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

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	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)

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

- 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

  (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 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

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)

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)

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

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 applv 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)

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, ORGANIZA TION OF MEMORIES, CONSOLIDA TION 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 ă s l e r

Assessment

Assignments = 100% (5 Assignments of 20% each)

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.

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

Classroom Teaching Skills by James M. Cooper

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.

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)

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.

Lecture Slides

Curriculum Models for the 21st Century Using Learning Technologies in Higher Education

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

Learning Environment Reader

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

<u>Assessment</u>

Assignments = 100% (Two assignments of 50% each   )

<mark>Level 4-Specialized Teaching Areas</mark>

ED 308 Computer Supported Learning & Distance Education

<u>Objective-</u>

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.

<u>Outcomes</u>

- ❑ 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.

<u>Contents</u>
- ❑ 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

<u>Assessment</u>

Assignments = 100%

ED 304 Maths Teaching

<u>Objective-</u>

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.

<u>Outcomes</u>

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.

<u>Contents</u>

- 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*

<u>Assessment</u>

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.

- 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

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 Environments
   Teaching 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/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/48gvqykksgiz/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/4a5o50idxgvr/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

Download now by clicking the above link!

ED107 Lesson Slide 21 to 40.pdf (3.06MB)
http://www.filefactory.com/file/1ae111n3e1gl/n/ED107_Lesson_Slide_21_to_40.pdf
Download now!

ED107 Lesson Slide 41 to 60.pdf (3.27MB)
http://www.filefactory.com/file/4slgwynziwxz/n/ED107_Lesson_Slide_41_to_60.pdf
Download now!

ED107 Lesson Slide 61 to 80.pdf (3.22MB)
http://www.filefactory.com/file/1txrj08z5329/n/ED107_Lesson_Slide_61_to_80.pdf
Download now!

ED107 Lesson Slide 81 to 100.pdf (2.97MB)
http://www.filefactory.com/file/15p9vb74rljl/n/ED107_Lesson_Slide_81_to_100.pdf
Download now!

ED107 Lesson Slide 101 to 120.pdf (3.07MB)
http://www.filefactory.com/file/lxvcg3369i9/n/ED107_Lesson_Slide_101_to_120.pdf
Download now!

ED107 Lesson Slide 121 to 140.pdf (2.69MB)
http://www.filefactory.com/file/6h7bu8dsq7q7/n/ED107_Lesson_Slide_121_to_140.pdf
Download now!

ED107 Lesson Slide 141 to 160.pdf (2.57MB)
http://www.filefactory.com/file/6pxq45urnfyn/n/ED107_Lesson_Slide_141_to_160.pdf
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ED107 Lesson Slide 161 to 180.pdf (2.99MB)
http://www.filefactory.com/file/6srxl6iwl2o3/n/ED107_Lesson_Slide_161_to_180.pdf
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ED107 Lesson Slide 181 to 200.pdf (2.76MB)
http://www.filefactory.com/file/10d9wna6jr4r/n/ED107_Lesson_Slide_181_to_200.pdf
Download now!

ED107 Lesson Slide 201 to 220.pdf (2.86MB)
http://www.filefactory.com/file/3o4wea6j5uof/n/ED107_Lesson_Slide_201_to_220.pdf
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ED107 Lesson Slide 221 to 240.pdf (3.27MB)
http://www.filefactory.com/file/32bcquqzs1ll/n/ED107_Lesson_Slide_221_to_240.pdf
Download now!

ED107 Lesson Slide 241 to 260.pdf (2.83MB)
http://www.filefactory.com/file/p0y76lkvkjd/n/ED107_Lesson_Slide_241_to_260.pdf
Download now!

ED107 Lesson Slide 261 to 280.pdf (2.84MB)
http://www.filefactory.com/file/2kdx8ty4uj1d/n/ED107_Lesson_Slide_261_to_280.pdf
Download now!

ED107 Lesson Slide 281 to 304.pdf (3.78MB)
http://www.filefactory.com/file/1y06uzz0iaq1/n/ED107_Lesson_Slide_281_to_304.pdf
Download now!

ED 107 Exercises.pdf (2.3MB)
http://www.filefactory.com/file/1isf2cao4gxx/n/ED_107_Exercises.pdf
Download now!

ED 108 Curriculum Study , Teaching & Learning Lessons

ED108 Lesson Slide 1 to 20.pdf (2.37MB)
http://www.filefactory.com/file/6r5rg8bucgkx/n/ED108_Lesson_Slide_1_to_20.pdf
Download now!

ED108 Lesson Slide 21 to 40.pdf (2.69MB)
http://www.filefactory.com/file/1wxu981xeel/n/ED108_Lesson_Slide_21_to_40.pdf
Download now!

ED108 Lesson Slide 41 to 60.pdf (2.27MB)
http://www.filefactory.com/file/71av1by59uit/n/ED108_Lesson_Slide_41_to_60.pdf
Download now!

ED108 Lesson Slide 61 to 80.pdf (2.12MB)
http://www.filefactory.com/file/4qghmt89g2zr/n/ED108_Lesson_Slide_61_to_80.pdf
Download now!

ED108 Lesson Slide 81 to 100.pdf (2.22MB)
http://www.filefactory.com/file/11jmlg5ax3e1/n/ED108_Lesson_Slide_81_to_100.pdf
Download now!

ED108 Lesson Slide 101 to 120.pdf (2.57MB)
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
Download now!

ED108 Lesson Slide 141 to 168.pdf (2.7MB)
http://www.filefactory.com/file/5foiol6m9rwx/n/ED108_Lesson_Slide_141_to_168.pdf
Download now!

ED 108 Exercises.pdf (1.22MB)
http://www.filefactory.com/file/5o110j6pg6dz/n/ED_108_Exercises.pdf
Download now!

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

Preparing vocational teaching portfolios

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/5pef2h8dhav9/n/10_Workbased_Learning_amp_Assessment_2_zip

Learning Environment

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/5qupttpxznin/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

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

- ED 308 Change Management

  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

- 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/Accredition%20Manual.pdf

  Example

  www.highlightcomputer.com/OverallProgramGeneral.pdf

- ED302P-Overall accreditation and compliance practice

  http://www.filefactory.com/file/2vyvpy64k4w3/Accredition%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/4hqlf7r16xyf/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/cvavvr9gonr/n/6_Learning_Technology_2_zip

- ED312 Technology in Classrooms

  http://www.filefactory.com/file/7jcivu232opx/n/7_Technology_in_classroom_zip