Main results of the expertise on

the methodology for determining the curriculum of

VET teacher qualification improvement

University of Stuttgart
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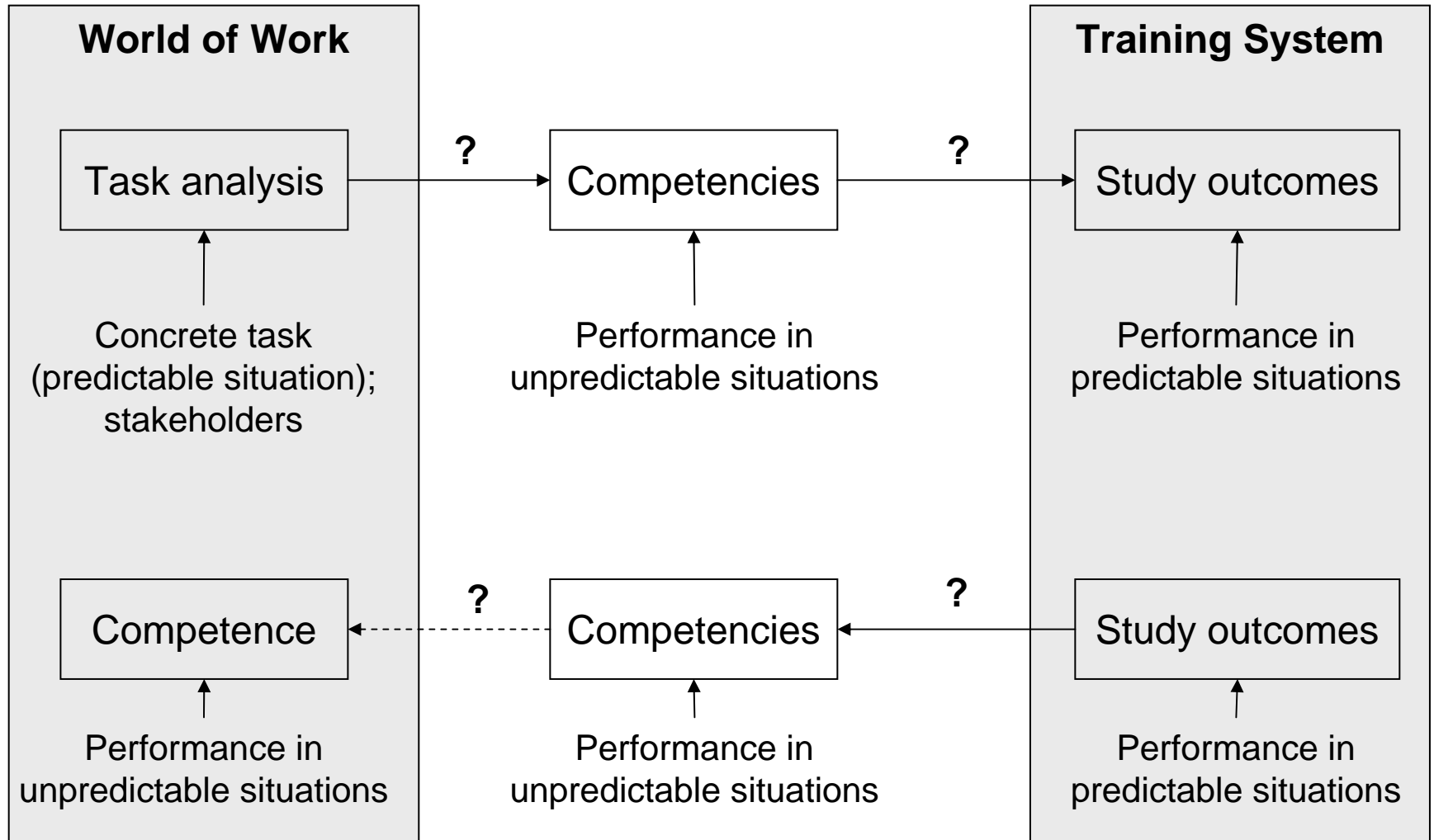Department of Vocational Education

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Content

- Main results

- Recommendations

- Suggestion on how to integrate the results of the expertise

Main results

Structure of the methodology
(simplified)

Main results

- Description of the key concepts within the illustration of the theoretical basis and in a glossary (appendix)

- The theoretical basis of the approach is problematic: *e.g. Why does an input orientation necessarily lead to a teacher-centred instruction?*

- The high relevance of the stakeholder (starting point of study outcome definition) calls for a definite description of their authority and their qualification

- How to organise the exchange with the stakeholder? How to weight economical, pedagogical and political interests/requirements? How to create a purposeful set of competencies on the basis of the (probably) different points of view?

Main results

- The modular approach lacks a conclusive theoretical basis

- The concept essentially meets common EU standards; rather a normative than a systematic theory-based approach

- Application-related examples: How to put the methodology into reality?
  How to apply the evaluation approach?

- The orientation towards concrete professional actions (VET teachers' actions) is not consequently kept (e.g. concentration on Bloom as indicator for concentration on cognitive aspects)

Recommendations

- Reduction of the concept: Basic concept with assumptions/descriptions of the transformation processes (Stakeholder interviews -> tasks -> competency -> study outcomes)

- Split up into a meta-level and a meso-level: a transnational approach and country-specific approach linked up to meta-level approach

- Tests in different VET systems and several improvement cycles

## Suggestion on how to integrate the results of the expertise

1. **Addition of a paragraph** : e.g. due to the lack of empirical findings and well-founded holistic theoretical concepts the methodology is essentially based on common normative EU standards and - where possible - supported by scientific findings.

2. **Addition**: The methodology represents a general approach to the construction of curricula for the education of VET teachers. The application of the methodology in different countries might require modifications and adaptations. This modification process is the task of further research.

3. **Addition**: Integration of a theoretical concept as starting point for the stakeholder interviews:
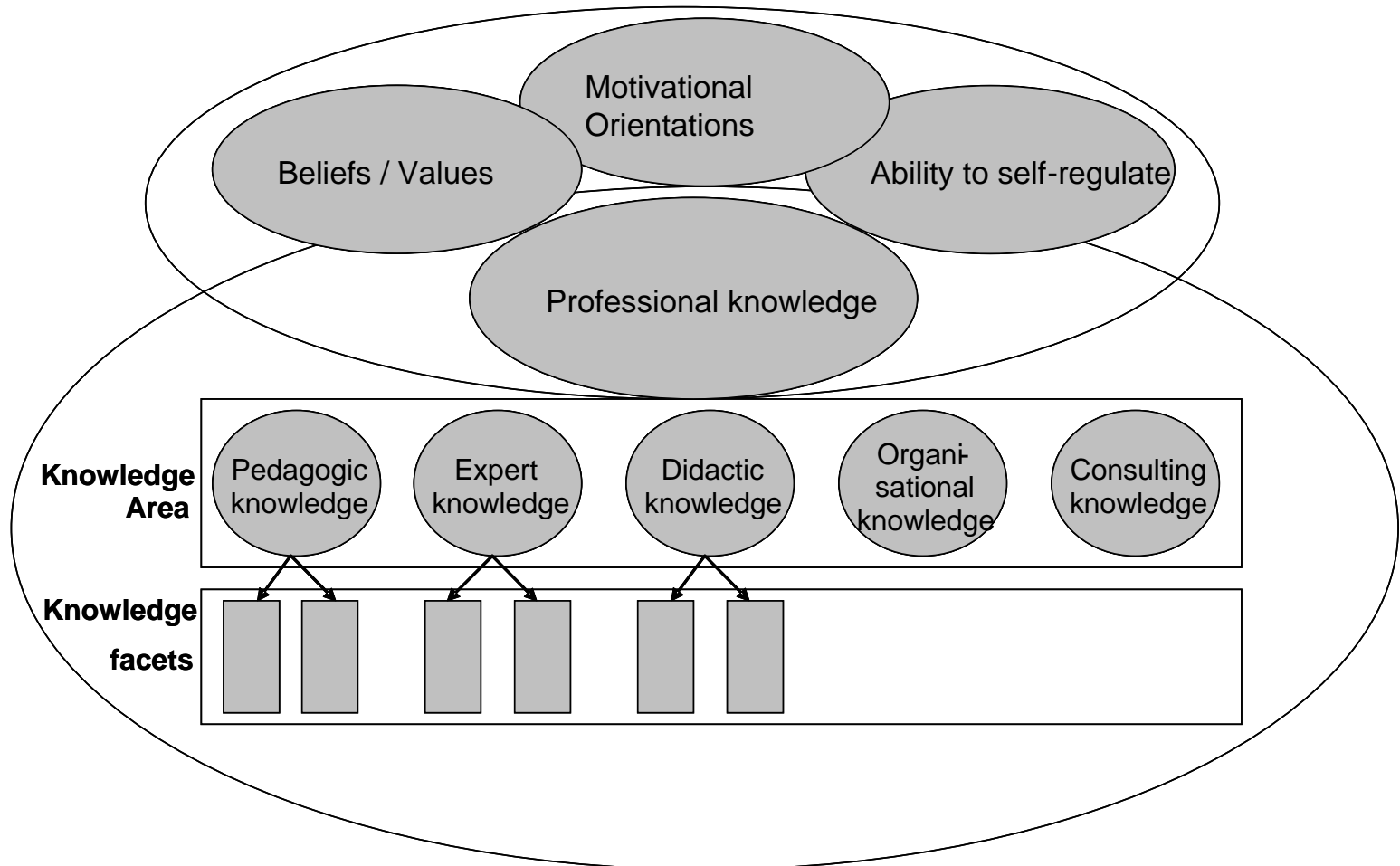
    a) Seppo Helakorpi

    b) COACTIV

4. **Change**: Putting the key concepts to the end of the document (appendix)

The approach of Seppo Helakorpi
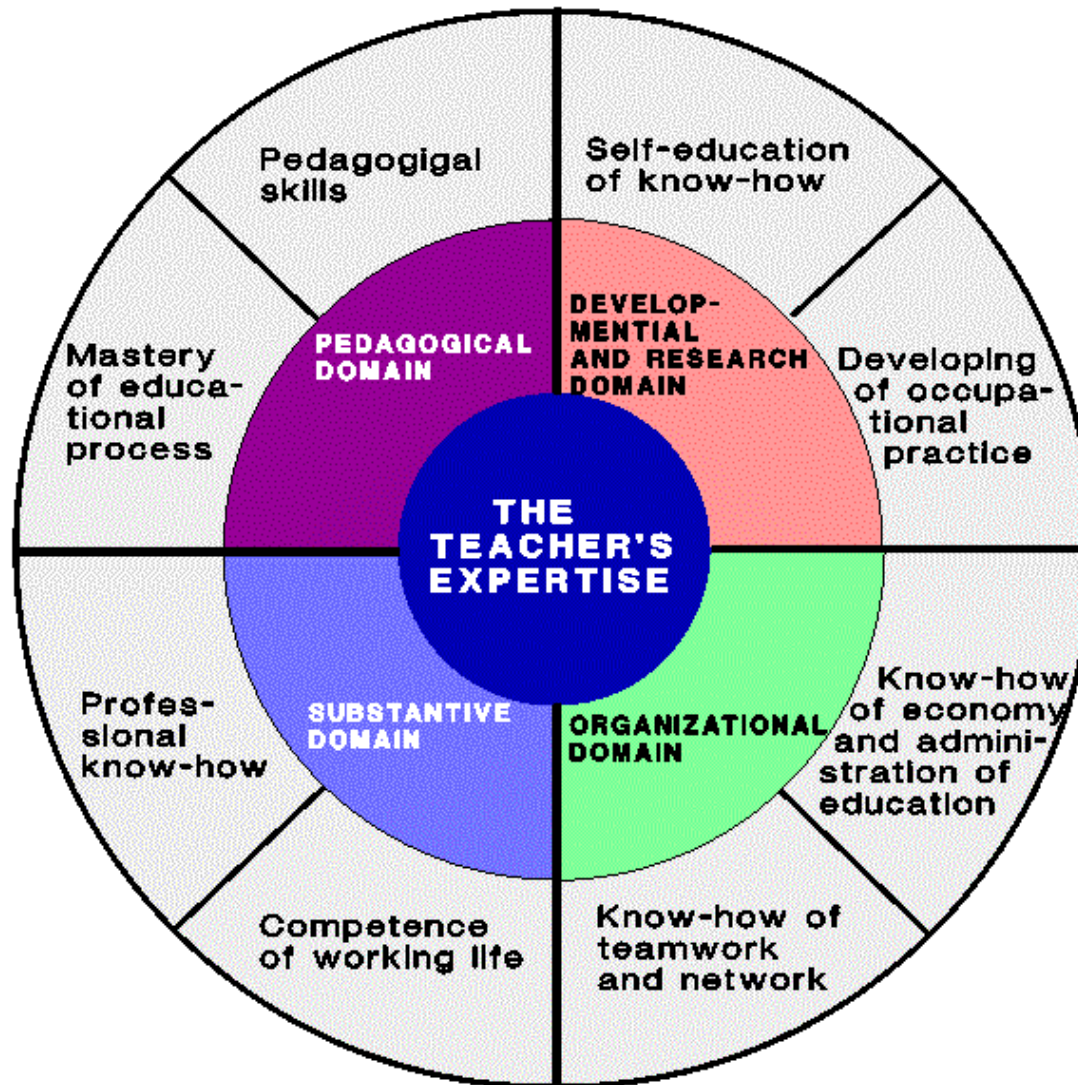
The approach of COACTIV

Model of professional decision - making capacity

Thank you very much for your attention!