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# 1 General Introduction

## 1.1 Objectives of the lesson supervision

The *Programme Reform of TVET in Vietnam* is part of the priority area on *Sustainable Economic Development and Vocational Training*, agreed between the Vietnamese and German governments. The overall objective is to **increase the provision of qualified labour based on the delivery of demand driven training**. The programme includes currently four interlinked components [component 1: TVET System Advisory (2011-2014), component 2: Programme Vocational Training 2008 (PVT 2008) (2010-2014), component 3: Building a model Centre of Excellence for TVET, LILAMA 2 (2012-2014), component 4: Vocational training in the waste water management sector (2014-2018)]. The component 2 (PVT 2008) supports 5 institutes the component 3 and component 4 support each one single institute. To create an effective and practice oriented training at the supported TVET institutes the programme measures (TC) mainly focus on:

- providing advisory services on implementing institutional development plans,
- modifying training and further training modules to increase their labour-market relevance,
- adaptation and development of related teaching and learning materials,
- conducting further training courses for teachers/instructors,
- delivering advisory services and further training for managers (e.g. on training need analysis, capacity planning, finance- and quality management)
- promoting closer relationships between the institutes and enterprises,

With the given overall objective of the programme – increasing the provision of demand- and practice-oriented training for the labour force – it is essential to provide an overall feedback on how successful **the training in the supported pilot TVET institutes is improving towards a demand- and practice orientation**.

Therefore the **objectives** of the lesson M&E (lesson supervision) in the supported institutes refer to three levels:

- 1) On the **institute level** the lesson supervision should give a systematic and continuous feedback to the **teachers** and the **school management** on how **practice and learner oriented the training** in the classroom and workshops really is. This feedback should be helpful for the quality development process at the institutes to identify systematically the strengths and weaknesses of the training and to have reliable evidences for further quality improvement.
- 2) On the **policy level** the collected data of the lesson M&E should inform the **GDVT/MoLISA**, as the governmental management agency in TVET, on the practice orientation of the teaching and learning at the TVET institutes supported by the programme. Further more the used instruments could be applied as beneficial and innovative instruments in the **quality assurance systems of GDVT/MoLISA** to facilitate a more evidence based steering of the TVET sector in Vietnam.
- 3) On the **programme level** the lesson supervision should evaluate the **quality (demand- and practice-orientation) of the training in the supported institutes** as major results of the program's approach. According to one of the main overall programme indicators the **demand orientation and practice orientation of the training provided by the supported TVET institutes** has to be proven by independent surveys. Furthermore it should be proved according to the specific indicators for the programme components -how the **developed training modules and training materials are applied in the training** and -how the **teachers/instructors use their new**

**competences after the further training** by the programme. All these indicators lead to the following hypotheses which are a part of the programme M&E system (see M&E concept of the programme, p. 22):

H 2: The programme intervention improves the quality (labour market-orientation and practice-orientation) of training in the supported occupational fields in the supported TVET institutes significantly from beginning until the end of the programme component.

H 2.1: The programme intervention improves the practice-orientation of teaching and learning in the classes significantly.

The lesson M&E refers directly to hypothesis 2.1 which will be analysed in this report. It also provides major arguments for the analysis of hypothesis 2.

## 1.2 Methodology and instruments

The M&E of the lessons analyses **the trend of improvement of learner and practice oriented teaching and learning in the classes and workshops as a result of the programme intervention**. That's why its major part is a criteria based **trend analysis**.

The criteria are oriented on international and local references: They are firstly theory based and secondly adjusted to the situation of the vocational colleges in Vietnam. 1) The criteria are based on the understanding of *action-oriented training*. In this perspective the training is oriented on real work situations while teaching and learning methods support active and self-organised learning. So the teaching and learning processes are not organised only in the form of frontal lecturing and take practical issues into consideration (see e.g. SBI 2008, p.18, M&E concept of the programme, p. 19). Furthermore these criteria are benchmarked on an international standard example for quality assurance in TVET - criteria catalogue of a quality assurance system in the education system in Germany (see SBI 2008, p. 8ff.). 2) These criteria have been adjusted to the situation of the supported institutes by means of a pre-study.

After adjusting the criteria an observation guideline has been developed (see appendix 3). All criteria were aligned with descriptors. The alignment of the descriptors was also oriented on the above mentioned criteria catalogue because it is based on the latest findings in learning psychology. The guideline was also checked and adjusted in a respective pre-study. Because of its theoretical basis, the orientation on an international criteria catalogue and furthermore its adjustment to the particular situation in Vietnam, the observation guideline can be seen as a **standardised instrument**, which ensures reliable results in the evaluation process.

On the basis of the observation guideline's criteria the **trend analysis** can be carried out yearly. It includes the **quantitative trend analysis** of all the criteria and additionally the **qualitative analysis of the observations** in the classes and **expert interviews and discussions** with teachers/instructors, school management and development advisors as experts in the field with in depth knowledge and experiences.

Additional to the criteria based trend analysis **the relation between the programme intervention and the identified trend** will be analysed on the basis of the results of the **expert interviews** with teachers/instructors, school management and development advisors and furthermore on the basis of **findings of a survey of school management staff** of the supported institutes which was carried out in March 2014.

### 1.3 Implementation of the survey

The M&E of the lesson quality was carried out by NIVT in cooperation with the Development Advisors (EH) based at the participating TVET institutes in the framework of the “Programme Reform of TVET in Viet Nam”. 32 lessons were analysed in this first wave: 26 lessons at the TVET institutes supported by PVT 2008 and 6 lessons at the LILAMA 2 college. 28 lessons were analysed in Oct./Nov. 2013. One school supported by PVT 2008 (VINACOMIN College) was analysed in March 2014 because of the teaching calendar of the TVET institute. 36 teachers/instructors and 18 members of the school management have been questioned in personal interviews and group discussions. The three Development Advisors working in the Bac Ninh Vocational College and Thai Nguyen/VINACOMIN Vocational College, Long An Vocational College and Ninh Thuan Vocational College and the CIM integrated expert who is working in LILAMA 2 Vocational College were questioned in expert interviews and were highly involved in the supervision and analyses of the lessons.

After the data collection completion the findings of the lesson supervision were discussed with the management of the school and/or the teachers in detail. After that all data were analysed by NIVT.

The survey should be carried out yearly.

## 2 Results of the survey

### 2.1 Description of the analysed lessons

Table 1: Analysed lessons by TVET institute

TVET institute	Number of observed lessons
An Giang Vocational College (PVT 2008)	6
Bac Ninh Vocational College (PVT 2008)	4
Long An Vocational College (PVT 2008)	6
Ninh Thuan Vocational College (PVT 2008)	6
Viet Bac VINACOMIN Industrial Vocational College (PVT 2008)	4
LILAMA 2 Vocational College	6

The lesson evaluation focuses on the focal occupations in which training modules have been developed and where teachers have been trained by the programme. That’s why mainly only lessons with trained teachers (28 of 32 lessons were carried out by trained teachers) in the following occupations were observed:

Table 2: Analysed lessons by occupation

Occupation	Number of observed lessons
Metal cutting	12
Mechatronics	8
Industrial electrics	8
Industrial electrical installation and control technology	3
Industrial electronics	3
Mining maintenance mechanic <sup>1</sup>	4

<sup>1</sup> This occupation was trained in the analysed lessons in Viet Bac VINACOMIN College. Training modules of the supported occupation *metal cutting* were carried out. But the trainees who attended the course were trained in the occupation: *mining maintenance mechanic*. At the moment of the lesson supervision there were no trainees trained in *metal cutting* at this college.

**9 theoretical lessons, 10 practical lessons and 13 *integrated* lessons** (theoretical and practical parts integrated) with the following topics were analysed:

Table 3: Analysed lessons by topic

<b>Course title</b>	<b>Number of observed lessons</b>
Welding basics	4
Metal cutting: hand operated tools (filing, hacksaw etc.)	4
Metal cutting: CNC	3
Electrical measurement	2
Conventional Metal Cutting	2
Electrical Power	2
Basic electrical techniques	2
PLC	2
PLD	1
Metal cutting: lathing practice	1
Metal cutting: basics milling	1
Technical drawing	1
Conductor circuits	1
Practical installation of domestic light systems	1
LED technology	1
Basic electrical measurement	1
Installation of basic network steering	1
Welding: measurement	1

## 2.2 Criteria based lesson analysis

### 2.2.1 Quantitative analysis of the criteria of learner and practice oriented teaching and learning

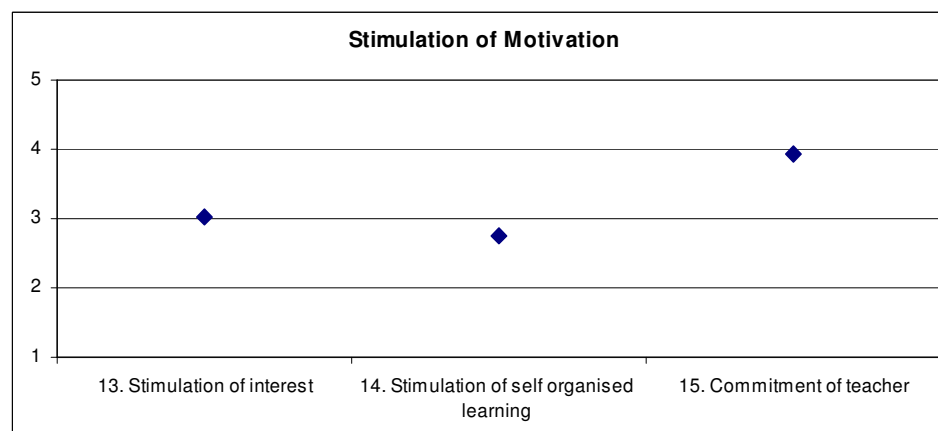
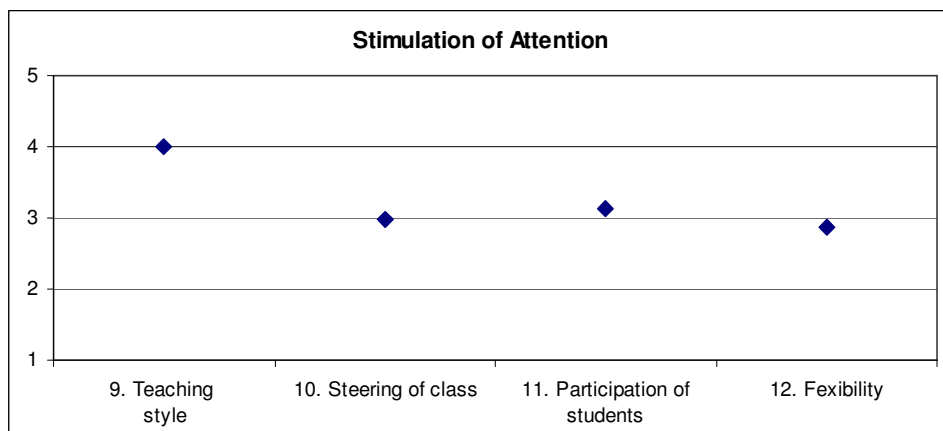
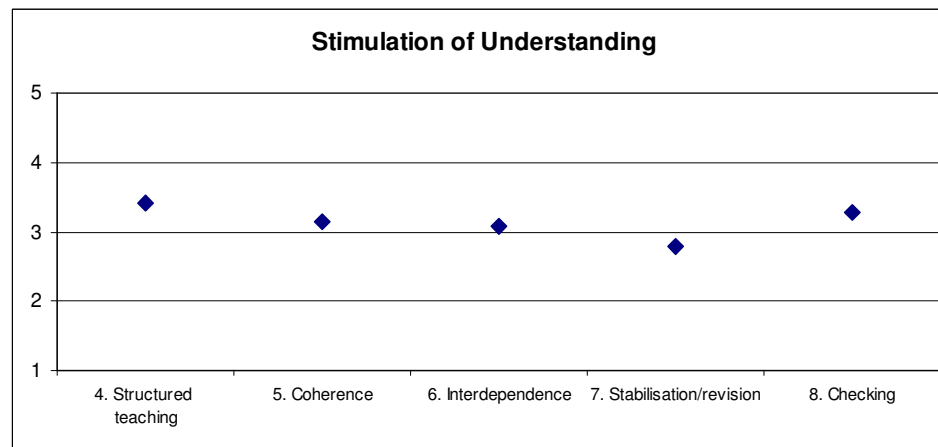
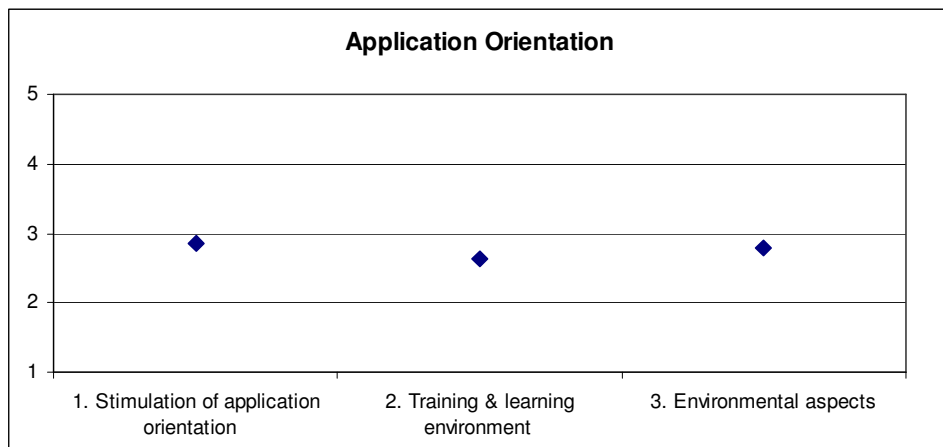
In the quantitative data analysis all criteria of learner and practice oriented teaching and learning were rated on a 5-level-Likert-scale (1 – very bad, 5 – very good). In the following table the average values (means)<sup>2</sup> are listed for each criterion.

Table 4: Ratings of all criteria of learner and practice oriented teaching and learning

Criteria of learner and practice oriented teaching and learning	Number of observations total (N)	Mean Total	Standard Deviation	Mean PVT 2008	Mean LILAMA 2
<b>I. Application orientation</b>					
1. Stimulation of application orientation	32	2.84	0.68	2.92	2.50
2. Training & learning environment	32	2.63	0.79	2.73	2.17
3. Environmental aspects	32	2.78	0.83	2.92	2.17
<b>II. Stimulation of understanding</b>					
4. Structured teaching	32	3.42	0.72	3.48	3.17
5. Coherence	32	3.22	0.83	3.27	3.00
6. Interdependence	32	3.03	0.78	3.04	3.00
7. Stabilisation/Revision	32	2.75	0.72	2.69	3.00
8. Checking	32	3.31	0.78	3.46	2.67
<b>III. Stimulation of attention</b>					
9. Teaching style	32	4.00	0.44	4.00	4.00
10. Steering of class	32	2.97	0.54	3.00	2.83
11. Participation of students	32	3.13	0.83	3.04	3.50
12. Flexibility	32	2.88	0.79	2.73	3.50
<b>VI. Stimulation of motivation</b>					
13. Stimulation of interest	32	3.03	0.54	3.00	3.17
14. Stimulation of self organised learning	32	2.74	0.77	2.76	2.67
15. Commitment of teacher	32	3.94	0.67	3.96	3.83
<b>Total</b>		<b>3.11</b>		<b>3.13</b>	<b>3.01</b>

<sup>2</sup> Because the 5-level-Likert-scale is an ordinal scale the *average value* is from the statistical point of view not the 100% correct measure. Because of the ordinal scale the *median* has to be used. In this survey the average value (mean) was used because of two reasons: Firstly the average value is more sensitive for little differences than the median, and the differences between the different items are not that big in this survey. Secondly it is assumed that the readers of this report will be more familiar with the average value than the median. But the mean is more sensitive than the median for unequal distribution. Therefore the **standard deviation** is also listed in the tables to control this. The following results show a constantly low standard deviation (between 0.44 and 0.83). Hence the risk that the average values show biases because of unequal distributions is very low.

Diagrams 1-4: Ratings of all criteria of learner and practice oriented teaching and learning (total: PVT 2008 and LILAMA2)



The table and the diagrams show that the average values for all the analysed criteria range between **2.63** and **4.00**. The highest and lowest ratings are quite representative for the whole situation, which was observed during the lesson supervisions:

The *teaching style* (mean of ratings 4.00) and the *commitment of the teachers* (mean of ratings 3.94) were all **good**. The teaching in the classes was very friendly and respectful and a high commitment of the teachers was very visible.

On the other hand the criteria *stimulation of self organised learning* (mean of ratings 2.74), *stabilisation* and *revision* (2.75), *flexibility* (2.88), were rated significantly lower which indicates that:

- *Stimulation of self-organised learning*: The students could be more encouraged to work on their own. Esp. the teachers could give them more frequently problems, which they should solve or exercises they could be doing either by themselves or in groups. The classes could be more project oriented: The students are guided by the teachers with the help of self-organised, planned, implemented and analysed tasks and exercises.
- *Stabilisation/revision*: The revision and inter-linkage with the previous lessons could be done more systematically. Relevant topic could be more highlighted and exercised in different ways and linked up with knowledge/topics, which are already known to reaffirm them.
- The lessons could be more *flexible* and oriented on the students' individual strengths and weaknesses, interests and needs. Therefore the lessons could be more interactive to figure out what knowledge and skills the students already have.

Also several aspects relating to the criterion: *training learning environment* (mean of ratings 2.63) could be improved: E.g. the 3-layer workshop approach could be applied more consistently. A major aspect for this criterion is also the equipment, which has not been modernised by the FC component of the Programme yet.

## 2.2.2 Qualitative analysis by observation, interviews and discussions

The qualitative information gained by the observations, expert-interviews and discussions showed a similar picture. The following points should be mentioned as a summary:

- The **high commitment of teachers** was very much visible not only in the observations but also in the interviews and discussions.
- The **logical structure of the lessons** was in almost all the analysed lessons **very clearly outlined**. But in some cases it was not so obvious if all the students could follow these clearly structured lessons because of the low interaction between the teacher and the students.
- The interviews and also the observations showed a diverse picture in the field of **teaching and learning methodologies**: On one hand the application of new media, the use of newly developed training materials in the class and also the introduction of new **practice oriented teaching methodologies** such as the *Four Step Method* were often visible and discussed with the teachers. But on the other hand theoretical lessons were carried out in some cases still mainly by frontal lecturing and also practical lessons were in some instances not so much interactive and participative. There is room for the teaching and learning methodologies to be improved towards a higher student and practice orientation in the future.
- All the lessons either theoretical or practical could be **more practical**: Esp. in the integrated and practical lesson the teachers could let the students try out things and explore solutions to given problems on their own more frequently.



### 2.2.3 Trend analysis PVT 2008

The current analysis of learner and practice oriented teaching and learning is the first wave, which is systematically criterion referenced. But it is not a baseline analysis because the programme component PVT 2008 is running since 2011. That's why a baseline value has to be constructed retrospectively by expert interviews and discussions with the teachers, the school management and esp. the experts in the field – the development advisors.

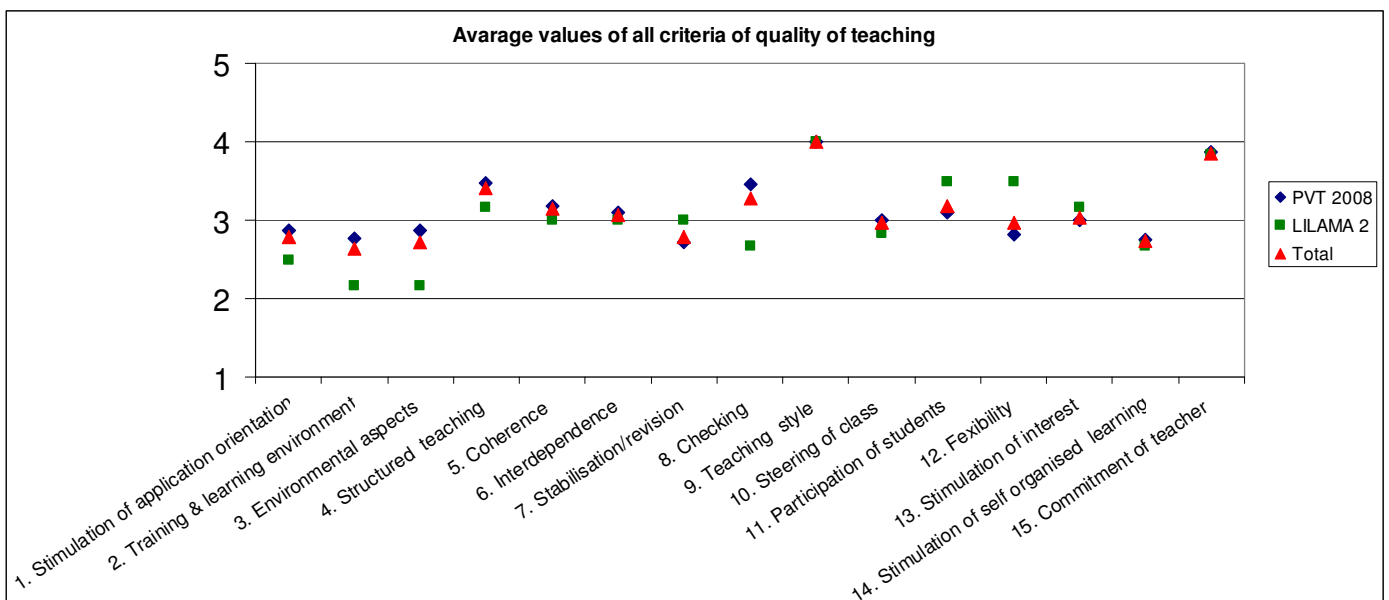
The following main points were mentioned in the discussions and interviews: There is a very visible improvement of practice oriented teaching and learning in the 5 TVET institutes supported by PVT 2008 esp. in the following areas:

- application of modernised module structures and learning outcome,
- application of new media in the classes, such as computer based visualisation,
- application of improved technical knowledge, which was very visible in the clearly structured lessons,
- regular application of new practice oriented teaching methodologies, such as the *Four Step Method*.

The following retrospective estimation of an total **increase of the learner and practice orientated teaching and learning** in the 5 TVET institutes under PVT 2008 was approved by the development advisors: The (retrospectively constructed) baseline value for the sum of all criteria is increased **by one point** which means **20%** to the actual value of 3.13 (**increase from 2.13 to 3.13**) which indicates a visibly **significant increase**.

### 2.2.4 Comparison PVT 2008 retrospective estimation and LILAMA 2 college baseline

Diagram 5: Comparison of ratings of all criteria of learner and practice oriented teaching and learning PVT 2008 - LILAMA 2



For some criteria the ratings of LILAMA 2 Vocational College are visibly below PVT 2008 (criteria 1 – 3, 8). But for two criteria the rating was higher then at PVT 2008 institutes (criteria 11, 12). In the sum of all criteria the PVT 2008 TVET institutes were rated slightly higher then LILAMA 2 (PVT 2008: 3.13 compared top LILAMA 2: 3.01, see table 3, p. 7)

But that the TVET institutes under PVT 2008 are a little bit higher rated than LILAMA 2 Vocational College doesn't surprise because the current analysis is an actual **baseline survey** for the LILAMA 2, since the support of LILAMA 2 started only recently. The major objective of the support of LILAMA 2 by the Programme Reform of TVET in Viet Nam is to improve the training quality towards more practice orientation. So it is assumed that the learner and practice orientation of the lessons will increase for all criteria in the near future.

By comparing the (retrospectively constructed) baseline value of the 5 TVET institutes, which are supported by PVT 2008, with the baseline value of the LILAMA 2 Vocational College, **LILAMA 2 is visibly better rated** (PVT 2008: 2.13 compared to LILAMA 2: 3.01). This also does not come as a surprise since the LILAMA 2 Vocational College is one of the top ranking Colleges and a *Center of Excellence* in the Vietnamese TVET sector.

## **2.3 Relation between programme intervention and the identified trend**

In this chapter the evaluation hypotheses of the programmes' M&E system which specify the intended programme results will be briefly analysed:

### **2.3.1 Hypothesis 2.1**

H 2.1: The programme intervention improves the practice orientation of teaching and learning in the classes significantly.

This hypothesis refers to the **improvements**, which were already stated in chapter 2.2.3, p. 9 for PVT 2008 **caused by the programme measures**. (Of course for LILAMA 2 Vocational College it is not possible to mention anything because current survey is a baseline survey.)

The major results of the programme measures are listed in the following points (see p.9):

- application of modernised module structures and learning outcomes
- application of new media in the classes, such as computer based visualisation,
- application of improved technical knowledge, which was very visible in the clearly structured lessons,
- regular application of new practice oriented teaching methodologies, such as the *Four Step Method*.

So referring to the hypothesis 2.1 the **conclusion** is: **Significant results** of the programme measures were visible in the criteria based supervision in the classes. Also the interviews and the discussion with the teachers, school management and development advisors confirmed these results.

### **2.3.2 Hypothesis 2**

The hypothesis 2 is more general and refers to the **quality of the training** of the supported TVET institutes **as a whole**. The scope is not that narrowed and focused on the teaching and learning in the classes and workshops as in hypothesis 2.1. It includes also the quality management processes (such as workshop management, staff development planning, capacity utilization planning, maintenance of infrastructure and equipment etc.) in the TVET institutes their cooperation with enterprises etc.

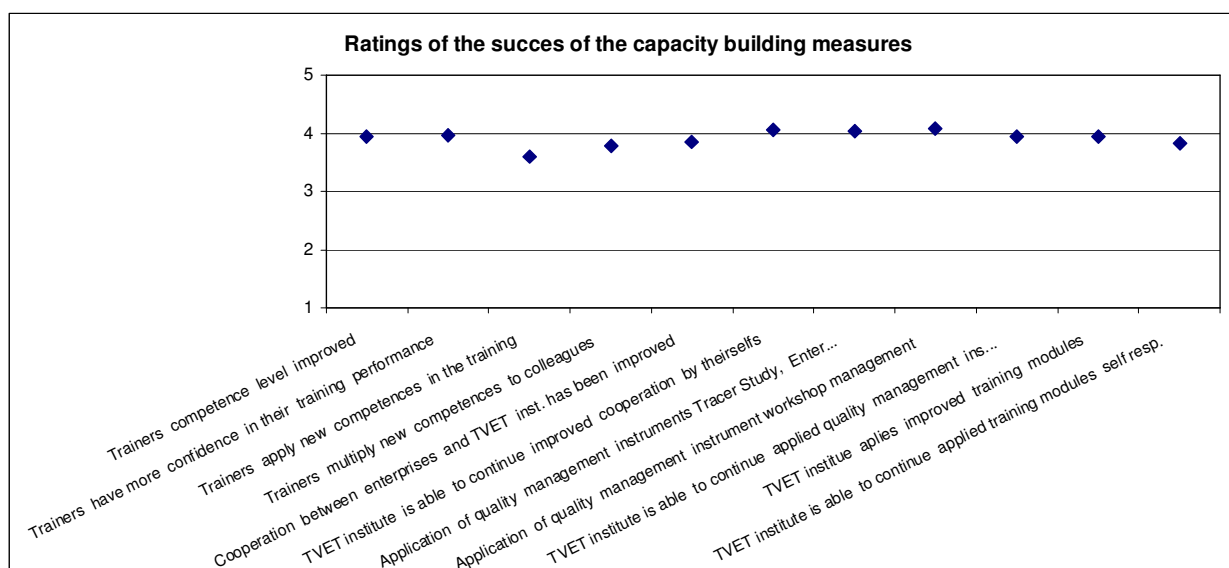
H 2: The programme intervention improves the quality (labour market-orientation and practice-orientation) of training in the supported occupational fields in the partner TVET institutes significantly from beginning until the end of the programme component.

To be able to analyse this hypothesis within the given broad scope the analysis results of its sub-hypotheses (hypotheses 2.1 – 2.3, see M&E concept of the programme, p. 21) are necessary. Until now there are analysis results for hypothesis 2.1 (see above) and 2.3<sup>3</sup> available (see Enterprise Survey Report, NIVT 2014), which **approve significant programme effects**.

To **crosscheck** these results, a survey on capacity building measures for the TVET institutes supported by the programme was carried out in March 2014. The management staff of the supported institutes was asked about their opinions on the results of the capacity building measures by the programme (rated on a 5-level-Likert-scale, 1 – very bad, 5 – very good):

Table 5: Results of the management staff survey 2014

Ratings of the success/results of the capacity building measures	Mean Total	Mean PVT 2008	Mean LILAMA 2
Trainers competence level improved	3.94	3.92	4.00
Trainers have more confidence in their training performance	3.97	3.94	4.00
Trainers apply new competences in the training	3.60	3.54	4.00
Trainers multiply new competences to colleagues	3.78	3.79	3.86
Cooperation between enterprises and TVET institute has been improved	3.86	3.74	4.14
TVET institute is able to continue improved cooperation by itself	4.05	4.02	4.00
Application of quality management instruments Tracer Study, Enterprise Survey	4.03	4.00	4.14
Application of quality management instrument workshop management	4.08	4.02	4.14
TVET institute is able to continue applied quality management instruments by itself	3.94	3.96	3.71
TVET institute applies improved training modules	3.93	3.88	4.00
TVET institute is able to continue applied training modules self responsibly.	3.84	3.88	3.71



<sup>3</sup> Hypothesis 2.3: *The programme intervention improves the level of demand-driven competences of the graduates of the supported VTI significantly.* This hypothesis was analysed in the enterprise survey with the following analysis results for the Programme component PVT 2008: The graduates of the TVET institutes have a **visible slightly higher level** of demand-driven competencies in total as compared to the competencies of graduates of the control schools. 20% of the competencies esp. in the category *theoretical occupational knowledge* are **statistically significantly higher**, which approve the effects of the programme measures (see Enterprise Survey Report/NIVT 2014, p 30ff.).

Table 6: Overall evaluation of the capacity measures by the management staff survey 2014

<b>Overall evaluation of the capacity measures</b>	<b>Mean</b>
Mean PVT 2008	3.98
Mean LILAMA 2	3.86

The findings of the survey show that the management personnel **highly approves** the results of the capacity building measures of the programme in the supported TVET institutes. (Nevertheless, it must be noted that the management personnel was asked about concrete projects where the teaching and management personnel trained by the programme apply their new competencies. The survey results indicated that only a medium amount of concrete transfer projects were carried out by the surveyed staff of the supported institutes, see report of the M&E of Capacity Building Measures for Management Staff of the TVET institutes supported by the Programme Reform of TVET in Viet Nam/NIVT 2014, p. 4).

**As a conclusion** for the analysis of hypothesis 2 it has to be mentioned that all the above stated empirical evidences show a **diverse picture in which area and to what amount the programme has significantly improved** the quality (labour market-orientation and practice-orientation) of training in the supported occupational fields in the supported TVET institutes.

### **3 Recommendations**

To come back to the students and the practice oriented teaching and learning in the supported occupational fields in the classroom and workshops this survey leads to the following summary of recommendations:

- The **teaching and learning in the classroom** has improved towards more practice and student orientation in many cases. But the application and improvement of practice oriented teaching methodologies should be **continued** and should be **handled with high priority!**
- The survey showed that the **teachers structure their lessons clearly**. This should be continued in that positive way and other teacher (who are not trained by the programme) should be encouraged and trained by the trained teachers to structure their lessons in the same clear way.
- Carry out the lessons as **practical as possible!**
- **Increase interaction** with students – make lessons **as participative and flexible as possible!**
- Finally it has to be mentioned as an overarching recommendation that the trained teachers should act as multipliers in their TVET institute to train their colleagues in the field of practice oriented teaching methodologies.

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NIVT 2014: Enterprise Survey Report. 1<sup>st</sup> wave 2013. Hanoi

## **Appendix 1:**

### **List of lesson observers**

1. Dr. Steffen Horn, CIM-IE, National Institute of Vocational Training/GDVT
2. Msc. Nguyen Thi Bich Ngoc, Sr. Programme Officer, Programme Reform of TVET in Viet Nam
3. Mr. Kai Steger, CIM-IE, National Institute of Vocational Training/GDVT
4. Mr. Andreas Fischer, Development Advisor, Viet Bac Industrial Vocational College – VINACOMIN
5. Mr. Ralf Hill, CIM-IE, LILAMA 2 Technical and Technology Vocational College
6. Mr. Ralf Westphal, Development Advisor, Long An Vocational College
7. Mr. Heinrich Graumann, Development Advisor, Ninh Thuan Vocational College

### **List of the participating TVET institutes**

- LILAMA 2 Technical and Technology Vocational College
- Bac Ninh Technical and Economical Vocational College
- Viet Bac Industrial Vocational College – VINACOMIN
- Ninh Thuan Vocational College
- Long An Vocational College
- An Giang Vocational College

## Appendix 2:

Date of observation / /20 [dd/mm/yyyy]

Observation No.

### Teaching and Learning Methods

This observation guideline is part of the results based M&E of the *Programme Reform of TVET in Viet Nam*. With the following indicators and items of **practice oriented teaching and learning** as a crucial aspect of the **quality of training in TVET** the training of vocational training institutes supported by the programme should be evaluated to improve it towards more labour market orientation.

1. Name of partner institution: \_\_\_\_\_
2. Managing Organization: \_\_\_\_\_
3. Name of observer: \_\_\_\_\_
4. Lesson title and occupation: \_\_\_\_\_
5. Teacher trained by the programme:  Yes  No

#### I Application orientation

1. Stimulation of application orientation							Remarks
<ul style="list-style-type: none"> <li>- The training is competency based and oriented on the requirements of the enterprises.</li> <li>- The exercises in the class are in line with real work situations.</li> <li>- Project orientated learning is included in the class: The teacher arranges problem situations and demonstrates problem solutions.</li> <li>- The teachers teach with Four-step method.</li> </ul>							
Does not apply at all	1	2	3	4	5	Applies strongly	
2. Application orientated training & learning environment							Remarks
<ul style="list-style-type: none"> <li>- The equipment of the classes/workshops is in line with the equipment used in enterprises.</li> <li>- The <i>3 Layer Workshop Structure</i> is implemented and in use.</li> <li>- The workshop equipment is listed and linked with a maintenance structure.</li> <li>- The organisation of the workshops and training is in line with health, hygiene and safety at work.</li> <li>- Awareness raising is integrated into the training.</li> </ul>							
Does not apply at all	1	2	3	4	5	Applies strongly	
3. Environmental aspects of training							Remarks
<ul style="list-style-type: none"> <li>- Resources are used responsibly/thoroughly.</li> <li>- A waste management/recycling system is installed.</li> <li>- Awareness raising is integrated in the training.</li> </ul>							
Does not apply at all	1	2	3	4	5	Applies strongly	

## II Stimulation of understanding

<b>4. Structured teaching</b>							Remarks
<ul style="list-style-type: none"> <li>- The topics, duties and tasks are structured clearly.</li> <li>- Crucial aspects are highlighted.</li> <li>- The speed is appropriate.</li> </ul>							
Does not apply at all	1	2	3	4	5	Applies strongly	
<b>5. Coherence/clarity</b>							Remarks
<ul style="list-style-type: none"> <li>- Complex topics are explained understandable.</li> <li>- Foreign words and technical terms are explained clearly.</li> <li>- The formulations of the teacher are precise.</li> </ul>							
Does not apply at all	1	2	3	4	5	Applies strongly	
<b>6. Interdependence/cross-linkage</b>							Remarks
<ul style="list-style-type: none"> <li>- The class takes the interdependence of the topics of the previous and following classes into account.</li> <li>- The class takes the connectedness of the topics of the other subjects into account.</li> <li>- New topics are linked up with topics which are already known.</li> <li>- Examples, cross-references are used in the class.</li> </ul>							
Does not apply at all	1	2	3	4	5	Applies strongly	
<b>7. Stabilisation/revision</b>							Remarks
<ul style="list-style-type: none"> <li>- There is enough time in the class for revision and stabilisation of previously learned knowledge.</li> <li>- New topics are formulated and exercised in different ways.</li> <li>- Relevant topics are discussed and exercised several times.</li> <li>- There is enough time for research e.g. in the library or internet.</li> </ul>							
Does not apply at all	1	2	3	4	5	Applies strongly	
<b>8. Checking</b>							Remarks
<ul style="list-style-type: none"> <li>- The learning progress is examined/checked continuously in the class.</li> <li>- To overcome difficulties and deficits of the students, these topics and tasks will be repeated and exercised.</li> </ul>							
Does not apply at all	1	2	3	4	5	Applies strongly	

## III Stimulation of attention

<b>9. Teaching style</b>							Remarks
<ul style="list-style-type: none"> <li>- The atmosphere in the classroom is friendly, transparent, fair.</li> <li>- The students have no fear.</li> <li>- The students are treated with respect and encouraged.</li> <li>- The teacher/trainer expresses positive expectations to the performance of the students.</li> </ul>							
Does not apply at all	1	2	3	4	5	Applies strongly	
<b>10. Steering of the class</b>							Remarks
<ul style="list-style-type: none"> <li>- The teacher stimulates self organised learning.</li> <li>- The lesson is focused on learning objectives and contents.</li> <li>- The spatial order and the use of the equipment is referred to the learning objectives.</li> </ul>							



Does not apply at all	1	2	3	4	5	Applies strongly	
<b>11. Participation of students</b>							Remarks
<ul style="list-style-type: none"> <li>- The students have the opportunity to perform actively in the class and workshop.</li> <li>- The students have the opportunity to give comments and ask questions.</li> <li>- The students are guided to work in groups together.</li> <li>- Discussions are focused on the training objective and content and not rambling.</li> </ul>							
Does not apply at all	1	2	3	4	5	Applies strongly	
<b>12. Flexibility</b>							Remarks
<ul style="list-style-type: none"> <li>- The Interests and experiences of the students are integrated into the training.</li> <li>- The students have the opportunity to contribute own ideas into the class.</li> <li>- The teacher/trainer is open for the ideas and questions of the students.</li> <li>- The teacher is able to compensate different levels of performance of the students (e.g. speed to work on tasks).</li> </ul>							
Does not apply at all	1	2	3	4	5	Applies strongly	

#### IV Stimulation of (intrinsic) motivation

<b>13. Stimulation of interest</b>							Remarks
<ul style="list-style-type: none"> <li>- New topics start with an introduction/example.</li> <li>- The teacher is able to raise/awake the curiosity of the students.</li> <li>- The teacher explains the schedule and the learning objectives of the class.</li> <li>- The teacher motivates the students when they show difficulties.</li> <li>- The teacher stimulates the students to apply the new knowledge after class in real live situations.</li> </ul>							
Does not apply at all	1	2	3	4	5	Applies strongly	
<b>14. Stimulation of self organised learning</b>							Remarks
<ul style="list-style-type: none"> <li>- The teacher stimulates the students to solve duties/tasks, exercises/problems by themselves.</li> <li>- The teacher shows and explains the student self-responsible working techniques.</li> <li>- The teachers teach project orientated: He guides the student by the self-responsible planning, implementing and analysis of duties/tasks and exercises.</li> </ul>							
Does not apply at all	1	2	3	4	5	Applies strongly	
<b>15. Commitment</b>							Remarks
<ul style="list-style-type: none"> <li>- The teacher shows interest in the class and learning progress of the students.</li> <li>- The teacher shows enthusiasm for the topic.</li> </ul>							
Does not apply at all	1	2	3	4	5	Applies strongly	