

## Call for Papers

Issue 11: [www.tvet-online.asia](http://www.tvet-online.asia)

### Curriculum Development for TVET – Design of Work-Process Based Curricula

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The increasing impact of digitalization, literally expressed by the buzzword “Industry 4.0”, is hinting towards the demand for new initiatives in curriculum development for TVET in the near future.

As a result of the decades-long discussions about approaches of curricula development for TVET completely different perspectives have emerged. Above all the discussion on academic subject matters for different courses, concepts, articulation, and contextualisation of curricula or standard-based curricula are in the focus of interest. Curricula approaches, however, can not only be closely linked to learning theories - such as the constructivist learning principles. Curricula approaches might also give an orientation along the established and rather formal classifications of curricula such as learner-centred curricula approaches, spiral curricula approaches, action-based learning approach etc. Furthermore, the design and the development of curricula - based on research - is an important issue for the establishment of suitable curriculum approaches that supports the development of quality in TVET and is matching the demands of the society and the labour market.

TVET systems are thus challenged to ensure the learner’s acquisition of relevant competences, assuring established standards, which are known and acknowledged in ASEAN countries and beyond. The continuous development of TVET systems would motivate decision makers and curriculum developers who are following five objectives:

1. to enhance educational standards,
2. to provide an easier access to learning in all phases of life,
3. to actualise the definition of basic skills and competences for the knowledge society,
4. to combine general education and TVET in order to introduce it to local environment, to ASEAN countries and to the world,
5. to propose a best possible use of resources.

In order to implement these objectives, the quality of the vocational educational systems has to be improved in a way that they train students for highly accepted competence levels which meet the demand of the labour market. While the idea of an ASEAN vocational educational policy has long been established, education and training in the individual countries is carried through based on highly

different curricula structures, which can only be transferred with difficulties. Curricula determine the framework conditions of any learning organizations and the prerequisites for competence development. Curricula are supposed to determine the extent of the competences to be developed in terms of breadth, depth, flexibility, and adequacy for the labour market.

A review of literature on curriculum development, however, confirms that there is rather no theoretical or political discussion on the contents and the structure of the curricula as it has been the case in North America and Central Europe throughout the last century.

Nevertheless,

- a) there are reflections on qualification and curriculum research and the corresponding specific interrelationship from the practitioners' perspective and
- b) there was an attempt to conceive approaches for curriculum development that consider not only the needs of the labour market but also the interests of the subjects in order to enable the learner in TVET systems to pursue an academic career.

Nowadays an analysis of approaches of curriculum development on an international level proves that the focus is on pragmatic curriculum development. The closer interrelationship between qualification research, competence development and curriculum research is discussed less explicitly but rather implicitly according to the motto: Both, qualification research and curriculum development are needed, but do not belong together. This raises the question whether they have to form a unity in the future.

We invite scholars, scientists, curriculum developers, practitioners and teachers from the TVET community to contribute to the upcoming issue #11 of **TVET@Asia**, addressing the issues and challenges being discussed apart from the topics below:

1. Theoretical approaches of curricula development based on qualification research, action research and others.
2. Work-process related curricula approaches to support TVET quality.
3. Curricula approaches and competence development in the context of Industry 4.0.
4. National curricula development processes, standards and their institutional background.
5. Design of curricula for certain courses or programmes (examples) in the context of Industry 4.0.
6. "Best practice" curricula approaches.
7. Curricula development based on experiential learning in industry.

**Call for Papers: 30<sup>th</sup> of January 2018**

#### **Authors:**

Open to any interested author.

#### **Timeline:**

1. Please send an **abstract** of no more than one page, a short CV/profile (half page) and a list of selected publications to the editorial board via [issue11@tvvet-online.asia](mailto:issue11@tvvet-online.asia) by **January 31<sup>st</sup>, 2018**;

Please use “**form-abstract\_tvet-online.docx**” which you find with other forms for download at <http://www.tvet-online.asia/preview>

2. Notification of abstract acceptance: **February 10<sup>th</sup>, 2018**
3. Submit a **draft full paper** by **March 31<sup>st</sup>, 2018**;
4. Notification of acceptance and peer review until **April 30<sup>th</sup>, 2018**
5. Send the **finalized and formatted paper** by **Mai 31<sup>st</sup>, 2018**;
6. Tentative publication date: **June 30<sup>th</sup>, 2018**

We look forward to receiving your contributions.

Sincerely yours,

*Rolf Gennrich, Georg Spöttl, Bruri Triyono, and Mohd Yusoff Abu Bakar*  
Chief Editors, Issue 11

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