

## APPLICATION

1. The course fees are **fully sponsored** by the Government of Malaysia.
2. Applications should be made using the prescribed MTCP forms available at <https://www.kln.gov.my/documents/8390448/8392184/MTCP+2022++APPLICATION+FORM.pdf/31506fe1-acea-44d1-88a2-7b4227e6bd2a>
3. MTCP application forms can also be obtained from the nearest Malaysian Embassy/High Commission in recipient countries.
4. All application forms must be duly completed and endorsed by the Ministry of Foreign Affairs or National Focal/Aid Coordinator Agency in the respective countries and submitted **ONLY** through the diplomatic channel via the Embassy/High Commission of Malaysia
5. **Only successful applicants will receive the Official Invitation notification one (1) week from the course date, by the Training Institute via email.**

**CLOSING DATE OF NOMINATION**

**1<sup>st</sup> JULY 2022**



## TRAINING INSTITUTION

Universiti Tun Hussein Onn Malaysia (UTHM) is a public university located in Batu Pahat, Johor Malaysia. It was formerly known as Institute Teknologi Tun Hussein Onn (ITTTHO) and Kolej Universiti Teknologi Tun Hussein Onn Malaysia (KUITTTHO). UTHM committed to generate and disseminate knowledge in order to meet the needs of the industry and the community and to nurture creative and innovative human capital, based on the tauhidic paradigm.

Centre for Continuous Learning and APEL (PPBA) is a lifelong learning provider in UTHM. PPBA provides various opportunities of lifelong learning and professional development programmes for local, national and international community.

Among the programmes offered include short-term courses, long-term courses and part-time master programmes.

### CONTACT DETAILS

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**MALAYSIAN TECHNICAL  
COOPERATION PROGRAMME**

**TVET- PROFESSIONAL EDUCATORS  
ENHANCEMENT PROGRAMME (PEEP):**

**SKILL DEVELOPMENT IN THE**

**TIME OF COVID-19**

**Date : 1<sup>st</sup> August 2022 – 5<sup>th</sup> August 2022**

**Time: 9:00 am – 17:00 pm Malaysia (GMT +8)**

### ABOUT MTCP

The Malaysian Technical Cooperation Programme (MTCP) was officially launched on 7 September 1980 at the Commonwealth Heads of State Meeting in New Delhi, India, to signify Malaysia's commitment to the South-South Cooperation, in particular, the Technical Cooperation among Developing Countries (TCDC).

The MTCP emphasizes on the development of human resources through the provision of training in various areas which are essential for a country's development such as agriculture, economy, finance, public management and administration, science & technology and ICT, health diplomacy, safety and security including cyber security, cultural diplomacy, social development, environment-related to SDG2030, education, industrial and technical training. Annually, Malaysia offered more than 60 technical and capacity-building programs under the MTCP, which have benefited more than 35,500 participants from 144 countries.

### OBJECTIVES OF MTCP

1. To share the development experience with other countries;
2. To strengthen bilateral relations between Malaysia and other developing countries;
3. To promote South-South Cooperation (SSC); and
4. To promote technical cooperation among Developing Countries.

## COURSE OVERVIEW

TVET Professional Educator Enhancement Programme (PEEP) is a 30-hour, or five (5) days training programme designed by TVET professional educators for the enhancement of collegial TVET educators. The aim of the programme is to empower educators in the TVET teacher education in its support to empowering nations to develop a sustainable education. The development of the programme was underpinned by the concept of educators as life-long learners under the foundation of transformative learning on adult learners by Jack Mezirow. The idea behind Mezirow's theory is that to nurture learning, educators themselves must understand how learning should happen in current situation so that educators can maximize their efforts and create classrooms where learners can thrive. In the educational context, educators then should continuously enhance themselves by continuously learning to ensure their thinking and practice are at the time are professionally 'current'.

In the 21st century teaching and learning scenario, TVET educators are encouraged to be empowered by the four pillars of education developed by UNESCO in 1996. They are learn to know, learn to do, learn to be, and learn to live together. However, as the pandemic that stroke in the early 2020, TVET educators are forced to rethinking learning as part of maneuvering the four pillars into a more flexible and adaptable ways of learning which are more compatible with the current pandemic situation. The new education is so called the Common Movement promotes learners to; learning to study, enquire, and construct together, learning to collectively mobilize (in mind, heart, and knowledge), learning to live in a common world, and learning to attend and care. These new movement of education are aligned with Mezirow's theory where learners are required to expose to new scenarios to identify and learn new perspectives, question individual's own thinking and lead critical views, create intellectual discourse, and use transformative learning in classrooms.

The training programme consists of three fundamental yet important modules for the enhancement of educators following Mezirow's Transformative Learning theory and UNESCO's Common Movement Education as elaborated earlier. The first module Heutagogy and Cybergogy in the 21st Century expose TVET educators to new perspectives in pedagogy and didactical TVET teaching. The second module Inventive Problem-Solving Skills for Edu 4.0 Educators question individual's own thinking and lead TVET educators to criticize scenarios and educational views using their higher order thinking skills. Finally, the third session, the Enhancement for International and Mobility of Educators collectively brings TVET educators mobilize in the work of each other by emphasizing a collaborative work between each nation through intellectual discourse in a professional international standard and environment.

## TRAINING METHODOLOGY

An integrated teaching and learning methodology which include interactive online activities, discussions, simulation exercise and group work on assignment and case study. This course will be fully conducted in English.

### EXPECTED OUTCOME

At the end of course, the participants should be able to:

- Design integrating teaching and learning approach in TVET.
- Apply the systematic problem solving for TVET future occupational setting.
- Enhance international and mobility of TVET Educators.

### MONITORING AND EVALUATION METHOD

- Presentation: 20%
- Participation in online class: 50%
- Assignments and Report: 30%

### COURSE OUTLINE

#### 1.0 Heutagogy and Cybergogy in 21st Century Teaching and Learning

- 1.1 PAH Continuum and Self-determined Learning
- 1.2 Integrating Heutagogy and 21st Century Teaching and Learning
- 1.3 Design the teaching and learning based on heutagogy and 21st century learning skills

#### 2.0 Inventive Problem-Solving Skills for Edu 4.0 Educators

- 2.1 Transversal skills for 21st Century
- 2.2 TRIZ, Structured Problem-Solving Process, Basic Concepts of TRIZ
- 2.3 Function Analysis, Cause & Effect Chain Analysis, Trimming
- 2.4 Engineering Contradiction, Contradiction Matrix, System Parameters, Inventive Principles
- 2.5 S-curve, Trends of Engineering System Evolution

#### 3.0 Enhancement for International and Mobility of Educators

- 3.1 Bi-lateral and Multi-lateral Relations & Global Educators
- 3.2 International Mobility for Educators
- 3.3 Professionalism and Ethics in the International Standards

## COURSE OBJECTIVES

This course is designed to assist participants to be able to:

- Creating a diversity of teaching methodologist to enhance TVET professional sustainable development.
- Establish a profile of TVET Educators to be used as reference within and outside institutions.
- Engage the TVET Educators between ASEAN Countries in to strengthen the networking in supporting TVET field.

### TARGETED PARTICIPANTS

The participants should be nominated by their government having the following prerequisites:

- TVET educators, lecturer, teacher, and instructor from TVET institutions/colleges/schools.
- Have a good command of spoken and written English.
- Ability to use online platform; zoom, google meet, Microsoft team.
- Ability to work independently and in groups.

### NOTE

- All participants need to prepare a presentation related to enhance TVET professional sustainable development.
- UTHM is one of Training Institution offered of Malaysian Technical Cooperation Programme (MTCP) scholarship.

