

Exploring best practices of Technical and Vocational Education and Training (TVET) teachers in the 4th Industrial Revolution (4IR)

ABSTRACT

This paper explores the best practices among TVET teachers in the 4th Industrial Revolution in line with the implementation of the Strategic Plan of Transformation in Vocational Education (SPTVE) 2011-2025. Two case studies from two technical institutions that offer Technology Electronic Courses were conducted. A total number of 16 TVET teachers with more than five years of teaching experience were selected purposively for the study. Data gathered from a semi-structured interview indicated that some considerations about best practices are related to the application of visualization methods, accelerated learning approach, the strength of a teacher, applications of projects, knowledge sharing, students-centered-learning and guided learning and the use of real equipment or tools. While keeping up with best practices is illustrated in the utilization of the internet and mass media, information digging activities, joining seminars, and sharing experiences for a real-life situation. It is suggested that TVET teachers begin to model best practices applied during SPTVE implementation and embed content and teaching principles in the classroom instruction.

Keyword: TVET; Best practices; 4th Industrial Revolution; SPTVE 2011-2025