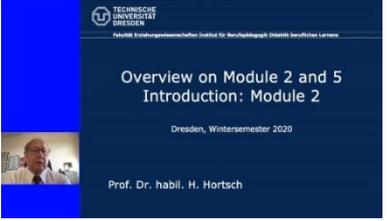
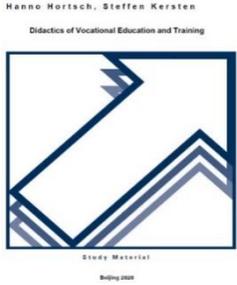
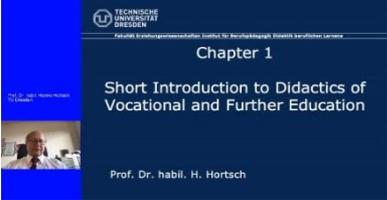
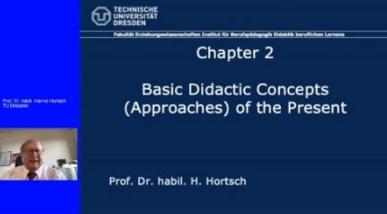
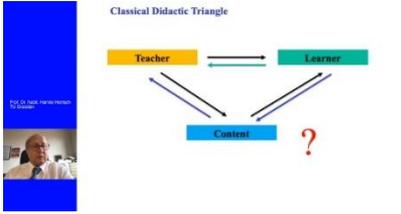


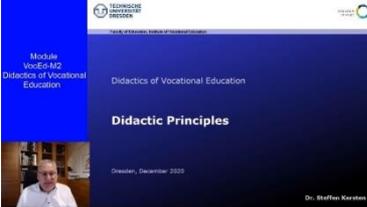
Didactics of Vocational Education

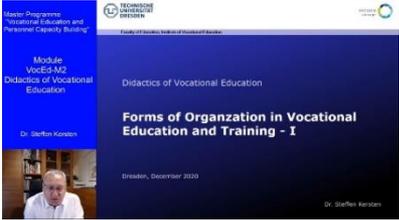
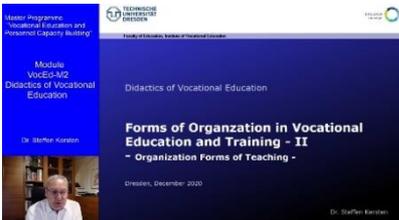
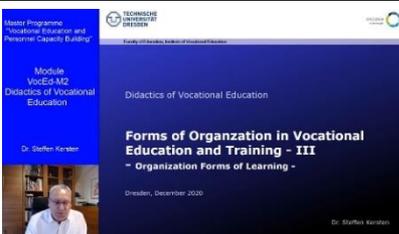
# Overview about the lectures and exercises in “Didactics of Vocational Education” Module VocEd M2

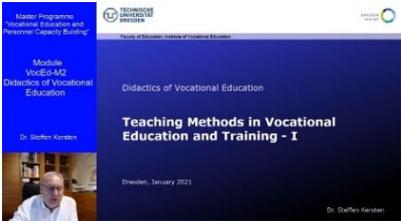
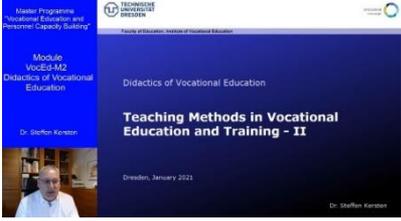
Dresden, March 2022

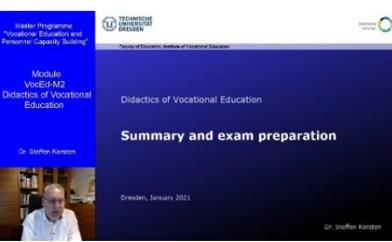
Video-Lecture	Relevant sections in the study material	Exercises	Relevant exam tasks
 <p>Introduction in modules 2 and 5 (40 min)</p>			
 <p>Introduction in didactics (44 min)</p>	<p>Chapter 1 p. 3</p>		<ul style="list-style-type: none"> <li>- Describe your view of the term: "Didactics of vocational training"!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

Video-Lecture	Relevant sections in the study material	Exercises	Relevant exam tasks
 <p>Classical Didactic Triangle</p> <p>Teacher → Learner</p> <p>Teacher → Content</p> <p>Learner → Content</p> <p>Content ?</p> <p>service structures (1:23 h)</p>	<p>Chapter 3 p. 8 - 11</p>	<p>- How do the demands on employees change during the transition from Taylorism to Lean management?</p>	
 <p>Nature of Vocational Educational Process</p> <p>Argumentation under the aspect of Act Theory</p> <p>Approaches of vocational educational process under different aspects</p> <p>Formation of Terms as a basis for communication in research vocational situations and for vocational research</p> <p>Basic Principle: BERUF</p> <p>Nature of vocational education process (1:13 h)</p>	<p>Chapter 3 p. 12 - 19</p>		<ul style="list-style-type: none"> <li>- Explain the approach of instruction based on Act Theory with the help of the basic didactic relationship and the simplified model of education!</li> <li>- Select a thesis for identifying instruction based on Act Theory and justify these.</li> </ul>
 <p>Clarification of a number of important terms</p> <ul style="list-style-type: none"> <li>• Key Qualifications</li> <li>• Qualification</li> <li>• Vocational „Handlungskompetenz“</li> </ul> <p>Formation of essential terms (58 min)</p>	<p>Chapter 3 p. 20 - 23</p>		<ul style="list-style-type: none"> <li>- Define the terms „qualification“ and „competency“!</li> </ul>

Video-Lecture	Relevant sections in the study material	Exercises	Relevant exam tasks
 <p>Demand-oriented VocEd (63 min)</p>		<ul style="list-style-type: none"> <li>- What is the meaning of the terms “holistic act” and “complete act”?</li> </ul>	<ul style="list-style-type: none"> <li>- Describe and explain the simplified model of education!</li> <li>- What significance has the "compensation act" in this model?</li> </ul>
 <p>Didactic principles (61 min)</p>	Chapter 4 p. 24 - 33	<ul style="list-style-type: none"> <li>- Develop own examples for the three ways of didactic simplification!</li> <li>- What requirements are to consider in the process of simplification?</li> </ul>	<ul style="list-style-type: none"> <li>- Explain your suggestions about the term „Didactic Principle“!</li> <li>- 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?</li> <li>- 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.</li> <li>- 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!</li> </ul>
 <p>Didactic-methodical design elements (54 min)</p>	Chapter 5 p. 35 and p. 64	<ul style="list-style-type: none"> <li>- Collect all the teaching and learning methods that you know in an individual brainstorming session!</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the didactic-methodical design elements for the organization and structuring of the learning processes!</li> </ul>

Video-Lecture	Relevant sections in the study material	Exercises	Relevant exam tasks
<b>Consultation via Zoom-Meeting</b>			
 <p>Organization forms of voc. lessons (58 min)</p>	Chapter 5 p. 37	<ul style="list-style-type: none"> <li>- Why does it make sense to coordinate the various organizational forms of vocational lessons to form a didactic arrangement?</li> </ul>	
 <p>Organization forms of voc. teaching (41 min)</p>	Chapter 5 p. 36	<ul style="list-style-type: none"> <li>- Discuss the requirements for a good teacher's presentation!</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the strengths and weaknesses of teacher-centered teaching and self-directed learning processes by the learners!</li> </ul>
 <p>Organization forms of voc. learning (50 min)</p>	Chapter 5 p. 38 - 40	<ul style="list-style-type: none"> <li>- Discuss the advantages and disadvantages of the different organization forms of learning!</li> </ul>	<ul style="list-style-type: none"> <li>- Give reasons for the following thesis: Group work prepares the learners appropriately for the job requirements in modern structures of production and service!</li> <li>- Characterize group work as one organisation form of learning!</li> <li>- What learning potential group work has? What difficulties can arise?</li> </ul>

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

Video-Lecture	Relevant sections in the study material	Exercises	Relevant exam tasks
 <p>Didactic functions -control &amp; evaluation- (90 min)</p>	<p>Chapter 5 p. 48 - 50</p>	<ul style="list-style-type: none"> <li>- Operationalize these 3 learning objectives from the last exercise and develop a method for checking them!</li> </ul>	<ul style="list-style-type: none"> <li>- What are the requirements to be met by a correct control and evaluation process of learning performance in vocational training?</li> <li>- Use an example to show the process of operationalizing a learning objective!</li> </ul>
 <p>Complex teaching methods (45 min)</p>	<p>Chapter 5 P. 58 - 63</p>	<ul style="list-style-type: none"> <li>- Explain the importance of the complex teaching methods for a requirement-based vocational training for modern production and service structures!</li> </ul>	
 <p>Summary and exam preparation (31 min)</p>			
<p><b>Exam preparations by Zoom-Meeting</b></p>			

Thank you for your attention!

[steffen.kersten@tu-dresden.de](mailto:steffen.kersten@tu-dresden.de)  
<https://wwwpub.zih.tu-dresden.de/~kersten>