO'S),

#### Outcomes

Programme Outcomes (PO's), Course Outcomes (CO) and Performance Indicators

- Bloom's Learning Taxonomy
- Assessment and Evaluation Methods
- Continual Quality Improvement Process

#### Contents

- The Origins of Outcome Based Education
- Approaches to OBE*
- OBE Process*
- Educational Process - Stakeholders
- Educational Process – Lecturers' Roles
- Educational Process - References
- OBE Model Hierarchy
- Characteristics of OBE curricula
- Types of Teaching/Learning Delivery Activities*
- OBE Delivery*
- Continual Quality Improvement (CQI)
- Essentials for OBE's success

- Essentials Components of OBE
- Different Levels of Outcomes
- Development of Programme Education Objectives
- CHARACTERISTICS OF GOOD OUTCOME STATEMENTS
- Course Development
- ENGINEERING EDUCATION
- and  
BLOOM'S TAXONOMY
- DOMAINS of LEARNING OUTCOMES
- Assessment in OBE
- Continual Quality Improvement (CQI)

### Lecture Slides

Final OBE Training at Myanmar July 2014.pptx (1.02MB)

[http://www.filefactory.com/file/6k4t7x3wkew1/n/Final\\_OBE\\_Training\\_at\\_Myanmar\\_July\\_2014.pptx](http://www.filefactory.com/file/6k4t7x3wkew1/n/Final_OBE_Training_at_Myanmar_July_2014.pptx)

Graduate Attributes & Terminology.pptx (0.7MB)

[http://www.filefactory.com/file/3o2bl46ad7/n/1\\_Graduate\\_Attributes\\_&\\_Terminology.pptx](http://www.filefactory.com/file/3o2bl46ad7/n/1_Graduate_Attributes_&_Terminology.pptx)

[http://www.filefactory.com/file/1998dikzrhxl/10\\_ml.pdf.ppt](http://www.filefactory.com/file/1998dikzrhxl/10_ml.pdf.ppt)

<http://www.filefactory.com/file/1sy2g924wohr/Bezinovic%20-%20Learning%20outcomes%20based%20education.ppt>

<http://www.filefactory.com/file/cyyidy2i3yt/OBE.pdf>

[http://www.filefactory.com/file/3zgrw09aa22z/OBL%20Presentation\\_Wang%20Lixun\\_20120210%20final\\_6%20Feb%202012\\_.pdf](http://www.filefactory.com/file/3zgrw09aa22z/OBL%20Presentation_Wang%20Lixun_20120210%20final_6%20Feb%202012_.pdf)

<http://www.filefactory.com/file/6swi9degtfqi/OBTL%20seminar%2020-2-08-Tony%20Hung.ppt>

[http://www.filefactory.com/file/2o5jpany0rd9/Outcome\\_Based\\_Education.pptx](http://www.filefactory.com/file/2o5jpany0rd9/Outcome_Based_Education.pptx)

<http://www.filefactory.com/file/5tyfokyanbvz/Three%20days%20workshop%20-%20Outcome%20based%20education.pdf>

### **Instruction Reference Textbook-**

Final OBE Training at Myanmar July 2014. by **Ir. Professor Academician Dato' Dr. HT Chuah**  
**President of FEIAP**

### Assessment

Participation in workshop & presenting the portfolios

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ED412 Engineering Education (2)

Objective-

To design the international standard engineering education program by applying total quality management

Outcomes

- To have the knowledge and skills in total quality management
- To foster the cross border co-operation
- To interface the school to engineering programs

Contents

- Secondary School-University Interface: Science and Engineering
- The Educational Process
- Quality Engineering Education: Student Skills and Experience
- The Web as a Tool for Supporting Student Learning
- Develop a Long-Term Plan to Overcome Skills Shortage
- Cross border engineering practice
- Cross-cultural Skills for engineers

**Instruction Reference Textbook-**

ED412 File

Assessment

Assignments = 100% ( Two assignments of 50% each )

Describe total quality management in engineering education by outlining the important concepts.

Explore the rationales to prepare the global engineering program by cross border co-operation

---

## Level 4-Specialized Teaching Areas

ED 313 Computer Supported Learning & Distance Education

### Objective-

This unit provides the skills related to contribute to the central questions of how students can learn collaboratively using the new technologies, the problems that can be expected, and the benefits that may ensue. The various ways to examine how computer supported group work differs from face-to-face group work, and the implications for both educators and students are provided.

### Outcomes

- To offer assessment of e-learning with the hope of offering ideas in terms of practical guide and points of good practices, while addressing potential pitfalls to avoid.
- To be aware of what constitutes good and effective e-learning practices and how to design them for specific contexts and audiences in the global information
- Innovative uses of e-learning, Addressing various divides in e-learning, user centered focus in e-learning, special considerations in e-learning and development economy.

### Contents

- Computer-Supported Collaborative Learning in Higher Education:
- An Introduction
- Online Group Projects: Preparing the Instructors to Prepare the Students
- Time, Place and Identity in Project Work on the Net
- The Collective Building of Knowledge in Collaborative Learning Environments
- Collaboration or Cooperation
- Analyzing Small Group
- Interactions in Educational Environments
- Mapping Perceived Socio-Emotive Quality of Small-Group Functioning
- A Constructivist Framework for Online Collaborative Learning:
- Adult Learning and Collaborative Learning Theory
- The Real Challenge of Computer-Supported Collaborative Learning
- Use and Mis-Use of Technology for Online, Asynchronous, Collaborative Learning
- The Personal and Professional Learning Portfolio
- An Online Environment for Mentoring, Collaboration, and Publication
- Problems and Opportunities of Learning Together in a Virtual Learning Environment
- Web-Based Learning by Tele-Collaborative Production in Engineering Education
- Relational Online Collaborative Learning Model
- Online, Offline and In-Between: Analyzing Mediated-Action

### Lecture Slides

**Day7Session2+3Mod.pdf (42.53MB)**

<http://www.filefactory.com/file/1ikpltc7rck9/n/Day7Session2+3Mod.pdf>

<http://www.filefactory.com/file/195p31unxf15/11.pdf>



<http://www.filefactory.com/file/6zopnrirqimf/1b7%20quality%20control.ppt>

<http://www.filefactory.com/file/5e9cws9b5qyb/Ch02%20Total%20Quality%20Management.ppt>

<http://www.filefactory.com/file/33yh6id7gwyn/Falade.ppt>

<http://www.filefactory.com/file/3ipsnhabsvd9/ijee959.pdf>

<http://www.filefactory.com/file/7dy03es1yphp/Krajewski%20Chapter%2006.ppt>

[http://www.filefactory.com/file/773qpw0dm7tp/MGS3100\\_Slides15a.ppt](http://www.filefactory.com/file/773qpw0dm7tp/MGS3100_Slides15a.ppt)

<http://www.filefactory.com/file/og4l0o6gfp5/Trial%20lecture%20%2845%20min%29.ppt>

<http://www.filefactory.com/file/1qhriz2ndywx/VC-UNIMA-Presentation.ppt>

## POWER POINT

**Day7Session2+3Mod.pdf (42.53MB)**

<http://www.filefactory.com/file/1ikpltc7rck9/n/Day7Session2+3Mod.pdf>

## AUDIO

<http://yourlisten.com/Kyaw.Naing/day-7-session23>

**Day 7 Session 23A.zip (226.17MB)**

[http://www.filefactory.com/file/38t5wd7eancf/n/Day\\_7\\_Session\\_23A.zip](http://www.filefactory.com/file/38t5wd7eancf/n/Day_7_Session_23A.zip)

## Instruction Reference Textbook-

Computer Supported Learning by Tim S. Roberts

### Assessment

Assignments = 100%

The students will have to write 20 pages study report The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

### Objective-

This unit provides the skills to the teachers to act as mechanisms for communicating an approach to mathematics education that is eclectic and embracing, respectful and engaging, reflective and, ultimately, educational.

### Outcomes

To provide the methods to the educators in class teaching to provide the students with conceptual understanding of mathematics content through modelling or interpretation of representations,

- computational fluency,
- problem solving through application of the content.

### Contents

- Strategies for Vocabulary Development
- Strategies for Using Manipulatives
- Strategies for Teaching Procedures
- Strategies for Understanding Problem Solving
- Strategies for Using Mathematical Games
- Strategies for Assessing
- Mathematical Thinking

### Lecture slides

<http://www.filefactory.com/file/6tbhmh30w0of/Mar29ProblemSolving.ppt>

<http://www.filefactory.com/file/6kv55mbui4mr/Math%20So%20Hard%20Redux.ppt>

<http://www.filefactory.com/file/5jeon81ds41b/mathematics0107.ppt>

<http://www.filefactory.com/file/4wz2vhgix1mp/ModelsofMathematicsTeachingrevised.ppt>

### **Instruction Reference Textbook-**

- Multiple Perspectives on Mathematics Teaching and Learning Edited by Jo Boaler
- Strategies for Teaching Mathematics by *Deborah V. Mink*

### Assessment

Assignments = 100%

The students will have to write 20 pages study report The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

### Objective-

This unit provide the teaching pedagogy in science that effectively enable the teacher to transfer what they learn in our courses into their own classroom practices.

### Outcomes

- To shine a spotlight on important work that science teacher educators are doing with teachers and youth
- To describe the professional purposes and benefits realized when they, as science teacher educators, arranged opportunities to teach children or adolescents.
- To utilize model teaching lessons in class room practice

### Contents

- Pedagogical Content Knowledge
- Teaching & learning Through experience
- Teaching examples

### Instruction Reference Textbook-

- Understanding and Developing Science Teachers' Pedagogical Content Knowledge  
By John Loughran
- Science Teacher Educators as K-12 Teachers edited by Michael Dias • Charles J. Eick, Laurie Brantley-Dias

### Assessment

Assignments = 100%

The students will have to write 20 pages study report The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

Objective-

This unit provides the teaching idea for teaching students with unique opportunities to develop a range of process skills such as critical and creative thinking skills in addition to their practical skills, through undertaking authentic tasks of real purpose.

Outcomes

- To link philosophy and educational issues in my daily work
- To help teachers to improve the teaching by means of the insights that philosophy of technology offers.

Contents

- Philosophy of technology:
- Technological artifacts
- Technological knowledge
- Technological processes
- Technology and the nature of humans
- Ethics and aesthetics of technology
- Learners' philosophies of technology
- Reconceptualizing technology through education
- Practical issues in teaching about technology

Lecture Slides

<http://www.filefactory.com/file/uwbo3217ot3/41707663.ppt>

<http://www.filefactory.com/file/26f4xtj03xcz/5EEarthCentral.ppt>

<http://www.filefactory.com/file/uvj663k6bvd/GCPresentation.ppt>

<http://www.filefactory.com/file/1c39jez2vn9n/intro.ppt>

<http://www.filefactory.com/file/1kc8i94lvy3/Introduction.ppt>

[http://www.filefactory.com/file/17gyj694fojh/TSELA\\_Irene\\_4\\_24\\_07.ppt](http://www.filefactory.com/file/17gyj694fojh/TSELA_Irene_4_24_07.ppt)

<http://www.filefactory.com/file/6u1984w4ua7/wieman.ppt>

**POWER POINT**

**Day 4 Session 2**

<http://www.filefactory.com/file/20f4rg477rll/Day4Session2.ppt>

**AUDIO**

<http://yourlisten.com/Kyaw.Naing/day-4-session-2>

**Day 4 Session 2A.zip (66.62MB)**

[http://www.filefactory.com/file/565rmb1n39op/n/Day\\_4\\_Session\\_2A.zip](http://www.filefactory.com/file/565rmb1n39op/n/Day_4_Session_2A.zip)

## Instruction Reference Textbook-

Teaching about Technology by MARC J. DE VRIES

### Assessment

Assignments = 100%

The students will have to write 20 pages study report The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

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### Objective-

This unit describes the performance outcomes, skills and knowledge required to undertake research into educational theory and apply this research to improve current training and assessment practice.

This unit typically applies to those who need to develop skills in research in order to apply educational theory to improve current and future training and assessment practice

### Outcomes

- Prepare research brief relating to training and assessment practice
- Conduct research in training and assessment practice
- Investigate and apply educational theory to the research
- Report on application of educational theory to training and assessment practice
- Review entire process

### Contents

#### **Qualitative Research and Public Policy**

- Multilevel Analysis in Higher Education Research: A Multidisciplinary Approach .
- Conducting Multi-paradigm Inquiry in the Study of Higher Education Organization and Governance: Transforming
- Research Perspectives on Colleges and Universities
- Examining Pathways to and Through the Community College for Youth and Adults
- Review of the Theories Developed to Describe the Process of College Persistence and Attainment

### Lecture Slides

<http://www.filefactory.com/file/389zd7wa8vqj/CH01.ppt>

<http://www.filefactory.com/file/4tfsa56ilflt/Chapter7.ppt>

[http://www.filefactory.com/file/6jitg79g21h1/EDUC8631\\_Slides-Day\\_1-Sessions\\_1\\_2\\_3\\_and\\_4.ppt](http://www.filefactory.com/file/6jitg79g21h1/EDUC8631_Slides-Day_1-Sessions_1_2_3_and_4.ppt)

[http://www.filefactory.com/file/3e1ch8ep4j6n/McM\\_Ch1.ppt](http://www.filefactory.com/file/3e1ch8ep4j6n/McM_Ch1.ppt)

[http://www.filefactory.com/file/48e7ed04z7uz/STEM\\_PedR\\_jane.ppt](http://www.filefactory.com/file/48e7ed04z7uz/STEM_PedR_jane.ppt)

## Instruction Reference Textbook-

Higher Education: Handbook of Theory and Research

Published under the Sponsorship of the Association for Institutional Research (AIR)  
and the Association for the Study of Higher Education (ASHE)

### Assessment

Assignments = 100%

Prepare & submit one educational research paper.

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Objective-

On completion of this unit you should be able to demonstrate your achievement of the following learning outcomes:

All participants will be competent, confident and professional users of e-Learning system in teaching

Outcomes

To use e-Learning tools to:

- improve their own professional productivity,
- improve their preparation for classes and teaching generally and
- improve their ability to use and integrate IT appropriately within the classroom

Contents

**The Syllabus:**

The unit consists of five inter-related modules:

- 1. Module 1: Getting Started and IT Empowerment and Teaching**
  - a. Unit Introduction
  
- 2. Module 2: IT and Education:**
  - a. The Hype and the Reality
  - b. Multimedia in Education
  
- 3. Module 3: Ghosts of Schooling Past, Present and Future**
  - a. Technology and the Whole Curriculum
  - b. Technology as a Classroom Tool
  - c. Creating an active learning Environment
  
- 4. Module 4: Making the World Wide Web Work for You**
  - a. The Tools of the Trade
  - b. Using the internet for information
  
- 5. Module 5: Technology in Your Classroom**
  - a. Classroom Applications of the
  - b. WWW
  - c. Educational Software
  - d. Ideas, Approaches, Tools and Tricks
  - e. Integration
  - f. Early Learning and Primary



### **Tuition Pattern:**

This unit is provided as an online unit. All tuition is provided through the online course website. The length of the unit is one semester (12 weeks); however, some students will finish sooner, and some may require additional time to complete it. While the weekly time commitment will vary from student to student, most should allow approximately 10 hours per week total study time for the unit.

### **Instruction Reference Textbook-**

The CD in the folder Day 7 Session 2/ 5.Learning Technology 1/ index.html

### **Recommended Texts and Principal References:**

- Shelly G. Cashman T.J. Gunter R.E. Gunter G.A. (2002). Teachers discovering computers: A link to the future WWW. Course Technology, Cambridge.

All other materials are supplied on Course CD-ROMS and online.

### **Lecture Slides**

#### **Day7Session2+3Mod.pdf (42.53MB)**

<http://www.filefactory.com/file/1ikpltc7rck9/n/Day7Session2+3Mod.pdf>

<http://www.filefactory.com/file/j7sexmbn9g9/brainbasedlearning.ppt>

[http://www.filefactory.com/file/3hn7zaj2dn81/Draft\\_v3\\_cb\\_160310.ppt](http://www.filefactory.com/file/3hn7zaj2dn81/Draft_v3_cb_160310.ppt)

[http://www.filefactory.com/file/4h6d9ka6f0xx/integrating\\_internet-based-technology\\_into\\_teaching\\_and\\_learning.ppt](http://www.filefactory.com/file/4h6d9ka6f0xx/integrating_internet-based-technology_into_teaching_and_learning.ppt)

<http://www.filefactory.com/file/743yjlpoq5b7/SteveHiggins.ppt>

<http://www.filefactory.com/file/2vhkfro7l8l3/technology-pbl2004.ppt>

<http://www.filefactory.com/file/1vd8xmt4ema9/Technology.ppt>

<http://www.filefactory.com/file/1dvrtc984yhl/using%20technology%20to%20enhance%20classroom%20learning.ppt>

#### **Day 7 Session 23A.zip (226.17MB)**

[http://www.filefactory.com/file/38t5wd7eancf/n/Day\\_7\\_Session\\_23A.zip](http://www.filefactory.com/file/38t5wd7eancf/n/Day_7_Session_23A.zip)

### **Assessment**

#### **Assignment One: Your Portfolio**

**Due progressively, by installments, see unit outline.**

50% of final mark.

Each student is expected to keep a personal portfolio / diary / reading log, which will be assessed at the completion of the subject. Students will record -- in an outline / notes / diary style -- their reactions to and reflections upon their reading and other study: from the modules of this course, from assigned and optional readings, from what is happening at their school -- whatever is relevant. This is a reflective record of your journey through the course

and the development of your ideas, skills and professional practice. As your skills and knowledge develop so to will your portfolio

### ***Assignment Two: Educational and Multimedia Review***

. 50% of final mark.

Students will gather material on educational multimedia -- both WWW sites and self-contained packages (such as CD-ROMs) -- that are relevant to the age group(s) and learning area(s) they teach. Midway through Module 5, they will be required to submit a formal report reviewing these materials from the perspective of: educational merit, overall quality, appropriate uses, and deficiencies / room for improvement. In developing your evaluation and report you are required to your own evaluation mechanism, based upon the readings and course notes. In addition you are to indicate the rational for the evaluation design and how you would use your review template in your teaching

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ED312 Technology in Classrooms

#### **Objective-**

To provide use of technology in educational context by combining with teaching and learning principle, educational leadership skills and educational leadership skills.

#### **Outcomes**

On completion of this unit you should be able to demonstrate your achievement of the following learning outcomes:

Upon completion, the participant;

1. Through the use of professional based portfolios will design, implement and evaluate the use of IT, multimedia and the Internet in their own classrooms
2. Using the skills and knowledge developed within the unit, conduct research of the use on learning technologies within the areas of;
  - a. Learning technologies and Developing Leadership Skills in Technology
  - b. Assessing and Changing IT Learning EnvironmentsTeaching and Learning Principles for Technology-Rich Classrooms

**Contents** The unit consists of 2 inter-related sections:

1. **Section 1**
  - a. Conduct independent research in one of the following
    - i. Developing Leadership Skills in Technology
    - ii. Assessing and Changing IT Learning Environments
    - iii. Teaching and Learning Principles for Technology-Rich Classrooms
2. **Section 2**
  - a. The development of two Portfolios
    - i. "Classroom" based portfolio that demonstrates the use and integration of educational technology in your classroom or workplace.
    - ii. "Personal" based portfolio that provides the student with the opportunity to demonstrate the use and educational practice in professional practice.

## Lecture Slides

### **Day8Session1.ppt (1.15MB)**

<http://www.filefactory.com/file/5fv0twzns5cv/n/Day8Session1.ppt>

### **Day8Session2+3.pdf (17.25MB)**

<http://www.filefactory.com/file/3r6chs9kqc9h/n/Day8Session2+3.pdf>

<http://www.filefactory.com/file/47d2sny7w8o9/21st%20Century%20Learning%20Presentation.ppt>

<http://www.filefactory.com/file/1v4l7mnni7op/grouppowerpoint.ppt>

<http://www.filefactory.com/file/mtrfcohsy6h/innovation-technology-tl.ppt>

<http://www.filefactory.com/file/i9yeffoyoip/peter-apricot.ppt>

<http://www.filefactory.com/file/69szal7jfkj7/using%20technology%20to%20enhance%20classroom%20learning.ppt>

## **POWER POINT**

### **Day8Session1.ppt (1.15MB)**

<http://www.filefactory.com/file/5fv0twzns5cv/n/Day8Session1.ppt>

## **AUDIO**

<http://yourlisten.com/Kyaw.Naing/day-8-session-1a>

## **POWER POINT**

### **Day8Session2+3.pdf (17.25MB)**

<http://www.filefactory.com/file/3r6chs9kqc9h/n/Day8Session2+3.pdf>

## **AUDIO**

<http://yourlisten.com/Kyaw.Naing/day-8-session-23>

### **Day 8 Session 1A.zip (86.47MB)**

[http://www.filefactory.com/file/55q1g6ol05gv/n/Day\\_8\\_Session\\_1A.zip](http://www.filefactory.com/file/55q1g6ol05gv/n/Day_8_Session_1A.zip)

### **Day 8 Session 23A**

[http://www.filefactory.com/file/7edyewtzfvd/Day\\_8\\_Session\\_23A.zip](http://www.filefactory.com/file/7edyewtzfvd/Day_8_Session_23A.zip)

## **Instruction Reference Textbook-**

Day 8 Session 1/ 7.Technology in classroom/ index.html

## Assessment

Assignments = 100%

Prepare e-Learning portfolio that include

- Digitized notes , Powerpoint lectures , Online test

- Folders for lessons & students' work , Web-based online teaching documents & study support website

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### ED413 Engineering Education (3)

#### Objective-

This unit provides the engineering educators with engineering ethical issues, New pedagogy , Industrial co-operation & Lifelong learning and Strategic Planning skills in engineering education

#### Outcomes

Design the engineering programs by taking account on emphasizing in engineering ethics & by utilizing innovative new teaching pedagogies

#### Contents

- Engineering ethics
- Engineering teaching pedagogies
- New training and work-based approach
- Strategies planning in engineering education

#### ED413 Par1 Ethics Lecture Slides

<http://www.filefactory.com/file/1y1uqzcykoi1/COE390F011.ppt>

<http://www.filefactory.com/file/63pm1qtkz0y5/Engineering%20Ethics.ppt>

<http://www.filefactory.com/file/4d1i3m7geoln/engineeringethics.ppt>

[http://www.filefactory.com/file/2ppq0y0a072p/Ethics\\_in\\_Engineering.ppt](http://www.filefactory.com/file/2ppq0y0a072p/Ethics_in_Engineering.ppt)

[http://www.filefactory.com/file/4o9zpk6gm8wf/ETHICS\\_talk.ppt](http://www.filefactory.com/file/4o9zpk6gm8wf/ETHICS_talk.ppt)

[http://www.filefactory.com/file/5h9ev9t1p02j/Lecture%20Slides\\_Chapter%20Ethics.ppt](http://www.filefactory.com/file/5h9ev9t1p02j/Lecture%20Slides_Chapter%20Ethics.ppt)

[http://www.filefactory.com/file/4per6fvqkrab/osu\\_ethics.ppt](http://www.filefactory.com/file/4per6fvqkrab/osu_ethics.ppt)

#### ED413 Part2 New pedagogy , Industrial co-operation & Lifelong learning Lecture Slides

<http://www.filefactory.com/file/sx8tjtdzkmp/11152005.ppt>

[http://www.filefactory.com/file/6fkfqiluc0br/21\\_Learning\\_Summit.ppt](http://www.filefactory.com/file/6fkfqiluc0br/21_Learning_Summit.ppt)

<http://www.filefactory.com/file/2q3ebf4pusx5/4s-presentation.ppt>

[http://www.filefactory.com/file/6n81fnwf7d35/benefits\\_elearning\\_pedagogy\\_eassessments.pdf](http://www.filefactory.com/file/6n81fnwf7d35/benefits_elearning_pedagogy_eassessments.pdf)

[http://www.filefactory.com/file/4jhgcpeyajn/CSTS-UB-Smith-Pedagogies\\_of\\_Engagement-2.ppt](http://www.filefactory.com/file/4jhgcpeyajn/CSTS-UB-Smith-Pedagogies_of_Engagement-2.ppt)

[http://www.filefactory.com/file/65qkbf7ibiuj/engineering\\_design\\_thinking\\_teachingandlearning.pdf](http://www.filefactory.com/file/65qkbf7ibiuj/engineering_design_thinking_teachingandlearning.pdf)

[http://www.filefactory.com/file/720xaxqg4t15/ETL\\_project\\_NJE.ppt](http://www.filefactory.com/file/720xaxqg4t15/ETL_project_NJE.ppt)

[http://www.filefactory.com/file/216r0f2ii8bd/teaching\\_and\\_learning\\_symposium\\_2011\\_faculty\\_eng\\_16414.ppt](http://www.filefactory.com/file/216r0f2ii8bd/teaching_and_learning_symposium_2011_faculty_eng_16414.ppt)

<http://www.filefactory.com/file/5y391hyhpm6d/tools.ppt>

ED413 Part3 Strategic Planning in Engineering Education Lecture Slides

<http://www.filefactory.com/file/3s2hb4ir6pkp/entrepreneurship.ppt>

<http://www.filefactory.com/file/5j9zk9pczu4n/ingenierieFPTang.ppt>

[http://www.filefactory.com/file/6yoiirjxfrwn/Malaysian\\_Qualifications\\_Agency\\_.ppt](http://www.filefactory.com/file/6yoiirjxfrwn/Malaysian_Qualifications_Agency_.ppt)

<http://www.filefactory.com/file/c69fv90a5mr/Planning%20Process.ppt>

[http://www.filefactory.com/file/1gxv5ekox4kz/situation\\_assessment\\_supplement\\_1\\_of\\_2.ppt](http://www.filefactory.com/file/1gxv5ekox4kz/situation_assessment_supplement_1_of_2.ppt)

[http://www.filefactory.com/file/2yjglzxr5ivf/stem\\_presentation\\_may\\_15\\_2013.ppt](http://www.filefactory.com/file/2yjglzxr5ivf/stem_presentation_may_15_2013.ppt)

ED413 Part 4 New training and work-based approach Lecture Slides

<http://www.filefactory.com/file/75vys0detojr/070224%20Visit%20Managers%20Workshop%20Presentation.ppt>

<http://www.filefactory.com/file/15jgogw9hl4r/Elena%20Helerea%20Paris.ppt>

<http://www.filefactory.com/file/72efunbvma2j/pbl-aust.ppt>

#### Instruction Reference Textbook-

- ED413 Par1 Ethics
- ED413 Part2 New pedagogy , Industrial co-operation & Lifelong learning
- ED413 Part3 Strategic Planning in Engg Education

#### Assessment

Assignments = Project 100%

Design an engineering program. The program

- Address the ethical issues
  - Contains various innovative pedagogies & co-operation with industry & other disciplinary areas.
  - Cover the future strategies for next 5 to 10 years
-

Level	Course	Abbreviation	Pre-requisite	Target Group
1	Diploma in Vocational Education & Training  (Certificate in Vocational Education & Training for completion of certain subjects)	Dip VET	Degree/Diploma  /Certificate  In relevant professional/  vocational areas	Vocational Education Teachers in various training courses
2	Diploma in Technical Teaching	Dip Tech Tchg	Diploma in Vocational Education & Training	Government Technical College Teachers
3	Diploma in Engineering Education	Dip Engg Ed	Diploma in Technical Teaching	Technological University Teachers
4	Diploma in Engineering Education (Specialist Discipline)	Dip Engg Ed (Specialist Area)	Diploma in Engineering Education	Technological University Teachers with specialized teaching in specific area of study.

### Training & Assessment System Overview

Level	Course	2 weeks workshop  (Assessment based on participation in workshop sessions)	Teaching Experience Assessment +Teaching Portfolio Assessment  (Individual Assessment- During/After two weeks workshop) (The candidates can submit their portfolios)	Self study & Assignment Assessment  (Individual Assessment)
1	Diploma in Vocational Education & Training  (Certificate in Vocational Education & Training for completion of certain subjects)	ED120-Part (2A) Basic Teaching Practicum Preparation  ED121-Part (2B) Training & Assessment Practice <b>(Day 1 to 6 Session 3 s)</b>	ED 103 Teaching Practice ED 104 Lesson Planning ED 106 Interpreting Curriculums ED 107 Teaching & Learning ED 201 Class Room Management & Teaching	ED 101 Theory of Education  ED 102 Education Technology

Level	Course	2 weeks workshop  (Assessment based on participation in workshop sessions)	Teaching Experience Assessment +Teaching Portfolio Assessment  (Individual Assessment-During/After two weeks workshop)	Self study & Assignment Assessment  (Individual Assessment)
2	Diploma in Technical Teaching	ED 202 Curriculum & Design  ED 405 Training Principle  ED220-Part (2) Vocational Education & Training Practice (Diploma in Vocational Education & Training TAE50111) (All session 3s)	ED 206 Designing Instructions & Assessment	ED 401 Adult Learning Technology  ED 205 Teaching & Measuring  ED411-Engineering Education (1)
3	Diploma in Engineering Education	ED 301 Educational Policy (Myanmar Engineering Council Accreditation Requirements)  ED309 Educational Communication  ED311 Outcome based Education  ED320-Part (2) Myanmar Engineering Council's Accreditation Compliance Practice  (All Sessions 1/2/3)	ED301P- Curriculum design for accreditation compliance  ED302P-Overall accreditation and compliance practice	ED 402 Educational Leadership  ED 308 Change Management  ED 407 Learning Environment  ED412 Engineering Education (2)

<b>Level</b>	<b>Course</b>	<b>2 weeks workshop</b>  (Assessment based on participation in workshop sessions)	<b>Teaching Experience Assessment +Teaching Portfolio Assessment</b>  (Individual Assessment- During/After two weeks workshop)	<b>Self study &amp; Assignment Assessment</b>  (Individual Assessment)
4	Diploma in Engineering Education (Specialist Discipline)		ED 308 Computer Supported Learning & Distance Education  ED310 Learning Technology I & II  ED312 Technology in Classrooms	ED 304 Maths Teaching  ED 305 Science Teaching  ED 306 Technology Teaching  ED 404 Educational Research (Part 2)  ED413 Engineering Education (3)



## Dip Teaching +BEd Videos IQY Teacher Education Course Video in Myanmar <https://youtu.be/nAeLtVKTsGA>

30 May 2021 Zoom Lesson—BEd+DipTchg

[https://youtu.be/\\_fXPYsZQpDc](https://youtu.be/_fXPYsZQpDc)

6 June 2021 Zoom Lesson-- BEd+DipTchg

[https://youtu.be/ti8OYkB4j\\_U](https://youtu.be/ti8OYkB4j_U)

13 June 2021 Zoom Lesson-- BEd+DipTchg

<https://youtu.be/yskNfqSs0as>

20 June 2021 Lesson BEd +Teach Tchg

<https://youtu.be/sxbDkua6DhE>

27 June 2021 Lesson BEd+Tchg

<https://youtu.be/74A7PZPZGOQ>

<https://youtu.be/d8MsTfCILpM>

28 June 2021 Lesson BEd+Tchg

<https://youtu.be/5bfm2TARgnw>

29 June 2021

<https://youtu.be/OnfnyQQNIDE>

30 June 2021

BEd Program

<https://youtu.be/gBVpHV7OCDE>

## Diploma in Higher Education Teaching

### Study Instruction Overview

The course helps students to reflect critically on their teaching in ways which are underpinned by their own experiences and those of their students and colleagues, and by the research on learning and teaching in higher education.

## Course aims

The course aims to encourage students to develop:

- an understanding of different ways of thinking about university teaching, and the consequences for student learning, to enable them to make informed decisions about their approaches to teaching, subject design and assessment in a variety of contexts and with a diversity of students (relates to professional and intellectual attributes)
- an ability to reflect critically on and evaluate their own teaching and subjects and make changes aimed at improving their students' learning (relates to professional and intellectual attributes)
- a commitment to scholarship in teaching and to self-directed continuing teaching development (relates to professional and personal attributes), and
- a broader awareness of the higher education, university and academic career contexts in which they work, to assist them to develop their academic potential more effectively (relates to professional and personal attributes).

## Course duration and attendance

2 weeks Intensive Course OR Online Plus Self study & assignments.

## Course structure

The course consists of 60 credit points of study, comprising four subjects which must be completed to be eligible for the award.

## Course completion requirements

<b>ED431</b> Student Learning and Teaching Approaches	15 cp
<b>ED432</b> Course Design and Assessment	15 cp
<b>ED433</b> Scholarly Teaching and Learning Project	15 cp
<b>ED434</b> Reflective Academic Practice	15 cp
Total	60 cp

# ED431 Student Learning and Teaching Approaches

## Description

Participants in this subject develop their understanding of key ideas from research on student learning and teaching in higher education to enable them to reflect on and review their teaching from the perspective of this research. They develop their understanding of a model that relates teaching to student learning and is underpinned by empirical research on student learning and teaching in higher education, so that they become more aware of students' approaches to their learning, the influences of the learning environment on students' approaches to learning, and relations between learning approaches and the quality of the learning outcome. Participants relate this to their approaches to teaching, the nature of good teaching and teaching strategies which encourage high quality student learning. They seek feedback on their own teaching from students and peers and make use of this feedback and the research to plan changes to their teaching to improve the learning environment for students.

## Subject learning objectives (SLOs)

- explain how key ideas from higher education research on approaches to student learning and teaching could be applied to their students and teaching contexts
  - a. learning and teaching could be applied to their students and teaching contexts
  
- analyse the effects of their teaching on students' experiences of learning, using
  - b. feedback from reflection, students, peers and other sources
  
- evaluate the potential of different teaching strategies to encourage student understanding
  - c. understanding
  
- reflect on the perspectives offered by research and feedback and use this to
  - d. propose changes to their teaching to improve student learning

## Contribution to the development of graduate attributes

The subject aims to encourage participants to develop:

- an understanding of different ways of thinking about university teaching, and the consequences for student learning, to enable them to make informed decisions about their approaches to teaching, subject design and assessment in a variety of contexts and with a diversity of students (relates to professional and intellectual attributes)

- an ability to reflect critically on and evaluate their own teaching and subjects and make changes aimed at improving their students' learning (relates to professional and intellectual attributes)
- a commitment to scholarship in teaching and to self-directed continuing teaching development (relates to professional and personal attributes), and
- a broader awareness of the higher education and academic career contexts in which they work, to assist them to develop their academic potential more effectively (relates to professional and personal attributes).

This subject makes a major contribution to the first and second of these aims and a minor contribution to the third.

## **Teaching and learning strategies**

Learning in the subject involves students in engaging in, inquiring into and reflecting on their teaching practice in ways which are informed by perspectives from the literature on teaching and learning, course lecturers, peers, students and personal experiences.

Learning the key concepts of the subject occurs through a combination of interactive face to face workshops, online activities and discussion and independent reading and reflection.

Learning to analyse and evaluate teaching strategies and feedback on teaching occurs through a combination of interactive face to face workshops, online activities, collection and analysis of feedback from students and peers, peer discussion and independent reading. Suggestions for changes occur through independent reflection and negotiation with a teacher

## **Content (topics)**

- students' approaches to learning in different contexts and cultures, the influences of teaching and the learning environment on students' approaches to learning, and relations between learning approaches and the quality of the learning outcome
- the nature of good teaching and teaching strategies for encouraging understanding in a variety of teaching and learning contexts, including face-to-face classes and online. The subject builds upon the extensive literature on what constitutes good teaching, including videos of teachers at UTS teaching and reflecting on their teaching
- ways of gaining feedback on teaching and on students approaches to learning, in particular through student interviews, questionnaires, classroom assessment techniques and peer observation and review.

## **Lessons**

**Down load and study the following power point slides and answer the questions**

## ED431-Critical Thinking (Day 1)

[www.highlightcomputer.com/ED431CriticalThinking.pptx](http://www.highlightcomputer.com/ED431CriticalThinking.pptx)

### VIDEOS

<https://youtu.be/Cekuc04E2xM>

Assessment

### Assignment

Refer your textbooks, select one chapter and write the followings

- the main purpose, the key question, the most important information, the main references or conclusions, the key idea, the main assumptions of the material, the implications, and the main point of view.
- Prepare one assessment requiring critical thinking by the students.
- Do internet research by using [www.google.com](http://www.google.com) and type Socratic questioning then submit the examples of Socratic questions.

## Lessons

**Down load and study the following power point slides and answer the questions**

## ED431-Higher education and academic career contexts (Day 2)

[www.highlightcomputer.com/ED431highereducationacademiccareercontexts.pptx](http://www.highlightcomputer.com/ED431highereducationacademiccareercontexts.pptx)

### VIDEOS

<https://youtu.be/KpLG8ud5bf8>

Assessment

### Assignment

Prepare your own career development plan.

To improve sustainability of your university, what tasks should be planned. Present your idea.

## Lessons

**Down load and study the following power point slides and answer the questions**

## ED431-Reflection & Evaluation (Day 2)

[www.highlightcomputer.com/ED431ReflectionEvaluation.pptx](http://www.highlightcomputer.com/ED431ReflectionEvaluation.pptx)

VIDEO

[https://youtu.be/Ezre\\_83QIfE](https://youtu.be/Ezre_83QIfE)

## **Assessment**

### Assignment

Write the lesson plan on how will you provide Problem Based Learning & Self Reflection for a group of students

Write one significant event in your class teaching and write down your own plan how to improve your teaching.

## **Lessons**

**Down load and study the following power point slides and answer the questions**

ED431-Self-directed continuing teaching development (Day 3)

[www.highlightcomputer.com/ED431selfdirectedcontinuingteachingdevelopment.pptx](http://www.highlightcomputer.com/ED431selfdirectedcontinuingteachingdevelopment.pptx)

VIDEO

<https://youtu.be/YpnGt3NISyk>

## **Assessment**

### Assignment

Prepare your own professional development record over 2 years

Write your own professional development for next two years

## **Lessons**

**Down load and study the following power point slides and answer the questions**

ED431-Teaching and learning strategies (Day 3)

[www.highlightcomputer.com/ED431Teachinglearningstrategies.pptx](http://www.highlightcomputer.com/ED431Teachinglearningstrategies.pptx)

## VIDEO

[https://youtu.be/gMJi\\_3CSDq0](https://youtu.be/gMJi_3CSDq0)

## Assessment

### Assignment

- Outline 3 teaching strategies that you prefer to apply in your teaching and discuss the good points and bad points. Also write how to improve them for best teaching and learning.

## References

[http://www.highlightcomputer.com/ED431-010042\\_Student\\_Learning\\_and\\_Teaching\\_Approaches.zip](http://www.highlightcomputer.com/ED431-010042_Student_Learning_and_Teaching_Approaches.zip)

## ED432 Course Design and Assessment

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### Description

This subject aims to develop university teachers' ability to design courses and subjects that provide an environment for meaningful student learning in higher education. The subject looks at the context within which subjects and courses are developed and how course design policies shape the development of course goals and subject objectives. Participants in the subject develop an understanding of the principles of constructive alignment (Biggs, 2003) as a method for achieving consistency between objectives assessment and teaching and learning activities. Participants relate the features of effective assessment to their own subject design, with attention to issues of equity, validity, the involvement of students in assessment choices, marking efficiencies, and the provision of effective feedback on student work. This subject enables university teachers to explore a range of methods for improving courses and subjects in order to ensure an effective learning environment for students.

### Subject learning objectives (SLOs)

- describe the principles used in designing courses and subjects with a particular
- a. focus on student learning
  
  - b. analyse the design or redesign of subject or course components in ways that enable students to develop relevant graduate attributes
  
  - c. explain the relationship between assessment, learning objectives and student learning in higher education
  
  - d. discriminate between assessment for feedback and assessment for grading or certification, and relate how this informs the design of assessment activities
  
  - e. evaluate subjects and make suggestions for improvements consistent with the findings from evaluation

## **Contribution to the development of graduate attributes**

This subject makes a major contribution to the students capacity to:

- an understanding of different ways of thinking about university teaching, and the consequences for student learning, to enable them to make informed decisions about their approaches to teaching, subject design and assessment in a variety of contexts and with a diversity of students (relates to professional and intellectual attributes)
- an ability to reflect critically on and evaluate their own teaching and subjects and make changes aimed at improving their students' learning (relates to professional and intellectual attributes).

## **Teaching and learning strategies**

Learning in the course involves you in reflecting on your practice and your teaching and learning context. Your reflections will be informed by perspectives drawn from the literature on teaching and learning, conversations with peers and students, and from personal experiences. Specific learning experiences involve a combination of interactive face-to-face workshops, online activities and discussion and independent reading.

## **Content (topics)**

The principal topics covered in this subject are:

- choosing appropriate graduate attributes, course goals and subject objectives
- aligning teaching and learning activities and outcomes through course and subject design



- understanding assessment principles, criteria and standards
- enhancing student learning with constructive feedback
- evaluating courses and subjects.

## **Minimum requirements**

Participants in this subject are required to participate in 24 hours of concurrent teaching in higher education. Participants will provide evidence of participation in educational design activities and reflections related to course design and assessment issues. Participants who do not provide evidence of participation in work experience will not have their assignments assessed.

ED432-aligning teaching and learning activities and outcomes

## **Lessons**

**Down load and study the following power point slides and answer the questions**

[www.highlightcomputer.com/ED432-AligningTeachingAndLearningActivitiesAndOutcomes.pptx](http://www.highlightcomputer.com/ED432-AligningTeachingAndLearningActivitiesAndOutcomes.pptx)

## **Assessment**

### Assignment

Write your teaching plan on one selected lesson and explain how will you utilize Constructive Alignment method for your students

ED432A-assessment principles+ED432B-constructive feedback+ ED432C-relationship between assessment, learning objectives and student learning in higher education

## **Lessons**

**Down load and study the following power point slides and answer the questions**

[www.highlightcomputer.com/ED432ABC.pptx](http://www.highlightcomputer.com/ED432ABC.pptx)

## VIDEO

<https://youtu.be/Cli1k4NECoQ>

### **Assessment**

#### Assignment

ED432A-assessment principles

Provide three assessment evidences that you use in teaching.

ED432B-constructive feedback

Provide three assessment feedbacks that you provide to your students.

ED432C-relationship between assessment, learning objectives and student learning in higher education

Provide three examples that you link assessments to learning objectives of the subject which you are teaching.

ED432D-Course Design Reflection+ED432E-course goals+ED432F-curriculum design+ED432G-graduate attributes

## Lessons

**Down load and study the following power point slides and answer the questions**

[www.highlightcomputer.com/ED432DEFG.pptx](http://www.highlightcomputer.com/ED432DEFG.pptx)

## VIDEO

<https://youtu.be/SvugZrFGO60>

### **Assessment**

### Assignment

Design a one course that include the aspects and components indicated in the lecture slide.

## Lessons

**Down load and study the following power point slides and answer the questions**

ED432H-Subject Evaluation Plan+ ED432I-subject objectives+ ED432J-Subject Outline Analysis

## Lessons

**Down load and study the following power point slides and answer the questions**

[www.highlightcomputer.com/ED432HIJ.pptx](http://www.highlightcomputer.com/ED432HIJ.pptx)

### VIDEO

<https://youtu.be/kwOPA2e1XDo>

## Assessment

### Assignment

Evaluate one syllabus that you are teaching

Write objective of a subject that you are teaching

Write three objective and relevant assessment questions for the course that you are teaching.

Read the following outlines

- CBAPPREP
- FINS3641\_Security\_Analysis\_and\_Valuation\_S12014
- MS110-Business-Systems-Analysis-Course-Outline-2011-12

Then write the analysis of the contents for one of your subject that you are teaching

## References

[http://www.highlightcomputer.com/ED432-010043  
Course Design and Assessment.zip](http://www.highlightcomputer.com/ED432-010043Course%20Design%20and%20Assessment.zip)

## **ED433 Scholarly Teaching and Learning Project**

### **Description**

This subject draws together and builds on what participants have learned in other course subjects and their previous teaching experience. It involves participants in undertaking a scholarly project focused on understanding and improving selected aspects of their teaching and learning. Participants choose an area that they would like to investigate, and undertake one plan-act-observe-reflect cycle in which they plan a change to their teaching or subject, implement the change, collect information about its effects, and reflect on the information. The project is informed by scholarly literature related to higher education in general and/or to teaching and learning in the participant's discipline. Participants may choose to develop their project further and communicate it to achieve publishable outcomes.

### **Subject learning objectives (SLOs)**

- identify problems and issues for investigation in their own higher education teaching
- a. and learning

- b. change aspects of their teaching and learning practice
- c. analyse stakeholder responses to change using at least two forms of evidence
- d. synthesise findings for presentation to peers
- e. justify the practical significance of the change for their own practice

## **Contribution to the development of graduate attributes**

The course aims to encourage students to develop:

- an understanding of different ways of thinking about university teaching, and the consequences for student learning, to enable them to make informed decisions about their approaches to teaching, subject design and assessment in a variety of contexts and with a diversity of students (relates to professional and intellectual attributes)
- an ability to reflect critically on and evaluate their own teaching and subjects and make changes aimed at improving their students' learning (relates to professional and intellectual attributes)
- a commitment to scholarship in teaching and to self-directed continuing teaching development (relates to professional and personal attributes)
- a broader awareness of the higher education and academic career contexts in which they work, to assist them to develop their academic potential more effectively (relates to professional and personal attributes).

## **Teaching and learning strategies**

Learning in the subject involves subject participants in engaging in and reflecting on their practice in ways which are informed by perspectives from the literature on teaching and learning, course lecturers, peers, students and their learning and from personal experiences. Specific learning experiences in this subject involve identifying problems and issues in higher education teaching and learning through independent reading and online discussion, topics on project management monthly lunchtime seminars on topics of interest to the group and wider UTS scholarly learning community, undertaking the project with individual project advice and online group support and a requirement that you present your project to others, either in a presentation workshop within the course or in the UTS Teaching Forum.

## **Content (topics)**

### **ED 404 Educational Research (Part 1)**

Planning scholarly teaching and learning projects

What is a research topic?

Choosing a research methodology

Data collection

Getting Scholarship of Teaching published

Presenting your findings

### **ED 404 Educational Research (Part 1)**

ED433A-scholarly literature related to higher education+ED433B-scholarly project+ED433C-commitment to scholarship in teaching

## **Lessons**

**Down load and study the following power point slides and answer the questions**

[www.highlightcomputer.com/ED433ABC.pptx](http://www.highlightcomputer.com/ED433ABC.pptx)

### **VIDEO**

<https://youtu.be/7gluHVcRFJU>

### **Assessment**

#### Assignment

Write your opinion and suggestion on how do you prefer the professional development activities for your teaching at university.

From internet research, provide an example of Scholarly project and analyze it in terms of important aspects of scholarly project

ED433D-analyse stakeholder responses to change+ED433E-plan a change to teaching+ED433F-change aspects of their teaching and learning practice+ED433G-justify the practical significance of the change

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## Lessons

**Down load and study the following power point slides and answer the questions**

[www.highlightcomputer.com/ED433DEFG.pptx](http://www.highlightcomputer.com/ED433DEFG.pptx)

### VIDEO

<https://youtu.be/e-YYfZWwfbE>

### Assessment

#### Assignment

Prepare a change management plan for your department to implement the change eg change of curriculum or teaching system or educational management etc.

ED433H-consequences for student learning+ED433I-improving students learning+ED433J-different ways of thinking about university teaching+ED433K-identify problems and issues

## Lessons

**Down load and study the following power point slides and answer the questions**

[www.highlightcomputer.com/ED433HIJK.pptx](http://www.highlightcomputer.com/ED433HIJK.pptx)

### VIDEO

<https://youtu.be/F2gUlg4qBho>

### Assessment

#### Assignment

Provide one task that you want your students to do critical thinking.

Write one learning outcome of the lesson that you are teaching & provide your plan how to teach, facilitate & assess the students to reach that outcome.

Write a plan how will you assist Year 1 students to effectively get involved in your university learning system.

Write a problem based learning plan in the subject that you are teaching for students.

Prepare quality audit & control plan for teaching and assessment of the subject that you are teaching.

ED433L-one plan-act-observe-reflect cycle+ED433M-perspectives from the literature on teaching and learning+ED433N-reflect critically on and evaluate teaching+ED433O-self-directed continuing teaching development+ED433P-synthesise findings for presentation

## Lessons

**Down load and study the following power point slides and answer the questions**

[www.highlightcomputer.com/ED433L.ppt](http://www.highlightcomputer.com/ED433L.ppt)

[www.highlightcomputer.com/ED433LMNOP.pptx](http://www.highlightcomputer.com/ED433LMNOP.pptx)

[www.highlightcomputer.com/ED433P1.pptx](http://www.highlightcomputer.com/ED433P1.pptx)  
[www.highlightcomputer.com/ED433P2.pptx](http://www.highlightcomputer.com/ED433P2.pptx)

## VIDEO

<https://youtu.be/l6sgd32OiOY>

## Assessment

### Assignment

Write down action research plan for Laboratory task that you are teaching.



Prepare a plan how to give the reflective practice task to the students after they have done one laboratory practical.

Write one systematic review procedure for laboratory observation of the subject that you are teaching

## References

[http://www.highlightcomputer.com/ED433-010044\\_Scholarly\\_Teaching\\_and\\_Learning\\_Project.zip](http://www.highlightcomputer.com/ED433-010044_Scholarly_Teaching_and_Learning_Project.zip)

## ED434 Reflective Academic Practice

### Description

This subject enables participants to extend their awareness of the broader context of academic work in a practice-oriented university. Participants have the choice of exploring a wide range of topics relevant to their academic work, including research supervision or research-led teaching in their discipline. Credit can be gained towards subject completion by participating in professional development activities offered in the University such as the LEAP modules on entrepreneurship or project management. The subject also provides an opportunity for participants to reflect on their learning over the course as a whole and identify practical learning outcomes for their own practice.

### Subject learning objectives (SLOs)

- a. identify meaningful dimensions of academic work related to their own work
- b. reflect on an aspect of their scholarly academic work
- c. relate learning to the higher education, university and/or academic contexts in which they work
- d. revise learning from previous subjects

- e. justify the practical significance of learning to their own practice

## **Contribution to the development of graduate attributes**

The course aims to encourage students to develop:

- an understanding of different ways of thinking about university teaching, and the consequences for student learning, to enable them to make informed decisions about their approaches to teaching, subject design and assessment in a variety of contexts and with a diversity of students (relates to professional and intellectual attributes)
- an ability to reflect critically on and evaluate their own teaching and subjects and make changes aimed at improving their students' learning (relates to professional and intellectual attributes)
- a commitment to scholarship in teaching and to self-directed continuing teaching development (relates to professional and personal attributes)
- broader awareness of the higher education and academic career contexts in which they work, to assist them to develop their academic potential more effectively (relates to professional and personal attributes).

## **Teaching and learning strategies**

This subject entails undertaking scholarly learning activity that may focus on any aspect of the subject participants' academic work. The scholarly learning activity is negotiated with a project adviser. Activities could include participating in and reflecting on learning from formal learning programs, or engaging in an aspect of academic practice which is relatively new to you and reflecting on what you have learned from your engagement.

## **Content (topics)**

This subject includes core and negotiated components. The core component focuses on the different types of scholarship in academic work, following Boyer (1990) and Sandmann (2002), and reflection on the implications of these kinds of scholarship for academic work in different disciplines. The negotiated content varies depending on the focus of the scholarly learning activity.

## **Minimum requirements**

Participants in this subject are required to participate in 24 hours of concurrent teaching in higher education. Participants will provide evidence of participation in teaching and learning action learning project. Participants who do not provide evidence of participation in work experience will not have their assignments assessed.

**ED434A-academic work in a practice oriented university+ED434B-broader awareness of the higher education and academic career contexts+ED434C-develop academic potential+ED434D-different types of scholarship in academic work**

## Lessons

**Down load and study the following power point slides and answer the questions**

**[www.highlightcomputer.com/ED434ABCD.pptx](http://www.highlightcomputer.com/ED434ABCD.pptx)**

**VIDEO**

**<https://youtu.be/w30INcZXvKk>**

## Assessment

### Assignment

Prepare the plan to provide work based learning program for your students.

**ED434E-engaging in an aspect of academic practice+ ED434F-justify the practical significance of learning+ ED434G-meaningful dimensions of academic work**

## Lessons

**Down load and study the following power point slides and answer the questions**

**[www.highlightcomputer.com/ED434EFG.pptx](http://www.highlightcomputer.com/ED434EFG.pptx)**

**VIDEO**

**[https://youtu.be/aHbfNqb\\_1xl](https://youtu.be/aHbfNqb_1xl)**

## Assessment

### Assignment

Write one assessment task for your students to develop higher order thinking skill.

Provide two examples of feedback that you have provided to your students.

Provide teaching methodologies that you applied and discuss effectiveness and any limitations.

Provide one lesson and student assessment task that you applied constructivism.

Express of one lessons that you apply **Explicit Teaching and** one lessons that you apply **Implicit Teaching**.

**ED434H-reflect critically on and evaluate own teaching+ ED434I-reflect on an aspect of scholarly academic work+ ED434J-reflecting on learning from formal learning programs,+ ED434K-reflection on the implications of these kinds of scholarship for academic work**

## Lessons

**Down load and study the following power point slides and answer the questions**

**[www.highlightcomputer.com/ED434HIJK.pptx](http://www.highlightcomputer.com/ED434HIJK.pptx)**

### **VIDEO**

**<https://youtu.be/wlbNCUXxIMI>**

## Assessment

### Assignment

Write a plan how will you maximize the effectiveness of teaching & learning for your students.

**ED434L-research supervision+ ED434M-research-led teaching+ ED434N-revise learning**

## Lessons

**Down load and study the following power point slides and answer the questions**

[www.highlightcomputer.com/ED434LMN.pptx](http://www.highlightcomputer.com/ED434LMN.pptx)

[www.highlightcomputer.com/ED434M2.pdf](http://www.highlightcomputer.com/ED434M2.pdf)

[www.highlightcomputer.com/ED434M3.pdf](http://www.highlightcomputer.com/ED434M3.pdf)

## VIDEO

<https://youtu.be/fGcpxlEUndo>

## Assessment

### Assignment

Write your experience in

- Master/ Doctoral Research Candidature  
OR

- Supervising a research student

**ED434O-scholarship in teaching+ED434P-self-directed continuing teaching development**

## Lessons

**Down load and study the following power point slides and answer the questions**

[www.highlightcomputer.com/ED434O1.ppt](http://www.highlightcomputer.com/ED434O1.ppt)

[www.highlightcomputer.com/ED434OP.pptx](http://www.highlightcomputer.com/ED434OP.pptx)

## **VIDEO**

<https://youtu.be/XsT9ffc3Df4>

## **Assessment**

### **Assignment**

To update your professional competency in teaching, write your plan to

- Assess your self
- Regulate your development in both discipline knowledge and teaching pedagogy.

## **References**

<http://www.highlightcomputer.com/ED434-010045>  
[Reflective Academic Practice.zip](#)

## **Diploma in Education Management (60 Credit Points)**

[www.highlightcomputer.com/dipedmgt.htm](http://www.highlightcomputer.com/dipedmgt.htm)

Diploma in Higher Education Teaching (60 Credit Points)+ Diploma in Education Management (60 Credit Points) = Bachelor of Education (Higher Education) (120 Credit points)

## **Diploma in Engineering Education (120 credits points)**

[www.highlightcomputer.com/dipenggedinstruction.htm](http://www.highlightcomputer.com/dipenggedinstruction.htm)



## Diploma in Doctorate Studies (DDS)

IQY Diploma in Doctorate Studies is an academic award consisting of Research Studies and Writing Thesis Dissertation at 360 Credit points in which 240 Credit points are allocated for Masters Degree level academic qualifications and / or comparable professional experiences.

The candidates who have completed MAE 601 Research Method (30 Points) and their thesis proposal are accepted will be awarded IQY Master Diploma in Research Studies (270 Credit Points).

The candidates who have completed MAE602 Thesis (30 Points) but have not submitted it to St Clements University will be awarded IQY Diploma in Doctorate Studies (300 Credit Points)

Only St Clements University will confer the Doctoral Degree while IQY Technical College will provide the facilitation and successful candidates will be issued with BAE801 Thesis Dissertation Assessment and Defence (60 Points) when the success is notified by St Clements University. In the case of failure to meet the quality of dissertation, St Clements University's Diploma in Doctorate Studies or other relevant award can be issued and Doctorate degree award fees will not be charged.

IQY Technical College will issue Letter of Congratulation for having been successful in PhD.

## Doctoral Research Studies

## IQY Master Diploma in Research Studies

<http://www.highlightcomputer.com/iQYDDS.pdf>

### Dissertation for Doctorate

MAE 601 Research Method (30 Points)

MAE602 Thesis (30 Points)

[http://www.filefactory.com/file/111r1k0ftawt/n/11.Research+Thesis\\_\(ICT\\_605\).zip](http://www.filefactory.com/file/111r1k0ftawt/n/11.Research+Thesis_(ICT_605).zip)

BAE801 Thesis Dissertation Assessment and Defence (60 Points)

### MAE601 Research Method

This course guides the student, step by step, through the research process, from problem selection through writing up results. It provides all of the basics necessary to complete a research project in any discipline.



Outline. The following aspects are reflected in this course:

What is research?

Tools of research

The problem: the heart of the research process

Review of the related literature

Planning your research design

Writing the research proposal

Qualitative research

Historical research

Descriptive research

Experimental and causal - comparative designs

Statistical techniques for analyzing quantitative data

Technical details: style, format, and organization of the research report

### Doctoral Research Proposal

Synopsis: Research students are expected to present a written research proposal within three months after commencement. The proposal is handed in to the study leader.

Assessors of this proposal are selected by the faculty for their understanding of the field and the research involved. The purpose of a research is to set out a plan for conducting the research and writing the dissertation within the available time. It should take account of the availability and guidance of the study leader.

The starting point for a research proposal is the topic, which is the field of interest in which the research is to be carried out. In introducing the topic, the proposal should clarify the field that it falls into and the specific part that field which the research will explore.

It should clarify why the topic is of interest and importance, and how the proposed research will contribute to the field of knowledge or profession. The proposal should clarify the research questions, ensuring that these are specific and answerable.

It is important to show how these questions relate to the topic are, and how they will advance the student's contribution. The proposal should detail the research to be carried out, and clarify the research methods, the timeframe and the reasons for selecting particular methods.

Where a period of literature review or research should precede any empirical research, this should be factored in as part of the research. It is important to estimate any periods of field research and to flag their duration and cost in your research proposal.

### MAE 602 Thesis

Thesis Dissertation for Doctorate

Candidates need to complete a 60000-words dissertation (in Myanmar or English) and a 3000-words executive portfolio (in English).

This program requires the candidates to complete a thesis as part of the assessment for the Doctorate

Doing a thesis / dissertation means that instead of knowledge and information being presented and following a prescribed route for answering questions, candidates are thrust into an active role of managing an investigation into a topic area. This means researching and

discovering things for themselves.

They will have to set their own targets and parameters, pose their own central research questions and decide on the appropriate sources of information to support the research. It therefore requires the use of the higher-level cognitive skills of analysis, synthesis and evaluation. Candidates may choose an area of particular interest to them within the scope of course title.

## BAE801 Thesis Dissertation Assessment and Defence (60 Points)

### Doctoral dissertation

A dissertation is an individual effort and the candidate, academic tutor and the course professor will work together on constructing an approved topic (research question) and methodologies.

### Dissertation Defence for doctorate

It is expected of Doctoral candidates to defend their thesis by means of a colloquium (academic discussion). The purpose of the meeting is for the candidates to convince a panel of experts in the field of the dissertation how well they have done in the conducting of their research study and the preparation of their dissertation

Candidates need to complete all course assessments with the results of Grade B+ or above.

**Master Diploma in Education/ Master of Education**

**IQY Technical College/ St Clements University/**

**STC Technological University**

[www.highlightcomputer.com/medcourse.htm](http://www.highlightcomputer.com/medcourse.htm)

## Course Overview

This program is designed to develop and support the careers of teachers who are teaching professionals, educational administrators, researchers and policymakers.

The students can choose to complete your course with units of study that suit your interests from our field offerings which are engineering education and school and vocational education.

## Graduate Attributes

Demonstrate expert, specialised and technical knowledge in broad educational areas of pedagogy, assessment and curriculum designed to address the needs of diverse learners across a range of educational contexts related to engineering education or school and vocational education.

Demonstrate an advanced understanding of theory and practice in specialised disciplines within the field of education in national and/or international contexts in engineering education or school and vocational education.

Analyse critically, reflect on and synthesise information to solve complex problems in the educational field

Conduct independent research and inquiry, involving theoretical conceptualisation, innovative ideas and personal initiative in engineering education or school and vocational education

Demonstrate professional leadership through interpreting and communicating pedagogical knowledge and professional skills to specialist and non-specialist audiences in engineering education or school and vocational education.

## Admission requirement

Admission to candidature for the Master of Education requires:

- a Bachelor of Education , or Bachelor degree and working as teacher or equivalent qualification or the completion of postgraduate studies, or professional experience .

### Course Structure

The course consists of 240 credit points in which 120 credit points is given for Bachelors degree

## Stream 1- Engineering Education

**ED431** Student Learning and Teaching Approaches(15 cp)

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**ED432** Course Design and Assessment(15 cp)

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**ED433** Scholarly Teaching and Learning Project(15 cp)

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**ED434** Reflective Academic Practice(15 cp)

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**ED436** Management for Education(15 cp)

**ED413** Engineering Education Part 3 (15 cp)

**ED404** Educational Research(15 cp)

**ED435** Governance of University (15 cp)

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Total	120 cp
Bachelors degree	120 cp
TOTAL	240 cp

## Stream 2-School and Vocational Education

**ED431** Student Learning and Teaching Approaches(15 cp)

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**ED432** Course Design and Assessment(15 cp)

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[ED433](#) Scholarly Teaching and Learning Project(15 cp)

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[ED434](#) Reflective Academic Practice(15 cp)

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ED436 Management for Education (15 cp)

ED404 Educational Research(15 cp)

**Any Two Electives**

ED304 Maths Teaching (15 cp)

ED305 Science Teaching (15 cp)

ED306 Technology Teaching(15 cp)

ED308 Computer Supported Learning Distance Education (15 cp)

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Total	120 cp
Bachelors degree	120 cp
TOTAL	240 cp

## **Preparation for Myanmar Engineering Council Accreditation Course**

### **Course Outline**

This two weeks course is designed as Technical Teacher Education Professional Development course for teachers working at Government Technical Colleges and Technological Universities to design the curriculums and teaching resources to meet the accreditation requirements of Myanmar Engineering Council.

### **Aim of the course**

To provide the training to the technical education teachers to understand and apply the principles of adult & vocational education outcome based education, competency based training, compliance with Qualification & Training Authority-Myanmar Engineering Council's Rules, Regulations and Standards for accreditation by taking part in intensive workshop focussing on curriculum development and assessment documents portfolio preparations for Myanmar Engineering Council Accreditation

### **Outcome of the course**

After completion of this course, the participant will be able to

- Understand Myanmar Engineering Council Accreditation Rules & Regulations related to accreditation of Government Technical Colleges & Technological Universities in Myanmar.
- Understand and utilize the principle & features of Outcome based education.
- Understand the Adult & Vocational Education, Work based Learning and Competency based training & assessments tasks.
- Acquire the knowledge on Competency based education and training and training packages being used in industrialized countries (Examples of Australian Standard Competency based vocational education & training system.
  
- Get the information & knowledge on Current issues related to international & Myanmar Engineering profession.
- Participate in hand on practice workshop focussing on curriculum development & collecting and preparing the materials for accreditation by Myanmar Engineering Council Engineering Accreditation Committee & taking part in mock accreditation sessions.
- Explore the Adult & Vocational Educational Literatures, Textbooks, References & Resources, e-Learning, Learning Technology & Technology in classroom resources knowledge sharing.
- Certificate of Training will be issued by Myanmar Engineering Council as well as by the trainer's educational institution.

### **Target Group**

- Course leaders who are responsible for development of teaching curriculums and learning resources for teaching of engineering programs.

### **Arrangement of attendances**

- It will be an official course development and accreditation workshop in accordance with Myanmar Engineering Councils' Rules, Regulations and Accreditation system, the attendance of this course is part of the official duty and appropriate duty release arrangement may be required under the procedures of the Ministry of Science & Technology.

### **Place of the course**

- Appropriate training venue arranged by Myanmar Engineering Council or Myanmar Engineering Society.

### **Course Duration**

12 days ( Mondays to Saturdays) ( December 2015)(The exact date will be provided)

### **Requirements**

The participants will need to bring the documents related to teaching plan, curriculum, course materials or reference notes that they are using in teaching. Access to laptop/computer will be required for the participants. Teaching aids such as white board, computer & Overhead Projector will be required to show the slides. It will be better to access Internet.

**Sessions, Trainers and Facilitators**

<b>Session 1 9 to 10:30AM</b>	<b>Tea break</b>	<b>Session 2 11 to 12:30 Noon</b>
<p>Welcome speech by</p> <ul style="list-style-type: none"><li>• Chairman of Myanmar Engineering Council</li><li>• President of Myanmar Engineering Society</li><li>• Chairman of Engineering Accreditation Committee</li></ul> <p>Introduction to trainers &amp; facilitators</p> <p>Outline of the program</p> <p>Participants ' self introduction</p> <p>General information and arrangement (detailed time schedule needs to be arranged)</p>	<p>Morning tea and networking</p>	<p>Overview of Myanmar Engineering Council Law, Regulation, Accreditation</p> <p>By -Trainer from Myanmar Engineering Council</p> <p><b>Delivery mode-Lecture</b></p>

<p><b>Outcome Based Education</b></p> <p>By Myanmar Engineering Council or Myanmar Engineering Society  <b>Delivery mode-Lecture</b></p>	<p>Morning tea and networking</p>	<p><b>Competency based education &amp; training &amp; how the competency based outcome</b></p> <p>By Dr Kyaw Naing  References  <i>Characteristics of Learning Outcomes</i>  <b>Delivery mode-Lecture 30 min + Demonstration 60 min</b>  VIDEO  Day 2 Session 2(1)-Competency based education and training  <a href="http://youtu.be/k00tStQk7NA">http://youtu.be/k00tStQk7NA</a>  Day 2 Session 2(2)-Outcome based education and competency based  <a href="http://youtu.be/sgBmP7N1Kms">http://youtu.be/sgBmP7N1Kms</a>  Day 2 Session 2(3)-Assessment Methods  <a href="http://youtu.be/GvJac8yy-4s">http://youtu.be/GvJac8yy-4s</a>  Day 2 Session 2(4)-BE course competencies  <a href="http://youtu.be/TLAsivfd69o">http://youtu.be/TLAsivfd69o</a>  Day 2 Session 2(5)-BE Curriculum Objectives &amp; Learning outcomes  <a href="http://youtu.be/C02lhMzcO8k">http://youtu.be/C02lhMzcO8k</a>  Day 2 Session 2(6)- Day 2 Session 2(5)-BE Curriculum Objectives &amp;  <a href="http://youtu.be/jUggt-eG6N4">http://youtu.be/jUggt-eG6N4</a></p> <p><b>AUDIO</b>  <a href="http://yourlisten.com/Kyaw.Naing/day-2-session-2">http://yourlisten.com/Kyaw.Naing/day-2-session-2</a></p> <p>In Certificate I to Vocational Diploma  <a href="http://www.filefactory.com/file/32hy81za8wz/TAE10_R3.4.docm">http://www.filefactory.com/file/32hy81za8wz/TAE10_R3.4.docm</a>  Page 36 to 41</p> <p>Provide the level of performances of the students tasks in the curriculum</p> <p>Sample Curriculums</p> <p>Certificate to Advanced Diploma  <a href="http://www.highlightcomputer.com/detailedcontent.htm">http://www.highlightcomputer.com/detailedcontent.htm</a></p> <p>Bachelor degrees equivalent level  <a href="http://highlightcomputer.com/B%20E+B%20App%20Sc(IT)+B%20Bus%20">http://highlightcomputer.com/B%20E+B%20App%20Sc(IT)+B%20Bus%20</a></p>
<p><b>9.2.3 Learning Outcomes</b>  <b>Requirement of Myanmar Engineering Council &amp; how to design the curriculum to address the learning outcomes</b>  By Dr Kyaw Naing  <b>Delivery mode-Lecture</b></p> <p><b>VIDEO</b>  Day 3 Session 1(1) Motivation of adult learning  <a href="http://youtu.be/fX1E8GBKJKo">http://youtu.be/fX1E8GBKJKo</a>  Day 3 Session 2(2) Course evaluation  <a href="http://youtu.be/plfr_KaAHDQ">http://youtu.be/plfr_KaAHDQ</a>  Day 3 Session 1(3)-Experimental Learning  <a href="http://youtu.be/NxfczPA1J11">http://youtu.be/NxfczPA1J11</a>  Day 3 Session 1(4)-Relating Learning Outcomes to Program Objectives</p>	<p>Morning tea and networking</p>	<p><b>Engineering Fundamental</b></p> <p><b>Current Engineering Fundamental Assessment in Myanmar</b>  By Myanmar Engineering Society  <b>Delivery mode-Lecture</b></p> <p>Engineering Fundamental Assessments</p> <p>By Myanmar Engineering Society</p> <p><b>Engineering Fundamental Assessment in UK Engineering Council Exam</b></p> <p>By Dr Sam Man Keong  President of Singapore Institute of Engineering Technologists</p>



<http://youtu.be/cCkgLOkKaKY>

**AUDIO**

<http://yourlisten.com/Kyaw.Naing/day-3-session-1>

Educational Theoretical Readings

ED 104 Lesson Planning

<http://www.filefactory.com/file/4m30ym0ez37r/ED%20104%20Lesson%20Planning.zip>

ED 202 Curriculum & Design

<http://www.filefactory.com/file/1jotv5d428j1/ED%20202%20Curriculum%20%26amp%38%20Design.Zip>

Practical Example

[www.highlightcomputer.com/OverallProgramGeneral.pdf](http://www.highlightcomputer.com/OverallProgramGeneral.pdf)

Page 13 to 21

**9.2.4 Academic Curriculum**

**Discuss the programme structure and course contents(MEng C)**

**Discuss the programme delivery and assessment methods**

By Myanmar Engineering Council

**Delivery mode-Lecture**

**Delivery mode-Lecture**

Morning  
tea and  
networking

**General Knowledge related to overseas programs**

By Dr Kyaw Naing

Vocational Education Teacher Education

**VIDEO**

<http://youtu.be/qI9IYGPWaZM>

**Delivery mode-Lecture**

**45 min**

**AUDIO**

<http://yourlisten.com/Kyaw.Naing/day-4-session-2>

[http://www.filefactory.com/file/4yb11jp1x9b/n/Vocational\\_Education\\_Teacher\\_Educatio](http://www.filefactory.com/file/4yb11jp1x9b/n/Vocational_Education_Teacher_Educatio)

**Sample Training Packages**

Electrotechnology/

Electronics/

/Communication

**UEE11\_R1.5.docm (13.37MB)**

[http://www.filefactory.com/file/1n283tjamw2p/n/UEE11\\_R1.5.docm](http://www.filefactory.com/file/1n283tjamw2p/n/UEE11_R1.5.docm)

Electricity Supply

**UET12\_R2.1.docm (7.86MB)**

[http://www.filefactory.com/file/56saqf1qmh41/n/UET12\\_R2.1.docm](http://www.filefactory.com/file/56saqf1qmh41/n/UET12_R2.1.docm)

Electrical Power Generation

**UEP12\_R2.1.docm (7.79MB)**

[http://www.filefactory.com/file/52pe03hs2xq1/n/UEP12\\_R2.1.docm](http://www.filefactory.com/file/52pe03hs2xq1/n/UEP12_R2.1.docm)

Automotive

**AUR12\_R2.1.docm (13.37MB)**

[http://www.filefactory.com/file/4qtgr5i39dzt/n/AUR12\\_R2.1.docm](http://www.filefactory.com/file/4qtgr5i39dzt/n/AUR12_R2.1.docm)

		<p>Manufacturing &amp; Engineering (Mechanical)</p> <p><b>MEM05_R11.1.docm (9.8MB)</b>  <a href="http://www.filefactory.com/file/29evfecw9yk9/n/MEM05_R11.1.docm">http://www.filefactory.com/file/29evfecw9yk9/n/MEM05_R11.1.docm</a></p> <p>Marine  <b>MAR_R2.0.docm (1.78MB)</b>  <a href="http://www.filefactory.com/file/6sodu2z259j3/n/MAR_R2.0.docm">http://www.filefactory.com/file/6sodu2z259j3/n/MAR_R2.0.docm</a></p> <p>Textile  <b>LMT07_R4.1.docm (8.28MB)</b>  <a href="http://www.filefactory.com/file/6gea7ztqqsq3/n/LMT07_R4.1.docm">http://www.filefactory.com/file/6gea7ztqqsq3/n/LMT07_R4.1.docm</a></p> <p>Construction  <b>CPC08_R9.0.docm (9.59MB)</b>  <a href="http://www.filefactory.com/file/3j1y315nbze7/n/CPC08_R9.0.docm">http://www.filefactory.com/file/3j1y315nbze7/n/CPC08_R9.0.docm</a></p> <p>Information Technology  <b>ICA11_R2.0.docm (5.27MB)</b>  <a href="http://www.filefactory.com/file/4e3ioubld73n/n/ICA11_R2.0.docm">http://www.filefactory.com/file/4e3ioubld73n/n/ICA11_R2.0.docm</a></p> <p>Chemical  <b>PMA02_2.pdf (1.92MB)</b>  <a href="http://www.filefactory.com/file/2t53b3xj0slr/n/PMA02_2.pdf">http://www.filefactory.com/file/2t53b3xj0slr/n/PMA02_2.pdf</a></p> <p><b>PMA02_1.pdf (1.65MB)</b>  <a href="http://www.filefactory.com/file/33ikm94dl8jb/n/PMA02_1.pdf">http://www.filefactory.com/file/33ikm94dl8jb/n/PMA02_1.pdf</a></p> <p>Manufacturing  <b>MSA07_R8.4.docm (4.93MB)</b>  <a href="http://www.filefactory.com/file/4tcjlssetp0rd/n/MSA07_R8.4.docm">http://www.filefactory.com/file/4tcjlssetp0rd/n/MSA07_R8.4.docm</a></p> <p><b>TAE10_R3.4.docm (1.87MB)</b>  <a href="http://www.filefactory.com/file/566jfcvasu5/n/TAE10_R3.4.docm">http://www.filefactory.com/file/566jfcvasu5/n/TAE10_R3.4.docm</a></p> <p>Gas  <b>UEG11_R2.0.docm (5.44MB)</b>  <a href="http://www.filefactory.com/file/6shho87gm1nh/n/UEG11_R2.0.docm">http://www.filefactory.com/file/6shho87gm1nh/n/UEG11_R2.0.docm</a></p> <p>Mining  <b>MNM05_3.pdf (2.28MB)</b>  <a href="http://www.filefactory.com/file/78fk485ew98v/n/MNM05_3.pdf">http://www.filefactory.com/file/78fk485ew98v/n/MNM05_3.pdf</a></p> <p><b>MNM05_2.pdf (2.29MB)</b>  <a href="http://www.filefactory.com/file/72yjazer7njj/n/MNM05_2.pdf">http://www.filefactory.com/file/72yjazer7njj/n/MNM05_2.pdf</a></p> <p><b>MNM05_1.pdf (1.77MB)</b>  <a href="http://www.filefactory.com/file/6ahwwdwosk8j/n/MNM05_1.pdf">http://www.filefactory.com/file/6ahwwdwosk8j/n/MNM05_1.pdf</a></p>
<p><b>Approach to various learning modes in VET</b></p> <p>By- Dr Kyaw Naing &amp; the speakers from various technological universities  <b>Delivery mode-Lecture 43 min</b></p>	<p>Morning tea and networking</p>	<p><b>Preparing vocational teaching portfolios</b>  By Dr Kyaw Naing  <b>Delivery mode-Lecture 48 min</b>  References  Worksheets</p>

## VIDEO

<http://youtu.be/NVgAAT7Muv0>

## AUDIO

<http://yourlisten.com/Kyaw.Naing/day-5-session-1b>

### Topics & References

#### Practical focus

**Group Base learning.pdf (3.25MB)**

[http://www.filefactory.com/file/266najgy91o3/n/16.taadel401a\\_Plan\\_&\\_Organize\\_Group\\_Base\\_learning.pdf](http://www.filefactory.com/file/266najgy91o3/n/16.taadel401a_Plan_&_Organize_Group_Base_learning.pdf)

**Facilitate Group based learning.pdf (2.81MB)**

[http://www.filefactory.com/file/1tvk73q17j43/n/18.taadel402a\\_Facilitate\\_Group\\_based\\_learning.pdf](http://www.filefactory.com/file/1tvk73q17j43/n/18.taadel402a_Facilitate_Group_based_learning.pdf)

**Work based learning.pdf (4.15MB)**

[http://www.filefactory.com/file/24apg5s5n0fx/n/22.taadel404a\\_Facilitate\\_work\\_based\\_learning.pdf](http://www.filefactory.com/file/24apg5s5n0fx/n/22.taadel404a_Facilitate_work_based_learning.pdf)

**Individual learning.pdf (1.94MB)**

[http://www.filefactory.com/file/4nmwy8ldewh1/n/20.taadel403a\\_Facilitate\\_individual\\_learning.pdf](http://www.filefactory.com/file/4nmwy8ldewh1/n/20.taadel403a_Facilitate_individual_learning.pdf)

**Distance based learning (2.56MB)**

[http://www.filefactory.com/file/3w2b2mdycbx1/n/24.taadel405a\\_Coordinate\\_7\\_facilitate\\_distance\\_based\\_learnin.pdf](http://www.filefactory.com/file/3w2b2mdycbx1/n/24.taadel405a_Coordinate_7_facilitate_distance_based_learnin.pdf)

#### Educational Theory Resources

ED 103 Teaching Practice

<http://www.filefactory.com/file/1o732n0j46mf/ED%20103%20Teaching%20Practice.zip>

ED 105 Principle of Learning

<http://www.filefactory.com/file/7660l6kjr8sx/ED%20105%20Principle%20of%20Learning.zip>

ED 107 Teaching & Learning

<http://www.filefactory.com/file/6u5o455lyqj7/ED%20107%20Teaching%20%26amp%3B%20Learning.zip>

#### Myanmar Engineering Council References

- the choice of the teaching-learning (delivery) methods.
- A balanced curriculum
- The curriculum shall integrate theory with practice through adequate exposure to laboratory work and professional engineering(MEng C)
- Time allocation
- Credit points

ED 401 Adult Learning Technology

<http://www.filefactory.com/file/68y4bd94ianb/ED%20401%20Adult%20Learning%20Technology.zip>

## VIDEO

<http://youtu.be/cc-xLKjz3J8>

## AUDIO

<http://yourlisten.com/Kyaw.Naing/day-5-session-23>

### Provide Training through instruction and demonstration of work skills

**TAADEL301A.doc (0.03MB)**

<http://www.filefactory.com/file/2ppyhdqlqhlsh/n/TAADEL301A.doc>

#### Facilitate work-based learning

**TAADEL404A.doc (0.03MB)**

<http://www.filefactory.com/file/60ojuvcglvyu3/n/TAADEL404A.doc>

#### Group based delivery

**TAADEL401A.doc (0.03MB)**

<http://www.filefactory.com/file/3i5scp12gkdn/n/TAADEL401A.doc>

#### Use Training Packages to meet client needs

**TAADES401A.doc (0.03MB)**

<http://www.filefactory.com/file/32bofyj82wfn/TAADES401A.doc>

#### Design and develop learning programs

**TAADES402A.doc (0.03MB)**

<http://www.filefactory.com/file/4nhro84kl2nx/n/TAADES402A.doc>

#### Work effectively in vocational education and training

**TAAENV401A.doc (0.03MB)**

<http://www.filefactory.com/file/45zeif6cy5zx/n/TAAENV401A.doc>

#### Foster and promote an inclusive learning culture

**TAAENV402A.doc (0.03MB)**

<http://www.filefactory.com/file/3zoufgaty89n/n/TAAENV402A.doc>

#### Ensure a safe and healthy learning environment

**TAAENV403A.doc (0.03MB)**

<http://www.filefactory.com/file/6ireaw7s5jg9/n/TAAENV403A.doc>

#### Individual learning

**TAADEL403A.doc (0.03MB)**

<http://www.filefactory.com/file/7g3h9iwpdfn/TAADEL403A.doc>

#### Language Literacy & Numeracy

**1397606218-taelln411\_sample.pdf (0.34MB)**

[http://www.filefactory.com/file/5fh2bd8z3k0r/n/1397606218-taelln411\\_sar](http://www.filefactory.com/file/5fh2bd8z3k0r/n/1397606218-taelln411_sar)

**Report.pdf (0.41MB)**

<http://www.filefactory.com/file/655u3qypgyj3/n/Report.pdf>

**Section 4 Model for core skills analysis.pdf (0.69MB)**

[http://www.filefactory.com/file/6p480mpcelftn/Section\\_4\\_Model\\_for\\_core](http://www.filefactory.com/file/6p480mpcelftn/Section_4_Model_for_core)

		<p><b>ACSF_Document.pdf (1.03MB)</b>  <a href="http://www.filefactory.com/file/54s5xbe3esdn/n/ACSF_Document.pdf">http://www.filefactory.com/file/54s5xbe3esdn/n/ACSF_Document.pdf</a></p> <p><b>LLN Preparation of students.docx (0.02MB)</b>  <a href="http://www.filefactory.com/file/77ps5dxgbhpi/n/LLN_Preparation_of_students.docx">http://www.filefactory.com/file/77ps5dxgbhpi/n/LLN_Preparation_of_students.docx</a></p> <p><b>Australian Core Skills Framework for LLN Level determination.docx</b>  <a href="http://www.filefactory.com/file/4qt7gx24cd9l/n/Australian_Core_Skills_Framework_for_LLN_Level_determination.docx">http://www.filefactory.com/file/4qt7gx24cd9l/n/Australian_Core_Skills_Framework_for_LLN_Level_determination.docx</a></p> <p><b>LLN Preparation of students.docx (0.02MB)</b>  <a href="http://www.filefactory.com/file/1rvd487gxw0j/n/LLN_Preparation_of_students.docx">http://www.filefactory.com/file/1rvd487gxw0j/n/LLN_Preparation_of_students.docx</a></p>
<p><b><u>Assessment Validation Guide of Myanmar Engineering Council</u></b></p> <ul style="list-style-type: none"> <li>assessment &amp; evaluation methods for the attainment achievement of the Learning Outcome</li> </ul> <p><b><u>Developing the assessment strategies in VET</u></b></p> <p>-  <b>VIDEO</b>  <a href="http://youtu.be/qwNZHPBn6DQ">http://youtu.be/qwNZHPBn6DQ</a></p> <p>-  By Dr Kyaw Naing  <b>Delivery mode-Lecture 60 min</b>  <b>AUDIO</b>  <a href="http://yourlisten.com/Kyaw.Naing/day-6-session-1">http://yourlisten.com/Kyaw.Naing/day-6-session-1</a></p> <p><b><u>Practical Application Resources</u></b></p> <p><b>Participate in assessment validation</b></p> <p><b>TAAASS404A.doc (0.03MB)</b>  <a href="http://www.filefactory.com/file/5zv1ke0eh2dj/n/TAAASS404A.doc">http://www.filefactory.com/file/5zv1ke0eh2dj/n/TAAASS404A.doc</a></p> <p><b>Develop assessment tools</b></p> <p><b>TAAASS403A.doc (0.03MB)</b>  <a href="http://www.filefactory.com/file/5rxw2iqgk7rx/n/TAAASS403A.doc">http://www.filefactory.com/file/5rxw2iqgk7rx/n/TAAASS403A.doc</a></p> <p><b>Plan and organise assessment</b></p> <p><b>TAAASS401A.doc (0.03MB)</b>  <a href="http://www.filefactory.com/file/1tpnwpxgxqv/n/TAAASS401A.doc">http://www.filefactory.com/file/1tpnwpxgxqv/n/TAAASS401A.doc</a></p> <p><b>Assess competence</b></p> <p><b>TAAASS402A.doc (0.03MB)</b>  <a href="http://www.filefactory.com/file/48yye4zmmxt7/n/TAAASS402A.doc">http://www.filefactory.com/file/48yye4zmmxt7/n/TAAASS402A.doc</a></p> <p><b><u>Reference Textbooks (Theory aspect)</u></b></p> <p>ED 205 Teaching &amp; Measuring  <a href="http://www.filefactory.com/file/4eu01ck2awl/ED%20205%20Teaching%20%26amp%3B%20Measuring.zip">http://www.filefactory.com/file/4eu01ck2awl/ED%20205%20Teaching%20%26amp%3B%20Measuring.zip</a></p> <p>ED 206 Designing Instructions &amp; Assessment  <a href="http://www.filefactory.com/file/4dnh3r8wsd9t/ED%20206%20Designing%20Instructions%20%26amp%3B%20Assessment.zip">http://www.filefactory.com/file/4dnh3r8wsd9t/ED%20206%20Designing%20Instructions%20%26amp%3B%20Assessment.zip</a></p>	<p>Morning tea and networking</p>	<p><b><u>Examination &amp; Assessment Strategies &amp; Experiences talks</u></b></p> <p>By the educators from various technological universities &amp; skills training</p>

<p>ED 405 Training Principle</p> <p><a href="http://www.filefactory.com/file/5quptpxznin/ED%20405%20Training%20Principle.zip">http://www.filefactory.com/file/5quptpxznin/ED%20405%20Training%20Principle.zip</a></p>		
<p><b><u>Educational Resources Development in line with Myanmar Engineering Council Requirements</u></b></p> <p><b><u>9.2.7 Facilities</u></b></p> <p>By- Myanmar Engineering Council Engineering Accreditation Committee  <b>Delivery mode-Lecture</b>  <b><u>Overviews of Professional Development Programs provided by Myanmar Engineering Society</u></b></p> <p>-  By- Myanmar Engineering Society  <b>Delivery mode-Lecture</b></p>	<p>Morning tea and networking</p>	<p><b><u>Integration of Learning Technology in Teaching &amp; Learning Part 1</u></b></p> <p>By Dr Kyaw Naing  <b>Delivery mode-Lecture</b>  <b>VIDEO</b>  <a href="http://youtu.be/bV_CJdY7fs0">http://youtu.be/bV_CJdY7fs0</a></p> <p><b>AUDIO</b>  <a href="http://yourlisten.com/Kyaw.Naing/day-7-session23">http://yourlisten.com/Kyaw.Naing/day-7-session23</a></p> <p>-  <b><u>Resources</u></b>  <a href="http://www.filefactory.com/file/3bsfz0ehba7z/n/5_Learning_Technology_1.zip">http://www.filefactory.com/file/3bsfz0ehba7z/n/5_Learning_Technology_1.zip</a>  <a href="http://www.filefactory.com/file/cvavvr9gonr/n/6_Learning_Technology_2.zip">http://www.filefactory.com/file/cvavvr9gonr/n/6_Learning_Technology_2.zip</a></p> <p>Due to the big file size, the resources will be given in CD</p>
<p><b><u>Technology in Classroom</u></b></p> <p>By Dr Kyaw Naing  <b>Delivery mode-Lecture 1 Hr</b>  <b>VIDEO</b>  <a href="http://youtu.be/rzLQq6D6-OU">http://youtu.be/rzLQq6D6-OU</a></p> <p><b>AUDIO</b>  <a href="http://yourlisten.com/Kyaw.Naing/day-8-session-1a">http://yourlisten.com/Kyaw.Naing/day-8-session-1a</a></p> <p>Resources  ED312 Technology in Classrooms  <a href="http://www.filefactory.com/file/7jcvu232qpx/n/7_Technology_in_classroom.zip">http://www.filefactory.com/file/7jcvu232qpx/n/7_Technology_in_classroom.zip</a>  ED 308 Computer Supported Learning &amp; Distance Education  <a href="http://www.filefactory.com/file/4mdzrx52kl45/ED%20308%20Computer%20Supported%20Learning%20%26amp%3B%20Distance%20Education.zip">http://www.filefactory.com/file/4mdzrx52kl45/ED%20308%20Computer%20Supported%20Learning%20%26amp%3B%20Distance%20Education.zip</a></p>		<p><b><u>Integration of Learning Technology in Teaching &amp; Learning Part 2</u></b></p> <p><b>Delivery mode-Lecture+ Tutorial</b></p> <p><b>VIDEO</b></p> <p><a href="http://youtu.be/Katbr8IIPnk">http://youtu.be/Katbr8IIPnk</a></p> <p><b>AUDIO</b>  <a href="http://yourlisten.com/Kyaw.Naing/day-8-session-23">http://yourlisten.com/Kyaw.Naing/day-8-session-23</a></p> <p>By Dr Kyaw Naing</p> <p>Sharing the e-Learning work experience utilized in TAFE-NSW Australian</p> <ul style="list-style-type: none"> <li>• Resources development</li> <li>• Computer assisted test</li> <li>• Use of online test/online survey</li> <li>• Online simulated practicals</li> </ul> <p><a href="http://www.easytestmaker.com">www.easytestmaker.com</a></p> <p><a href="http://www.emailmeform.com/">http://www.emailmeform.com/</a></p>

<p>8.5.2 Programme Quality Management and Planning 8.5.4 Quality Assurance 9.2.8 Quality Management System</p> <p>Preparation of self accreditation report Requirements of Myanmar Engineering Council By -Myanmar Engineering Council <b>Delivery mode-Lecture</b></p> <p><b>References</b></p> <p>Curriculum design for accreditation compliance</p> <p><a href="http://www.filefactory.com/file/2vyvpy64k4w3/Accreditation%20Manual.pdf">http://www.filefactory.com/file/2vyvpy64k4w3/Accreditation%20Manual.pdf</a> Overall accreditation and compliance practice <a href="http://www.filefactory.com/file/2vyvpy64k4w3/Accreditation%20Manual.pdf">http://www.filefactory.com/file/2vyvpy64k4w3/Accreditation%20Manual.pdf</a></p> <p>Preparation for self accreditation report <a href="http://www.filefactory.com/file/43xQyutpx31v/2%20SAR.pptx">http://www.filefactory.com/file/43xQyutpx31v/2%20SAR.pptx</a> Engineering Accreditation Plan <a href="http://www.filefactory.com/file/2ynzo3fydckb/2015%20YTU%20First%20Workshop.pptx">http://www.filefactory.com/file/2ynzo3fydckb/2015%20YTU%20First%20Workshop.pptx</a></p>	<p>Morning tea and networking</p>	<p><b>Preparing the documents to comply with Myanmar Engineering Council Delivery mode-Lecture 25 min</b></p> <p><b>VIDEO</b></p> <p><a href="http://youtu.be/vKGOB9ZBKAU">http://youtu.be/vKGOB9ZBKAU</a></p> <p><b>AUDIO</b></p> <p><a href="http://yourlisten.com/Kyaw.Naing/day-9-session-23">http://yourlisten.com/Kyaw.Naing/day-9-session-23</a> By Dr Kyaw Naing</p> <p>Sample <a href="http://www.highlightcomputer.com/assessment.htm">www.highlightcomputer.com/assessment.htm</a></p> <p>Quality Assurance <a href="http://www.highlightcomputer.com/QualityAssurance.htm">http://www.highlightcomputer.com/QualityAssurance.htm</a></p>
<p><b>Learning Environment</b> By- Dr Kyaw Naing <b>Delivery mode-Lecture 48min</b></p> <p><b>VIDEO</b></p> <p><a href="http://youtu.be/3Lzk27pAQBk">http://youtu.be/3Lzk27pAQBk</a></p> <p><b>AUDIO</b></p> <p><a href="http://yourlisten.com/Kyaw.Naing/day-10-session-1">http://yourlisten.com/Kyaw.Naing/day-10-session-1</a></p> <p>-</p> <p><b>Reference</b> ED 407 Learning Environment</p> <p><a href="http://www.filefactory.com/file/31o7fw99ux7l/ED%20407%20Learning%20Environment.zip">http://www.filefactory.com/file/31o7fw99ux7l/ED%20407%20Learning%20Environment.zip</a></p>	<p>Morning tea and networking</p>	<p><b>Change Management</b> By- Daw Hla Myat Mon <b>Delivery mode-Lecture 38min</b></p> <p><b>VIDEO</b></p> <p><a href="http://youtu.be/ynkcUcKr8tQ">http://youtu.be/ynkcUcKr8tQ</a></p> <p><b>AUDIO</b></p> <p><a href="http://yourlisten.com/Kyaw.Naing/day-10-session-23">http://yourlisten.com/Kyaw.Naing/day-10-session-23</a></p> <p>-</p> <p><b>References</b> University of Technology Master of Business Change Management Refer &amp; experience in University of Technology Sydney</p>
<p><b>Preparation and finalisation of full documentations for Myanmar Engineering Council Accreditation</b> <b>Delivery mode-Tutorial</b> Facilitators Dr Kyaw Naing Prof Dr Charlie Than &amp; other trainers of MEng C</p>	<p>Morning tea and networking</p>	<p><b>Preparation and finalisation of full documentations for Myanmar Engin</b> <b>Delivery mode-Tutorial</b> Dr Kyaw Naing Prof Dr Charlie Than &amp; other trainers of MEng C</p>
<p>Mock Accreditation Sessions Practice</p>	<p>Morning tea and networking</p>	<p>Mock Accreditation Sessions Practice</p>

**Remark**

Depending on the resources & facilities availabilities, Session 2 & 3 of Day 7 & 8 may need to be replaced with other activities

## Preparation for Myanmar Engineering Council Accreditation Course

### Course Outline

This two weeks course is designed as Technical Teacher Education Professional Development course for teachers working at Government Technical Colleges and Technological Universities to design the curriculums and teaching resources to meet the accreditation requirements of Myanmar Engineering Council.

### Aim of the course

To provide the training to the technical education teachers to understand and apply the principles of adult & vocational education outcome based education, competency based training. compliance with Qualification & Training Authority-Myanmar Engineering Council's Rules, Regulations and Standards for accreditation by taking part in intensive workshop focussing on curriculum development and assessment documents portfolio preparations for Myanmar Engineering Council Accreditation

### Outcome of the course

After completion of this course, the participant will be able to

- Understand Myanmar Engineering Council Accreditation Rules & Regulations related to accreditation of Government Technical Colleges & Technological Universities in Myanmar.
- Understand and utilize the principle & features of Outcome based education.
- Understand the Adult & Vocational Education, Work based Learning and Competency based training & assessments tasks.
- Acquire the knowledge on Competency based education and training and training packages being used in industrialized countries (Examples of Australian Standard Competency based vocational education & training system.
- Get the information & knowledge on Current issues related to international & Myanmar Engineering profession.
- Participate in hand on practice workshop focussing on curriculum development & collecting and preparing the materials for accreditation by Myanmar Engineering Council Engineering Accreditation Committee & taking part in mock accreditation sessions.

- Explore the Adult & Vocational Educational Literatures, Textbooks, References & Resources, e-Learning, Learning Technology & Technology in classroom resources knowledge sharing.
- Certificate of Training will be issued by Myanmar Engineering Council as well as by the trainer's educational institution.

### Target Group

- Course leaders who are responsible for development of teaching curriculums and learning resources for teaching of engineering programs.

### Arrangement of attendances

- It will be an official course development and accreditation workshop in accordance with Myanmar Engineering Councils' Rules, Regulations and Accreditation system, the attendance of this course is part of the official duty and appropriate duty release arrangement may be required under the procedures of the Ministry of Science & Technology.

### Place of the course

- Appropriate training venue arranged by Myanmar Engineering Council or Myanmar Engineering Society.

### Course Duration

12 days ( Mondays to Saturdays) ( December 2015)(The exact date will be provided)

### Requirements

The participants will need to bring the documents related to teaching plan, curriculum, course materials or reference notes that they are using in teaching. Access to laptop/computer will be required for the participants. Teaching aids such as white board, computer & Overhead Projector will be required to show the slides. It will be better to access Internet.



## Sessions , Trainers and Facilitators

Day	Session 1 9 to 10:30AM	Tea break	Session 2 11 to 12:30 Noon	Lunch break 12:30 to 1:30 PM	Session 3 1:30 to 3:30PM  (The extended time up to 5PM can be taken up to the duration of workshop & group works)
1 17 Dec 2015	<p>Welcome speech by</p> <ul style="list-style-type: none"> <li>Chairman of Myanmar Engineering Council</li> <li>President of Myanmar Engineering Society</li> <li>Chairman of Engineering Accreditation Committee</li> </ul> <p>Introduction to trainers &amp; facilitators</p> <p>Outline of the program</p> <p>Participants ' self introduction</p> <p>General information and arrangement (detailed time schedule needs to be arranged)</p>	Morning tea and networking	<p>Overview of Myanmar Engineering Council Law, Regulation, Accreditation Principles</p> <p>By -Trainer from Myanmar Engineering Council</p> <p><b>Delivery mode-Lecture</b></p>	Lunch	<p>Highlighting <a href="#">9.2.1 General Information (MEng C)</a> 9.2.2 Programme Objectives &amp; writing the objectives of the course by Dr Kyaw Naing</p> <p><b>Delivery mode-Lecture 30 min + Tutorial 90 min</b> <b>Audio</b> <a href="http://yourlisten.com/Kyawnaing2524/day-1-session-3">http://yourlisten.com/Kyawnaing2524/day-1-session-3</a></p> <p><b>Reference Reading (Education theory)</b> ED 106 Interpreting Curriculums <a href="http://www.filefactory.com/file/1h141zxbv8z/ED%20106%20Interpreting%20Curriculums.zip">http://www.filefactory.com/file/1h141zxbv8z/ED%20106%20Interpreting%20Curriculums.zip</a></p> <p><b>Practical Information</b> Provide the examples of how to set up the program objectives for Professional Engineer, Engineering Technologists and Engineering Associates levels <a href="http://www.highlightcomputer.com/OverallProgramGeneral.pdf">www.highlightcomputer.com/OverallProgramGeneral.pdf</a></p> <p><b>Page 4 to 11</b></p> <p><b>References</b></p>

					<p>Engineers Australia References  <a href="http://www.highlightcomputer.com/engineersaustraliareferences.htm">www.highlightcomputer.com/engineersaustraliareferences.htm</a></p> <p>Stage 1 Competencies of PEng, Eng Technologists &amp; Eng Associates</p> <p>Engineering job competencies  <a href="http://www.highlightcomputer.com/EngineeringJobCompetencies.pdf">http://www.highlightcomputer.com/EngineeringJobCompetencies.pdf</a></p> <p><u>Participants' tasks</u></p> <p>Write the course objectives of the engineering programs that they are teaching, discussion &amp; feedback</p>
<p>2  18 Dec  2015</p>	<p><b>Outcome Based Education</b></p> <p>By Myanmar Engineering Council  or Myanmar Engineering Society</p> <p><b>Delivery mode-Lecture</b></p>	<p>Morning  tea and  networking</p>	<p><b>Competency based education &amp; training &amp; how the competency based training is important to reach the desired outcome</b></p> <p>By Dr Kyaw Naing</p> <p>References</p> <p><i>Characteristics of Learning Outcomes</i></p> <p><b>Delivery mode-Lecture 30 min  + Demonstration 60 min</b></p> <p><b>AUDIO</b>  <a href="http://yourlistener.com/Kyaw.Naing/day-2-session-2">http://yourlistener.com/Kyaw.Naing/day-2-session-2</a></p>	<p>Lunch</p>	<p><b>1:30 to 3:30PM</b></p> <p><b><u>Example of Singapore Professional Engineers Assessment Programs</u></b></p> <p>By Dr Sam Man Keong  President of Singapore Institute of Engineering Technologists</p> <p><b>Delivery mode-Lecture</b></p> <p><b>3:45 to 5PM</b></p> <p><b><u>Sample of Competency based training widely used in Myanmar</u></b></p> <p>Examples of marine engineers competency assessment in Myanmar/ in line with International Certification standards &amp; explore the way to apply the similar competency based training in other engineering areas</p>

In Certificate I to Vocational Diploma  
[http://www.filefactory.com/file/32hy8l1za8wz/TAE10\\_R3.4.docm](http://www.filefactory.com/file/32hy8l1za8wz/TAE10_R3.4.docm)

Page 36 to 41

Provide the level of performances of the students tasks in the curriculums & activities

Sample Curriculums

Certificate to Advanced Diploma  
<http://www.highlightcomputer.com/detailedcontent.htm>

Bachelor degrees equivalent level  
[http://highlightcomputer.com/B%20E+B%20App%20Sc\(IT\)+B%20Bus%20Course%20Detailed%20Contents.htm](http://highlightcomputer.com/B%20E+B%20App%20Sc(IT)+B%20Bus%20Course%20Detailed%20Contents.htm)

By- Dr Charlie Than  
**Delivery mode-Lecture**

<p>3 19 Dec 2015</p>	<p><u>9.2.3 Learning Outcomes Requirement of Myanmar Engineering Council &amp; how to design the curriculum to address the learning outcomes</u> By Dr Kyaw Naing <b>Delivery mode-Lecture AUDIO</b> <a href="http://yourlisten.com/Kyaw_Naing/day-3-session-1">http://yourlisten.com/Kyaw_Naing/day-3-session-1</a></p> <p>Educational Theoretical Readings ED 104 Lesson Planning <a href="http://www.filefactory.com/file/4m30ym0ez37r/ED%20104%20Lesson%20Planning.zip">http://www.filefactory.com/file/4m30ym0ez37r/ED%20104%20Lesson%20Planning.zip</a></p> <p>ED 202 Curriculum &amp; Design <a href="http://www.filefactory.com/file/1jotv5d428j1/ED%20202%20Curriculum%20%26amp%3B%20Design.Zip">http://www.filefactory.com/file/1jotv5d428j1/ED%20202%20Curriculum%20%26amp%3B%20Design.Zip</a></p> <p>Practical Example <a href="http://www.highlightcomputer.com/OverallProgramGeneral.pdf">www.highlightcomputer.com/OverallProgramGeneral.pdf</a> Page 13 to 21</p>	<p>Morning tea and networking</p>	<p><u>Engineering Fundamental</u></p> <p><u>Current Engineering Fundamental Assessment in Myanmar</u> By Myanmar Engineering Society <b>Delivery mode-Lecture</b></p> <p>Engineering Fundamental Assessments By Myanmar Engineering Society</p> <p><u>Engineering Fundamental Assessment in UK Engineering Council Examinations</u>  By Dr Sam Man Keong President of Singapore Institute of Engineering Technologists <b>Delivery mode-Lecture</b></p>	<p>Lunch</p>	<p><u>Curriculum Development Workshop Part 1</u> The participants need to make the samples of the plans to provide the competency based training in their teaching and training areas <b>Delivery mode-Tutorial 120 min</b> <b>Facilitator-</b> Dr Kyaw Naing &amp; other trainers How to put the topics to meet the learning outcomes and how to include the engineering fundamentals concepts into curriculum contents  Group development task &amp; discussions  <b>Facilitators</b> Dr Kyaw Naing &amp; other trainers Dr Sam Man Keong will also contribute his views &amp; advices.  <b>Education Theory Reference</b> ED 106 Interpreting Curriculums <a href="http://www.filefactory.com/file/1h141zxbov8z/ED%20106%20Interpreting%20Curriculums.zip">http://www.filefactory.com/file/1h141zxbov8z/ED%20106%20Interpreting%20Curriculums.zip</a> <b>Delivery mode-Tutorial 120 min</b></p>
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<p>4 21 Dec 2015</p>	<p><u>9.2.4 Academic Curriculum</u> <b>Discuss the programme structure and course contents(MEng C)</b> <b>Discuss the programme delivery and assessment methods</b></p> <p>By Myanmar Engineering Council <b>Delivery mode-Lecture</b></p>	<p>Morning tea and networking</p>	<p><b>General Knowledge related to overseas programs</b> By Dr Kyaw Naing <a href="#">Vocational Education Teacher Education</a> <b>Delivery mode-Lecture</b> <b>45 min</b> <b>AUDIO</b> <a href="http://yourlisten.com/Kyaw_Naing/day-4-session-2">http://yourlisten.com/Kyaw_Naing/day-4-session-2</a></p> <p><a href="http://www.filefactory.com/file/4yb11p1x9b/n/Vocatinal_Education_Teacher_Education_pdf">http://www.filefactory.com/file/4yb11p1x9b/n/Vocatinal_Education_Teacher_Education_pdf</a></p> <p><b>Sample Training Packages</b> Electrotechnology/ Electronics/ /Communication <b>UEE11_R1.5.docm (13.37MB)</b> <a href="http://www.filefactory.com/file/1n283tjamw2p/n/UEE11_R1.5.docm">http://www.filefactory.com/file/1n283tjamw2p/n/UEE11_R1.5.docm</a></p> <p>Electricity Supply <b>UET12_R2.1.docm (7.86MB)</b> <a href="http://www.filefactory.com/file/56saqflqmh41/n/UET12_R2.1.docm">http://www.filefactory.com/file/56saqflqmh41/n/UET12_R2.1.docm</a></p>	<p>Lunch</p>	<p><b>Curriculum Development Workshop Part 2</b></p> <p>Group work on selecting the Contents of curriculums &amp; training packages into teaching curriculums of participants' institutions. Group discussion, feedback</p> <p>Facilitator</p> <p>Dr Kyaw Naing &amp; Other trainers <b>Delivery mode-Tutorial 120 min</b></p> <p><b>Examples</b> <a href="http://www.highlightcomputer.com/OverallProgramGeneral.pdf">www.highlightcomputer.com/OverallProgramGeneral.pdf</a> Page 22 to 43</p> <p><b>Samples</b> <a href="http://www.highlightcomputer.com/BECurriculum.htm">http://www.highlightcomputer.com/BECurriculum.htm</a></p> <p><a href="http://www.highlightcomputer.com/DiplomaAdvancedDiplomaCivilEngineeringCurriculum.htm">http://www.highlightcomputer.com/DiplomaAdvancedDiplomaCivilEngineeringCurriculum.htm</a></p> <p><a href="http://www.highlightcomputer.com/DiplomaAdvancedDiplomaElectricalEngineeringCurriculum.htm">http://www.highlightcomputer.com/DiplomaAdvancedDiplomaElectricalEngineeringCurriculum.htm</a></p> <p><a href="http://www.highlightcomputer.com/DiplomaAdvancedDiplomaMechanicalEngineeringCurriculum.htm">http://www.highlightcomputer.com/DiplomaAdvancedDiplomaMechanicalEngineeringCurriculum.htm</a></p>
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**Examples**  
 Page 77 to 86 of  
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5 22 Dec 2015	<b><u>Approach to various learning modes in VET</u></b>  By- Dr Kyaw Naing & the speakers from various technological universities <b>Delivery mode-Lecture 43 min</b> <b>AUDIO</b> <a href="http://yourlisten.com/Kyaw.Naing/day-5-session-1b">http://yourlisten.com/Kyaw.Naing/day-5-session-1b</a>	Morning tea and networking	<b><u>Preparing vocational teaching portfolios</u></b> By Dr Kyaw Naing <b>Delivery mode-Lecture 48 min</b> References Worksheets <b>AUDIO</b> <a href="http://yourlisten.com/Kyaw.Naing/day-5-session-23">http://yourlisten.com/Kyaw.Naing/day-5-session-23</a>	Lunch	<b><u>Learning outcomes &amp; Teaching / Training Strategies workshop</u></b>  Develop teaching and learning strategies in the curriculum for the courses that are taught by the participants  Group work, group discussions  <b><u>Example</u></b>



	<p><b>Topics &amp; References</b></p> <p><b>Practical focus</b></p> <p><b>Group Base learning.pdf (3.25MB)</b>  <a href="http://www.filefactory.com/file/266najoj91o3/n/16.taadel401a_Plan_&amp;_Organize_Group_Base_learning.pdf">http://www.filefactory.com/file/266najoj91o3/n/16.taadel401a_Plan_&amp;_Organize_Group_Base_learning.pdf</a></p> <p><b>Facilitate Group based learning.pdf (2.81MB)</b>  <a href="http://www.filefactory.com/file/1tvk73q17j43/n/18.taadel402a_Facilitate_Group_based_learning.pdf">http://www.filefactory.com/file/1tvk73q17j43/n/18.taadel402a_Facilitate_Group_based_learning.pdf</a></p> <p><b>Work based learning.pdf (4.15MB)</b>  <a href="http://www.filefactory.com/file/24apg5s5n0fx/n/22.taadel404a_Facilitate_work_based_learning.pdf">http://www.filefactory.com/file/24apg5s5n0fx/n/22.taadel404a_Facilitate_work_based_learning.pdf</a></p> <p><b>individual learning.pdf (1.94MB)</b>  <a href="http://www.filefactory.com/file/4nmwy8ldewh1/n/20.taadel403a_Facilitate_individual_learning.pdf">http://www.filefactory.com/file/4nmwy8ldewh1/n/20.taadel403a_Facilitate_individual_learning.pdf</a></p> <p><b>Distance based learning (2.56MB)</b>  <a href="http://www.filefactory.com/file/3w2b2mdycbx1/n/24.taadel405a_Coordinate_7_facilitate_distance_based_learnin.pdf">http://www.filefactory.com/file/3w2b2mdycbx1/n/24.taadel405a_Coordinate_7_facilitate_distance_based_learnin.pdf</a></p> <p><b>Educational Theory Resources</b>  ED 103 Teaching Practice  <a href="http://www.filefactory.com/file/1o732n0j46mf/ED%20103%20Teaching%20P">http://www.filefactory.com/file/1o732n0j46mf/ED%20103%20Teaching%20P</a></p>	<p><b>Provide Training through instruction and demonstration of work skills</b></p> <p><b>TAADEL301A.doc (0.03MB)</b>  <a href="http://www.filefactory.com/file/2ppyhdlqhlsh/n/TAADEL301A.doc">http://www.filefactory.com/file/2ppyhdlqhlsh/n/TAADEL301A.doc</a></p> <p><b>Facilitate work-based learning</b></p> <p><b>TAADEL404A.doc (0.03MB)</b>  <a href="http://www.filefactory.com/file/60ojujcglyvyu3/n/TAADEL404A.doc">http://www.filefactory.com/file/60ojujcglyvyu3/n/TAADEL404A.doc</a></p> <p><b>Group based delivery</b></p> <p><b>TAADEL401A.doc (0.03MB)</b>  <a href="http://www.filefactory.com/file/3i5scp12gkdn/n/TAADEL401A.doc">http://www.filefactory.com/file/3i5scp12gkdn/n/TAADEL401A.doc</a></p> <p><b>Use Training Packages to meet client needs</b></p> <p><b>TAADES401A.doc (0.03MB)</b>  <a href="http://www.filefactory.com/file/32bofyyl82wf/n/TAADES401A.doc">http://www.filefactory.com/file/32bofyyl82wf/n/TAADES401A.doc</a></p> <p><b>Design and develop learning programs</b></p> <p><b>TAADES402A.doc (0.03MB)</b>  <a href="http://www.filefactory.com/file/4nhro84kl2nx/n/TAADES402A.doc">http://www.filefactory.com/file/4nhro84kl2nx/n/TAADES402A.doc</a></p>	<p>Page 44 to 49 of  <a href="http://www.highlightcomputer.com/OverallProgramGeneral.pdf">www.highlightcomputer.com/OverallProgramGeneral.pdf</a></p> <p><b>Facilitator</b>  Dr Kyaw Naing &amp; Other trainers</p> <p><b>Contents Research</b>  <a href="http://www.filefactory.com/file/eovzqp6gd1/assessment%20strategies.pdf">http://www.filefactory.com/file/eovzqp6gd1/assessment%20strategies.pdf</a></p> <p><a href="http://www.filefactory.com/file/7jfakka1vpfx/G015BWork%20performance%20report.doc">http://www.filefactory.com/file/7jfakka1vpfx/G015BWork%20performance%20report.doc</a></p> <p><a href="http://www.filefactory.com/file/3ymfd2ekdn11/UJEE11%20V1accessguidelines%5B1%5D.pdf">http://www.filefactory.com/file/3ymfd2ekdn11/UJEE11%20V1accessguidelines%5B1%5D.pdf</a></p> <p><b>DELIVERY &amp; ASSESSMENT PLAN SAMPLES</b>  <a href="http://www.filefactory.com/file/1c03t5k3fp8p/SAMPLE%20ASSESSMENT%20ITEMS.htm">http://www.filefactory.com/file/1c03t5k3fp8p/SAMPLE%20ASSESSMENT%20ITEMS.htm</a></p>
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	<p><a href="#">ractice.zip</a></p> <p>ED 105 Principle of Learning</p> <p><a href="http://www.filefactory.com/file/7660l6kjr8sx/ED%20105%20Principle%20of%20Learning.zip">http://www.filefactory.com/file/7660l6kjr8sx/ED%20105%20Principle%20of%20Learning.zip</a></p> <p>ED 107 Teaching &amp; Learning</p> <p><a href="http://www.filefactory.com/file/6u5o455lyqi7/ED%20107%20Teaching%20%26amp%3B%20Learning.zip">http://www.filefactory.com/file/6u5o455lyqi7/ED%20107%20Teaching%20%26amp%3B%20Learning.zip</a></p> <p><b><u>Myanmar Engineering Council</u></b> <b><u>References</u></b></p> <ul style="list-style-type: none"> <li>• the choice of the teaching-learning (delivery) methods.</li> <li>• A balanced curriculum</li> <li>• The curriculum shall integrate theory with practice through adequate exposure to laboratory work and professional engineering(MEng C)</li> </ul>		<p><b>Work effectively in vocational education and training</b></p> <p><b>TAAENV401A.doc (0.03MB)</b> <a href="http://www.filefactory.com/file/45zeif6cy5zx/n/TAAENV401A.doc">http://www.filefactory.com/file/45zeif6cy5zx/n/TAAENV401A.doc</a></p> <p><b>Foster and promote an inclusive learning culture</b></p> <p><b>TAAENV402A.doc (0.03MB)</b> <a href="http://www.filefactory.com/file/3zoufgaty89n/n/TAAENV402A.doc">http://www.filefactory.com/file/3zoufgaty89n/n/TAAENV402A.doc</a></p> <p><b>Ensure a safe and healthy learning environment</b></p> <p><b>TAAENV403A.doc (0.03MB)</b> <a href="http://www.filefactory.com/file/6ireaw7s5jg9/n/TAAENV403A.doc">http://www.filefactory.com/file/6ireaw7s5jg9/n/TAAENV403A.doc</a></p> <p><b>Individual learning</b></p> <p><b>TAADEL403A.doc (0.03MB)</b> <a href="http://www.filefactory.com/file/7g3h9iwpodfr/n/TAADEL403A.doc">http://www.filefactory.com/file/7g3h9iwpodfr/n/TAADEL403A.doc</a></p> <p><b>Language Literacy &amp;</b></p>		
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	<ul style="list-style-type: none"> <li>• Time allocation</li> <li>• Credit points</li> </ul> <p>ED 401 Adult Learning Technology</p> <p><a href="http://www.filefactory.com/file/68y4bd94ianb/ED%20401%20Adult%20Learning%20Technology.zip">http://www.filefactory.com/file/68y4bd94ianb/ED%20401%20Adult%20Learning%20Technology.zip</a></p>	<p><b>Numeracy</b></p> <p><b>1397606218-taelln411_sample.pdf (0.34MB)</b>  <a href="http://www.filefactory.com/file/5fh2bd8z3k0r/n/1397606218-taelln411_sample.pdf">http://www.filefactory.com/file/5fh2bd8z3k0r/n/1397606218-taelln411_sample.pdf</a></p> <p><b>Report.pdf (0.41MB)</b>  <a href="http://www.filefactory.com/file/655u3qypqyj3/n/Report.pdf">http://www.filefactory.com/file/655u3qypqyj3/n/Report.pdf</a></p> <p><b>Section 4 Model for core skills analysis.pdf (0.69MB)</b>  <a href="http://www.filefactory.com/file/6p480mpcelft/n/Section_4_Model_for_core_skills_analysis.pdf">http://www.filefactory.com/file/6p480mpcelft/n/Section_4_Model_for_core_skills_analysis.pdf</a></p> <p><b>ACSF_Document.pdf (1.03MB)</b>  <a href="http://www.filefactory.com/file/54s5xbe3esdn/n/ACSF_Document.pdf">http://www.filefactory.com/file/54s5xbe3esdn/n/ACSF_Document.pdf</a></p> <p><b>LLN Preparation of students.docx (0.02MB)</b>  <a href="http://www.filefactory.com/file/77ps5dxgbhbj/n/LLN_Preparation_of_students.docx">http://www.filefactory.com/file/77ps5dxgbhbj/n/LLN_Preparation_of_students.docx</a></p> <p><b>Australian Core Skills Framework for LLN Level</b></p>		
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			<p><b>determination.docx (0.02MB)</b>  <a href="http://www.filefactory.com/file/4gt7gx24cd9/n/Australian_Core_Skills_Framework_for_LLN_Level_determination.docx">http://www.filefactory.com/file/4gt7gx24cd9/n/Australian_Core_Skills_Framework_for_LLN_Level_determination.docx</a></p> <p><b>LLN Preparation of students.docx (0.02MB)</b>  <a href="http://www.filefactory.com/file/1rvd487gxw0j/n/LLN_Preparation_of_students.docx">http://www.filefactory.com/file/1rvd487gxw0j/n/LLN_Preparation_of_students.docx</a></p>		
6 23 Dec 2015	<p><b><u>Assessment Validation Guide of Myanmar Engineering Council</u></b></p> <ul style="list-style-type: none"> <li>assessment &amp; evaluation methods for the attainment achievement of the Learning Outcome</li> </ul> <p><b><u>Developing the assessment strategies in VET</u></b></p> <p>By Dr Kyaw Naing</p> <p><b>Delivery mode-Lecture 60 min</b></p> <p><b>AUDIO</b>  <a href="http://yourlisten.com/Kyaw_Naing/day-6-session-1">http://yourlisten.com/Kyaw_Naing/day-6-session-1</a></p>	Morning tea and networking	<p><b><u>Examination &amp; Assessment Strategies &amp; Experiences talks</u></b></p> <p>By the educators from various technological universities &amp; skills training organizations</p>	Lunch	<p><b><u>Prepare the sample assessment activities for the courses that the participants are teaching</u></b></p> <p><b>Delivery mode-Lecture 41min + Tutorial 80 min</b></p> <p><b>AUDIO</b>  <a href="http://yourlisten.com/Kyaw_Naing/day-6-session-23">http://yourlisten.com/Kyaw_Naing/day-6-session-23</a></p> <p><b><u>Facilitator</u></b>  Dr Kyaw Naing &amp; Other trainers</p> <p>Page 49 to 76 of  <a href="http://www.highlightcomputer.com/OverallProgramGeneral.pdf">www.highlightcomputer.com/OverallProgramGeneral.pdf</a></p> <p>Sample Assessment validation matrices  <a href="http://www.filefactory.com/file/617mgi9ir63x/UEENEEE046B.zip">http://www.filefactory.com/file/617mgi9ir63x/UEENEEE046B.zip</a></p>

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<p>7 24 Dec 2015</p>	<p><b>Educational Resources</b></p> <p><b>Development in line with Myanmar Engineering Council Requirements</b></p> <p><a href="#">9.2.7 Facilities</a></p> <p>By- Myanmar Engineering Council Engineering Accreditation Committee</p> <p><b>Delivery mode-Lecture</b></p>	<p>Morning tea and networking</p>	<p><b>Integration of Learning Technology in Teaching &amp; Learning Part 1</b></p> <p>By Dr Kyaw Naing</p> <p><b>Delivery mode-Lecture</b></p> <p><b>AUDIO</b></p> <p><a href="http://yourlisten.com/KyawNaing/day-7-session23">http://yourlisten.com/KyawNaing/day-7-session23</a></p>	<p>Lunch</p>	<p><b>On line &amp; offline e-Learning systems Part 1</b></p> <p>By Dr Kyaw Naing</p> <p><b>Delivery mode-Tutorial 120 min</b></p> <p><b>Samples</b></p> <p>Learning Platform example</p> <p><a href="http://www.highlightcomputer.com/onlineteaching1.htm">http://www.highlightcomputer.com/onlineteaching1.htm</a></p> <p>Using multimedia &amp; videos in teaching &amp; Learning</p> <p><a href="http://www.highlightcomputer.com/videos1.htm">http://www.highlightcomputer.com/videos1.htm</a></p>

	<p><b>Overviews of Professional Development Programs provided by Myanmar Engineering Society</b></p> <p>By- Myanmar Engineering Society</p> <p><b>Delivery mode-Lecture</b></p>	<p><b>Resources</b></p> <p><a href="http://www.filefactory.com/file/3bsfz0ehba7z/n/5_Learning_Technology_1_zip">http://www.filefactory.com/file/3bsfz0ehba7z/n/5_Learning_Technology_1_zip</a></p> <p><a href="http://www.filefactory.com/file/cvavvr9gonr/n/6_Learning_Technology_2_zip">http://www.filefactory.com/file/cvavvr9gonr/n/6_Learning_Technology_2_zip</a></p> <p>Due to the big file size, the resources will be given in CD</p>	<p>Using Youtube in teaching &amp; learning</p> <p><a href="http://www.highlightcomputer.com/videos2.htm">http://www.highlightcomputer.com/videos2.htm</a></p> <p>Practice</p> <p>Use of DVD recorder, Digital note takers to record the lessons and prepare the multimedia power point lectures, PDF-JPG format conversion softwares</p>
<p>8 26 Dec 2015</p>	<p><b>Technology in Classroom</b></p> <p>By Dr Kyaw Naing</p> <p><b>Delivery mode-Lecture 1 Hr</b></p> <p><b>AUDIO</b></p> <p><a href="http://yourlisten.com/Kyaw_Naing/day-8-session-1a">http://yourlisten.com/Kyaw_Naing/day-8-session-1a</a></p> <p>Resources</p> <p>ED312 Technology in Classrooms</p> <p><a href="http://www.filefactory.com/file/7j-civu232opx/n/7_Technology_in_classroom_zip">http://www.filefactory.com/file/7j-civu232opx/n/7_Technology_in_classroom_zip</a></p> <p>ED 308 Computer Supported Learning &amp; Distance Education</p> <p><a href="http://www.filefactory.com/file/4mdzrx52kl45/ED%20308%20Computer%20Supported%20Learning%20%26amp%3B%20Distance%20Education.zip">http://www.filefactory.com/file/4mdzrx52kl45/ED%20308%20Computer%20Supported%20Learning%20%26amp%3B%20Distance%20Education.zip</a></p>	<p><b>Integration of Learning Technology in Teaching &amp; Learning Part 2</b></p> <p><b>Delivery mode-Lecture+ Tutorial</b></p> <p><b>AUDIO</b></p> <p><a href="http://yourlisten.com/Kyaw_Naing/day-8-session-23">http://yourlisten.com/Kyaw_Naing/day-8-session-23</a></p> <p>By Dr Kyaw Naing</p> <p>Sharing the e-Learning work experience utilized in TAFE-NSW Australian Classroom</p> <ul style="list-style-type: none"> <li>• Resources development</li> <li>• Computer assisted test</li> </ul>	<p>On line &amp; offline e-Learning systems Part 2</p> <p><b>Delivery mode-Tutorial 120 min</b></p> <p>Development of e-Learning Resources Practice workshop</p> <p>Development of learning support website &amp; contents placement</p> <p><b>Sample</b></p> <p><a href="http://www.electricaldiploma2013.zoomshare.com">www.electricaldiploma2013.zoomshare.com</a></p> <p>Use of online documents sharing sites</p> <p><a href="http://www.filefactory.com">www.filefactory.com</a></p> <p><a href="http://www.uploading.com">www.uploading.com</a></p> <p><a href="http://www.zoomshare.com">www.zoomshare.com</a></p> <p><a href="http://www.webs.com">www.webs.com</a></p>

			<ul style="list-style-type: none"> <li>• Use of online test/online survey</li> <li>• Online simulated practicals</li> </ul> <p><a href="http://www.easytestmaker.com">www.easytestmaker.com</a></p> <p><a href="http://www.emailmeform.com/">http://www.emailmeform.com/</a></p>		
9 28 Dec 2015	<p>8.5.2 Programme Quality Management and Planning</p> <p>8.5.4 Quality Assurance</p> <p>9.2.8 Quality Management System</p> <p>Preparation of self accreditation report</p> <p>Requirements of Myanmar Engineering Council</p> <p>By -Myanmar Engineering Council</p> <p><b>Delivery mode-Lecture</b></p> <p><b>References</b></p> <p>Curriculum design for accreditation compliance</p> <p><a href="http://www.filefactory.com/file/2vypv64k4w3/Accredition%20Manual.pdf">http://www.filefactory.com/file/2vypv64k4w3/Accredition%20Manual.pdf</a></p> <p>Overall accreditation and</p>	Morning tea and networking	<p><b><u>Preparing the documents to comply with Myanmar Engineering Council Requirement</u></b></p> <p><b>Delivery mode-Lecture 25 min</b></p> <p><b>AUDIO</b></p> <p><a href="http://yourlisten.com/Kyaw.Naing/day-9-session-23">http://yourlisten.com/Kyaw.Naing/day-9-session-23</a></p> <p>By Dr Kyaw Naing</p> <p>Sample</p> <p><a href="http://www.highlightcomputer.com/assessment.htm">www.highlightcomputer.com/assessment.htm</a></p> <p>Quality Assurance</p> <p><a href="http://www.highlightcomputer.com/QualityAssurance.htm">http://www.highlightcomputer.com/QualityAssurance.htm</a></p>	Lunch	<p><b><u>Quality Assurance Compliance Documentation preparation workshop</u></b></p> <p><b>Delivery mode-Tutorial 120 min</b></p> <p>The participants to prepare the quality assurance documents for the courses that they are teaching to comply with the requirements of Myanmar Engineering Council</p> <p><b>Facilitator</b></p> <p>Dr Kyaw Naing &amp; Other trainers</p> <p><b>Reference</b></p> <p>Page 92 to 96 of</p> <p><a href="http://www.highlightcomputer.com/OverallProgramGeneral.pdf">www.highlightcomputer.com/OverallProgramGeneral.pdf</a></p>



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<p>10  29 Dec  2015</p>	<p><b>Learning Environment</b>  By- Dr Kyaw Naing  <b>Delivery mode-Lecture 48min</b></p> <p><b>AUDIO</b>  <a href="http://yourlisten.com/Kyaw.Naing/day-10-session-1">http://yourlisten.com/Kyaw.Naing/day-10-session-1</a></p> <p><b>Reference</b>  ED 407 Learning Environment  <a href="http://www.filefactory.com/file/31o7fw99ux7l/ED%20407%20Learning%20Environment.zip">http://www.filefactory.com/file/31o7fw99ux7l/ED%20407%20Learning%20Environment.zip</a></p>	<p>Morning tea and networking</p>	<p><b>Change Management</b>  By- Daw Hla Myat Mon  <b>Delivery mode-Lecture 38min</b></p> <p><b>AUDIO</b>  <a href="http://yourlisten.com/Kyaw.Naing/day-10-session-23">http://yourlisten.com/Kyaw.Naing/day-10-session-23</a></p> <p><b>References</b>  University of Technology  Master of Business Change Management References &amp; experience in University of Technology Sydney</p>	<p>Lunch</p>	<p><b>Educational Leadership work experience knowledge</b>  By Invited Educational Leaders of Myanmar Education  <b>Delivery mode-Lecture</b></p> <p><b>Textbook</b>  ED 308 Change Management  <a href="http://www.filefactory.com/file/4cxrjx86buot/n/9_Leadership_Change_Management.zip">http://www.filefactory.com/file/4cxrjx86buot/n/9_Leadership_Change_Management.zip</a></p> <p>ED309 Educational Communication  <a href="http://www.filefactory.com/file/6tbjy1omi7kz/n/1_Educational_Communication.zip">http://www.filefactory.com/file/6tbjy1omi7kz/n/1_Educational_Communication.zip</a></p> <p>ED 402 Educational Leadership  <a href="http://www.filefactory.com/file/68h2rewfq7jx/ED%20402%20Educational%20Leadership.zip">http://www.filefactory.com/file/68h2rewfq7jx/ED%20402%20Educational%20Leadership.zip</a></p>

11 30 Dec 2015	<b><u>Preparation and finalisation of full documentations for Myanmar Engineering Council Accreditation</u></b> <b>Delivery mode-Tutorial</b> Facilitators Dr Kyaw Naing Prof Dr Charlie Than & other trainers of MEng C	Morning tea and networking	<b><u>Preparation and finalisation of full documentations for Myanmar Engineering Council Accreditation</u></b> <b>Delivery mode-Tutorial</b> Dr Kyaw Naing Prof Dr Charlie Than & other trainers of MEng C	Lunch	<b><u>Preparation and finalisation of full documentations for Myanmar Engineering Council Accreditation</u></b> <b>Delivery mode-Tutorial</b> Dr Kyaw Naing Prof Dr Charlie Than & other trainers of MEng C
12 31 Dec 2015	Mock Accreditation Sessions Practice	Morning tea and networking	Mock Accreditation Sessions Practice		Conclusion of the training.

**Remark**

Depending on the resources & facilities availabilities, Session 2 & 3 of Day 7 & 8 may need to be replaced with other activities

## Professional Diploma in Technical Teaching (Training, Assessment & Learning Management)

[www.highlightcomputer.com/ProfDipTechTchg.pdf](http://www.highlightcomputer.com/ProfDipTechTchg.pdf)

### Objective of the course

This Professional Diploma in Technical Teaching (Training, Assessment & Learning Management) is designed as Teachers Education Professional Development for teachers in Government Technical Colleges, Technological Universities and other Vocational Education and Training Institutions in Myanmar to upgrade their skills and knowledge in training and assessment, curriculum design and development, management of technical training institutions, adult and vocational education and training, assessment validation and current accreditation rules and requirements of Myanmar Engineering Council as well as current training and assessment practices of overseas industrialized countries.

### Learning Outcomes

After completion of the levels of the training programs, the students should be able to

- Understand adult learning principles in technical education and training contexts
- Apply the skills in training, assessment, course development, curriculum development, learning management and management of technical training institutions.
- Understand the accreditation requirements of Myanmar Engineering Council in accredited engineer, technologist and technician education & prepare for the compliance processes.
- Understand the technology, science and mathematics teaching & educational pedagogies principles of outcome based education and effectively utilize them in the workplace
- Provide effective work-based learning & career development for the working people in industries and apply the various ways of assessing the competences

### Components of the course

- Educational theories, educational technology, teaching and learning, teaching and measuring.
- Lesson planning, interpreting curriculums, class room management, instruction and assessment design, training principle, competency based training and assessment integrated the competencies of Australian Training and Assessment (TAE40110) course
- Management of educational establishment in line with the accreditation requirements of Myanmar Engineering Council by customizing the competencies in Australian Vocational Education and Training Diploma (TAE50111) to be relevant to the requirements of Myanmar Vocational Education and Training.
- Postgraduate level educational knowledge related to Learning Technology, Technology in classrooms, educational leadership, leadership and change management, computer supported learning and distance education,
- Teaching practicum preparation at different levels of training

## Study Areas & Levels of Training

### Level 1-Educational Theories , Teaching Pedagogies & Training and Assessment Practice

#### Part (1) Educational Theoretical Subjects

- ED 101 Theory of Education
- ED 102 Education Technology
- ED 103 Teaching Practice
- ED 104 Lesson Planning
- ED 105 Principle of Learning
- ED 106 Interpreting Curriculums
- ED 107 Teaching & Learning
- ED 201 Class Room Management & Teaching

#### Part (2A) Basic Teaching Practicum Preparation

ED101P-Teaching Support

ED102P- Application of Information Technology in School /Vocational Education

ED103P- Classroom Management

ED104P- Teaching Portfolio

ED105P- Inclusive Teaching

ED106P- Subject Area Knowledge

ED107P- Theory of Education, Educational Technology & Teaching Practice

ED107PA-Theory of Education

ED107PB-Education Technology

ED107PC-Teaching Practice

ED107PD-Lesson Planning

ED108P- Curriculum Study , Teaching & Learning

ED108PA-Principle of Learning

ED108PB-Interpreting Curriculums

ED108PC-Teaching & Learning

#### Part (2B) Training &Assessment Practice (Certificate IV in Training & Assessment TAE40110)

- ED111P Learning Program Design & Development Practice  
(TAEDES401A Design and develop learning programs)
- ED112P Assessing the needs of trainees  
(TAEDES402A Use training packages and accredited courses to meet client needs Delivery)
- ED113P Group based learning  
(TAEDEL401A Plan, organise and deliver group-based learning )
- ED114P Workplace Assessment  
(TAEDEL402A Plan, organise and facilitate learning in the workplace Assessment )
- ED115P Assessment Planning  
(TAEASS401B Plan assessment activities and processes )
- ED116P Competency Assessment  
(TAEASS402B Assess competence )
- ED117P Assessment Validation  
(TAEASS403B Participate in assessment validation)
- ED118P Work skills Instruction  
(TAEDEL301A Provide work skill instruction )
- ED119P Educational Presentation  
(BSBCMM401A Make a presentation )( TAEASS301B Contribute to assessment

### Level 2-Adult Vocational Education

#### Part (1) Adult Vocational Education Theoretical Subjects

- ED 401 Adult Learning Technology
- ED 202 Curriculum & Design
- ED 205 Teaching & Measuring
- ED 206 Designing Instructions & Assessment
- ED 405 Training Principle

#### Part (2) Vocational Education & Training Practice (Diploma in Vocational Education & Training TAE50111)

- ED201P-Advanced Assessment Practice  
(TAEASS501A: Provide advanced assessment practice)

- ED202P-Assessment Development  
(TAEASS502B: Design and develop assessment tools)
- ED203P-Training Facilitation  
(TAEDEL502A: Provide advanced facilitation practice)
- ED204P-Learning Strategies  
(TAEDES501A: Design and develop learning strategies)
- ED205P- Language Literacy & Numeracy  
(TAELLN401A: Address adult language, literacy and numeracy skills)
- ED206P-Continuing Professional Development  
(TAEPPD501A: Maintain and enhance professional practice)
- ED207P Learning Resources Design & Development  
(TAEDES502A: Design and develop learning resources)
- ED208P Organizational Training Needs Analysis  
(TAETAS501B: Undertake organisational training needs analysis)
- ED 404 Educational Research (Part 1)  
(TAERES501A: Apply research to training and assessment practice)
- ED209P- Training Program Evaluation  
(TAEDES505A: Evaluate a training program)

### Level 3-Training Authorities Accreditation Compliances

#### Part (1) Educational Leadership Subjects

- ED 402 Educational Leadership
- ED 301 Educational Policy (Myanmar Engineering Council Accreditation Requirements)
- ED 308 Change Management
- ED309 Educational Communication
- ED 407 Learning Environment
- ED311 Outcome based Education

#### Part (2) Myanmar Engineering Council's Accreditation Compliance Practice

- ED301P- Curriculum design for accreditation compliance
- ED302P-Overall accreditation and compliance practice

#### Level 4-Specialized Teaching Areas

- ED 308 Computer Supported Learning & Distance Education
- ED 304 Maths Teaching
- ED 305 Science Teaching
- ED 306 Technology Teaching
- ED 404 Educational Research (Part 2)
- ED310 Learning Technology I & II
- ED312 Technology in Classrooms

## RESOURCES

### ASSESSMENT FOR THE SUBJECTS IN PART 1 OF THE LEVELS

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level .

The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

**Password- to be given**

### ASSESSMENT FOR THE SUBJECTS IN PART 2 OF THE LEVELS

Follow the specific assessment instruction provided for the units in Part 2 of the levels

### Study Areas & Levels of Training

Level 1-Educational Theories , Teaching Pedagogies & Training and Assessment Practice

[Part \(1\) Educational Theoretical Subjects](#)

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level .

The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

**Password- to be given**

- ED 101 Theory of Education  
<http://www.filefactory.com/file/4fuby1dpgs9f/ED%20101%20Theory%20of%20Education.zip>
- ED 102 Education Technology  
<http://www.filefactory.com/file/1ghlzng7e0n3/ED%20102%20Education%20Technology.zip>
- ED 103 Teaching Practice  
<http://www.filefactory.com/file/1o732n0j46mf/ED%20103%20Teaching%20Practice.zip>
- ED 104 Lesson Planning  
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- ED 105 Principle of Learning  
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- ED 106 Interpreting Curriculums  
<http://www.filefactory.com/file/1h141zxbov8z/ED%20106%20Interpreting%20Curriculums.zip>
- ED 107 Teaching & Learning  
<http://www.filefactory.com/file/6u5o455lyqj7/ED%20107%20Teaching%20%26amp%3B%20Learning.zip>
- ED 201 Class Room Management & Teaching  
<http://www.filefactory.com/file/48gvqykkgiz/ED%20201%20Class%20Room%20Mgt%20%26amp%3B%20Teaching.zip>

[Part \(2A\) Basic Teaching Practicum Preparation](#)

Follow the specific assessment instruction provided for the units in Part 2 of the levels

ED101P-Teaching Support



ED102P- Application of Information Technology in School /Vocational Education

ED103P- Classroom Management

ED104P- Teaching Portfolio

ED105P- Inclusive Teaching

ED106P- Subject Area Knowledge

[Certificate in Teaching Support+ Diploma in Teaching Practice+ Bachelor of Teaching+ Bachelor of Education \(School & Vocational\)](http://www.filefactory.com/file/4a5o50idxqvr/Diploma%20in%20Teaching%20Practice.pdf)

<http://www.filefactory.com/file/4a5o50idxqvr/Diploma%20in%20Teaching%20Practice.pdf>

ED107P- Theory of Education, Educational Technology & Teaching Practice

ED107PA-Theory of Education

ED107PB-Education Technology

ED107PC-Teaching Practice

ED107PD-Lesson Planning

ED108P- Curriculum Study , Teaching & Learning

ED108PA-Principle of Learning

ED108PB-Interpreting Curriculums

ED108PC-Teaching & Learning

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[http://www.filefactory.com/file/71av1by59uit/n/ED108\\_Lesson\\_Slide\\_41\\_to\\_60.pdf](http://www.filefactory.com/file/71av1by59uit/n/ED108_Lesson_Slide_41_to_60.pdf)

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[http://www.filefactory.com/file/4qghmt89g2zr/n/ED108\\_Lesson\\_Slide\\_61\\_to\\_80.pdf](http://www.filefactory.com/file/4qghmt89g2zr/n/ED108_Lesson_Slide_61_to_80.pdf)

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**ED108 Lesson Slide 81 to 100.pdf (2.22MB)**

[http://www.filefactory.com/file/11jmlg5ax3e1/n/ED108\\_Lesson\\_Slide\\_81\\_to\\_100.pdf](http://www.filefactory.com/file/11jmlg5ax3e1/n/ED108_Lesson_Slide_81_to_100.pdf)

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[http://www.filefactory.com/file/67air98a9wpz/n/ED108\\_Lesson\\_Slide\\_101\\_to\\_120.pdf](http://www.filefactory.com/file/67air98a9wpz/n/ED108_Lesson_Slide_101_to_120.pdf)

[Download now!](#)

**ED108 Lesson Slide 121 to 140.pdf (2.32MB)**

[http://www.filefactory.com/file/2fw5kwlelb03/n/ED108\\_Lesson\\_Slide\\_121\\_to\\_140.pdf](http://www.filefactory.com/file/2fw5kwlelb03/n/ED108_Lesson_Slide_121_to_140.pdf)

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**ED108 Lesson Slide 141 to 168.pdf (2.7MB)**

[http://www.filefactory.com/file/5foiol6m9rwx/n/ED108\\_Lesson\\_Slide\\_141\\_to\\_168.pdf](http://www.filefactory.com/file/5foiol6m9rwx/n/ED108_Lesson_Slide_141_to_168.pdf)

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**ED 108 Exercises.pdf (1.22MB)**

[http://www.filefactory.com/file/5o110j6pg6dz/n/ED\\_108\\_Exercises.pdf](http://www.filefactory.com/file/5o110j6pg6dz/n/ED_108_Exercises.pdf)

[Download now!](#)

[Part \(2B\) Training & Assessment Practice \(Certificate IV in Training & Assessment TAE40110\)](#)

Follow the specific assessment instruction provided for the units in Part 2 of the levels

- ED111P Learning Program Design & Development Practice  
(TAEDES401A Design and develop learning programs)
- ED112P Assessing the needs of trainees  
(TAEDES402A Use training packages and accredited courses to meet client needs Delivery)
- ED113P Group based learning  
(TAEDEL401A Plan, organise and deliver group-based learning )
- ED114P Workplace Assessment  
(TAEDEL402A Plan, organise and facilitate learning in the workplace Assessment )

- ED115P Assessment Planning  
(TAEASS401B Plan assessment activities and processes )
- ED116P Competency Assessment  
(TAEASS402B Assess competence )
- ED117P Assessment Validation  
(TAEASS403B Participate in assessment validation)
- ED118P Work skills Instruction  
(TAEDEL301A Provide work skill instruction )
- ED119P Educational Presentation  
(BSBCMM401A Make a presentation )( TAEASS301B Contribute to assessment

### **RESOURCES FOR ABOVE UNITS**

#### Working in Vocational Education & Assessment

[http://www.filefactory.com/file/136bwooflstr/n/3\\_Assessment\\_Working\\_in\\_VET\\_zip](http://www.filefactory.com/file/136bwooflstr/n/3_Assessment_Working_in_VET_zip)

#### Preparing vocational teaching portfolios

[http://www.filefactory.com/file/2l9iu8ptfk0t/n/8\\_Guides\\_for\\_preparing\\_VET\\_portfolios\\_zip](http://www.filefactory.com/file/2l9iu8ptfk0t/n/8_Guides_for_preparing_VET_portfolios_zip)

#### Learning , Facilitation & Teaching in Vocational Education and Training

[http://www.filefactory.com/file/3b1d9kduz515/n/4\\_Learning\\_Facilitation\\_Teaching\\_in\\_VET\\_zip](http://www.filefactory.com/file/3b1d9kduz515/n/4_Learning_Facilitation_Teaching_in_VET_zip)

#### Work-based Learning & Assessment

[http://www.filefactory.com/file/5pef2h8dhav9/n/10\\_Workbased\\_Learning\\_amp\\_Assessment\\_2\\_zip](http://www.filefactory.com/file/5pef2h8dhav9/n/10_Workbased_Learning_amp_Assessment_2_zip)

#### Learning Environment

[http://www.filefactory.com/file/5l12qij9s67j/n/12\\_Learning\\_Environment\\_zip](http://www.filefactory.com/file/5l12qij9s67j/n/12_Learning_Environment_zip)

### **Level 2-Adult Vocational Education**

#### Part (1) Adult Vocational Education Theoretical Subjects

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level .

The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts

- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

**Password- to be given**

- ED 401 Adult Learning Technology  
<http://www.filefactory.com/file/68y4bd94ianb/ED%20401%20Adult%20Learning%20Technology.zip>
- ED 202 Curriculum & Design  
<http://www.filefactory.com/file/1jotv5d428j1/ED%20202%20Curriculum%20%26amp%3B%20Design.zip>
- ED 205 Teaching & Measuring  
<http://www.filefactory.com/file/4eu01ck2awl/ED%20205%20Teaching%20%26amp%3B%20Measuring.zip>
- ED 206 Designing Instructions & Assessment  
<http://www.filefactory.com/file/4dnh3r8wsd9t/ED%20206%20Designing%20Instructions%20%26amp%3B%20Assessment.zip>
- ED 405 Training Principle  
<http://www.filefactory.com/file/5quptpxznin/ED%20405%20Training%20Principle.zip>

Part (2) Vocational Education & Training Practice (Diploma in Vocational Education & Training TAE50111)

Follow the specific assessment instruction provided for the units in Part 2 of the levels

- ED201P-Advanced Assessment Practice  
(TAEASS501A: Provide advanced assessment practice)
- ED202P-Assessment Development  
(TAEASS502B: Design and develop assessment tools)
- ED203P-Training Facilitation  
(TAEDEL502A: Provide advanced facilitation practice)
- ED204P-Learning Strategies

(TAEDDES501A: Design and develop learning strategies)

- ED205P- Language Literacy & Numeracy

(TAELLN401A: Address adult language, literacy and numeracy skills)

- ED206P-Continuing Professional Development  
(TAEPDD501A: Maintain and enhance professional practice)

- ED207P Learning Resources Design & Development

(TAEDDES502A: Design and develop learning resources)

- ED208P Organizational Training Needs Analysis

(TAETAS501B: Undertake organisational training needs analysis)

- ED 404 Educational Research (Part 1)

(TAERES501A: Apply research to training and assessment practice)

- ED209P- Training Program Evaluation

(TAEDDES505A: Evaluate a training program)

### Vocational Education & Training Practice (Diploma in Vocational Education & Training TAE50111) Portfolio Guide

<http://www.filefactory.com/file/rh0eb9n4sfn/TAE50111PortfolioGuide.pdf>

### SAMPLE PORTFOLIOS

Please note that the reference & example documents contained in the link of the portfolio can not be downloaded from the internet, they can only be available in DVDs that can be sent upon request.

The document is password protected. Password is needed and can be given upon request.

[http://www.filefactory.com/file/3i8k0ls9peup/TAE50110\\_Diploma%20RPL%20Submission%20U%20Kyaw%20Naing.pdf](http://www.filefactory.com/file/3i8k0ls9peup/TAE50110_Diploma%20RPL%20Submission%20U%20Kyaw%20Naing.pdf)

### **Level 3-Training Authorities Accreditation Compliances**

#### Part (1) Educational Leadership Subjects

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level .

The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.

- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

### Password- to be given

- ED 402 Educational Leadership

<http://www.filefactory.com/file/68h2rewfq7jx/ED%20402%20Educational%20Leadership.zip>

- ED 301 Educational Policy (Myanmar Engineering Council Accreditation Requirements)

#### Registration Rules

<http://www.filefactory.com/file/yzxtm3a7z2b/06.%20Licensing%20%26amp%3B%20Registration%20Rules%20-%20Engineering%20-%20Myanmar%20-%20CCS%2068%20reduced.pdf>

#### Myanmar Assessment Statement

<http://www.filefactory.com/file/9adocfm4877/06.%20Myanmar%20Assessment%20Statement%20-%20%28ACPECC%2014%29.pdf>

#### Graduates Attributes

<http://www.filefactory.com/file/4r5z3i9uxw5p/1%20Graduate%20Attributes%20%26amp%3B%20Terminology.pptx>

#### Qualification Policy

<http://www.filefactory.com/file/69mj6zk64zj5/Policy%20%20Qualifications%20Policy%20POL11%20v4.PDF>

#### Regulations

<http://www.filefactory.com/file/65cxuftzoxmh/Regulations.pdf>

#### Engineers Australia References

[www.highlightcomputer.com/engineersaustraliareferences.htm](http://www.highlightcomputer.com/engineersaustraliareferences.htm)

- ED 308 Change Management

[http://www.filefactory.com/file/4cxrjx86buot/n/9\\_Leadership\\_Change\\_Management\\_zip](http://www.filefactory.com/file/4cxrjx86buot/n/9_Leadership_Change_Management_zip)

- ED309 Educational Communication

[http://www.filefactory.com/file/6tbjy1omi7kz/n/1\\_Educational\\_Communication\\_zip](http://www.filefactory.com/file/6tbjy1omi7kz/n/1_Educational_Communication_zip)

- ED 407 Learning Environment

<http://www.filefactory.com/file/31o7fw99ux7l/ED%20407%20Learning%20Environment.zip>

- ED311 Outcome based Education

<http://www.filefactory.com/file/6sq2l3hmac3b/Final%20OBE%20Training%20at%20Myanmar%20July%202014.pptx>

[Part \(2\) Myanmar Engineering Council's Accreditation Compliance Practice](#)

- ED301P- Curriculum design for accreditation compliance

<http://www.filefactory.com/file/2vyvpy64k4w3/Accreditation%20Manual.pdf>

[Example](#)

[www.highlightcomputer.com/OverallProgramGeneral.pdf](http://www.highlightcomputer.com/OverallProgramGeneral.pdf)

- ED302P-Overall accreditation and compliance practice

<http://www.filefactory.com/file/2vyvpy64k4w3/Accreditation%20Manual.pdf>

<http://www.highlightcomputer.com/Accreditation.htm>

Preparation for self accreditation report

<http://www.filefactory.com/file/43x0yutpx31v/2%20SAR.pptx>

Engineering Accreditation Plan

<http://www.filefactory.com/file/2ynzo3fydckb/2015%20YTU%20First%20Workshop.pptx>

### **ASSIGNMENT**

Prepare the portfolios for your section/ department to comply with Myanmar Engineering Council's Accreditation Requirements.

### **Level 4-Specialized Teaching Areas**

The students will have to write 20 pages study report for each of the subjects outlined in the Part 1 of any level .

The report needs to include

- Book review- Review on each chapter of the book highlighting the key concepts, points, key theory & practical application concepts
- Own idea on how to apply those concepts in real practical applications.
- Examples of curriculum designs that use the concepts & knowledge expressed in those books (If any)
- Your comment on each book

The book references for the subjects can be downloaded from the following links by entering the given password.

**Password- to be given**



- ED 308 Computer Supported Learning & Distance Education  
<http://www.filefactory.com/file/4mdzrx52kl45/ED%20308%20Computer%20Supported%20Learning%20%26amp%3B%20Distance%20Education.zip>
- ED 304 Maths Teaching  
<http://www.filefactory.com/file/60ngdjnse60x/ED%20304%20Maths%20Teaching.zip>
- ED 305 Science Teaching  
<http://www.filefactory.com/file/4hqf7r16xyf/ED%20305%20Science%20Teaching.zip>
- ED 306 Technology Teaching  
<http://www.filefactory.com/file/3crwj4pdyt7b/ED%20306%20Techology%20Teaching.zip>
- ED 404 Educational Research (Part 2)  
<http://www.filefactory.com/file/42pl9c8013ab/ED%20404%20Educational%20Research.zip>
- ED310 Learning Technology I & II  
[http://www.filefactory.com/file/3bsfz0ehba7z/n/5\\_Learning\\_Technology\\_1.zip](http://www.filefactory.com/file/3bsfz0ehba7z/n/5_Learning_Technology_1.zip)  
[http://www.filefactory.com/file/cvavvr9gonr/n/6\\_Learning\\_Technology\\_2.zip](http://www.filefactory.com/file/cvavvr9gonr/n/6_Learning_Technology_2.zip)
- ED312 Technology in Classrooms  
[http://www.filefactory.com/file/7jicivu232opx/n/7\\_Technology\\_in\\_classroom.zip](http://www.filefactory.com/file/7jicivu232opx/n/7_Technology_in_classroom.zip)

## RECORD SHEETS

[www.mongroupsydney1.com/recordsheet1.htm](http://www.mongroupsydney1.com/recordsheet1.htm)

<a href="#">Student Assessment Guide/ Assessment Mapping</a>	<a href="#">Two Weeks Training Course Activity Record Sheets</a>
<a href="#">Assessment Cover Sheet</a>	
<a href="#">Assesment Feedback Sheet</a>	
<a href="#">Assessment Validation Documents</a>	

### Student Assessment Guide/

[www.mongroupsydney1.com/StudentAssessmentGuide.pdf](http://www.mongroupsydney1.com/StudentAssessmentGuide.pdf)

### Assessment Mapping

[www.mongroupsydney1.com/AssessmentMapping.pdf](http://www.mongroupsydney1.com/AssessmentMapping.pdf)

### Assessment Cover Sheet

[www.mongroupsydney1.com/AssessmentCoverSheet.pdf](http://www.mongroupsydney1.com/AssessmentCoverSheet.pdf)

### Assesment Feedback Sheet

[www.mongroupsydney1.com/AssessmentFeedbackSheet.pdf](http://www.mongroupsydney1.com/AssessmentFeedbackSheet.pdf)

### Assessment Validation Documents

[www.mongroupsydney1.com/RPLValidation.pdf](http://www.mongroupsydney1.com/RPLValidation.pdf)

### Two Weeks Training Course Activity Record Sheets

[Day 1 Session 3-Course Objective Outline.pdf \(2.42MB\)](#)

[www.mongroupsydney1.com/Day1Session3CourseObjectiveOutline.pdf](http://www.mongroupsydney1.com/Day1Session3CourseObjectiveOutline.pdf)

[Day 1 Session 3-Attachment 1a.pdf \(6.17MB\)](#)

[www.mongroupsydney1.com/Day1Session3Attachment1a.pdf](http://www.mongroupsydney1.com/Day1Session3Attachment1a.pdf)

[Day 1 Session 3-Attachment 1b.pdf \(5.17MB\)](#)

[www.mongroupsydney1.com/Day1Session3Attachment1b.pdf](http://www.mongroupsydney1.com/Day1Session3Attachment1b.pdf)

[Day 3 Session 3-Delivery & Assessment Strategy.pdf \(5.73MB\)](#)

[www.mongroupsydney1.com/Day3Session3DeliveryAssessmentStrategy.pdf](http://www.mongroupsydney1.com/Day3Session3DeliveryAssessmentStrategy.pdf)

[Day 4 Session 3-Assessment Strategy 1.pdf \(3.84MB\)](#)

[www.mongroupsydney1.com/Day4Session3AssessmentStrategy1.pdf](http://www.mongroupsydney1.com/Day4Session3AssessmentStrategy1.pdf)

[Day 4 Session 3-Assessment Strategy 2.pdf \(5.15MB\)](#)

[www.mongroupsydney1.com/Day4Session3AssessmentStrategy2.pdf](http://www.mongroupsydney1.com/Day4Session3AssessmentStrategy2.pdf)

[Day 5 Session 3-Workplace Training.pdf \(3.45MB\)](#)

[www.mongroupsydney1.com/Day5Session3WorkplaceTraining.pdf](http://www.mongroupsydney1.com/Day5Session3WorkplaceTraining.pdf)

[Day 5 Session 3-Industrial Consultation.pdf \(4.1MB\)](#)

[www.mongroupsydney1.com/Day5Session3IndustrialConsultation.pdf](http://www.mongroupsydney1.com/Day5Session3IndustrialConsultation.pdf)

[Day 5 Session 3-Attachment 1c.pdf \(5.65MB\)](#)

[www.mongroupsydney1.com/Day5Session3Attachment1c.pdf](http://www.mongroupsydney1.com/Day5Session3Attachment1c.pdf)

[Day 6 Session 3-Validation & Review.pdf \(1.64MB\)](#)

[www.mongroupsydney1.com/Day6Session3ValidationReview.pdf](http://www.mongroupsydney1.com/Day6Session3ValidationReview.pdf)

[Day 7 Session 3-Online Teaching.pdf \(3.08MB\)](#)

[www.mongroupsydney1.com/Day7Session3OnlineTeaching.pdf](http://www.mongroupsydney1.com/Day7Session3OnlineTeaching.pdf)

[Day 8 Session 3-Project.pdf \(4.92MB\)](#)

[www.mongroupsydney1.com/Day8Session3Project.pdf](http://www.mongroupsydney1.com/Day8Session3Project.pdf)

[Day 9 Session 3-Overall Review.pdf \(1.47MB\)](#)

[www.mongroupsydney1.com/Day9Session3OverallReview.pdf](http://www.mongroupsydney1.com/Day9Session3OverallReview.pdf)

[General Reference-Attachment 2a.pdf \(4.09MB\)](#)

[www.mongroupsydney1.com/GeneralReferenceAttachment2a.pdf](http://www.mongroupsydney1.com/GeneralReferenceAttachment2a.pdf)

[General ReferenceAttachment 2b.pdf \(3.29MB\)](#)

[www.mongroupsydney1.com/GeneralReferenceAttachment2b.pdf](http://www.mongroupsydney1.com/GeneralReferenceAttachment2b.pdf)

# Diploma in Teaching Practice

jointly taught by (St Clements Technological University/

Singapore Institute of Engineering Technologists/ IQY Technical College)

## ENROLMENT LINK

Click the following link & fill the form.

<http://www.emailmeform.com/builder/form/tq48xQ6acb>

## REFERENCE SITE

[www.highlightcomputer.com/bedschoolvet.htm](http://www.highlightcomputer.com/bedschoolvet.htm)

## List of Subjects for Teaching Practice

ED101P Teaching Support

ED102P Application of Information Technology in School Education

ED103P Classroom Management

ED104P Teaching Portfolio

ED105P Inclusive Teaching

ED106P Subject Area Knowledge

ED107 Theory of Education, Educational Technology & Teaching Practice

ED107A-Theory of Education (ED101) (Slide 1 to 60 Principle of Learning )

ED107B-Education Technology (ED102) (Slide 61 to 100)

ED107C-Teaching Practice (ED103 Classroom Management) (Slide 101 to 140)

ED107D-Lesson Planning (ED104 Teaching Portfolio)(Slide 241 to 300)

ED107E-Teaching & Learning (Slide 141 to 160+ Slide 200 to 240 )

ED107F-Inclusive Teaching (ED105 Inclusive Teaching Slide 161 to 200)  
ED107G-Evaluation & Assessment (Slide 301 to 320)

ED108 Curriculum Study, Teaching & Learning  
Interpreting Curriculums

## Study Sequence for Graduates

ED106 Subject Area Knowledge (Present Degree)

Part (1) Theory Training & Assignment (Certificate in Teaching Practice).

ED107 Theory of Education, Educational Technology & Teaching Practice

ED108 Curriculum Study, Teaching & Learning

Part (2) Teaching Practice Portfolio Presentation (Diploma in Teaching Practice).

ED101P Teaching Support

ED102P Application of Information Technology in School Education

ED103P Classroom Management

ED104P Teaching Portfolio

ED105P Inclusive Teaching

## Study Sequence for Experienced Teachers

ED106 Subject Area Knowledge (Present Degree)

Part (1) Theory Training & Assignment (Certificate in Teaching Practice).

ED107 Theory of Education, Educational Technology & Teaching Practice

ED108 Curriculum Study, Teaching & Learning

Part (2) Teaching Practice Portfolio Presentation (Diploma in Teaching Practice).

The following subjects can be exempted by presenting the reference letter from the school.

ED101 Teaching Support

ED103 Classroom Management

ED105 Inclusive Teaching

The following subject needs to be studied

ED102 Application of Information Technology in School Education

Teaching portfolio needs to be presented for the following subject

ED104 Teaching Portfolio

## REFERENCE EDUCATION THEORIES

ED 101 Theory of Education

ED 102 Education Technology

ED 103 Teaching Practice

ED 104 Lesson Planning

ED 105 Principle of Learning

ED 106 Interpreting Curriculums

## VIDEOS

IQY Teacher Training 1

<https://youtu.be/CHqmQ1Ifwa4>

IQY Teacher Training 2

<https://youtu.be/i-VpgngRumw>

IQY Teacher Training 3

<https://youtu.be/eYujIkvdPYw>

IQY Teacher Training 4

<https://youtu.be/n9y49b5qO8g>

## TEACHER TRAINING- IQY-AUDIO Download Links

**VN860195.zip (96.74MB)**

<http://www.filefactory.com/file/6s4a0e57kz25/n/VN860195.zip>

**VN860197.zip (98.04MB)**

<http://www.filefactory.com/file/19yvgu2vqrdl/n/VN860197.zip>

**VN860196.zip (39.01MB)**

<http://www.filefactory.com/file/5ukezf8qmmb3/n/VN860196.zip>

**VN860136 (147MB)**

<http://www.filefactory.com/file/3wbq5wqon6zn/VN860136.zip>

## STUDY GUIDES & LESSONS

### ED101 to ED106

[www.highlightcomputer.com/ED101106.pdf](http://www.highlightcomputer.com/ED101106.pdf)

### ED107 Lessons

ED107 Exercises

[www.highlightcomputer.com/ED107Exercises.pdf](http://www.highlightcomputer.com/ED107Exercises.pdf)

ED107 Part 1 (Slide 1 to 20) ED107A-Theory of Education (ED101) (Slide 1 to 60 Principle of Learning )

[www.highlightcomputer.com/ED1071.pdf](http://www.highlightcomputer.com/ED1071.pdf)

ED107 Part 2 (Slide 21 to 40) ED107A-Theory of Education (ED101) (Slide 1 to 60 Principle of Learning )

[www.highlightcomputer.com/ED1072.pdf](http://www.highlightcomputer.com/ED1072.pdf)

ED107 Part 3 (Slide 41 to 60) ED107A-Theory of Education (ED101) (Slide 1 to 60 Principle of Learning )

[www.highlightcomputer.com/ED1073.pdf](http://www.highlightcomputer.com/ED1073.pdf)

ED107 Part 4 (Slide 61 to 80) ED107B-Education Technology (ED102) (Slide 61 to 100)

[www.highlightcomputer.com/ED1074.pdf](http://www.highlightcomputer.com/ED1074.pdf)

ED107 Part 5 (Slide 81 to 120) ED107B-Education Technology (ED102) (Slide 61 to 100)+ ED107C-Teaching Practice (ED103 Classroom Management) (Slide 101 to 140)

[www.highlightcomputer.com/ED1075.pdf](http://www.highlightcomputer.com/ED1075.pdf)

ED107 Part 6 (Slide 121 to 140) ED107C-Teaching Practice (ED103 Classroom Management) (Slide 101 to 140)

[www.highlightcomputer.com/ED1076.pdf](http://www.highlightcomputer.com/ED1076.pdf)

ED107 Part 7 (Slide 141 to 160) ED107E-Teaching & Learning (Slide 141 to 160)

[www.highlightcomputer.com/ED1077.pdf](http://www.highlightcomputer.com/ED1077.pdf)

ED107 Part 8 (Slide 161 to 180) (ED105 Inclusive Teaching Slide 161 to 200)



[www.highlightcomputer.com/ED1078.pdf](http://www.highlightcomputer.com/ED1078.pdf)

ED107 Part 9 (Slide 181 to 200) (ED105 Inclusive Teaching Slide 161 to 200)

[www.highlightcomputer.com/ED1079.pdf](http://www.highlightcomputer.com/ED1079.pdf)

ED107 Part 10 (Slide 201 to 220) (ED107E-Teaching & Learning Slide 200 to 240 )

[www.highlightcomputer.com/ED10710.pdf](http://www.highlightcomputer.com/ED10710.pdf)

ED107 Part 11 (Slide 221 to 240) (ED107E-Teaching & Learning Slide 200 to 240 )

[www.highlightcomputer.com/ED10711.pdf](http://www.highlightcomputer.com/ED10711.pdf)

ED107 Part 12 (Slide 241 to 260) ED107D-Lesson Planning (ED104 Teaching Portfolio)(Slide 241 to 300)

[www.highlightcomputer.com/ED10712.pdf](http://www.highlightcomputer.com/ED10712.pdf)

ED107 Part 13 (Slide 261 to 280) - ED107D Lesson Planning (ED104 Teaching Portfolio)(Slide 241 to 300)

[www.highlightcomputer.com/ED10713.pdf](http://www.highlightcomputer.com/ED10713.pdf)

ED107 Part 14 (Slide 261 to 300) - ED107D Lesson Planning (ED104 Teaching Portfolio)(Slide 241 to 300)

[www.highlightcomputer.com/ED10714.pdf](http://www.highlightcomputer.com/ED10714.pdf)

ED107 Part 15 (Slide 301 to 320)- ED107G-Evaluation & Assessment (Slide 301 to 320)

[www.highlightcomputer.com/ED10715.pdf](http://www.highlightcomputer.com/ED10715.pdf)

## **ED108 Lessons**

ED108 Exercises

[www.highlightcomputer.com/ED108Exercises.pdf](http://www.highlightcomputer.com/ED108Exercises.pdf)

ED108 Part 1 (Slide 1 to 20)

[www.highlightcomputer.com/ED1081.pdf](http://www.highlightcomputer.com/ED1081.pdf)

ED108 Part 2 (Slide 21 to 40)

[www.highlightcomputer.com/ED1082.pdf](http://www.highlightcomputer.com/ED1082.pdf)

ED108 Part 3 (Slide 41 to 60)

[www.highlightcomputer.com/ED1083.pdf](http://www.highlightcomputer.com/ED1083.pdf)

ED108 Part 4 (Slide 61 to 80)

[www.highlightcomputer.com/ED1084.pdf](http://www.highlightcomputer.com/ED1084.pdf)

ED108 Part 5 (Slide 81 to 100)

[www.highlightcomputer.com/ED1085.pdf](http://www.highlightcomputer.com/ED1085.pdf)

ED108 Part 6 (Slide 101 to 120)

[www.highlightcomputer.com/ED1086.pdf](http://www.highlightcomputer.com/ED1086.pdf)

ED108 Part 7 (Slide 121 to 140)

[www.highlightcomputer.com/ED1087.pdf](http://www.highlightcomputer.com/ED1087.pdf)

ED108 Part 8 (Slide 141 to 160)

[www.highlightcomputer.com/ED1088.pdf](http://www.highlightcomputer.com/ED1088.pdf)

**OPTIONAL**

( Certificate in Vocational Education & Training-Engineering Technology Teaching)

Online training & assignment

<http://www.highlightcomputer.com/gtc.htm>

## **ADDITIONAL REFERENCES FOR ED107 LESSONS**

ED 101 Theory of Education

[www.highlightcomputer.com/ED101.ppt](http://www.highlightcomputer.com/ED101.ppt)

ED 102 Education Technology

[www.highlightcomputer.com/ED102.ppt](http://www.highlightcomputer.com/ED102.ppt)

Integration of Learning Technology in Teaching & Learning Part 1

[http://youtu.be/bV\\_CJdY7fs0](http://youtu.be/bV_CJdY7fs0)

Technology in Classroom

<http://youtu.be/rzLQq6D6-OU>

ED 103 Teaching Practice

[www.highlightcomputer.com/ED103Part1.ppt](http://www.highlightcomputer.com/ED103Part1.ppt)

[www.highlightcomputer.com/ED103Part2.ppt](http://www.highlightcomputer.com/ED103Part2.ppt)

ED 104 Lesson Planning

[www.highlightcomputer.com/ED104.ppt](http://www.highlightcomputer.com/ED104.ppt)

ED 105 Principle of Learning

[www.highlightcomputer.com/ED105.ppt](http://www.highlightcomputer.com/ED105.ppt)

ED 106 Interpreting Curriculums

[www.highlightcomputer.com/ED106.ppt](http://www.highlightcomputer.com/ED106.ppt)

## **ED101 to ED106 ASSIGNMENTS**

[www.highlightcomputer.com/ED101106.pdf](http://www.highlightcomputer.com/ED101106.pdf)

## **B.Ed (Primary Education) Children Serevice**

<http://www.iqytechnicalcollege.com/Form222BWSChildrenService.htm>

(30 Credits)

Teaching Practice as above

PLUS

[www.highlightcomputer.com/bedschoolvet.htm](http://www.highlightcomputer.com/bedschoolvet.htm)

Study

## **Professional Diploma in School & Vocational Education**

## 60 credits in the following subjects

ED437 Teaching Skills (5 Credits)

ED438 Assessment & Feedback (5 Credits)

ED439 Fostering Students' Learning (5 Credits)

ED 402A Educational Leadership & Change Management in School Education

(10 Credits)

ED407A Learning Environment in School Education(10 Credits)

PLUS

Nursing Studies (5 Credits)

Nursing

[www.iqytechnicalcollege.com/Community\\_Health\\_Worker.pdf](http://www.iqytechnicalcollege.com/Community_Health_Worker.pdf)

[www.iqytechnicalcollege.com/Health\\_Care.pdf](http://www.iqytechnicalcollege.com/Health_Care.pdf)

[www.iqytechnicalcollege.com/Protection.pdf](http://www.iqytechnicalcollege.com/Protection.pdf)

[www.iqytechnicalcollege.com/First\\_Aids.pdf](http://www.iqytechnicalcollege.com/First_Aids.pdf)

# Diploma in Teaching Practice

## DAY 1

Day1-1 Vocational Education

<https://youtu.be/AJJYBI781wY>

Day1-2 Training system

[https://youtu.be/Fa9mcnsfn\\_Q](https://youtu.be/Fa9mcnsfn_Q)

Day1-3 Learning Support

<https://youtu.be/61U1UdZcljM>

Day1-4 E Learning

<https://youtu.be/iSlGcqBQZx4>

Day1-5A Teaching

## Theory of Education+ Curriculum

ED107 Theory of Education, Educational Technology & Teaching Practice  
(15 Credits)

ED107A-Theory of Education (ED101) (Slide 1 to 60 Principle of Learning )

ED107B-Education Technology (ED102) (Slide 61 to 100)

## Supporting slides

Teacher Training/ Support Lesson Slides/

- ED101-Teaching Support-Fundamental of Education.ppt

- **Video**

ED1071 Class Participation+ED1072 Memory

ED1073 Developing Students Interest

ED1074 Teaching Methods

ED1075 Students Teacher Relation and Classroom Management

<https://youtu.be/7MBR3--iLI8>

Course Notes- (Myanmar)

[www.highlightcomputer.com/ED107Notes.pdf](http://www.highlightcomputer.com/ED107Notes.pdf)

## Teaching Practice

ED107C-Teaching Practice (ED103 Classroom Management) (Slide 101 to 140)

### Supporting slides

ED103 Classroom Management-bestpracticesinteaching.ppt

### Videos

ED1076 Students Behaviour Management  
ED1077 Class Management & Disciplining  
ED1078 Maintaining Students Interest  
ED1079 Students Motivation  
ED10710 Teaching Activities

<https://youtu.be/gafUNZVo48U>

### Lesson Planning

ED107D-Lesson Planning (ED104 Teaching Portfolio)(Slide 241 to 300)  
ED107E-Teaching & Learning (Slide 141 to 160+ Slide 200 to 240 )

### Video

ED 10711 Critical Reflective Teaching  
ED 10712 Using Teaching Aids  
ED 10713 Lesson Planning  
ED 10714 Evaluation and Assessment  
ED 10715 Critical Review

<https://youtu.be/JJhDD0vNk0g>

### DAY 2

Day1-5BEffective Teaching & Learning Environment

<https://youtu.be/XybWGEEA-1U>

Day1-6 Critical Thinking in Teaching

<https://youtu.be/TwdxbsXuQo>

## Critical Thinking

National Strategic Plan 2016-2021 Myanmar/ Grad Cert HEd/ ED431-434MP4/ ED431CriticalThinking 24 Slides.pptx

### VIDEOS

<https://youtu.be/Cekuc04E2xM>

Day1-7 Class Management

<https://youtu.be/69Y9FvTKxzw>

Day1-8Curriculum

### Curriculum Study

Ed108

#### Video

- ED 1081 Meaning of Curriculum
- ED 1082 Teaching Concepts and Curriculum
- ED 1083 Types of Curriculums
- ED 1084 Curriculum Development
- ED 1085 Curriculum Writing
- ED 1086 Curriculum Review
- ED 1087 Curriculum Evaluation
- ED 1088 Curriculum Change Process

<https://youtu.be/JyVwDtlcD7w>

## DAY 3

Day1-9 Teaching Portfolio

<https://youtu.be/agfWW31J7YE>