

EVALUATION AND MODELING THE SYSTEM OF UPDATING THE TEACHING – LEARNING MATERIALS / TOOLS FOR VOCATIONAL EDUCATION: FACING THE CHALLENGES

Vilma ZYDZIUNAITE, Assoc. Prof., PhD
Kaunas University of Technology
Institute of Educational Studies
Lithuania

- The paper is based on results of research from two-part on-going project with the focus on analysis of teaching-learning tools (TLT) in Vocational education (VE) according to chosen 9 professional sub-areas.

Research questions:

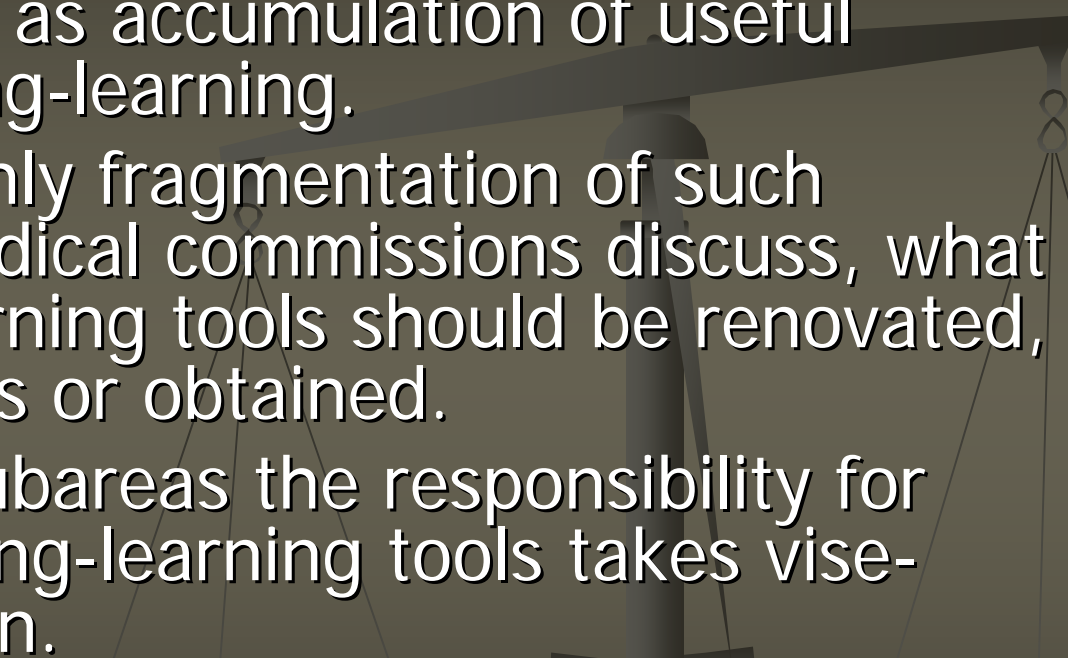
- Who are the actors, what are their responsibilities and functions in supplying, organizing, functioning and updating the TLT in VE?
- Which of these processes face the challenges and what kind of?
- What are the core characteristics of variety and specificity of usable TLT tools in VE?

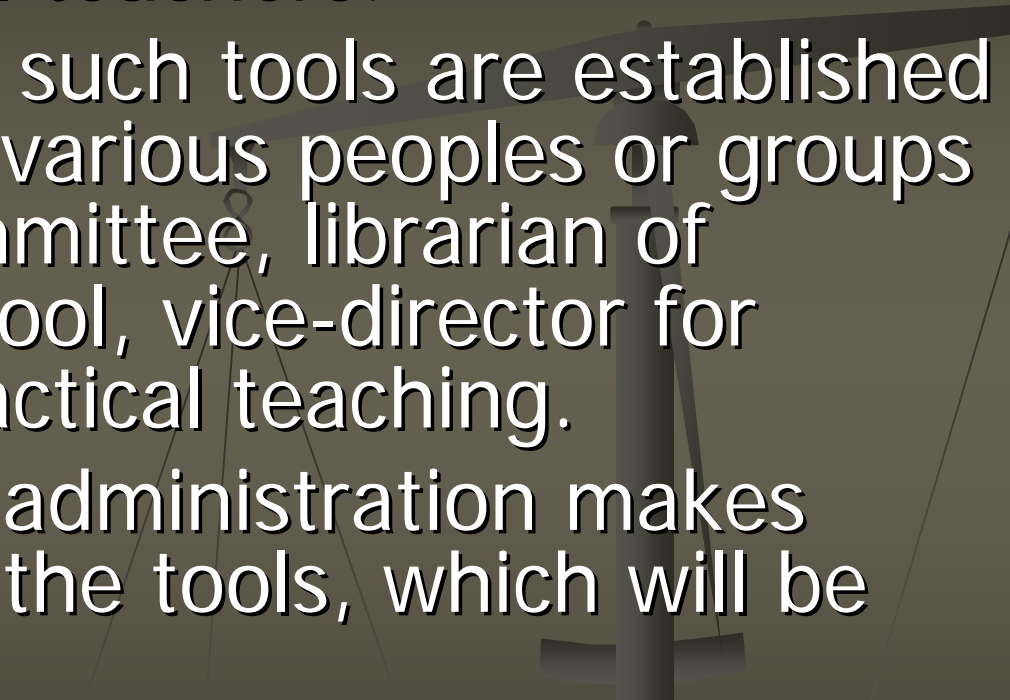
- **Purpose:** To evaluate and analyze the need for change and illuminate the challenges in system of updating and renewing the TLT for VE.
- **Value:** (1) established and validated matrixes for evaluation of content and peculiarities of TLT content; (2) diagnosed the obstacles, risks, challenges and premises for supplying and / or renewal of TLT in VE; (3) formed the systemic research model for investigation of the need and specificity for supplying and / or renewal of TLT in VE.

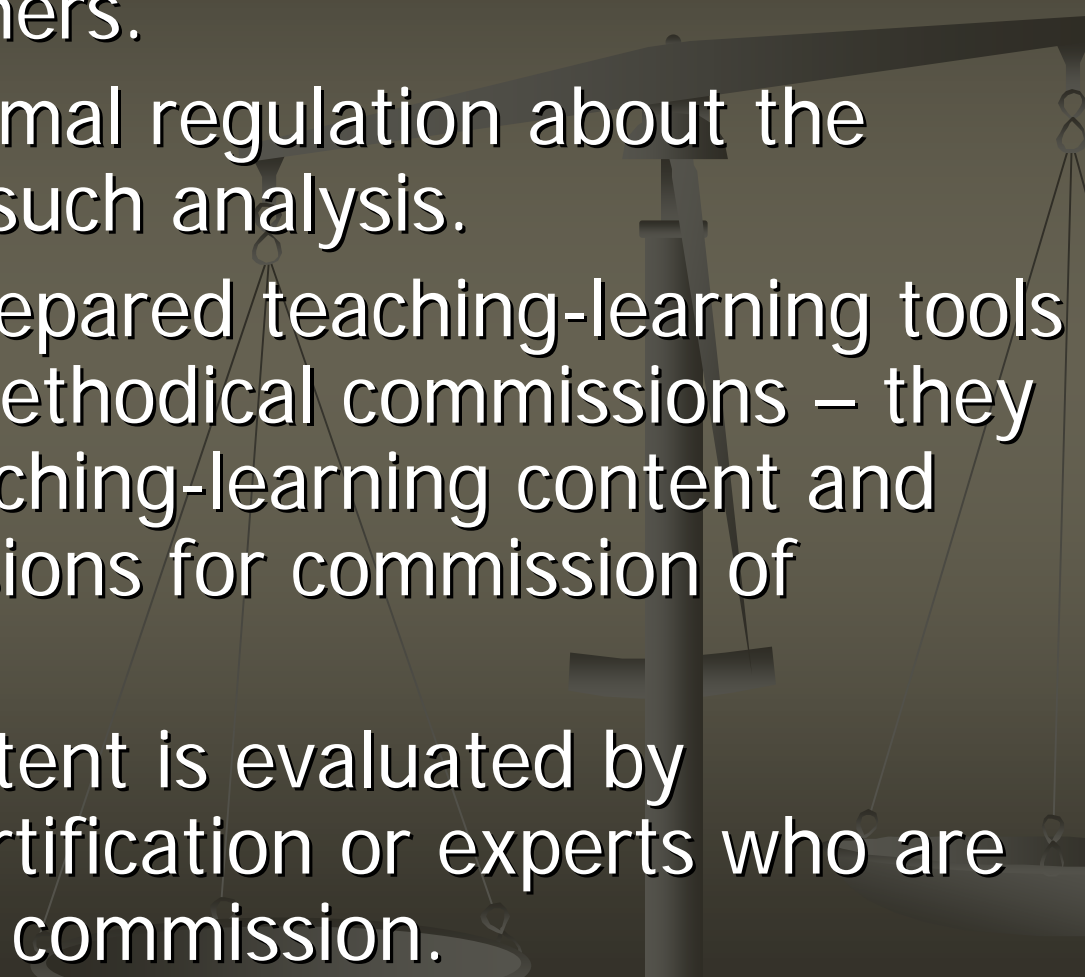
- **The research consisted of three phases:**
(1) evaluation of TLT in VE programmes according to chosen 9 professional sub-areas; (2) interview of experts from every chosen professional sub-area; (3) questioning survey at VE schools.
- **Methods:** documentary research; evaluative research; structured interview; qualitative content analysis; descriptive and inferential statistics.
- with 21 question; (3) questionnaire with 14 questions.

- **Samples:** (1) 54 programmes of VE; (2) 18 experts; (3) 58 VE schools.
- **Instruments:** (1) 10 evaluation matrixes for TLT (textbook, compendium, IT teaching programme, teacher's manual, compendium of practical tasks, descriptions of laboratory works, reading compendiums, instructional tables, posters, compendiums of replications, schemes and maps); (2) interview questionnaire

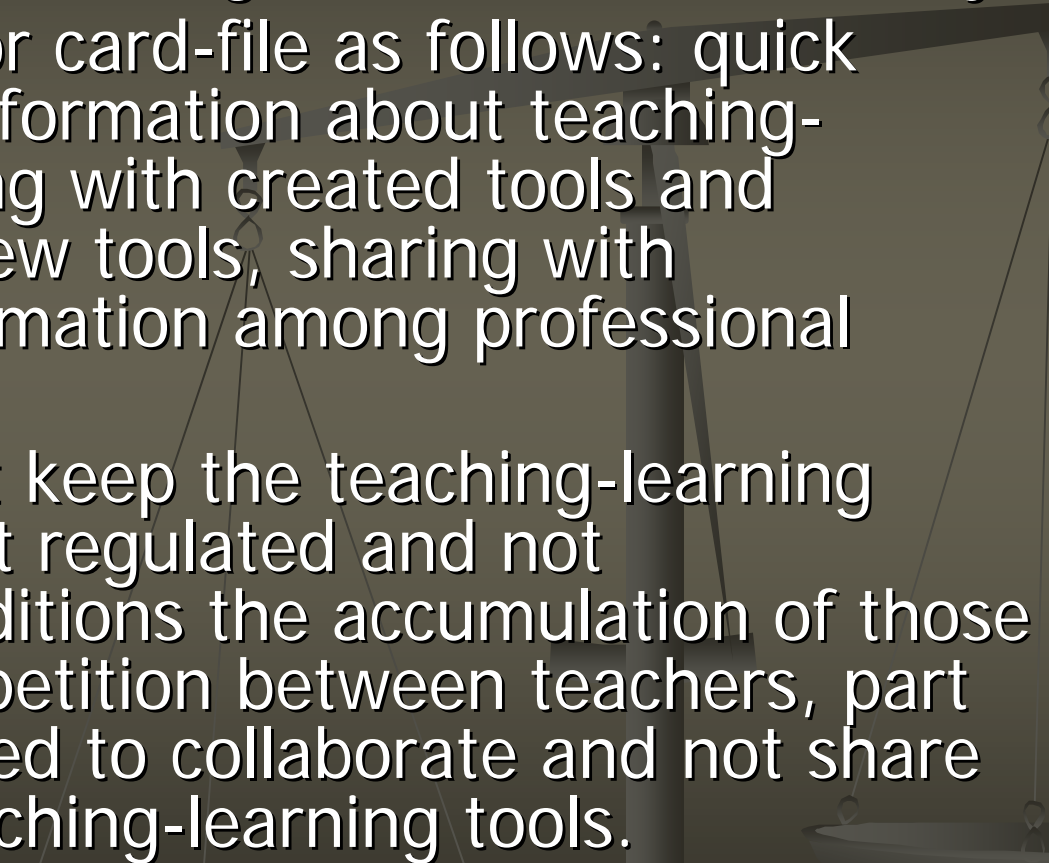
- **PARTICIPANTS OF SUPPLYING
PROCESS WITH TEACHING-
LEARNING TOOLS, THEIR
RESPONSIBILITIES AND FUNCTIONS**

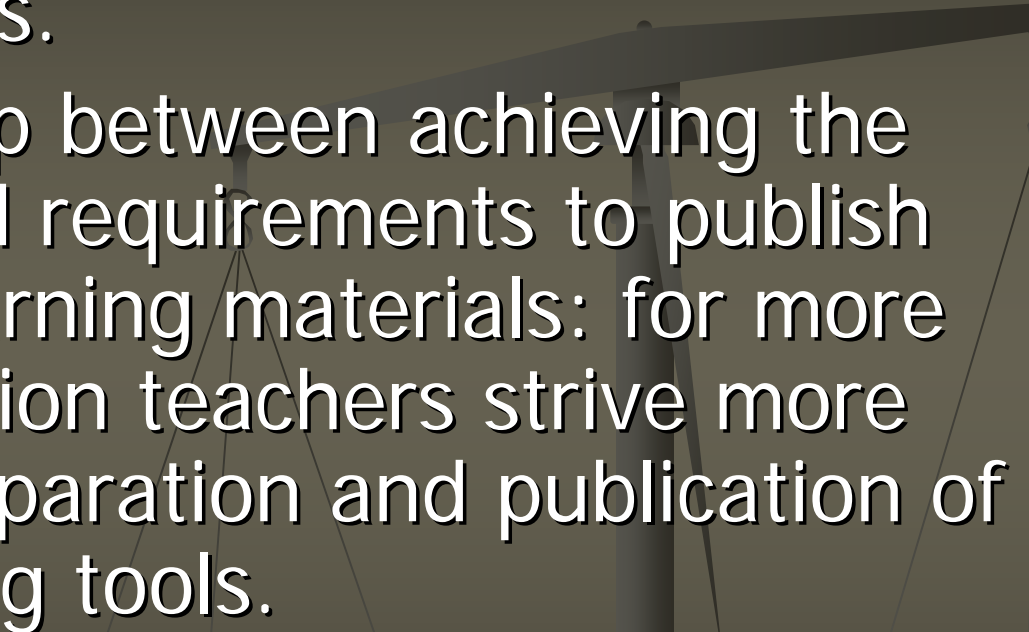
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- The system of preparation of teaching-learning tools for vocational education does not exist and it is not rare identified as accumulation of useful materials for teaching-learning.
 - In most cases are only fragmentation of such system when methodical commissions discuss, what kind of teaching-learning tools should be renovated, prepared by teachers or obtained.
 - In all professional subareas the responsibility for supplying the teaching-learning tools takes vice-director for education.

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- Not rare the initiators of supplying with teaching-learning materials are librarians and professional teachers.
 - The final lists of such tools are established and justified by various peoples or groups e.g., school committee, librarian of professional school, vice-director for education or practical teaching.
 - Only the school administration makes decisions about the tools, which will be obtained.

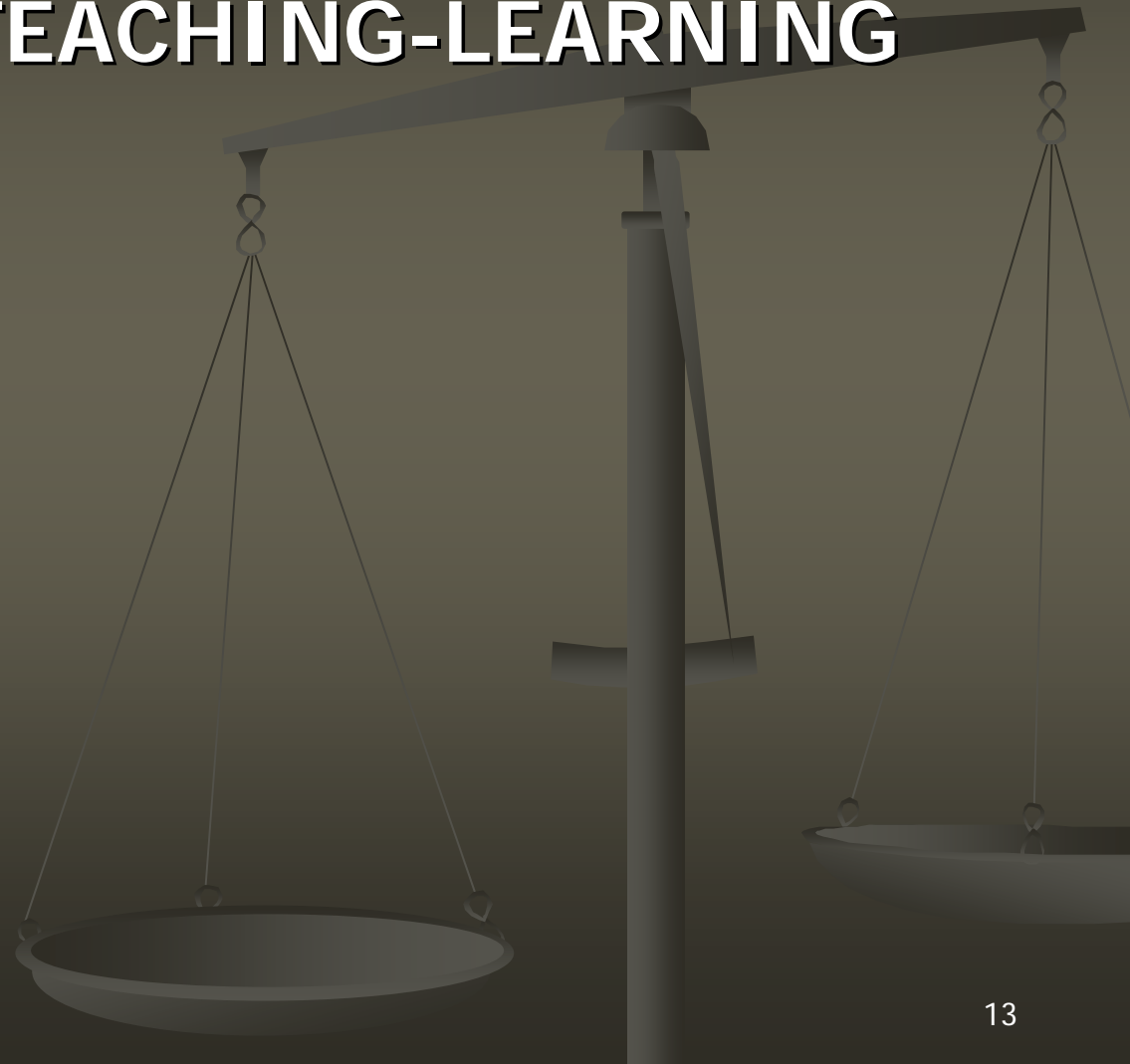
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- Analysis of needs for tools of vocational education are projected to librarian.
 - Very rare this analysis is performed by professional teachers.
 - Here is no the formal regulation about the responsibility for such analysis.
 - The content of prepared teaching-learning tools is evaluated by methodical commissions – they discuss about teaching-learning content and formulate conclusions for commission of certification.
 - Very rare the content is evaluated by commission of certification or experts who are appointed by this commission.

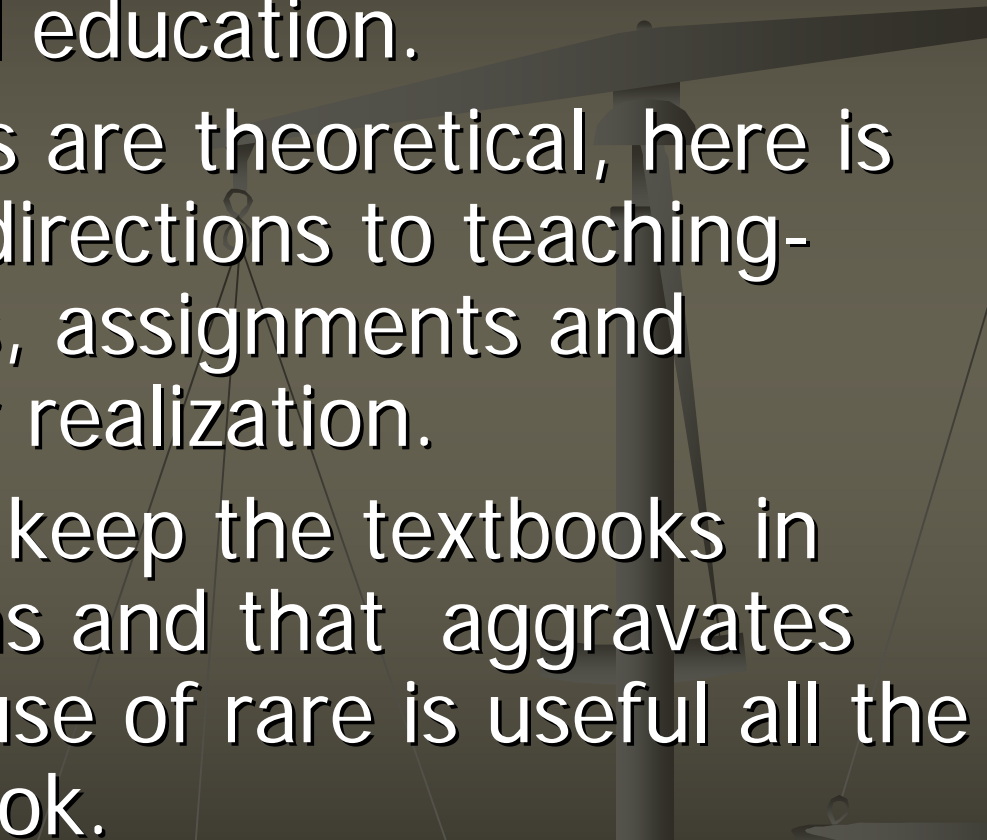
- Also exist evaluation of school administration.
- Evaluation of colleague teachers is realized in meetings or when teachers by themselves organize individually surveys about evaluation criterions of teaching-learning tools – at some vocational schools are evaluated the presentation forms the material, in other – adequacy to professional areas, competencies, aims of teaching and the subject.

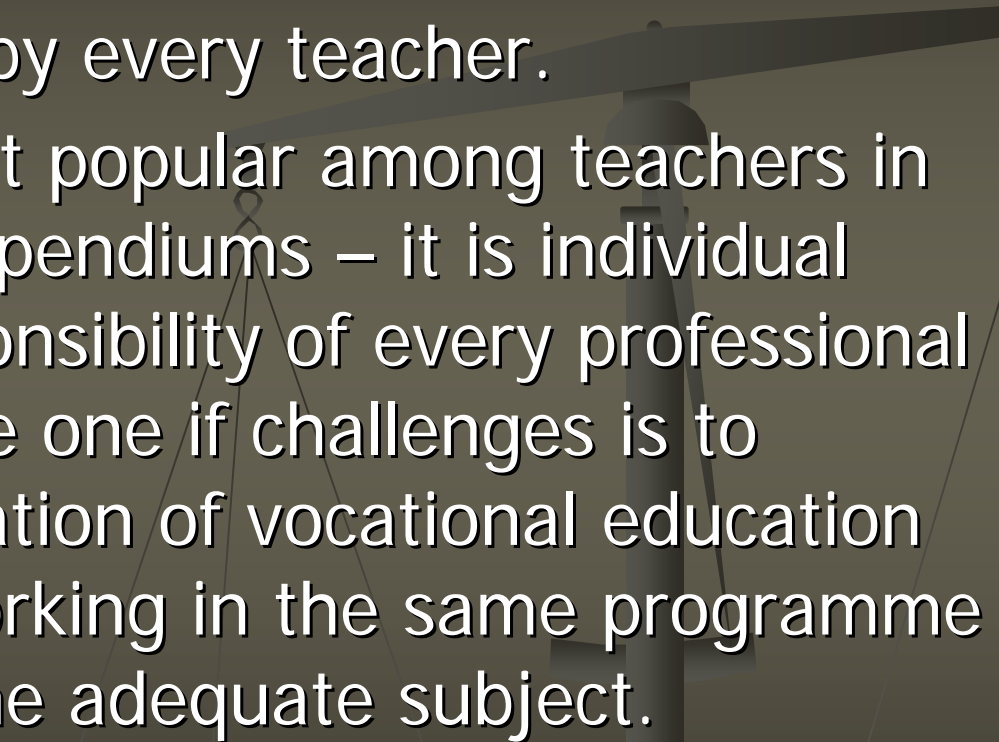
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- Here is no data basis at vocational schools: the general card-file is not informative – is not clear, what kind of teaching-learning tools have colleagues because of those are not registered at school library.
 - Premises of needs for card-file as follows: quick search for needful information about teaching-learning tools, sharing with created tools and preparation of the new tools, sharing with experience and information among professional teachers.
 - Why teachers do not keep the teaching-learning tools in library: is not regulated and not substantiated by traditions the accumulation of those tools at library, competition between teachers, part of teachers are tended to collaborate and not share with other about teaching-learning tools.

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- Students may use the teaching-learning materials at information center or library or in auditoriums.
 - Exist relationship between achieving the qualification and requirements to publish the teaching-learning materials: for more higher qualification teachers strive more important is preparation and publication of teaching-learning tools.

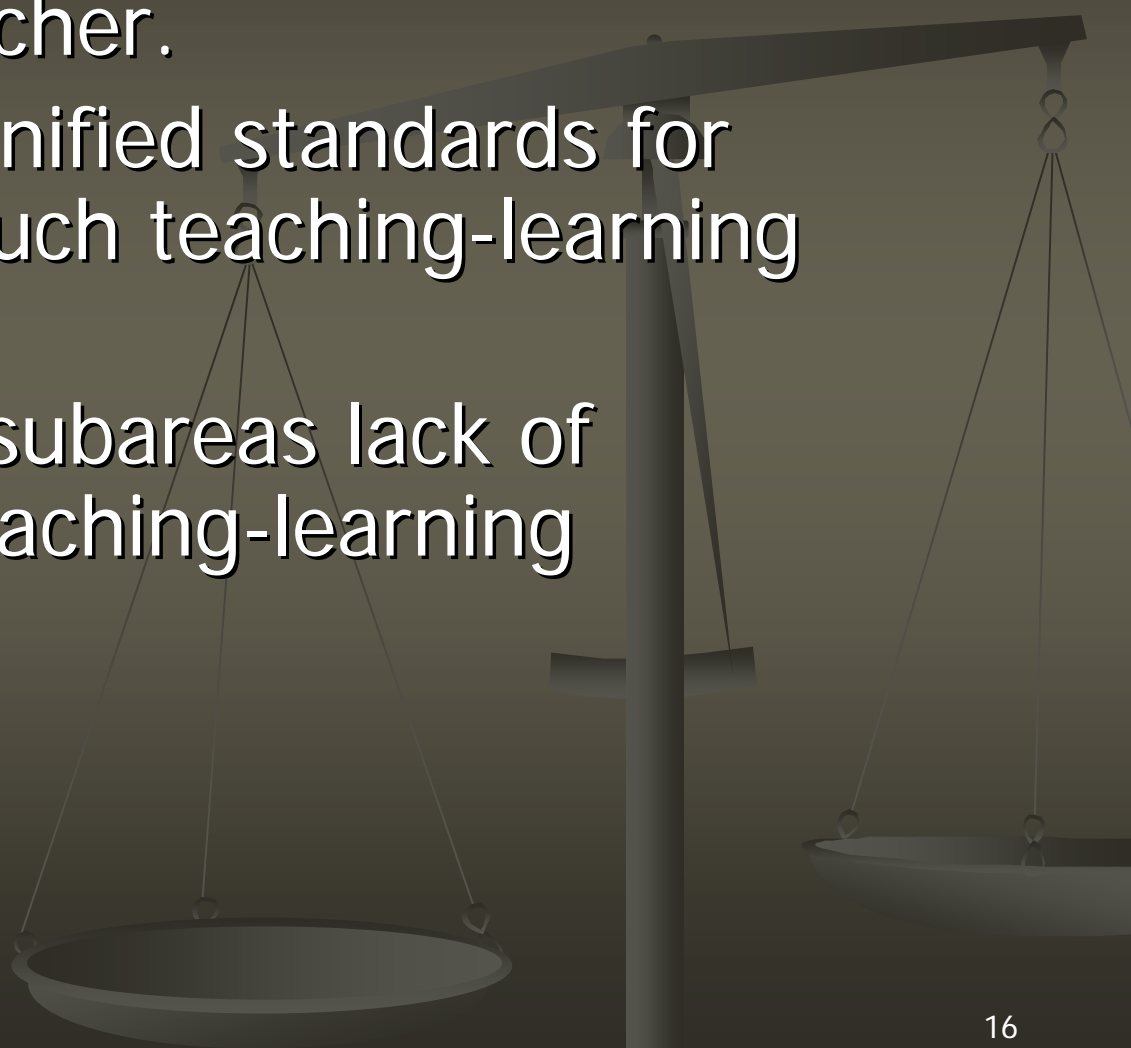
- **VARIETY OF TEACHING-LEARNING TOOLS**

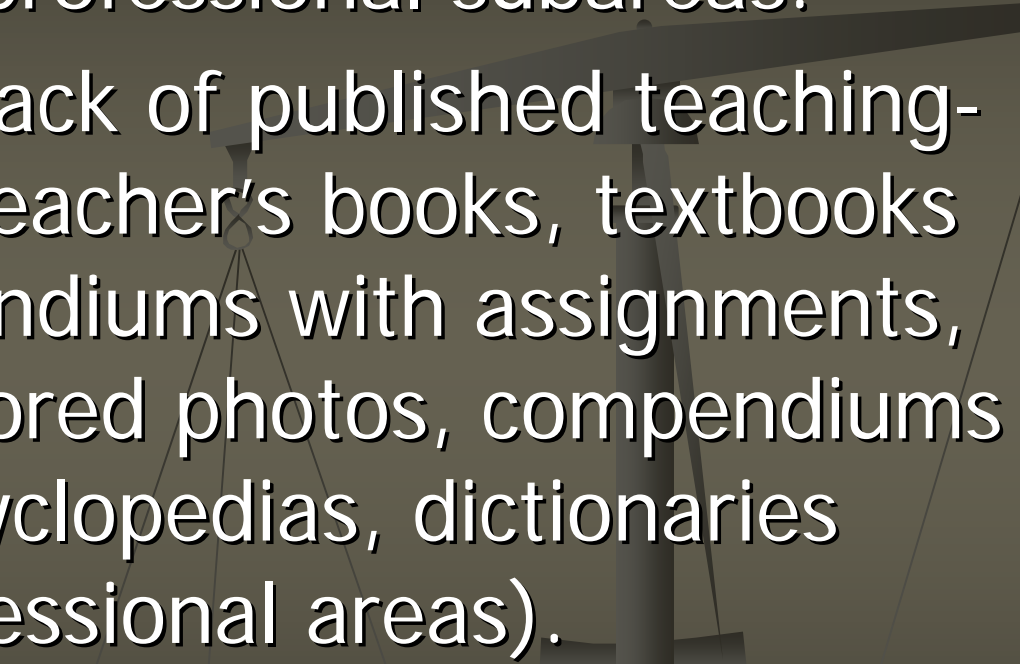


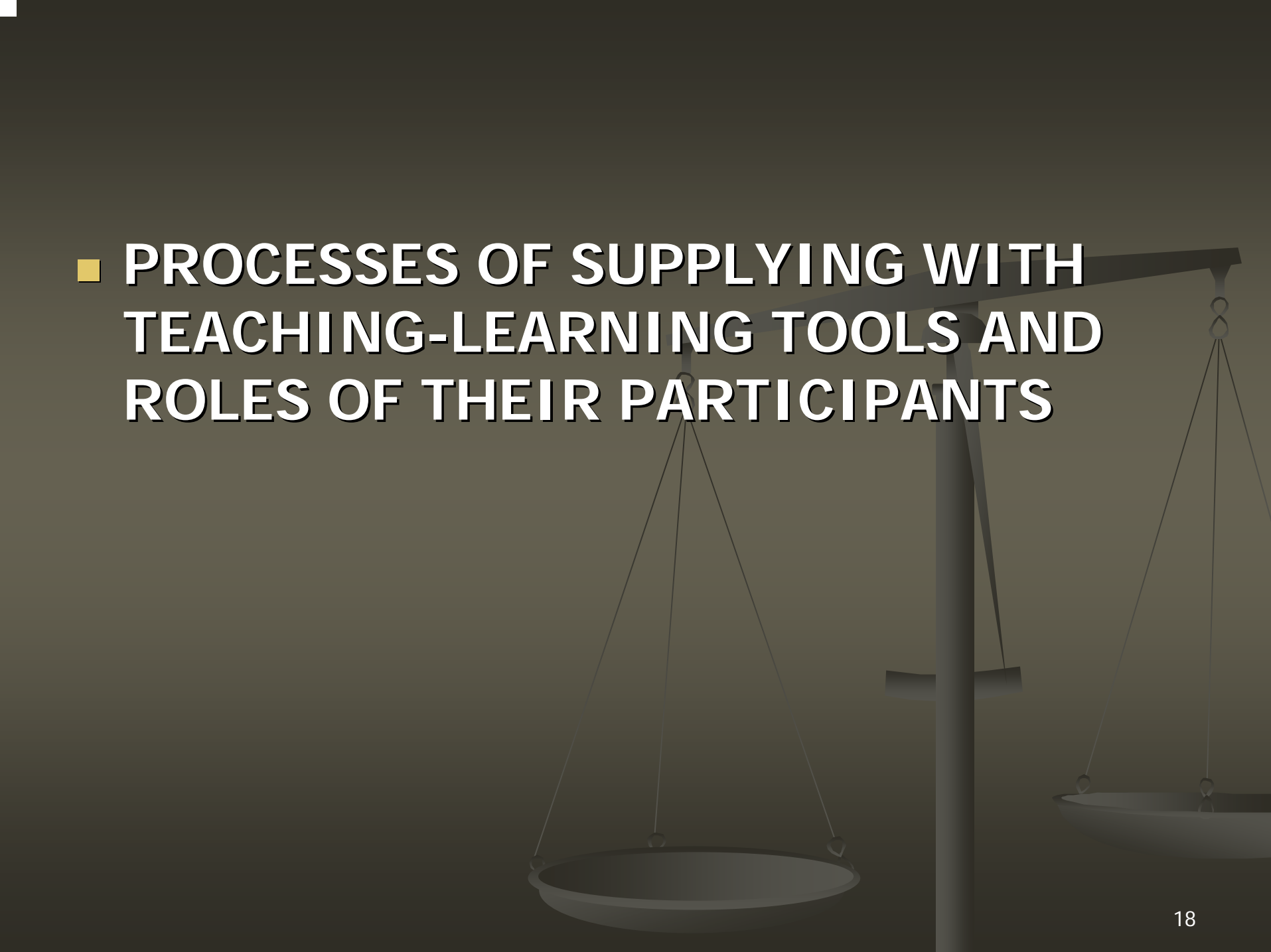
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- Independently of capacities of vocational education institutions to buy one or more titles of textbooks but is not enough for quality vocational education.
 - Most of textbooks are theoretical, here is lack of concrete directions to teaching-learning methods, assignments and examples of their realization.
 - Is not popular to keep the textbooks in electronic versions and that aggravates replication, because of rare is useful all the content of textbook.

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- Compendiums are preparing by professional teachers and these tools are kept not in libraries, rare in methodical rooms and in most cases individually by every teacher.
 - Collaboration is not popular among teachers in preparing the compendiums – it is individual initiative and responsibility of every professional teacher so why the one if challenges is to warrant the unification of vocational education for teachers by working in the same programme and by teaching the adequate subject.

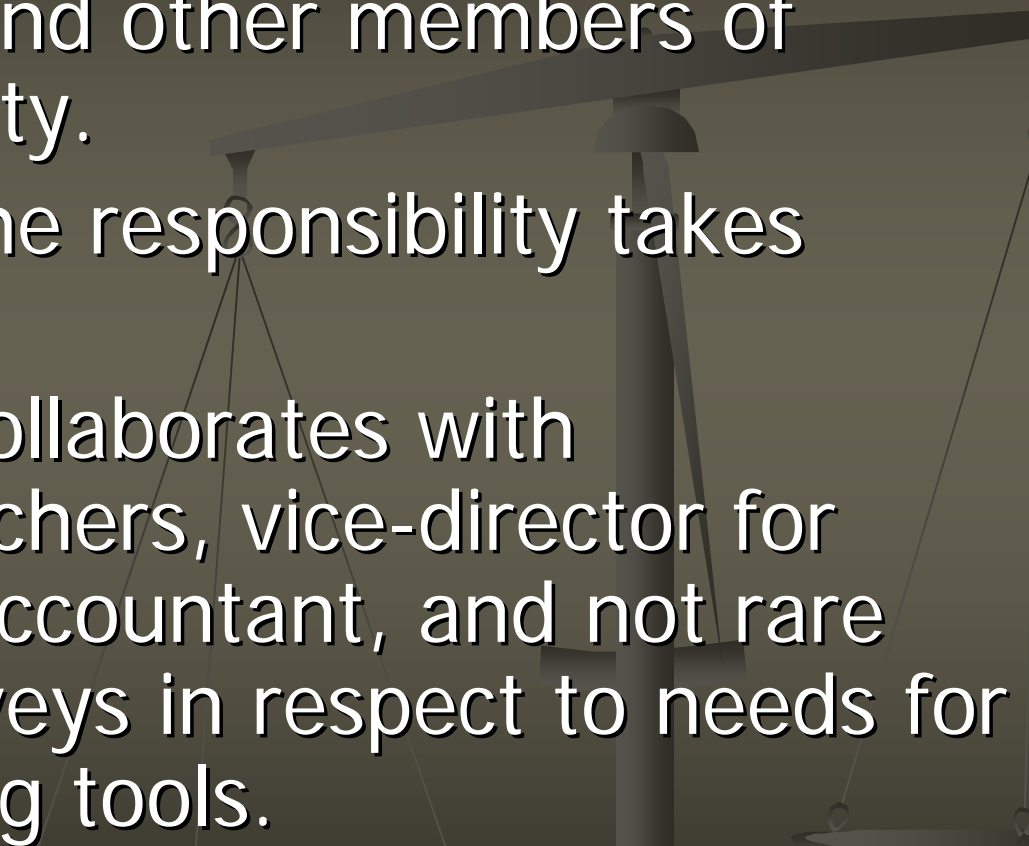
- Quality of compendiums is not evaluated and it is left by gravity, for responsibility of individual teacher.
- Here is lack of unified standards for preparation of such teaching-learning tools.
- All professional subareas lack of computerized teaching-learning programmes.

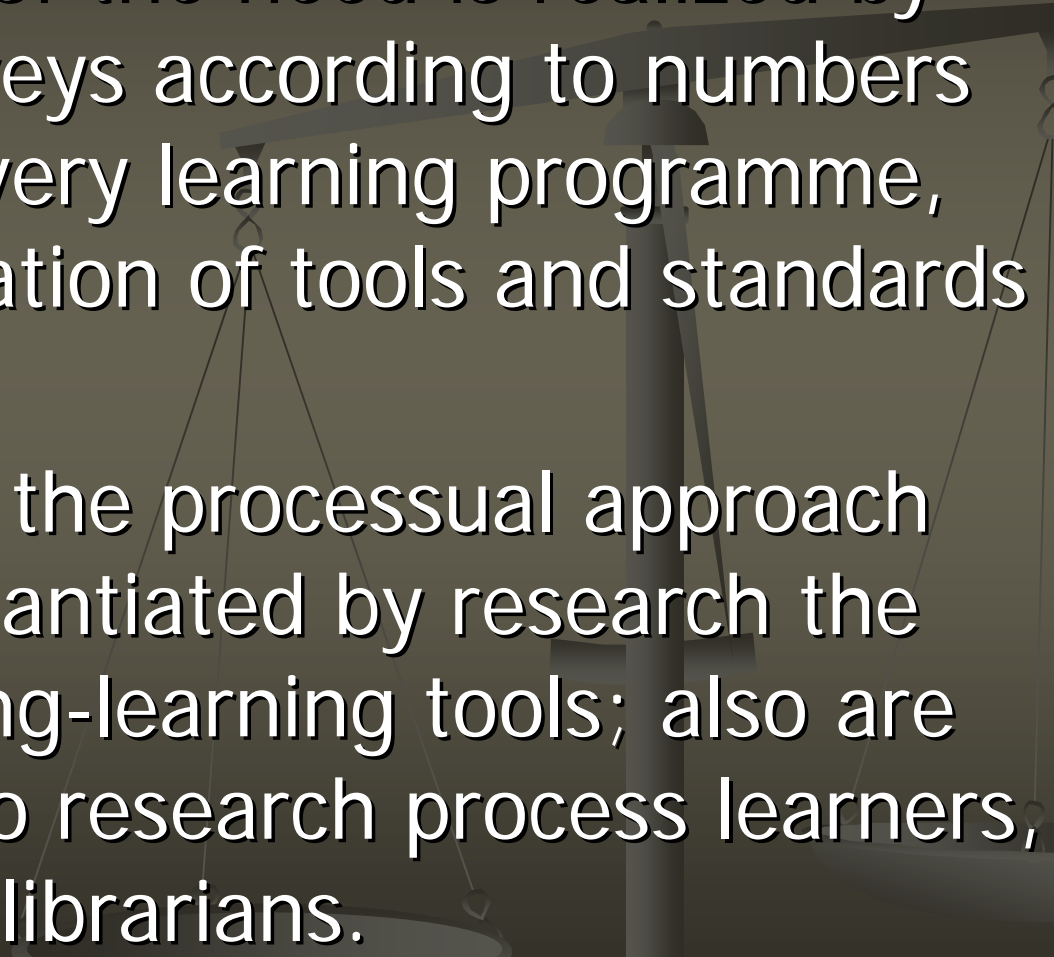


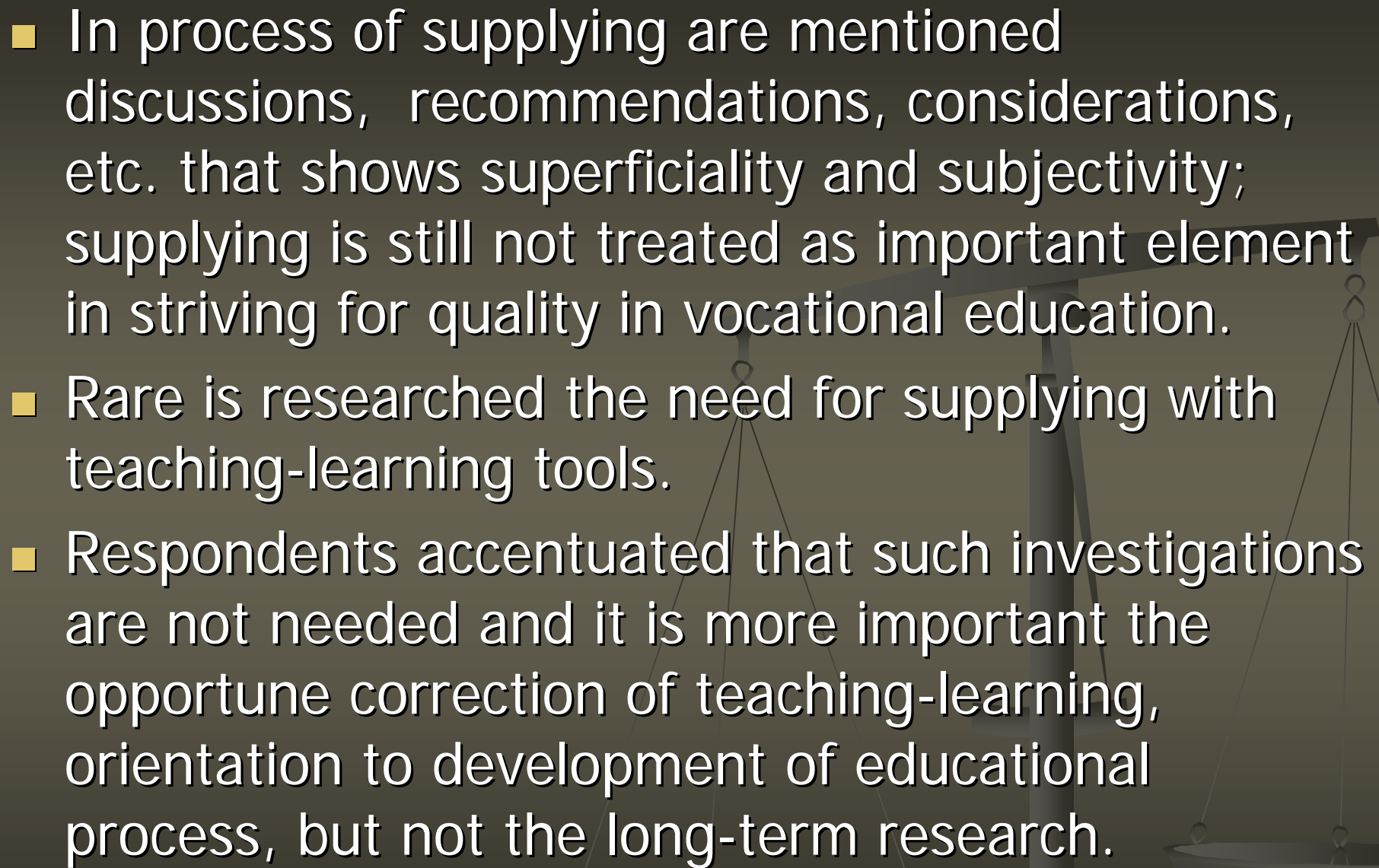
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- Teacher's books are rarely applied tool but the need is accentuated by all respondents in professional subareas.
 - Is accentuated lack of published teaching-learning tools: teacher's books, textbooks with CD, compendiums with assignments, albums with colored photos, compendiums with slides, encyclopedias, dictionaries (urgent for professional areas).

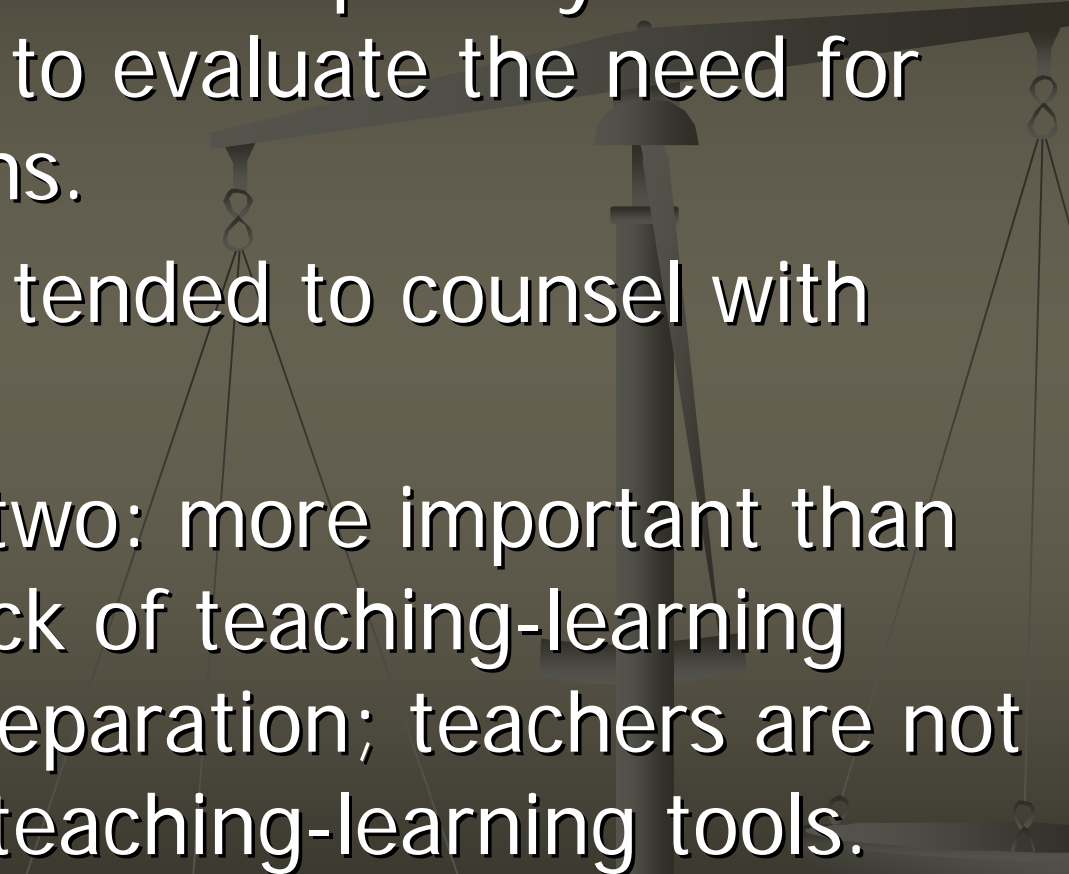


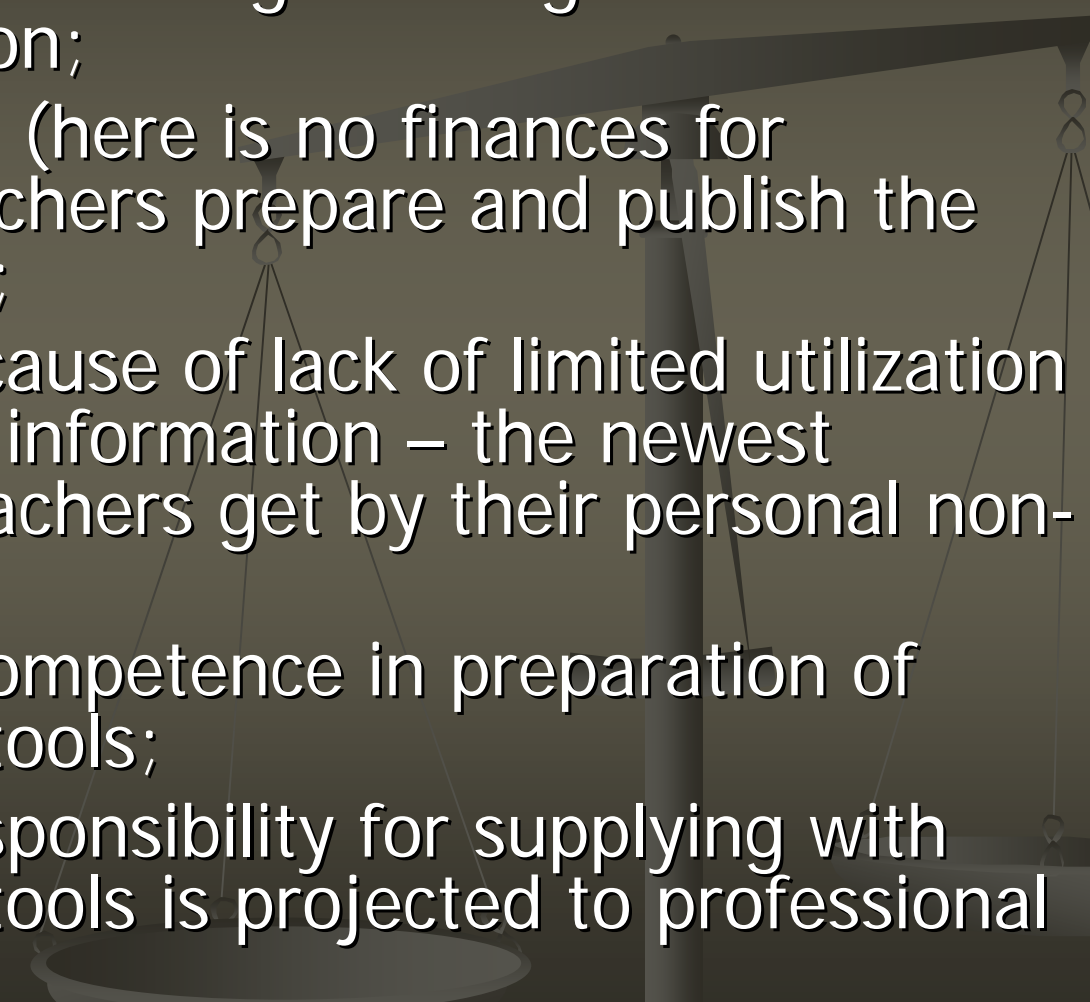
- **PROCESSES OF SUPPLYING WITH TEACHING-LEARNING TOOLS AND ROLES OF THEIR PARTICIPANTS**

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- Persons who are responsible for supplying with teaching-learning tools are divided into three groups: librarians, school administrators and other members of school community.
 - In most cases the responsibility takes librarian.
 - This specialist collaborates with professional teachers, vice-director for education and accountant, and not rare realizes the surveys in respect to needs for teaching-learning tools.

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- The main role performs the methodical commissions in all professional subareas.
 - The evaluation of the need is realized by performing surveys according to numbers of learners in every learning programme, level of depreciation of tools and standards for supplying.
 - Here is no exist the processual approach and is not substantiated by research the need for teaching-learning tools; also are not involved into research process learners, social partners, librarians.

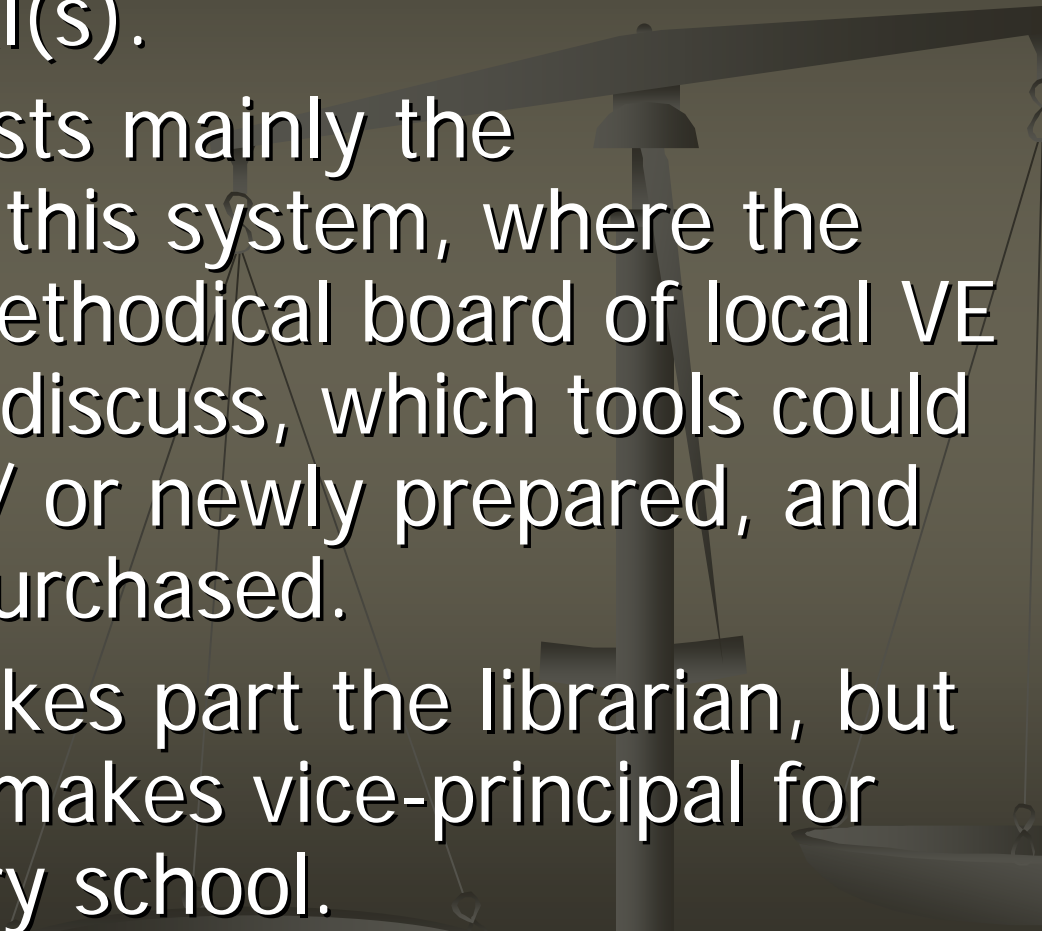
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- A faint, grayscale background image of a balance scale is visible behind the text. The scale is positioned vertically, with its central pillar and two pans hanging from a horizontal beam. The right pan is slightly higher than the left pan, suggesting it is lighter. The scale is centered horizontally and occupies the right half of the slide.
- In process of supplying are mentioned discussions, recommendations, considerations, etc. that shows superficiality and subjectivity; supplying is still not treated as important element in striving for quality in vocational education.
 - Rare is researched the need for supplying with teaching-learning tools.
 - Respondents accentuated that such investigations are not needed and it is more important the opportune correction of teaching-learning, orientation to development of educational process, but not the long-term research.

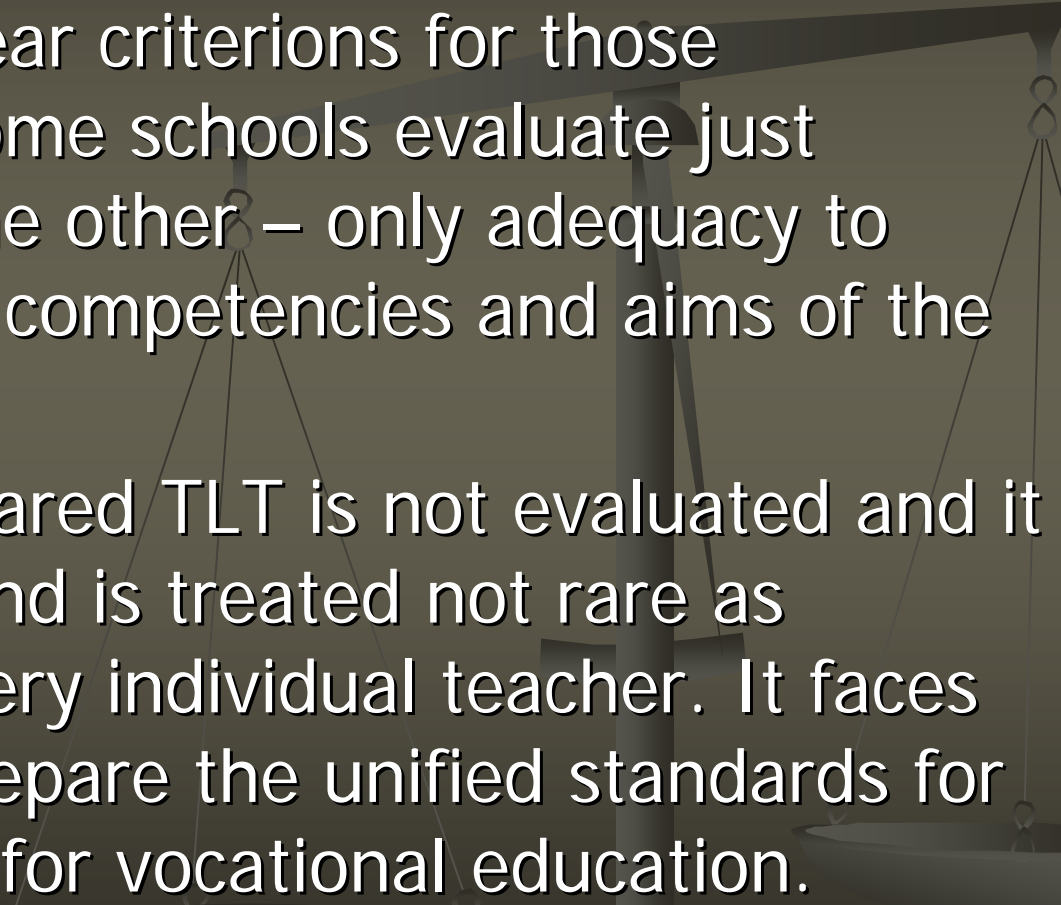
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- Research traditions not exist because of poor financial and material basics at vocational schools and teachers' incapability to realize the research and to evaluate the need for such investigations.
 - Teachers are not tended to counsel with external experts.
 - The reasons are two: more important than counseling are lack of teaching-learning tools and their preparation; teachers are not sharing with the teaching-learning tools.

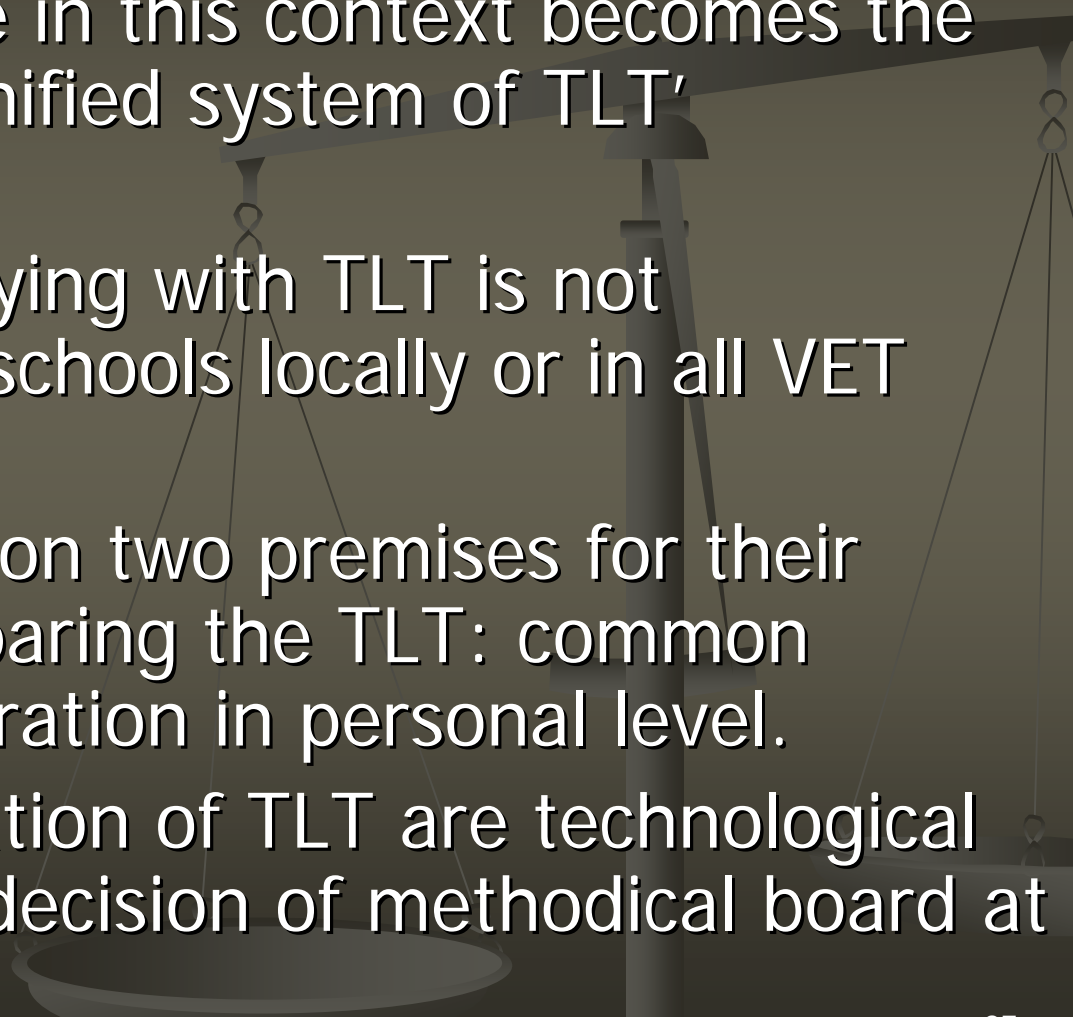
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- Research results illuminated the several types of limitations in supplying with the teaching-learning tools:
 1. Lack of offering of teaching-learning tools for vocational education;
 2. Financial problems (here is no finances for publishing and teachers prepare and publish the tolls on their own);
 3. Problems raise because of lack of limited utilization and spreading the information – the newest information the teachers get by their personal non-formal networks;
 4. Teachers lack of competence in preparation of teaching-learning tools;
 5. Not rare all the responsibility for supplying with teaching-learning tools is projected to professional teacher.

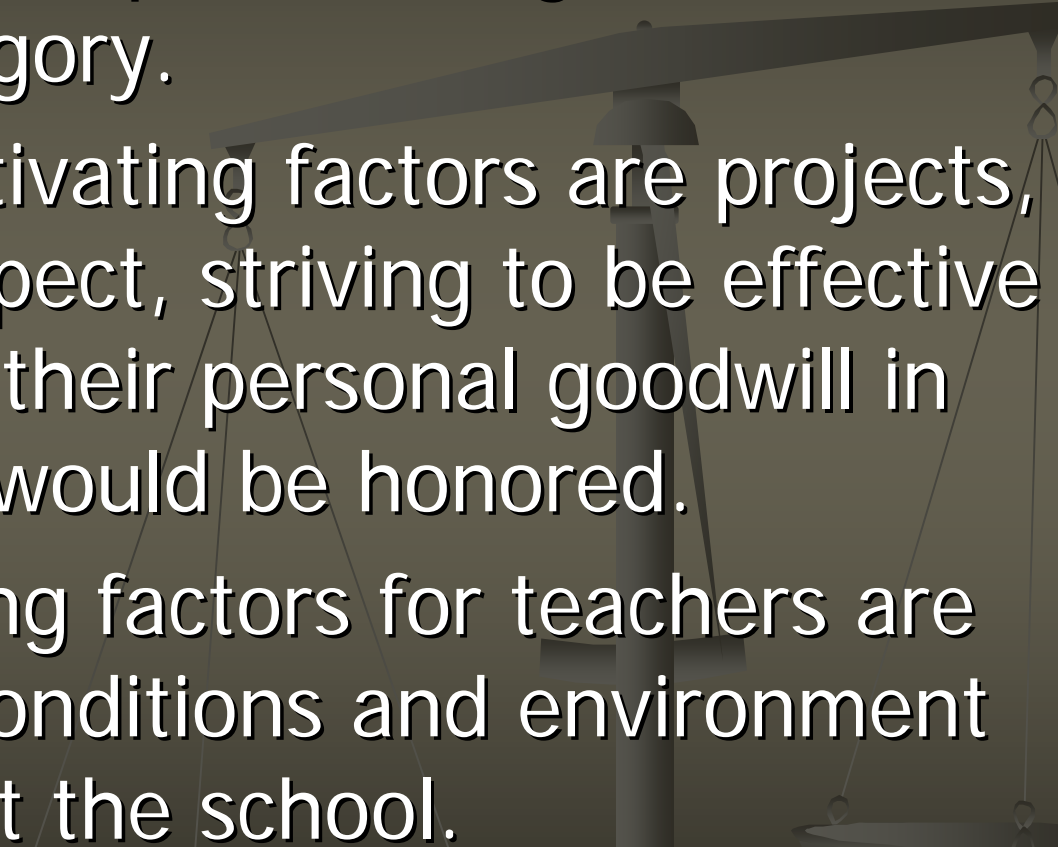
■ Conclusions



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- System of preparation and supplying with the TLT in VE is not characterized by clear features and not rare is identified as storage of usable material(s).
 - In VE schools exists mainly the fragmentation of this system, where the core role plays methodical board of local VE school, e.g. they discuss, which tools could be renewed and / or newly prepared, and which could be purchased.
 - In this process takes part the librarian, but the last decision makes vice-principal for education at every school.

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- Teachers lack the competence in preparing the TLT usable for VE and specific to professional (sub)areas.
 - Here is a lack of clear criterions for those evaluations, e.g. some schools evaluate just rendering forms, the other – only adequacy to professional areas, competencies and aims of the subject/module.
 - The quality of prepared TLT is not evaluated and it is 'left by gravity' and is treated not rare as responsibility of every individual teacher. It faces the challenge to prepare the unified standards for preparation of TLT for vocational education.

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- Not rare the teachers are not tended to cooperate in preparing of TLT though they are working in the same programme.
 - The main challenge in this context becomes the assurance of the unified system of TLT' preparation for VE.
 - The need for supplying with TLT is not investigated at VE schools locally or in all VET systemic.
 - Respondents mention two premises for their cooperation in preparing the TLT: common projects and cooperation in personal level.
 - Reasons for renovation of TLT are technological changes and local decision of methodical board at school.

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- The core factor, which stimulates the renewal of TLT is certification of teachers and their wish to acquire the higher qualification category.
 - Non-material motivating factors are projects, teachers' self-respect, striving to be effective in education and their personal goodwill in order the school would be honored.
 - Material motivating factors for teachers are the established conditions and environment for effective VE at the school.