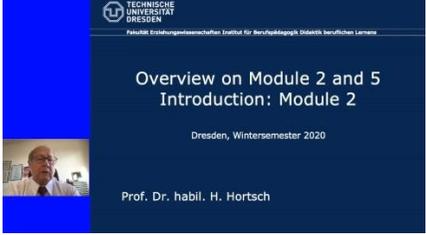
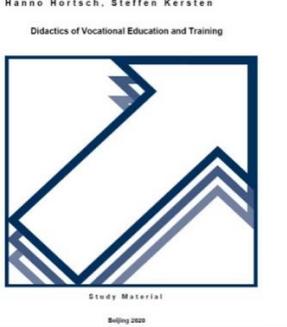
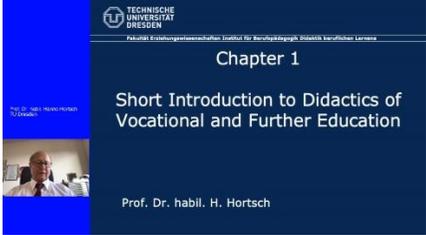
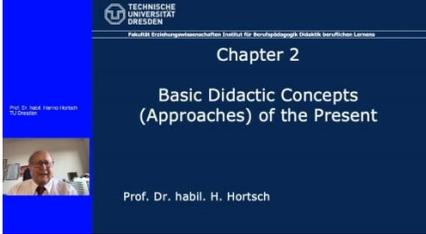
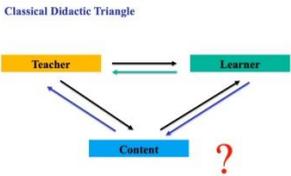
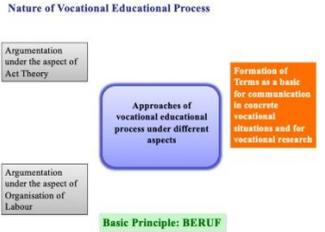


BIT Semester plan „Didactics of Vocational Education“ March 2022 - May 2022

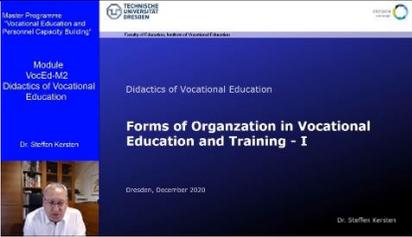
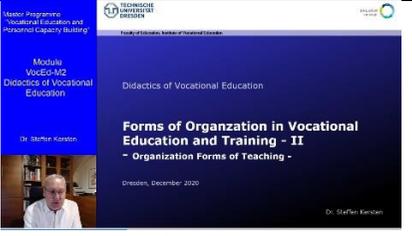
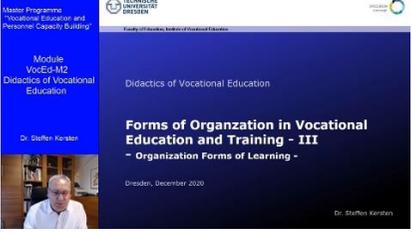
Module VocEd – M2

Video-Lecture	Relevant sections in the study material	Exercises	Relevant exam tasks
 <p>Introduction in modules 2 and 5 (40 min)</p>			
 <p>Introduction in didactics (44 min)</p>	<p>Chapter 1 p. 3</p>		<ul style="list-style-type: none"> - Describe your view of the term: "Didactics of vocational training"!
 <p>Basic didactic approaches (55 min)</p>	<p>Chapter 2 p. 4 - 7</p>		<ul style="list-style-type: none"> - Characterize the approach of „Lerntheoretische Didaktik“ based on the Berlin Model! - Which kind of practical consequences arise from this “Lerntheoretische Didaktik” for the teacher when planning lessons?

 <p>Classical Didactic Triangle</p> <p>Development of production and service structures (1:23 h)</p>	<p>Chapter 3 p. 8 - 11</p>	<ul style="list-style-type: none"> - How do the demands on employees change during the transition from Taylorism to Lean management? 	
 <p>Nature of Vocational Educational Process</p> <p>Nature of vocational education process (1:13 h)</p>	<p>Chapter 3 p. 12 - 19</p>		<ul style="list-style-type: none"> - Explain the approach of instruction based on Act Theory with the help of the basic didactic relationship and the simplified model of education! - Select a thesis for identifying instruction based on Act Theory and justify these.
 <p>Clarification of a number of important terms</p> <ul style="list-style-type: none"> • Key Qualifications • Qualification • Vocational „Handlungskompetenz“ <p>Formation of essential terms (58 min)</p>	<p>Chapter 3 p. 20 - 23</p>		<ul style="list-style-type: none"> - Define the terms „qualification“ and „competency“!

 <p>Demand-oriented VocEd (63 min)</p>		<ul style="list-style-type: none"> - What is the meaning of the terms “holistic act” and “complete act”? 	<ul style="list-style-type: none"> - Describe and explain the simplified model of education! - What significance has the "compensation act" in this model?
 <p>Didactic principles (61 min)</p>	<p>Chapter 4 p. 24 - 33</p>	<ul style="list-style-type: none"> - Develop own examples for the three ways of didactic simplification! - What requirements are to consider in the process of simplification? 	<ul style="list-style-type: none"> - Explain your suggestions about the term „Didactic Principle“! - Which issues or criteria of Didactic Principles are generally closed related to an entire teaching performance to proceed to suitable and successful learning outcomes of the students? - Point out the main impact of the Didactic Principle of illustration. Express your understanding about the role of this principle to build up an expedient learning performance. - Explain significant importance of the didactic principle of comprehensibility by your own words! Explain the three ways of didactic simplification with help of own examples!
 <p>Didactic-methodical design elements (54 min)</p>	<p>Chapter 5 p. 35 and p. 64</p>	<ul style="list-style-type: none"> - Collect all the teaching and learning methods that you know in an individual brainstorming session! 	<ul style="list-style-type: none"> - Explain the didactic-methodical design elements for the organization and structuring of the learning processes!

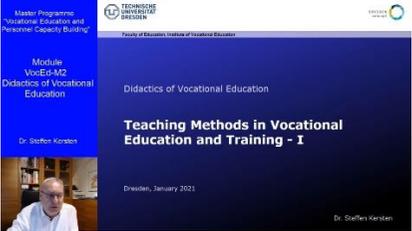
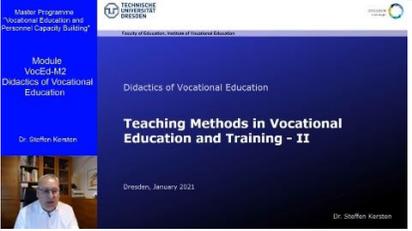
Consultation via Zoom-Meeting

 <p>Master Programme "Vocational Education and Personnel Capacity Building"</p> <p>Module VocEd-M2 Didactics of Vocational Education</p> <p>Didactics of Vocational Education</p> <p>Dr. Steffen Kersten</p> <p>Forms of Organization in Vocational Education and Training - I</p> <p>Dresden, December 2020</p> <p>Dr. Steffen Kersten</p>	<p>Chapter 5 p. 37</p>	<ul style="list-style-type: none"> - Why does it make sense to coordinate the various organizational forms of vocational lessons to form a didactic arrangement? 	
 <p>Master Programme "Vocational Education and Personnel Capacity Building"</p> <p>Module VocEd-M2 Didactics of Vocational Education</p> <p>Didactics of Vocational Education</p> <p>Dr. Steffen Kersten</p> <p>Forms of Organization in Vocational Education and Training - II - Organization Forms of Teaching -</p> <p>Dresden, December 2020</p> <p>Dr. Steffen Kersten</p>	<p>Chapter 5 p. 36</p>	<ul style="list-style-type: none"> - Discuss the requirements for a good teacher's presentation! 	<ul style="list-style-type: none"> - Discuss the strengths and weaknesses of teacher-centered teaching and self-directed learning processes by the learners!
 <p>Master Programme "Vocational Education and Personnel Capacity Building"</p> <p>Module VocEd-M2 Didactics of Vocational Education</p> <p>Didactics of Vocational Education</p> <p>Dr. Steffen Kersten</p> <p>Forms of Organization in Vocational Education and Training - III - Organization Forms of Learning -</p> <p>Dresden, December 2020</p> <p>Dr. Steffen Kersten</p>	<p>Chapter 5 p. 38 - 40</p>	<ul style="list-style-type: none"> - Discuss the advantages and disadvantages of the different organization forms of learning! 	<ul style="list-style-type: none"> - Give reasons for the following thesis: Group work prepares the learners appropriately for the job requirements in modern structures of production and service! - Characterize group work as one organisation form of learning! - What learning potential group work has? What difficulties can arise?

Organization forms of voc. lessons
(58 min)

Organization forms of voc. teaching
(41 min)

Organization forms of voc. Learning
(50 min)

 <p>Cognitive teaching methods (66 min)</p>	<p>Chapter 5 p. 51 - 57</p>	<ul style="list-style-type: none"> - Develop an own example for one path of cognition! 	<ul style="list-style-type: none"> - Explicate the term “Teaching method”. - Draw up a lesson plan using a path of cognition. - Which factors do you have to consider, when you choose a path of cognition for your lesson?
 <p>Logical basics of cognitive learning (56 min)</p>		<ul style="list-style-type: none"> - Develop your own example of evidence or falsification! 	
 <p>Didactic functions -orientation- (70 min)</p>	<p>Chapter 5 p. 42 - 47</p>	<ul style="list-style-type: none"> - Formulate 3 cognitive learning goals at different levels of the learning goal taxonomy according to Benjamin BLOOM! 	<ul style="list-style-type: none"> - Point out the structuring of vocational lessons by didactic functions! - Explain the relationship between stages of learning acts, didactic intentions and didactic functions! - Describe ways to prepare the learner cognitively, emotionally and motorically for the learning activities! - Why is the holistic orientation so important in vocational training!

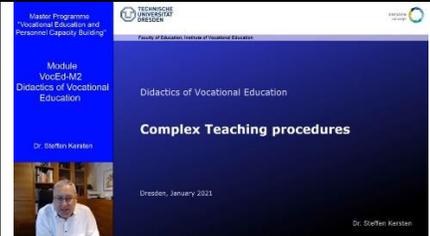


Didactic functions
-control & evaluation-
(90 min)

Chapter 5
p. 48 - 50

- Operationalize these 3 learning objectives from the last exercise and develop a method for checking them!

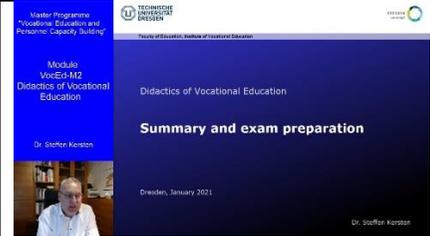
- What are the requirements to be met by a correct control and evaluation process of learning performance in vocational training?
- Use an example to show the process of operationalizing a learning objective!



Complex teaching methods
(45 min)

Chapter 5
P. 58 - 63

- Explain the importance of the complex teaching methods for a requirement-based vocational training for modern production and service structures!



Summary and exam preparation
(31 min)

Exam preparations by Zoom-Meeting