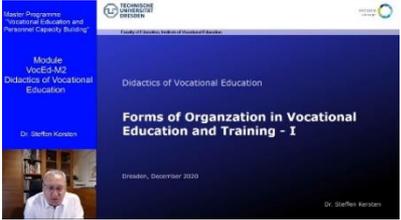


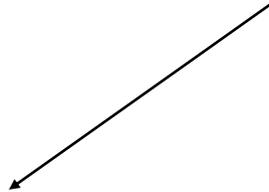
Didactics of Vocational Education

Forms of Organization in Vocational Education and Training - I

Dresden/Beijing March 2022

Video-Lecture	Relevant sections in the study material	Exercises	Relevant exam tasks
Consultation via Zoom-Meeting			
 <p>Organization forms of voc. lessons (58 min)</p>	Chapter 5 p. 37	<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>Organization forms of voc. teaching (41 min)</p>	Chapter 5 p. 36	<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>Organization forms of voc. learning (50 min)</p>	Chapter 5 p. 38 - 40	<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?

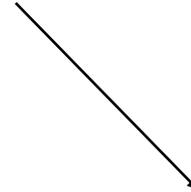
Didactic-methodical design of vocational education



external side

forms of organization

- (1) of vocational ●
lessons/lectures
- (2) of vocational learning
- (3) of vocational teaching



internal side

internal structuring

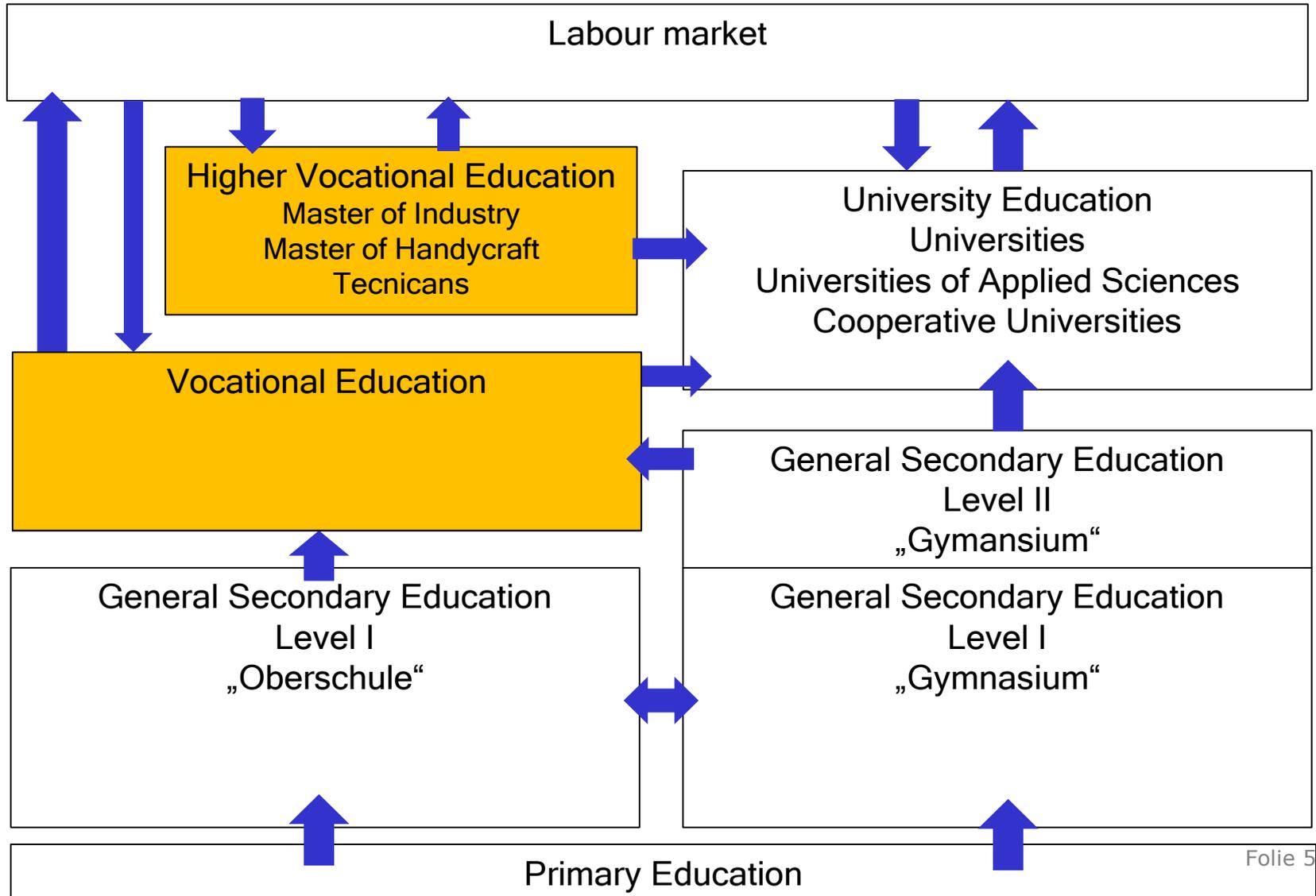
- (1) didactic functions
- (2) methodical procedure
- (3) Complex teaching methods

Aims of vocational education:

- “[imparting] **employability**, which combines technical expertise with the **general capabilities of human and social nature**
- [developing] **professional flexibility** to cope with changing requirements **in work and society**, including the perspective of Europe’s coalescence
- [awaking] readiness for vocational **further and continuing education**
- [assisting] the ability and willingness for **responsible action in the individual life and in public life**”

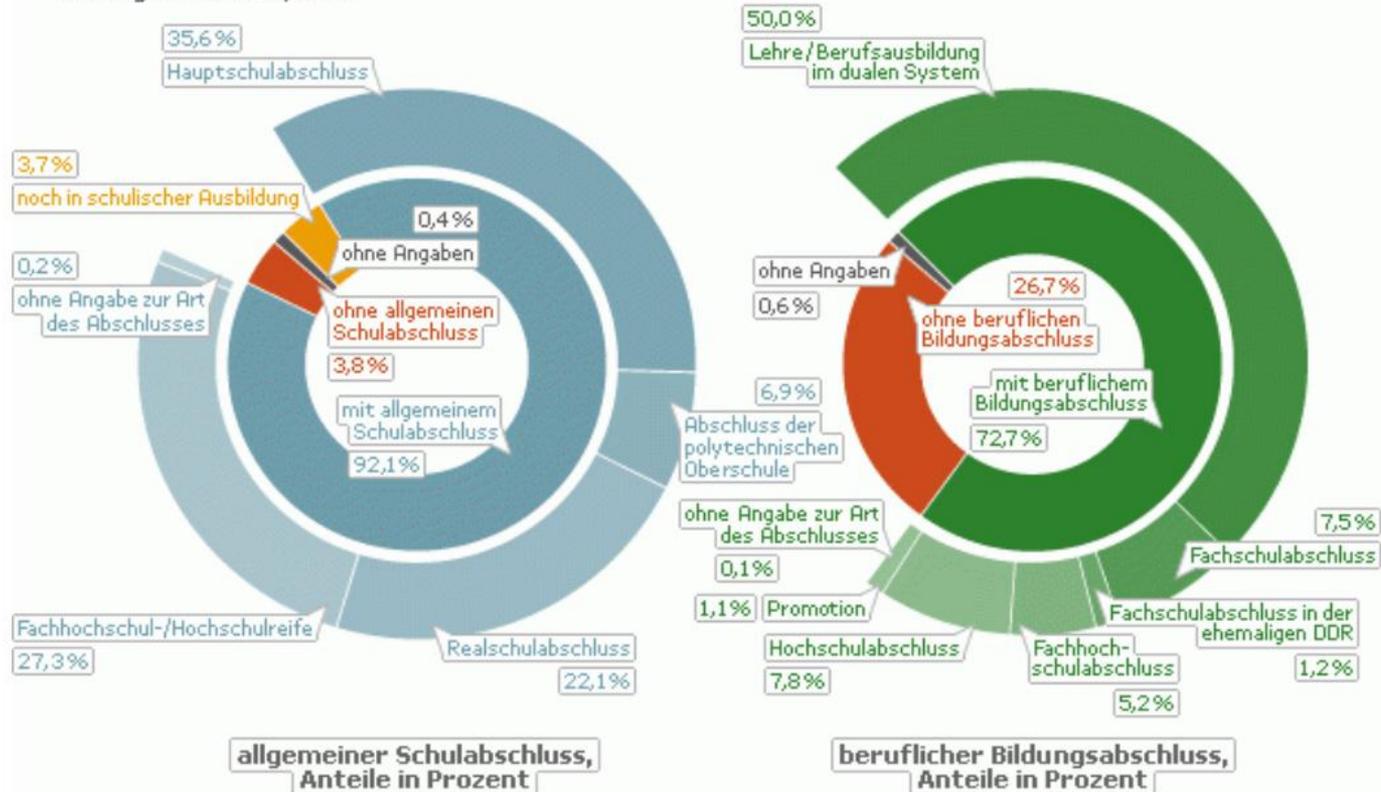
(Standing Staff of Conference of the Ministries of Culture Affairs:
General Agreement on Vocational Schools. 1991)

Education System in Germany



■ Bildungsstand der Bevölkerung

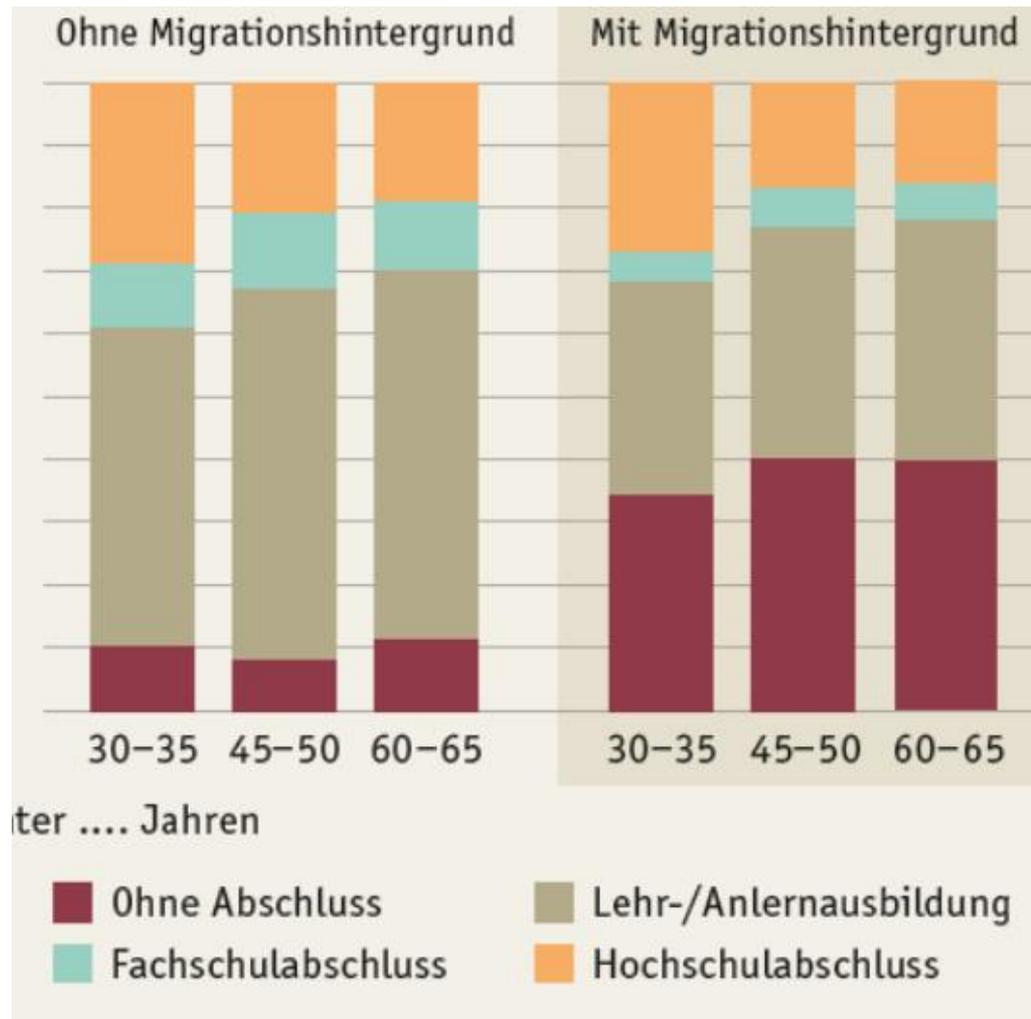
15-jährige und ältere Bevölkerung nach allgemeinem Schulabschluss und nach beruflichem Bildungsabschluss, 2012



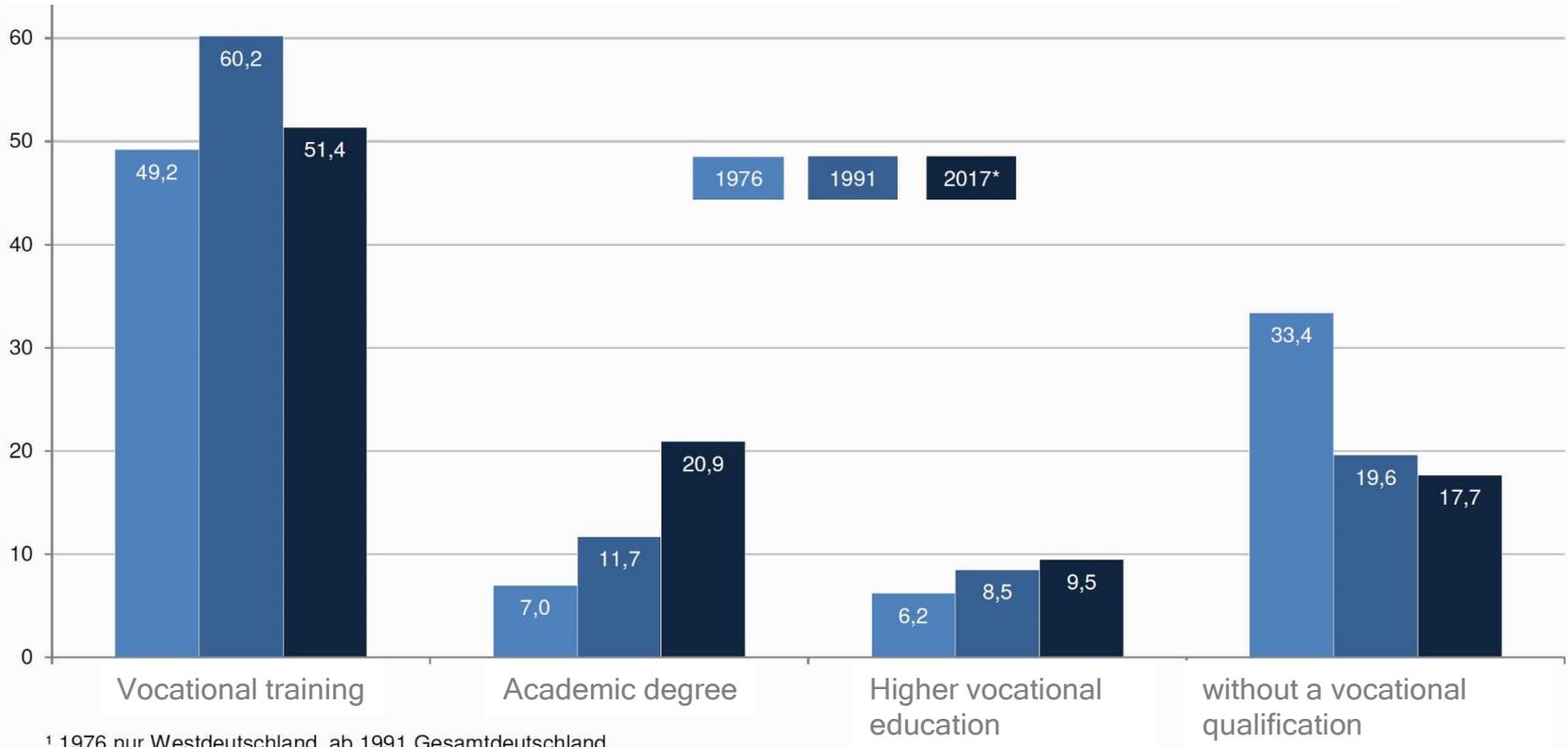
Quelle: Statistisches Bundesamt: Statistisches Jahrbuch 2013
 Lizenz: Creative Commons by-nc-nd/3.0/de
 Bundeszentrale für politische Bildung, 2014, www.bpb.de



Educational qualifications of the population 2016 according to selected age groups



Employees by highest educational attainment 1976, 1991, 2017
in % of total employment



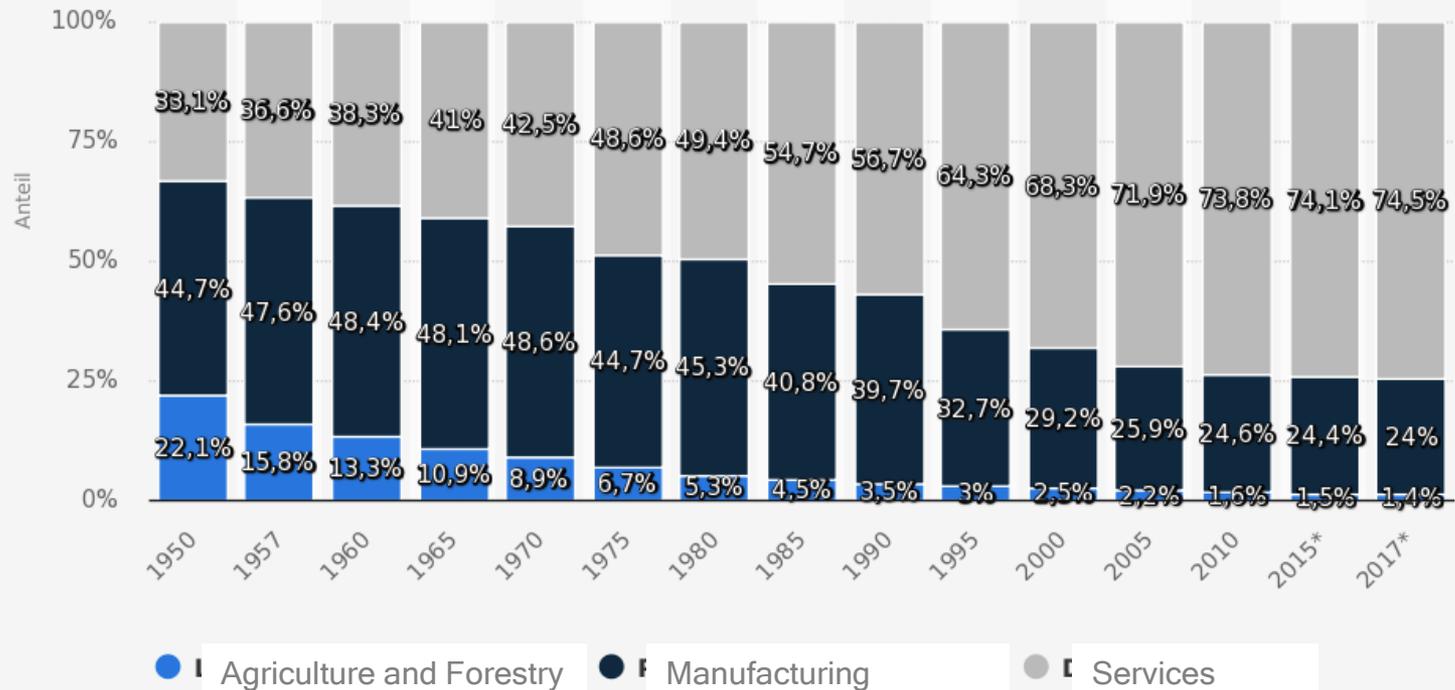
¹ 1976 nur Westdeutschland, ab 1991 Gesamtdeutschland

² Inlandskonzept, Statistisches Bundesamt

* Ab 2011 erfolgt die Hochrechnung anhand der Bevölkerungsfortschreibung auf Basis des Zensus 2011; die Ergebnisse sind nur eingeschränkt mit den Vorjahren vergleichbar.

Quelle: Statistisches Bundesamt (zuletzt 2018), Fachserie 1 Reihe 4.1, Erwerbsbeteiligung der Bevölkerung (eigene Berechnungen)

Share of the economic sectors in total employment



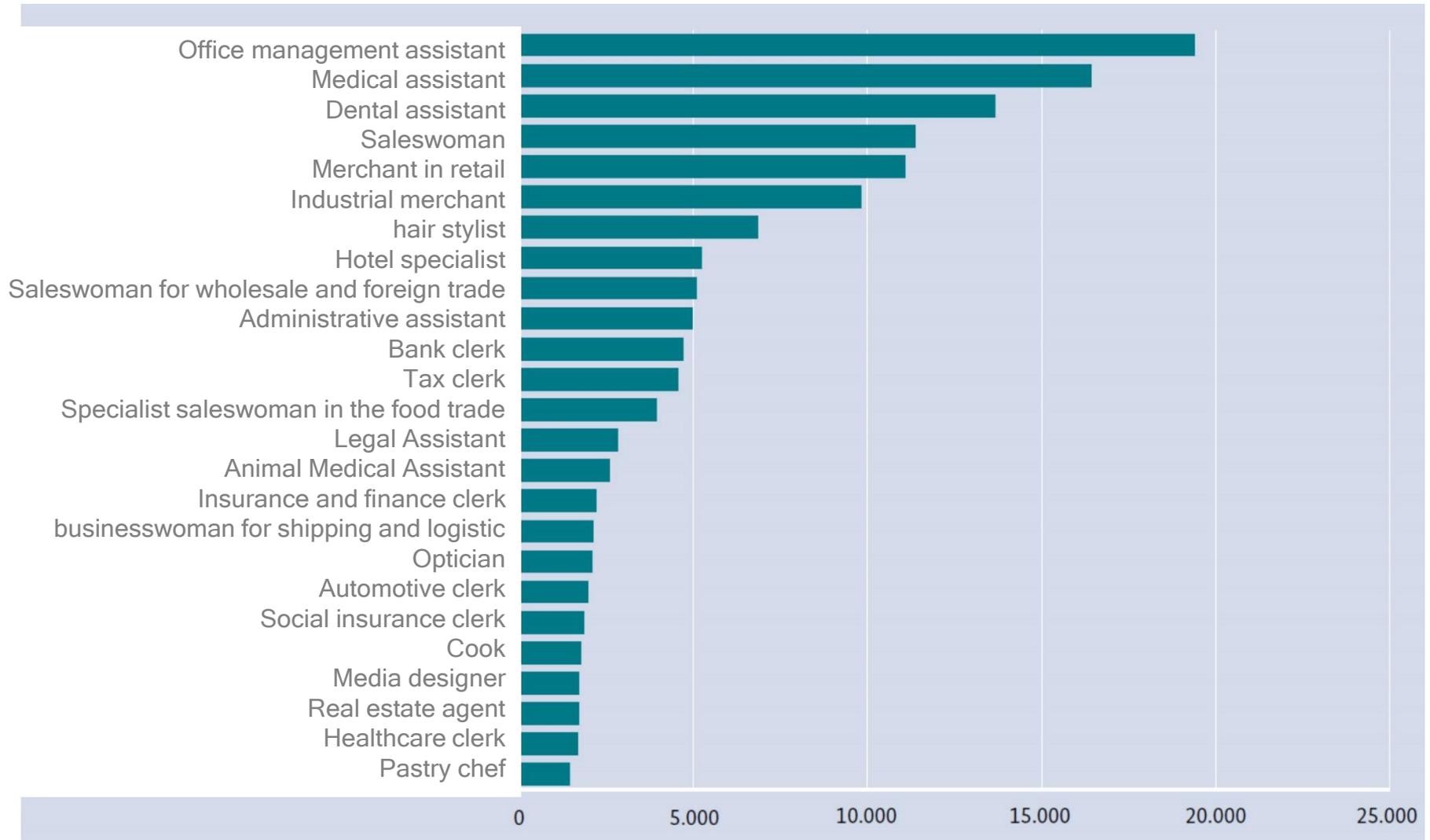
Quelle
 Statistisches Bundesamt
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Weitere Informationen:
 Deutschland

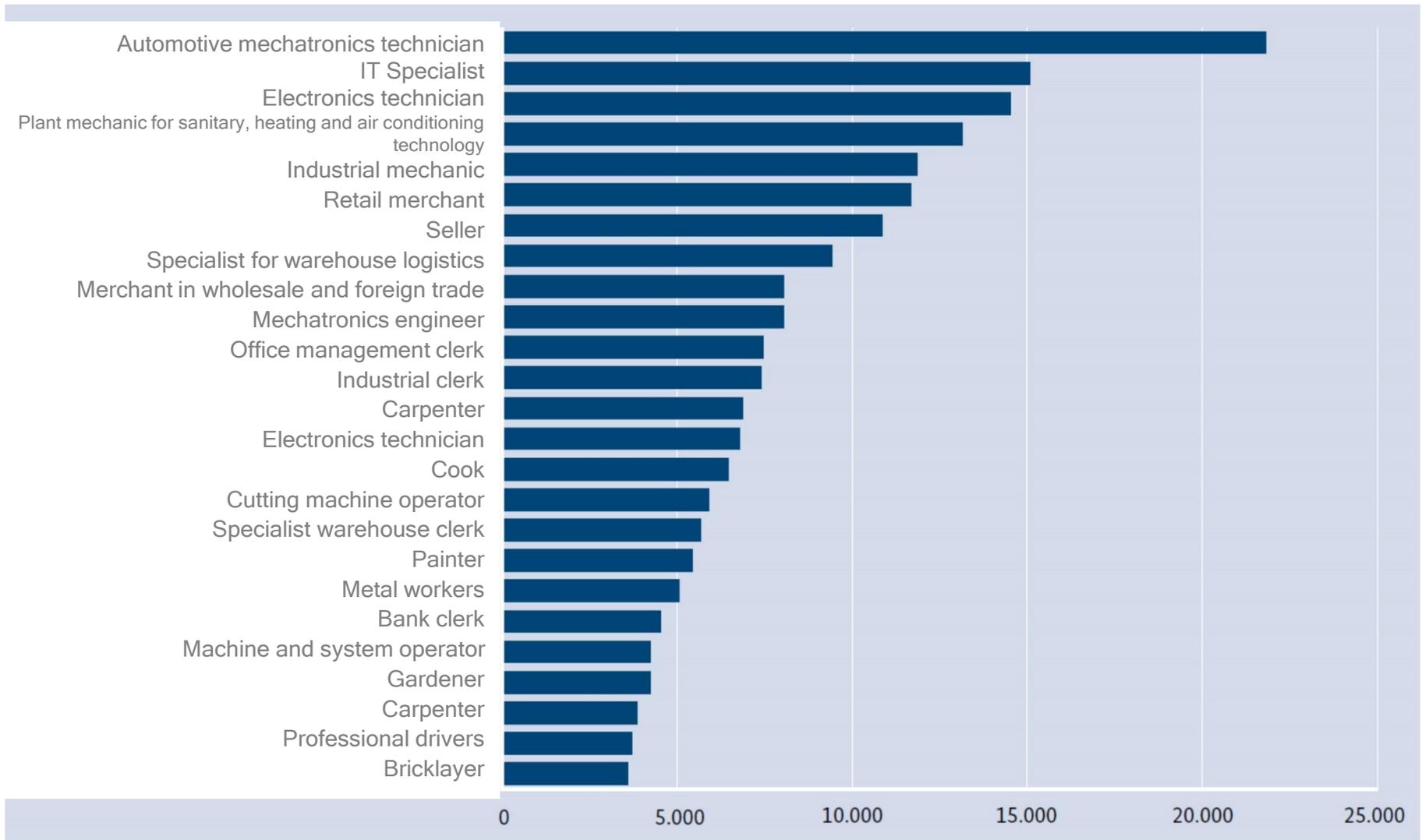
Occupational fields (Federal agency for labor)

- ✓ Construction, architecture, surveying
- ✓ Service
- ✓ Electric
- ✓ Health
- ✓ IT, computers
- ✓ Art, culture, design
- ✓ Agriculture, nature, the environment
- ✓ Media
- ✓ Metal, mechanical engineering
- ✓ Natural sciences
- ✓ Production
- ✓ Social, pedagogy
- ✓ Technology, technology fields
- ✓ Transport, logistics
- ✓ Economic Administration

Vocational training female



Vocational training male



- Dual System of Vocational Education
 - about 70%
 - 328 vocations (technical vocations, commercial vocations, service vocations)

- Vocational education in health and care
 - about 30 vocations

- Full-time school vocational education
 - mainly in social vocations

- Vocational Special schools
 - for disadvantaged young people

- Higher Vocational Education
 - „Fachschule“ for Masters of Industry, Masters of Handycraft and Technicians, Bachelor Professional, Master Professional

Level	Formal Qualification
8	Doctorate and other professional qualifications
7	3rd level of advancement qualification (certified business economist, master professional) and academic master's degree, academic diploma degree
6	2. Level of advancement qualification (masters in industry or craft, business administrators, technicians, bachelor professional) and academic bachelor's degrees
5	Skilled worker qualification + additional qualification or 1. Level of advancement qualification, Professional specialist
4	Training occupations with complex requirement profiles (3 od 3,5 years)
3	Training occupations with less complex requirement profiles (2 years)
2	Semi-skilled occupations / professional preparation
1	Employment-enabling basic qualification

"Dual" means political division of responsibility and division of financing between state and economy

Economy

- Strong involvement in the definition of vocational standards (Training regulation for each vocation)
 - Title of the vocation
 - duration of training
 - fields of activity
 - exam requirements and regulations
 - training plan for company training
- Companies are contract partners of apprentices
- Responsible for the development and execution of the final exams (Chambers)
- 70% of the funding of vocational training
 - training allowance
 - social insurances
 - **Company training 2/3**

State

- Organizational coordination of vocational standards (Federal Institute of Vocational Education)
- Responsible for the development of the frame curricula for vocational school education (Conference of Ministers of Education)
- funding of vocational schools
- **Vocational school education 1/3**

Berufsschule (Professional School)

A dual system for vocational training

Vocational schools are part of the dual training system. Students acquire the theoretical foundations for their future profession directly in a company with an education in one of the 328 recognised occupations.

Source: Freistaat Sachsen, State Ministry of Education and Sports:
Many Path to Success. -Dresden 2012, p.9



Berufsfachschule

(Full-Time Professional School)

Professional education at school

Full-time education at a Berufsfachschule is the way to receive a Berufsabschluss (training qualification) that is recognised throughout Germany. There are currently roughly 40 courses of study and training lasts two to three years.

Source: Freistaat Sachsen, State Ministry of Education and Sports:
Many Path to Success. -Dresden 2012, p.9



Fachoberschule

(Specialised Secondary School)

The path to a Fachhochschule (university of applied science)

At the Fachoberschule young people and adults can obtain the Fachhochschulreife (advanced technical college entrance qualification) which entitles them to study at a Fachhochschule. For students with a Realschulabschluss (general certificate of secondary education) qualification takes two years and one year for students who have completed a Berufsausbildung (professional education).

Berufliches Gymnasium

(Professional Upper Secondary School)

Abitur (university entrance qualification) after the Mittelschule (secondary school)

This path to the Abitur and studying at a university is for all those who have a good Realschulabschluss (general certificate of secondary education). The three-year curriculum includes general and vocational instruction.

Source: Freistaat Sachsen, State Ministry of Education and Sports:
Many Path to Success. -Dresden 2012



Fachschule (Professional School)

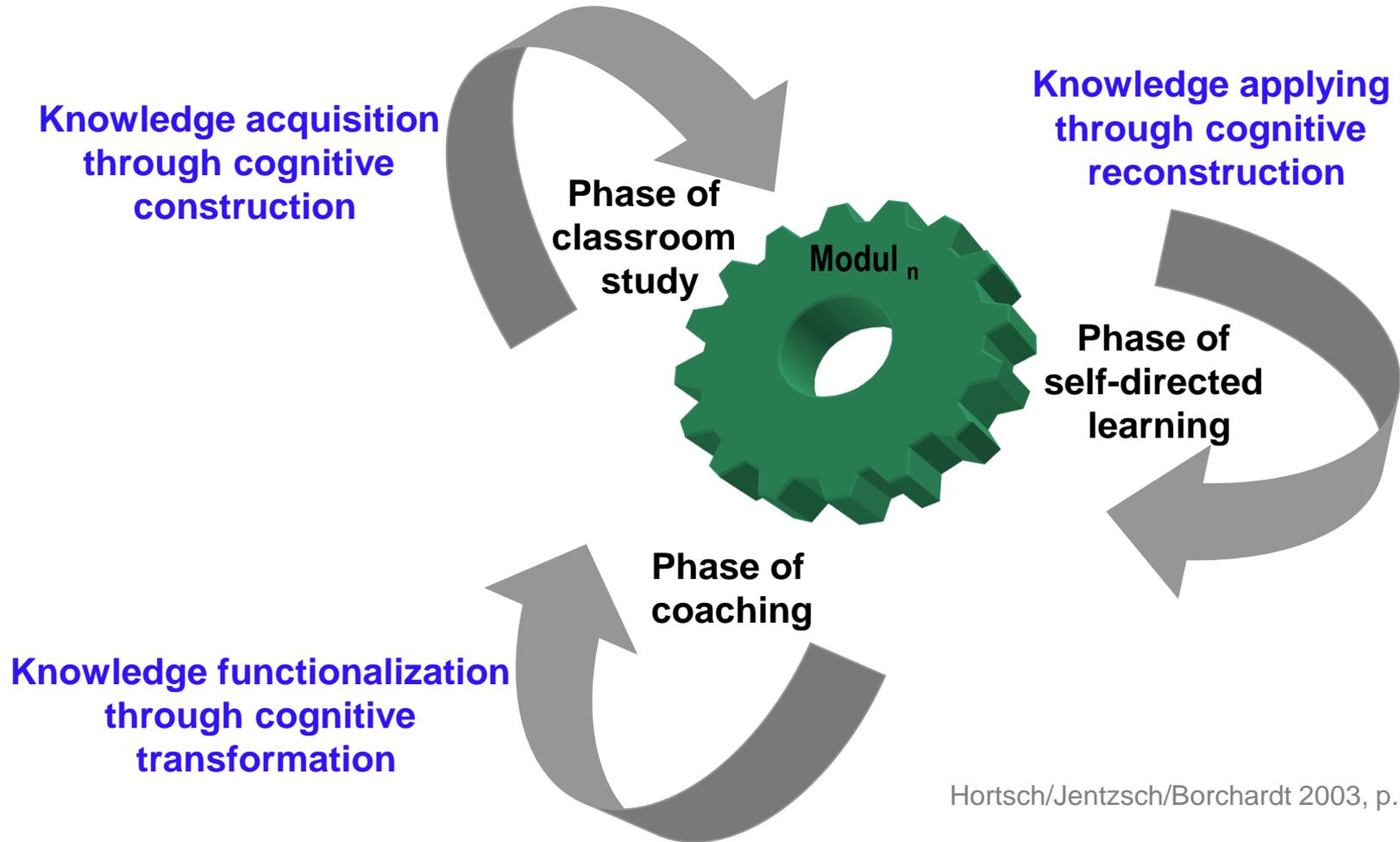
Continuing vocational training

Skilled workers with a Berufsausbildung (professional education) and work experience can receive additional qualifications at a Fachschule (professional school). Graduates are qualified for many interesting mid-level jobs between skilled workers/employees and university graduates.

Organizationforms of vocational lessons

- ✓ Class lessons
- ✓ Lab lesson
- ✓ Learning in the workshop
- ✓ Learning in the working process (e.g. through coaching)
- ✓ Online learning (synchronous / asynchronous)
- ✓ Home work
- ✓ Excursion
- ✓ Internships

Organizationforms of vocational lessons



Hortsch/Jentzsch/Borchardt 2003, p.65

Thank you for your attention!

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<https://wwwpub.zih.tu-dresden.de/~kersten>