



# PROGRAMME


## FOR MASTERS DEGREE

### IN VOCATIONAL PEDAGOGY


(As approved by Council and Accredited by NCHE-2009)



TENABLE AT  
KYAMBOGO UNIVERSITY  
FACULTY OF VOCATIONAL STUDIES  
DEPARTMENT OF ART AND INDUSTRIAL DESIGN



IN COLLABORATION WITH AKERSHUS UNIVERSITY,  
NORWAY AND UPPER NILE UNIVERSITY,  
SOUTH SUDAN



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## Preface

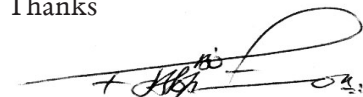
Business, Technical and Vocational Education and Training (BTJET) has had a lot of advocacy in the education systems in developing countries. The East and Central Africa region needs no further emphasis in this regard. It is argued that BTJET would focus the country's education system on the needs of the learners in their working life as well as need to go along with appropriate pedagogy in order to register desired outcomes. Besides, continued follow up and analysis of outcomes is essential to continually assess the direction and development achievements made, acknowledgement that providing BTJET has been an expensive and dodgy issue.

The collaborative Masters in Vocational Pedagogy (MVP) initiative, between Akershus University College, Norway in the North and Kyambogo University in Uganda and Upper Nile University, Malakal in the South, is therefore an appropriate response to the need for augmenting BTJET in the region. The education policies in both Uganda and Sudan point to the need to strengthening and expanding BTJET. The masters programme is appropriate for practicing teachers as well as persons charged with analysis of trends in BTJET in relation to the country's development. The programme has in-built themes that address issues related to economic development, gender, poverty eradication and human rights.

At inception of the programme stakeholder's conference on the initiative were held in Uganda. The views and responses obtained were good, supportive and in many instances thought provoking.

The programme is institutionalised based at Kyambogo University and with Kyambogo University as the awarding institution within the North-South collaboration between Akershus University College, Kyambogo University and Upper Nile University. Kyambogo University is very willing and ready to play her part.

Thanks



Professor Dr. Opuda-Asubo J.

**DEPUTY VICE CHANCELLOR-ACADEMIC AFFAIRS  
KYAMBOGO UNIVERSITY**

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**1.0 TITLE OF THE PROGRAMME:**  
Masters in Vocational Pedagogy (MVP)

**2.0 PREAMBLE**

**2.1 Background**

Vocational pedagogy is a field of knowledge oriented towards trades, occupations and professions. There is an interplay between working life and the education system such that studies of work-based activities in technical and vocational education, studies of technical and vocational education content and its methods and the social context in which it takes place are attracting attention.

Understanding the dynamics of this interplay is important for conceptualizing this field of education which focuses on learning in trades, occupations and professions and their context. Therefore, vocational pedagogy consists of education oriented towards teaching, training and learning in technical and vocational education as specified in trades and occupations. The concept is broad and covers pedagogical activities such as teaching, learning, and developmental work directed towards technical and vocational disciplines in secondary schools as well as teacher education within this sector of the education system.

The Masters Programme in Vocational Pedagogy will be a high quality international programme in the area of vocational education and training. It will build capacity for training in public and private sectors and develop a positive attitude towards skills and competences of students in the partner Universities in the field of vocational pedagogy, economic development, gender and human rights. The programme has inbuilt themes that address key issues related to poverty reduction strategies and human rights. The programme will rhyme with the practical fields from which the student trainees originate.

The programme will be based at Kyambogo University (KyU) in Uganda. North-South-South collaboration will be comprised of Akershus University (HIAK), Norway in the North and Kyambogo University, Uganda and Upper Nile University (UNU), South Sudan both in the South. The spearheading institution, HIAK, has special responsibility for building teaching/learning capacity in the partner universities in the south and strengthening the academic quality of the programme. Southern Sudan has just emerged from a prolonged war situation, which ran down the infrastructure and left most of the population displaced and with limited access to education. The programme will empower Southern Sudan in

training in vital vocational skills urgently needed for its recovery and development.

### 2.2 Justification

The project is in line with the National Strategic Plans of the Governments of Uganda and South Sudan. In Uganda a key objective in the Ministry of Education and Sports Sector Strategic Plan 2004/2015 (Uganda Govt. 2005<sup>1</sup>) is to help students acquire the competencies they need to join the world of work and to continue with their education. The Ministry intends to reconfigure the post-primary sector and focus on vocational education and training under a qualification framework.

In Sudan, according to the Jam Sudan Programme, vocational education and training for the youth and adults is required to address the skills for social integration. One aim is to include demobilized soldiers which is to be given emphasis because peaceful re-integration of soldiers into civilian life is critical to establish social stability. The programme describes plans for establishing vocational training centres, acknowledges the critical role women and girls play in the development of society and raises awareness to promote training geared towards sustainable development.

The following are key aspects of relevance of the programme:

- It focuses on practical education, gender issues, democracy and human rights.
- It will qualify teachers and instructors to help students acquire the competences they need to join the world of work and continue their education as well.
- It will further promote vocational education and training.
- It will promote creativity and critical thinking.
- It will lay emphasis on research in vocational pedagogy.
- It will give a foundation to its graduates to continue for doctoral studies in vocational pedagogy.

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<sup>1</sup>Uganda Govt. (2005): *Education Sector Strategic Plan, 2005-2015*. Ministry of Education and Sports.



### 2.3 Synergy

The project's overall objectives are to expand and advance the capacity and quality for development of vocational education and training in Uganda, Southern Sudan and Norway. The training students will develop competence in critical thinking and reflection upon existing and future trends in vocational pedagogy.

The Programme will be strengthened by the staff exchange between Kyambogo University in the South and Akershus University in the North under the Norwegian Voluntary Service.

Upper Nile University in Southern Sudan should in the future, participate in the staff exchange. Further more, two staff members of Kyambogo University have been trained in the area of human nutrition and another two have joined this academic year for the Masters in Vocational Pedagogy under the quota scheme at Akershus University College. The shared experience between Kyambogo University, Upper Nile University and Akershus University College through research will strengthen vocational education in the respective countries and will lead to the internationalization of the programme, particularly education suited to developing countries.

The programme intends to link knowledge with the world of work through establishing contact and cooperation with stakeholders in secondary schools, professional bodies, enterprises and trade organizations in Uganda, Southern Sudan and Norway.

### 2.4 Gender

The Universities involved in this project intend to address the gender issue in vocational disciplines by encouraging females to apply and enroll on the Masters program. The programme will further empower female professionals and strengthen their vocational competencies. The increased number of female students and graduates will function as role models for other women, thus stimulating women to participate in higher education and working life.

## 2.5 Risk factors

### (i) Low Status of Vocational Forms of Education:

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*Vocational education in the south is offered at lower level/levels of education.  
Hence, its low effectiveness and popularity.*

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#### **Comment:**

The programme aims at changing attitudes towards vocational education. The programme will borrow from experiences in the North where the development of qualifications is in an organized setting based on apprentice-master system. It involves changing attitudes linked to individual experiences. A consultative committee of stakeholders was formed during a stakeholders conference over the programme. The committee includes officials from Government. The committee is intended to assist in liaison work between industry and other stakeholders.

### (ii) Lack of Tools, Equipment and Machinery:

#### **Comment:**

The programme has to start with existing traditions and tools and develop according to students' resourceful ideas regarding product development, need for different tools and possibilities in the market for payment, delivery and maintenance of tools and machinery. These kinds of practical discussion have to be part of the "curriculum".

### (iii) The Program could be an academic programme:

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*This Masters programme may become academic/theoretical, if it does not demonstrate its relevance to and make contact with fields of practice and stakeholders.*

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#### **Comment:**

However, the programme aims at relating to labor and business organizations and authorities, such as the National Workers Union and the National Chamber of Commerce.

### (iv) Lack of Competence in Implementation

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*Methodologies of instruction are often times teacher-centred.  
This Masters Programme could also involve similar methods.*

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**Comment:**

The programme aims directly at changing experiences and thereby attitudes by increasing competence in problem-centred ways of thinking, experiential learning, responsibility, or one's own actions and choices and cooperation, innovation and implementation. This will be a central meta-message as part of the "not so hidden" curriculum.

**(v) The Programme May Be Eurocentric**

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*Since it is developed with the assistance of Norway, the programme could be based on Western pedagogy, experience and technology.*

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**Comment**

The programme will be based on local knowledge, experiential learning, critical reflection and systems thinking. HIAK has long experience with the development of programmes in business, crafts and industry where the local professional/vocational culture has been the basis of both individual and systems learning and development.

**(vi) Communication Problems**

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*Inadequate communication between participating institutions could affect smooth implementation of the programme. This could be compounded by lack of internet connection.*

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**Comment**

This depends on the development of the material conditions. Legislation has enacted laws establishing ICT. South-to-south institutions have installed adequate communication facilities. They will continually look for the best technical/digital solutions for good internal and external communication, and attempt to apply global possibilities to enable distance/learning.

**(vi) Education for Unemployment**

**Comment**

The aim of the programme is to develop skills in relation to the needs in the local labor market and even help students to develop their own businesses.

**2.6 Target Group**

The programme targets holders of a first degree or its equivalent in any technical/

vocational or professional field.

### **3.0 RESOURCES**

#### **3.1. Staffing**

The programme shall be run by staff from HIAK, UNU and KyU. Under the collaboration between HIAK, KyU and UNU, staff from HIAK and UNU as well as extra load teaching of staff from KyU will be funded by NORAD's Programme for Masters Studies (NOMA) under the Norwegian Centre for International Cooperation in Higher Education (SIU). By the end of the collaboration KyU will have built staff capacity to run the programme.

#### **3.2 Facilities**

The programme shall largely depend on scholastic materials available in lecture rooms, laboratories, workshops, art studios and the Kyambogo University farm.

#### **3.3 Space**

The programme shall initially utilize the existing lecture rooms, lecture theatres, library and other physical structures in the University.

#### **3.4 Funding**

The fundings shall come from NOMA scholarships for the first cohort of 21 students of which 14 and 7 scholarships will be for Uganda and South Sudan respectively. NOMA will continue to offer scholarships for the 2nd and 3rd cohort intakes in which the ratio of scholarships between Uganda and South Sudan will be 1:1. Also students from Norway and South Sudan either privately sponsored or sponsored from other sources may be admitted to the programme. Tuition fees and other charges will be those determined by the Kyambogo University Council.

### **4.0 PROGRAMME OBJECTIVES**

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#### **4.1 General Objective**

The general objective of the programme is to offer course content that covers pedagogical principles, practices and issues related to vocational education and

training. This is to enable graduates to demonstrate functional knowledge, skills and values for all types of work that are essential for development. Respect for human rights has been the overriding principle used to develop the programme and it will remain so during its implementation.

## **4.2 Specific Objectives**

The programme is designed for persons working in the fields of education and training for occupations and with management of learning, of development and of implementation processes in education oriented toward technical and vocational education in secondary schools and towards work in enterprises. The programme focuses on:

- (i) Profession-oriented studies within education.
- (ii) Development of competencies inside enterprises.
- (iii) On-the-job training and occupation-oriented adult education.
- (iv) Personnel and organizational development.

## **5.0 GENERAL REGULATIONS**

The programme for the Masters in Vocational Pedagogy shall be governed by the general regulations as well as regulations for graduate studies of Kyambogo University and by the special Faculty regulations.

## **6.0 ADMISSION REQUIREMENTS AND SELECTION OF DISCIPLINES**

### **6.1 Admission Requirements**

In addition to the prescribed Kyambogo University requirements, candidates should have:

- (i) an honors first degree in any vocational or professional field.
- (ii) working experience of at least two years.
- (iii) a recommendation from the employer.

(iv) a written statement of purpose or motivation (up to one page)

(v) 60-80 CU in Pedagogy/Education will be an added advantage.

OR candidates having other qualifications in professional training that can be validated to be equivalent to the above qualifications may be eligible for admission.

### 6.2 Selection of Study Areas

At KyU an academic year is equivalent to a minimum of 30 CU and a maximum of 50 credit units (CU) whereby a CU is equivalent to 15 contact hours. The proposed Masters in Vocational Pedagogy programme will be equivalent to 45 CU of courses and a Thesis. The programme is project-oriented and the student will present a completed physical/written project in each course done. In the first year there are three courses to be covered in semester one and two in semester two. Students will be able to use the recess term, which occurs after semester two to complete their projects. Also in the recess term of year one there will be bridging professional education courses for those who need to have them.

In semester one of year two students will take one elective course. Students will also develop and write their research proposals in semester one. In semester two students will complete their researches and write their theses. Students will also use the recess term of second year to complete writing their theses.

### 6.3 Mode of Delivery

The work method is the curriculum whereby development of knowledge is assumed to take place, both by working with the content and via the working method offered by the study programme. Experience-based learning activities and problem-oriented tasks, participation in groups and teamwork give the direction for organizing the programme, while at the same time knowledge about these pedagogical principles constitutes the core content of the study programme.

Therefore, the programme is delivered in the form of workshops and individual studies in the workshops and it is result-oriented. Active participation of students is ensured and they are required to make contributions in the form of presentations and active participation in discussions. Students and teachers together make plans of study and execution of the plans is subject to continuous evaluation. During workshop emphasis is put on working groups, mutual project

counselling, exchange of experiences, and presentation of formalized knowledge. The learning activities are organised and sequenced to ensure knowledge development.

Masters theses are based on the students' earlier practical experiences in their trades, occupations or from professional experiences in schools or higher education and provide an opportunity to evaluate these experiences using scientific methods. The students have great freedom in choosing thematic and methodological designs in relation to their theses. The theme and working method have to be accepted by the supervisor. The Masters thesis work shall be carried out individually.

## **7.0 DURATION OF THE PROGRAMME**

The programme shall last two academic years consisting of four semesters and two recess terms. A semester has 17 weeks, 15 of which are teaching weeks and two weeks of examination. The recess term has 6-10 weeks and it is used for supervised project/practicum work and make up professional education courses for those who need them.

## **8.0 PROGRAMME STRUCTURE**

The programme comprises of core/compulsory modules/courses in the first year and one elective module/course and thesis writing in the second year.

### **8.1 Time Allocation**

In this programme the courses are weighted in CU whereby one CU is equivalent to 15 contact hours or one contact hour a week for 15 weeks of teaching. One contact hour is equivalent to one lecture hour or two practical/workshop hours. In this programme workshops will be the major mode of delivery. Emphasis will be put on group work, mutual project counselling, exchange of experiences, and presentation of formalised knowledge.

### **8.2 Course Codes**

The codes indicate the year of study, semester and number of the course. Vocational pedagogy courses will have a 600 series number and a VP code. The 600-700 series indicate that the programme is a two-year graduate degree programme. The 500 series indicate post-graduate diploma programmes, whereas

the 100-400 series indicates undergraduate programs. The first digit in the code number, indicates the year of study while the middle digit indicates the semester and the last digit indicates number of the course.

### **8.3 Programme Structure and Semester Load**

The structure of the programme is as given in the table below.

#### **STRUCTURE OF THE MASTERS IN VOCATIONAL PEDAGOGY**

<b>Course Code</b>	<b>Course Title</b>	<b>CU</b>
<b>Year I Semester I (All courses are core)</b>		
VP 611	Teaching and Learning Processes in Vocational Pedagogy	5
VP 612	Understanding Vocational Didactics	5
VP 613	Strategies for Research and Development Work in Vocational Education	5
	<b>Year I Semester I Load</b>	<b>15</b>
<b>Year I Semester II (All courses are core)</b>		
VP 621	Curriculum Development, Measurement and Evaluation in Vocational Education and Training	5
VP 622	Issues in Vocational Education and Training	5
VP 623	Social, Cultural and Historical Perspectives on Pedagogy	5
	<b>Year I Semester II Load</b>	<b>15</b>
<b>Recess Term (For bridging Professional Education courses)</b>		
PS 511	Education Foundations	4
PS 512	Education Psychology	4
	<b>Recess Term Load</b>	<b>8</b>
<b>Year II Semester I: (Two core courses and one elective)</b>		
VP 711 (Core)	Proposal Writing	3



## Programme for Masters Degree in Vocational Pedagogy

VP 712 (Core)	Directed Vocational Study (Agriculture, Art and Design, Business Studies, Human Nutrition and Home Economics, Health Training, Engineering, etc.)	5
VP 713 (Core)	Gender, Vocational Pedagogy and Multiculturalism	5
	<b>Year II Semester I Load</b>	<b>13</b>
<b>Year II Semester II</b>		
	Research and Thesis	
	Recess Term (For completion of thesis writing)	
	<b>GRADUATION LOAD</b>	<b>43-51</b>

### 9.0 GRADUATION LOAD

To qualify for the award of the Masters degree in Vocational Pedagogy a candidate must obtain 43 - 51 CU and a dissertation as indicated below:

Year I Semester I	15 CU
Year I Semester II	15 CU
Year I Recess Term (bridging Professional Education courses)	8 CU
<b>Year I Total</b>	<b>30-38 CU</b>
Year II Semester I	13 CU
Year II Semester II (Dissertation)	
Year II Total	13 CU
<b>Graduation Load</b>	<b>43 - 51 CU plus Dissertation</b>

### 10.0 ASSESSMENT AND GRADING

#### 10.1 Continuous Assessment

A continuous evaluation process takes place as an integrated part of the learning process during the whole study programme. Tasks assigned have to be done and submitted on time otherwise the students shall lose their right to present themselves for formal evaluation.

## **10.2 Examinations**

### **(a) Year One Load**

For the two semesters the programme gives 30 CU comprised of six core courses each of 5 CU. There is a recess term that gives 8 CU comprised of two bridging professional education courses of 4 CU each.

### **(b) Semester One Assessment**

- (i) Each course will be assessed out of 100%.
- (ii) Students will do three projects, one in each course.
- (iii) Assessment of the projects in each course will constitute continuous assessment for each course. The assessment will consist of the problem statement (10% marks), literature review (10% marks) and report presentation (30% marks).
- (iv) There will be a written three-hour examination for each course.
- (v) Continuous assessment and the written examination will each contribute 50% of the marks for each course.
- (vi) The student must pass all the courses in semester one before he/she is allowed to embark on work of semester two.

### **(c) Semester Two Assessment**

Courses will be assessed in a similar manner as in semester one.

### **(d) Recess Term**

- (i) Each course will be assessed out of 100%.
- (ii) There will be continuous assessment for each course comprising of either assignments or library research and presentation.
- (iii) There will be a written three-hour examination for each course.

- (iv) Continuous assessment and the written examination will each contribute 50% of the marks for each course.
  
- (e) Progression to Year Two**  
  
Year one of the programme must be passed before the student proceeds to year two.
  
- (a) Year Two Load**
  - (i) Year Two of the program gives 13 CU comprised of two core courses and one elective course in semester one and dissertation writing in semester two.
  - (ii) The students will do one of the courses in semester one as an elective in which they will be required to do a project.
  - (iii) Research proposal writing will be done in semester one.
  - (iv) The dissertation submitted at the end of semester two will be documented as the Masters Dissertation.
  - (v) As part of year two evaluation, the student will be subjected to an individual oral examination on the dissertation i.e., Viva Voce.
  - (vi) The students must have passed the core and elective courses in semester one, the dissertation and Viva Voce examinations to be eligible for the award.
  
- (b) Semester One Assessment**
  - (i) The core courses and the elective course the student does will be assessed out of 100%.
  - (ii) Proposal writing will be assessed by presentation of the proposal to a panel.
  - (iii) The Directed Vocational Study will be assessed by presentation of the study reports to a panel.

- (iv) The project the student does in the elective course will be assessed on a continuous basis as in year one.
- (iv) The project report in the elective course will be submitted ~~final~~ examination. Also, the student will be examined in oral presentation of his/her work. The report and the oral presentation will constitute the examination for the course and each will account for 50% of the examination mark for the course.
- (c) **Semester Two Assessment**
  - (i) A preliminary evaluation of the draft dissertation and abstract will be made by the Department and assessed.
  - (ii) The Department will submit the dissertation for external examination if it is satisfactory.
  - (iii) The external examiner will assess and grade the dissertation.
  - (iv) Only students having received a passing grading for the dissertation shall be allowed to present themselves for the oral exam.
  - (v) The Viva Voce examination on the dissertation will be assessed on pass/fail basis.
  - (vi) The performances of the student in the viva-voce ~~examination can be~~ used to adjust the dissertation grade obtained earlier.

### 10.4 Grading of Courses and Masters Thesis

#### (a) Grading

Where courses are graded as well as the thesis, grading will be done as indicated below.

Mark %	Letter Grade	Points	
80-100	A	5.0	PASS
75-79.9	B+	4.5	
70-74.9	B	4.0	
65-69.9	B-	3.5	
60-64.9	C+	3.0	
55-55.9	C	2.5	
50-54.9	C-	2.0	
45-49.5	D+	1.5	FAIL
40-44.9	D	1.0	
35-39.9	D-	0.5	
Below 35	E	0	

### (b) Additional

Additional letters below shall be used where applicable.

W	:	Withdrawal from Module
I	:	Incomplete
ABS	:	Absent

### (c) Passing

The pass grade point per course and thesis is 2.0

© Discontinuation

A student who fails any one specified core course after retaking it two times will be discontinued.

### (d) Re-taking a course

A failed course shall be taken in the subsequent semester when it is being offered in order to:

- (i) Pass it if a student had failed it.

- (ii) Improve the grade if the first pass grade was low.

## 11.0 AWARD AND CLASSIFICATION

### 11.1 Award

After satisfactory completion of the programme, candidates will be awarded a Masters in Vocational Pedagogy of Kyambogo University. The degree shall be unclassified.

## 12.0 DESCRIPTION OF THE COURSES

### PS 511 Educational Foundations (4 CU)

#### Specific objectives

By the end of the course students should be able to:

- (i) To identify cause of the problem of developed and third world countries development imbalance.
- (ii) Indigenous of Africa: philosophies and culture.

Content	
History of Education	Aims of history of education, traditional and western education systems.
Philosophy of Education	Elementary logic; epistemology, axiology, concept of education; philosophers and their impact on education.
Economics of Education	Costs of education, education and economic growth, planning of education.
Comparative Education	General introduction of comparative education, education and development, problems and efforts in education.
Sociology of Education	Scope of sociology of education, education as a Social institution.



Educational Administration	Organization and management, concept of leadership, effective communication skills; government bodies in schools, role of head teacher; teacher and student leaders in school administration. Introduction to ethics in Educational Practice: professional ethics of teachers, analysis of teachers code of conduct.
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## Assessment

There will be continuous assessment (50%) for each course comprising of either assignments or library research and presentation. Also, there will be a written three-hour examination for each course.

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## **PS 512 Educational Psychology (4 CU)**

### **Specific objectives**

By the end of the course students should be able to:

- (i) Enable the teacher to understand the complexities of learning.
- (ii) Explain and use learning theories related to their teaching.
- (iii) Understand and develop thoughts about one's own role related to the pupils' learning processes.

Content	
Human Learning and Motivation	Types of learning, insight, conditioning limitation, trial and error etc, factors that affect learning, transfer of learning and training, theories of learning, behavioral and associative theories, thinking and concept formation. Types of memory, factors that facilitate memory. Types of motivation, Maslow's theory, classroom motivational strategies.

Measurement and Evaluation.	Definition of measurements, tests evaluation, uses of evaluation in education, types of evaluation, needs assessment, types of test, factors to consider in constructing and using tests, interpretation of test results.
Guidance and Counselling.	Definitions of guidance and counselling, need for guidance and counselling; types orientation, educational counselling, career counselling, personal counselling, skills and techniques in counselling, qualities of a good counsellor, counselling process, counselling models.
Nature of Human Growth and Development	Characteristics of growth and development, stages of growth and development, factors influencing growth and development, African child rearing practices, implications of growth and development to learning, theories of growth and development.

## Assessment

There will be continuous assessment (50%) for each course comprising of either assignments or library research and presentation. Also, there will be a written three-hour examination for each course.

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6. Makinde, O. 1991. *Fundamentals of Guidance and Counselling*. London: Macmillan.

7. Opolot, J. A. 1972. *Basic Theories of Learning for Teachers*. (Unpublished)
8. Turner, J. 1990. *Psychology for the Classroom*. London: Merthmen Publishing

**PV611: TEACHING AND LEARNING PROCESSES IN VOCATIONAL PEDAGOGY (CU: 5)**

**Objectives of the Course:**

Through working with this course students should be able to:

- (i) explain various pedagogical theories and discuss them in relation to vocational pedagogical practices.
- (ii) elaborate on their own work experiences, knowledge and skills in group work projects.
- (iii) identify problems in their workplaces, communities/countries and then develop their understanding on conducting research processes for their fieldwork.
- (iv) relate issues regarding gender to vocational education and training.
- (v) use ICT as a tool for learning and research.

Content	
1	Vocational didactics and work-based learning.
2	Vocational pedagogy in working life and schools.
3	Exploration of learning processes and experiences.
4	Problem identification and research activities. Fieldwork.
5	Gender issues in vocational pedagogy
6	Introduction to ICT

**Working Methods**

The basic element in the programme is the compulsory participation in “learning groups” during the whole period of two years. “The Work Method is the Curriculum.” Each group will be lead by a facilitator.

- (i) Problem identification and project work is assumed to take place both by working with the content and throughout the working methods offered by the study programme.
- (ii) Experience-based learning activity and problem-oriented tasks, participation in groups and team work is the central aspect of the programme.
- (iii) Both during workshops and through the internet, students work is supported in order to help develop their understanding of research and innovation processes.
- (iv) The students should be able to criticise and evaluate their own work and the work of others in their learning groups.

*Learning will be evaluated by two types of activities<sup>1</sup>.*

**(a) Continuous Assessment (50%).**

- (i) Students will carry out a small research project and write a report consisting of maximum 15 pages, focussing on central problems in vocational pedagogy (problem statement - 10%, literature review - 10%, the report - 30%)

OR

- (ii) The students will prepare and present a portfolio that will include the tasks carried out, and corresponding learning outcomes that have taken place in in-classroom and out-of-classroom activities.

Criteria related to evaluation of the competencies: mastery of central concepts in vocational pedagogy and vocational didactics. The beginning of an understanding of problem formulation in research and of central research strategies related to their problematic.

**(b) Examination (50%)**

There will be a written three-hour examination for the course

<sup>1</sup>*This is a continuous process during the whole period.*

## References

1. Freire, Paulo. 1998. *Pedagogy of the Heart*. New York: Continuum Publishing Company.
2. Gonon, P., K Haefeli, A. Heikkinen and I. Ludwig. (eds), 2001. *Gender Perspectives on Vocational Education. Historical, Cultural and Policy aspects*. Berne: Peter Lang.
3. Hammersley, Martyn & Paul Atkinson. 1995. (2<sup>nd</sup> ed.) *Ethnography: Principles in Practice*. London: Tavistock.
4. Lutalo Bbosa, Albert J. 2007. Vocationalizing a Secondary Education (Learning at School, Learning at Work) as a road forward to African development The Challenges in Uganda. Keynote speech, 14th European VET Conference, University of Konstans, Germany, 30th August –1st September 2007.
5. McCourt, Frank 2005. *Teacher Man*. London: HarperCollins Publishers
6. Mjelde, Liv 2006. *The Magical Properties of Workshop Learning*. Berne: Peter Lang. Chapters 1,2,3.
7. Okech, Anthony 2004. *Adult Education in Uganda. Growth, Development, Prospects and Challenges*. Kampala: Fountain Publishers.
8. Sawchuk, Peter H. 2001. Trade union-based workplace learning. *Journal of Work Place Learning*. 13: p. 344-351.

## PV 612: Understanding Vocational Didactics (CU: 5)

### Objectives of the Course:

When students have completed this course they should be able to understand:

- (i) Fundamental aspects of vocational learning,
- (ii) Consequences in terms of learning and teaching strategies,
- (iii) Contextual factors that enrich the usefulness of vocational ~~education~~



- (iv) See the above problematic in relation to their own research and fieldwork.

Content	
1	Development of an understanding on how to enrich the learning task with qualities that contribute to learning progress and achieving the desired vocational learning results.
2	How the learning tasks can be structured in order to integrate “planning-doing and control” factors.
3	How to identify and analyse what the tasks demand of the learner and which types of tools are necessary to be learned and used in the vocational learning process: tools of a “mental character” and tools of an “operative character”.
4	How the control ought to be carried out in order that the desired qualitative skills in work processes and qualities in work results are gradually achieved
5	How to illustrate in terms of learning-curves the differences between a holistic approach to vocational learning and a separated approach: from this point of departure to explain different results and consequences from the two approaches in terms of vocational competence. What are the differences if the organisation of vocational learning is guided by the holistic approach or by the separated approach?
6	How to focus attention on the necessary development of communicative tools in order to achieve a constructive and generative form of work-related external dialogue between the learner and the tutor, especially those teachers and/or learners who have longer experiences of involvement in vocational learning processes. Work- related communication must be looked upon as an integral part of vocational competence. The external work-related dialogue is a model for developing the learners’ own work- related internal dialogue (self-talk)
7	Communication focuses attention on the character of knowledge. Knowledge about knowledge is a fundamental issue in an understanding of work-related knowledge. In the field of vocational learning we can organize knowledge in three different manners:
8	(a.) Overview knowledge (b.) relational knowledge (c.) detailed knowledge. In the frame of vocational didactics the focus will be on how to adapt each type of knowledge, with its own precision, to the character of the actual real situations being investigated and researched.

9	Vocational learning will then be placed in the wider spectrum of the social organisation of knowledge seen in relation to different learning traditions in vocational and general education.
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### Work methods

Models will be worked on in relation to their own specific small research projects started in Module A. It is the adaptation of this inductive approach in vocational learning that is the centre of attention in each of the students' various projects and in the learning groups and group presentations. The students will work together in groups of two or three and present the results of their work in plenary sessions.

### Assessment

#### (a) Continuous Assessment (50%).

- (i) Students will carry out a small research project and write a report consisting of maximum 15 pages, focussing on central problems in vocational didactics (problem statement - 10%, literature review - 10%, the report - 30%)

Also, the learner will be assessed continuously, both individually by tutors and in the learning-groups. The goal of the assessments at this stage is to help the students move forward with their own fieldwork.

#### (b) Examination (50%)

There will be a written three-hour examination for the course.

### References

1. Aarkrog, Vibe 2006. Apprentices Transfer of Knowledge from School to Work Place in the VET Dual System: A study of a VET Programme for Rescue Officers. In L. Mjelde and R. Daly (eds.) *Working in a Globalizing World*, pp. 25-39. Berne: Peter Lang
2. Ainley, Patrick & Helen Rainbird 1999. *Apprenticeship. Towards a New Paradigm of Learning*. London: Kogan Page.

3. Bhyat, Faizul 2006. From the Particularities of Practice to the Generalization of Theory. In Mjelde, Liv & Richard Daly (eds.) 2006. *Working Knowledge in a Globalizing World: From Work to Learning, from Learning to Work*. Berne: Peter Lang.
4. Bruner, Jerome 1996. *The Culture of Education*. M. Cabridge, MA: Harvard University Press.
5. Fitzsimons, Gail F. 2007. Vocational Mathematics and Technology. An Activity Theory Perspective. Paper: VET-conference. University of Konstans, Germany 29 August-1 September, 2007.
6. Mjelde, Liv & Richard Daly (eds.) 2006. *Working Knowledge in a Globalizing World. From Work to Learning, from Learning to Work*. Berne: Peter Lang.
7. Mjelde, Liv 2008. Will the Twain Meet? The Academic-Vocational Divide in Vocational Education in Norway? In Vibe Aarkrog & Christian Helms Jørgensen (eds): *Divergence and Convergence in Education and Work*, pp. 261-284. Berne: Peter Lang Press.
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9. Nilsson, Lennart 2007a. *How to Enrich Vocational Learning and its Consequences for Vocational Teacher Training*. Akershus University College: Workshop paper, Sørmarka, Norway.
10. Nilsson, Lennart 2007b. *Conclusions Related to Learning Strategies, Strategies for Work Division and Characteristic features for Production Systems*. Unpublished.

**PV 613: Strategies for Research and Development Work in Vocational Education (CU: 5).**

**Objectives of the Course**

By the end of this course students should be able to:

- (i) Demonstrate functional knowledge, skills and values to carry out research.

- (ii) Develop the knowledge and skills in how to do research for development in the field of vocational education and training in schools and in workplaces.

Content	
1	Research methodology in vocational fields. This will cover problem identification basic research activities for carrying out fieldwork.
2	Statistical analysis and its pre-conditions.
3	Qualitative pre-conditions, methodology and analysis.
4	Strategies for research and report writing.
5	Strategies and formal demands in thesis writing.

### Work methods

The project approach will be adopted. The staff/facilitator will be responsible for the assignments and guidance of the learner.

The learner will produce a project report from the assignments/tasks.

### Assessment

#### (a) Continuous Assessment (50%).

The learner will be assessed continuously through tutorials/seminars. Final assessment for the module will be done using (a) a project report that the students present (problem statement - 10%, literature review – 10%, the report – 30%) and (b) the students may be asked to defend the report in plenary sessions.

#### (b) Examination (50%)

There will be a written three-hour examination for the course.

### References

1. Boeijs, Hennie, 2010. *Analysis in Quantitative Research*. London: Sage.
2. Gibaldi, Joseph and Walter. S. Achtert 1990. *MLA Handbook for Writers of Research Papers*. New York: The Modern language Association of America.

3. Hull William and A. A. Kay, 1984. A System Design for Evaluating Vocational Education Research and Development. Paper presentation.
4. Kvale, Steinar, 1995. The Social Construction of Validity. *Qualitative Inquiry*, 1p.19-40.
5. Kvale, Steinar and Svend Brinkmann, 2009. *Interviews: Learning the Craft of Qualitative Research Interviewing*. London: Sage.
6. Smith, Dorothy, E. 2005. *Institutional Ethnography. A Sociology for People*. Oxford: Altamira Press.
7. Strauss, Anselm L. 1987. *Quantitative Analysis for Social Scientists*. Cambridge: Cambridge University Press.
8. Strunk, William Jr. and E. B. White, 1979. *The Elements of Style*. New York: Macmillan.
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10. Wonacott, Martin E. 2000. *Vocational Education in Research Trends*. Trends and Issues. Alert No.15 Columbus, Ohio. Centre for Education and Training for Employment.
9. Website: Research Methodology: [www.lib.waldenu.edu/vrefmeth.html](http://www.lib.waldenu.edu/vrefmeth.html).
10. Website: For qualitative research methods: <http://wikipedia.org/wiki/qualitative-method>.

**PV 621: CURRICULUM DEVELOPMENT, MEASUREMENT AND EVALUATION IN VOCATIONAL EDUCATION AND TRAINING (CU: 5)**

**Objectives of the course**

By working through this course, students should be able to demonstrate knowledge and skills of:

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- (i) Developing vocational education and training curricula.
- (ii) Assessing and evaluating vocational education and training disciplines.
- (iii) Integrating I.C.T in vocational education and training.
- (iv) Identifying problems for research.
- (v) Writing a research paper in vocational education and training.

Contents	
1	Development of vocational education and training curriculum.
2	Information and Communication Technology (I.C.T) in vocational education and training.
3	Problem identification and basic research activities.
4	Undertake fieldwork and organise fieldwork data.
5	Supervised practicum/Thesis writing.

### Work Methods

- (a) Participatory group approaches/methodologies.

### Assessment.

- (a) Continuous Assessments (50%).

Project work: Continuous Assessments to include problem statement - 20%, literature review (research papers and presentations ) - 30%.

### (b) Examination (50%)

The report of the project work will be examined.

### References

- 1. Barker.PandH.Yeates(1990):*IntroducingComputerAidedLearning*.London: Prentice - Hall.

2. Boud David and Geoff Hawke, 2003. *Changing Pedagogy: Vocational Learning and Assessment*. Organisation for Vocational and Adult Learning, OVAL, working paper 03-17. Sydney.
3. Lauglo, Jon & Kevin Lillis 1988: *Vocationalising Education. An International Perspective*. Oxford: Pergamon Press.
4. Mjelde, Liv, 2006. Workshop Pedagogy in Vocational Education: Working Knowledge and the Zone of Proximal Development. In Mjelde, Liv & Richard Daly (eds.) 2006. *Working Knowledge in a Globalizing World. From Work to Learning, from Learning Work*. Berne: Peter Lang.
5. Mjelde, Liv, 2006. *The Magical Properties of Workshop Learning*. Berne: Peter Lang (Ch 4 & 5.)
6. Moll, Luiz. C. 1990. *Vygotsky and Education. Instructional Implications and Applications of Sociocultural Psychology*. Cambridge: Cambridge University Press.
7. UNESCO 1980. *Curriculum Development in Technical and Vocational Education*, TVE, info 8, Paris.
8. Winch, C. 2000. Education, Work and Social Capital: Towards a New Concept of Vocational Education. *International Studies in the Philosophy of Education*, nr. 11, London: Routledge.

## VP 622: ISSUES IN VOCATIONAL EDUCATION AND TRAINING (CU: 5)

### Objectives of the Course

By working through this course the learner should be able to:

- (i) Analyse the relevance of vocational education and training vis-a-vis the world of work and carry out fieldwork.
- (ii) Utilise entrepreneurial skills that position him/herself and his/her products within the world of work.
- (iii) Operate effectively and in a constructive manner in a dynamic society that often has contradictions and complexities.

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- (iv) Analyse and address gender issues that influence productivity
- (v) Apply scientific principles of data collection and analysis.
- (vi) Organise learning processes that lead to innovative practices in school and working life.
- (vii) Develop logical presentation of findings/point of view.

Content	
1	Contemporary issues in vocational education and training. These are issues such as methodology, attitudes, productivity insofar as they relate to vocational education and training.
2	Entrepreneurship skills. This course involves the application of entrepreneurship skills in business-oriented activities by the learner, which are developed and made transferable through vocational education and training.
3	Contradictions and complexities in vocational/general education. This involves the analysis of social dynamics in relation to vocational/general education.
4	Gender in development and vocational education. Involves addressing the gender imbalances in vocational education and the world of work.
5	Scientific principles of data collection and analysis. This involves a further depth in analysis of research through group work and direct application of principles of thesis writing.

## Work Methods

### (a) Participatory group approaches/methodologies.

The project approach will be adopted. The staff/facilitator will be responsible for the assignment and guidance of the learner. The learner will produce a project report from the assignment/tasks.

## Assessment

### (a) Continuous Assessments (50%)

Project work: continuous Assessments to include problem statement - 20%, literature review (research papers and presentations) – 30%.



**(b) Examination (50%)**

The report of the project work will be examined.

**References**

1. Carnoy, Martin & M. H Levin 1986. Educational Reform and Class Conflict. *Journal of Education*, vol. 168, nr. 1, pp. 5-46.
2. Coy, Michael W. 1989. *Apprenticeship. From Theory to Method and Back Again*. New York: State University of New York Press.
3. Gonon, P, K. Haefeli, A. Heikkinen and I. Ludvig (eds). 2001. *Gender Perspectives on Vocational Education. Historical, Cultural and Policy Aspects*. Berne: Peter Lang.
4. Lave, Jean & Etienne Wenger. 1991. *Situated Learning. Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.
5. Lawson, Bryan 2007. *How Designers Think. The Design Process Demystified*. Akershus: HIA.
6. Lindgren. Antony & Anja Heikkinen (eds.), 2004. *Social Competences in Vocational and Continuing Education*. Berne: Peter Lang.
7. Mjelde, Liv & Richard Daly 2004: Development and Contradictions in the Norwegian VET reforms of the 1990s as reflected in the Building Trades and Hairdressing. In Rudolf Husemann & Anja Heikkinen (eds.), *Governance and Marketisation in Vocational and Continuing Education*, Frankfurt. Peter Lang.
8. Mjelde, Liv. 2005: Global Restructuring: New Challenges to the Political Economy of Knowledge. In Peter Kell et al. (eds.) *Adult Education @ 21st Century: Global Futures in Practice and Theory*. New York: Peter Lang.
9. Semboja, Joseph & Ole Therkildsen 1995: Service Provision under Stress in East Africa. Copenhagen: Centre for development research.
10. Snyder, Margaret, 2000: *Women in African Economics: From Burning*

*Sun to Boardroom*. Kampala: Fountain Publishers

10. Wenger, Etienne. 1988. *Communties of Practice*. Cambridge: Cambridge University Press.
11. UNESCO (1999): Globalization and Educational Reform: What Planners Need to Know. Fundamentals of Education Planning Series, number 63.

**VP 623: SOCIAL, CULTURAL AND HISTORICAL PERSPECTIVES  
ON VOCATIONAL PEDAGOGY (CU: 5)**

**Objectives of the Course**

By working through this course students should be able to:

- (i) Identify the relationship between general education and vocational pedagogy;
- (ii) Draw perspectives in the historical and cultural development and their influence on educational development in Norway, Sudan and Uganda;
- (iii) Plan learning processes in vocational pedagogy;
- (iv) Compare the European and African visions for future development of vocational pedagogy and draw comparisons;
- (v) Trace and see the development of trades, and the influence of gender in vocational pedagogy;
- (vi) Develop research strategies, documentation and analysis in vocational pedagogy;
- (vii) Integrateresearchfindingswithearlierknowledgeintheresearchedfield.

Content	
1	The relationship between general education and vocational pedagogy – historical and cultural developments in different societies.
2	Educational planning processes – official documents and white papers.
3	The European vision for the future of vocational pedagogy development.
4	The African vision for the future of vocational pedagogy development, similarities and differences.
5	Development of trades/vocations and the development of masculinity and femininity in vocational pedagogy.
6	Research strategies and document analysis.

## Work Methods

Participatory group approaches/methodologies.

## Assessments

### (a) Continuous Assessments (50%)

Project work: continuous Assessment to include problem statement - 20%, literature review (research papers and presentations ) – 30%.

### (b) Examination (50%)

A final project report of maximum 40 pages will be assessed. Also the student will be examined in oral presentation of his/her work. The report and the oral presentation will each account for 50% of the examination mark for the course.

The students may also be asked to produce a short version of their main findings and results from their fieldwork that can be published in a periodical in Vocational Pedagogy (planned).

## References

1. Brown, Christopher (ed.) 2007. *Expanding Educational Opportunity in Society*. Berne: Peter Lang.
2. Heikkinen, Anja, Tove Lien and Liv Mjelde (eds.) 1999. *Work of the Hands and Work of the Mind in Times of Change*. Jyväskylä:

Department of Education.

3. Hoppers, Catherine A. Odora (ed.) 2002. *Indigenous Knowledge and the Integration of Knowledge Systems. Towards a Philosophy of Articulation*. Claremont, South Africa: New Africa Books.
4. Husemann, Rudolf and Anja Heikkinen (eds.) 2004. *Governance and Marketisation In Vocational and Continuing Education*, Frankfurt: Peter Lang.
5. Jakku-Silvonen, Ritva and Hannele Niemi. 2007. Introduction. *Education as a Societal Contributor: Reflections by Finnish Educationalists*. R. Jakku-Silvonen and Niemi (eds.), Frankfurt: Peter Lang.
6. McLaren Peter J. and L. Kinchelie (eds.), 2007. *Critical Pedagogy: Where are We Now?* New York: CounterPoints: Studies in the Postmodern Theory of Education. vol. 299.
7. Vygotsky, Lev, 1987. *Thought and Language*. Cambridge MA: MIT Press.

## VP 711: PROPOSAL WRITING (CU: 3)

### Objectives of the Course

By the end of the course, the students should be able to:

- (i) I identify a researchable problem,
- (ii) Write a good background to bring out clearly the problem to be investigated,
- (iii) Write a clear problem statement,
- (iv) Identify suitable methods and tools for investigating the identified problem.

Content	
1	Why do research?

2	In what sector?
3	Identifying a research problem by having an idea – thinking through problems, critical objectivity and having an inspiration. Turning the idea into a problem.
4	Elements of a good proposal: a good introduction, statement of the problem, clear objectives, clear hypothesis, plan of work, a realistic budget.

### Assessment:

Proposal writing will be assessed by presentation of the proposal to a panel.

### References

1. Boeijie, Hennie 2010. *Analysis in Qualitative Reserach*. London: Sage
2. Gibaldi, Joseph and Walter. S. Achtert, 1990. *MLA Handbook for Writers of Research Papers*, New York: The Modern Language Association of America.
3. Kvale, Steinar 1995. The Social Construction of Validity. *Qualitative Inquiry*, 1p.19-40.
4. Kvale, Steinar and Svend Brinkmann. *Interviews: Learning the craft og Qualitative Research Interviewing*. London: Sage.

### VP 712: DIRECTED VOCATIONAL STUDY (CU: 5)

By the end of this course, the students should be able to;

- (i) Develop appropriate vocational training strategies in their areas of vocational specialisation.
- (ii) Develop tools for carrying out research in their areas of vocational specialisation.

<b>Content</b>	
1	Training demands and researchable issues in areas of vocational specialisation (Agriculture, Art and Industrial Design, Business Studies, Human Nutrition and Home Economics, Health Training, Engineering, Technological Training, etc.)

## **Work Methods**

Participatory group approaches/methodologies.

## **Assessment**

Students will do projects in their own areas of vocational specialization and will do oral presentations of their study reports to a panel for assessment.

## **VP 713: GENDER, VOCATIONAL PEDAGOGY AND MULTICULTURALISM (CU: 5)**

### **Objectives of the course**

By working through this course, the students should be able to:

- (i) Identify gender issues in vocational education and training.
- (ii) Overcome gender cultural barriers and biases in regard to vocational education and the world of work.
- (iii) Discover, respect and enjoy being men or women in their natural being.
- (iv) Learn to appreciate and respect cultural complexity in a multicultural setting of study and work.
- (v) Critically analyse the femininity and masculinity aspects in relation to vocational education and community development.

<b>Content</b>	
1	Gender history in general and the particular development in Uganda, Sudan, Norway.
2	Equal access to resources for both men and women in vocational education and training.
3	Improving gender mainstreaming in development in respect to governance, employment, education, health and domestic violence.
4	Sustainable development in a multicultural society/community.
5	Multiculturalism in place of work, schools.
6	Gender equality, gender differences, gendered work and women's empowerment.

## **Work Methods**

Learning is to be based on knowledge of previous modules, and discussions in the learning groups, Problem identification from the local communities, place of work, schools and global issues. Use of I.C.T. to research on gender issues and present continuous project reports from their Masters Thesis writing.

Learning work methods; the learners will continuously discuss their thesis work in their learning group. The facilitator/fellow students will serve as resource persons and guides to the learner.

## **Assessment**

### **(a) Continuous Assessments (50%)**

Project work: continuous Assessment to include problem statement - 20%, literature review (research papers and presentations) - 30%.

### **(b) Examination (50%)**

A final project report of maximum 40 pages will be assessed by an external examiner. Also the student will be examined in oral presentation of his/her work. The report and the oral presentation will each account for 50% of the examination mark for the course.

The students may also be asked to produce a short version of their main findings

and results from their fieldwork that can be published in a periodical in Vocational Pedagogy (planned).

## **References**

1. Beneria, Lourdes 2001. Shifting the Risk: New Employment Patterns, Internationalisation and Women's Work. *International Journal of Politics, Culture and Society*. Vol 15 no. 1, pp 27-33
2. Elson, Diane 1991. *Male Bias in the Development Process*. Manchester: Manchester University Press.
3. Ellingsæter, Anne Lise and Jill Rubery 1997. *Gender Relations and the Norwegian Labour Market Model*, Oslo: Scandinavian University Press.
4. Glucksmann, Miriam A. 1998. What a Difference a Day Makes: A Theoretical and Historical Exploration of Temporality and Gender. *Sociology*. Vol. 32 No 2, 239-258.
5. Harding, Sandra 1998: *Is Science Multicultural?* Bloomington and Indianapolis: Indiana University Press.
6. Harding Sandra 1986: *The Science Question in Feminism*. Itacha: Cornell University Press.
7. Lawrence, Kate 2006. Aboriginal Women Working in Vocational Training and Education. A story from Central Australia. *Journal of Vocational Education and Training*. Vol 58, no. 4 p. 423-440.
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9. Mjelde, Liv 2006. *The Magical Properties of Workshop Learning*. Part Two: Gender and Skills in Vocational Education. Chs.6,7.8. Berne Peter Lang.
10. Modupe Kolawole, Mary E. 2004. Reconceptualizing African Gender Theory: Feminism, Womanism and the Arere Metaphor. In Arnfred, Signe (ed). 2004. *Rethinking Sexualities in Africa*. Uppsala: The Nordic Africa Institute.



11. Oyewumi O. 2002. Conceptualising Gender: The Eurocentric Foundation of Feminist Concepts and the Challenge of African Epistemologies. *Jenda: A Journal of Culture and African Women Studies*. Volume 2. No. 1.

## VP 714: VOCATIONAL PEDAGOGY IN A COMPARATIVE PERSPECTIVE (CU: 5)

### Objectives of the Course

By working through this course the learners should be able to;

- (i) describe and analyse the education system of his/her own country;
- (ii) develop an understanding of his/her country's vocational didactics within the framework of North and South comparisons;
- (iii) select and apply methods of comparative research in vocational didactics;
- (iv) develop an understanding of how to integrate his/her own research findings in relation to the field of research.
- (v) create change in the field in systems of vocational education.

Content	
1	National Educational Systems. This course involves a description and brief analysis of the educational system of the learner's country.
2	Similarities and differences in vocational pedagogy. This will involve carrying out studies in vocational pedagogy as practiced in the learners' own countries in comparison with those in other regions through documentary analysis and library studies.
3	Methods of comparative study in vocational education. This will involve an outline of the various comparative research methods applied in vocational didactics.
4	Integration of research findings. This involves mapping out strategies for change and improvement of systems of vocational education.

### Work methods

Learning shall be based on knowledge of previous modules, and discussions in the learning groups. Problem identification from the local communities, place of work, schools and global issues.

Learning work method: The learners will continuously discuss their thesis work in their learning group. The facilitator/ fellow students will serve as resource persons and guides to the learner.

### Assessment

#### (a) Continuous Assessments (50%)

Project work: continuous Assessment to include problem statement - 20%, literature review (research papers and presentations ) – 30%.

#### (b) Examination (50%)

A final project report of maximum 40 pages will be assessed. Also the student will be examined in oral presentation of his/her work. The report and the oral presentation will each account for 50% of the examination mark for the course.

The students may also be asked to produce a short version of their main findings and results from their fieldwork that can be published in a periodical in Vocational Pedagogy (planned).

### References

1. Alto, R., I. Isaac, B. Knight and R. Polistico, 2000. *Training Systems in South and East Asia: VTET Accreditation and Certification in SEAMEO Member States*, NCVER item 385.
2. Carnoy, Martin 2006. Rethinking the Comparative and the International. *Comparative Education Review* 50 (4): 551-570.
3. Lakes, Richard D. and Patricia Carter, (eds). 2005. *Globalizing Education for Work: Comparative Perspectives on Gender and the New Economy*. Mahwah, NJ: Lawrence Erlbaum.
4. Lillis, K and D. Hogan, 1983. *Dilemmas of Diversification: Problems Associated with Vocational Education in Developing countries*.

Comparative Education, Vol. 19, pp 89-108.

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7. Ragin, Charles. 1987. *The Comparative Method: Moving beyond Qualitative and Quantitative Strategies*. Berkeley. University of California Press.
8. Samoff, J. 2003. Institutionalising International Influence. In F.Arnone and C.A.Torres, *Comparative Education, the Dialectic of the Global and the Local*. Lanham MD: Roman and Littlefield Publishers.
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## THE THESIS RESEARCH

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### Progression

Through the ‘work method is the curriculum’ principle, students will be introduced to research problem identification and research proposal writing right from semester one of year one.

Through active participation in group work and discussions and carrying out work assignments the students will then identify their research areas and topics in semester one of year two. They will collect data to analyse and interpret. This forms part of thesis writing.

In semester two of year two the students will continue with their thesis writing to completion. In between, students will have an opportunity to present their findings to groups in tutorials and seminars for criticism and discussion.

### Assessment

The students will be evaluated for the award of the Masters in Vocational Pedagogy on the basis of their Masters thesis. The Masters thesis will be assessed by an external examiner and external examiner and will be defended in an oral session where the external examiner and other mentors/facilitators and

stakeholders will be present. The students will also be asked to produce a short version of their main findings from their fieldwork for publications purposes.

## An Initiative of the NOMA Masters Project 2008



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