**ACDEVEG 2018 National Conference on VET Teaching & VET Teacher Education**

***Building confidence in VET Practice, 6-7 December 2018***



**Proposal template: Presentation of original research**

on issues and topics on VET teaching or VET teacher education.

Conference web-site: <https://federation.edu.au/acdeveg2018>

Please note: The paper presentation session is likely to be 30 minutes long: 20 minutes for the presentation and 10 minutes for questions from the audience.

Please complete this template and email it as a Word attachment to acdeveg2018@federation.edu.au by **Friday August 10th (extended deadline)**

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| **Your details:** |
| *Your name:* |
| *Your email address and phone number:* |
| *Name of your organisation:* |
| *Your position in the organisation:* |
| *Names and affiliations of others involved in this proposal:* |
| *100 word biographical notes for the presenter and each of the presenting team:* |
| **The proposal template: (an example is provided below)**  |
| 1. Title of the paper (*Note: This must have relevance to the conference theme*)
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| 1. Abstract - 300 words addressing the following points.*(Example is provided overleaf)*
	1. A two to three sentence summary of the paper
	2. The research question(s) being investigated
	3. The rationale for this research
	4. Methodology
	5. Summary of key findings/ emerging findings
	6. Potential significance of the findings and for what/whom
	7. Up to 5 key scholarly references
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| ***Example of a paper proposal*** **Title: What makes a good VET teacher? Students’ views**1. Two to three sentence summary: This paper provides an insight into what vocational education and training (VET) students in the VET sector think makes a good VET teacher or trainer. The information was gathered in mid-2015 from focus groups of students, undertaken as part of a research project on VET teacher qualifications and teaching quality.
2. The research question: The question for the paper is: ‘What do student think are the attributes and practices of good VET teachers?’
3. Rationale: While student views are not the only consideration to take into account in determining what makes a good VET teacher, they should be heeded. As the point of VET teaching is for students to learn, students have an informed and unique view about whether the teaching is effective in that respect.
4. Research methodology: The methodology consisted of three focus groups of VET students (n=18), at three different sites in Victoria (public and private). Several industry areas and qualification levels were covered. A range of questions were asked about both good and bad VET teaching/training and assessment practices.
5. Key findings: The students wanted teachers to be professional and organised, to enjoy teaching, and to have a deep and expert knowledge of the topic. Industry currency was important, as was an ability to explain concepts. Students wanted teachers to have firm classroom management skills. They wanted teachers who did not waste class time and who taught, rather than simply facilitating. They said good teachers were rigorous in their assessments and did not make it too easy to pass.
6. Potential significance: Knowing about what students think makes for good teaching will help teachers and RTO managers adapt practices to improve student learning. There are implications for the content of VET teaching qualifications.
7. Up to five scholarly references:

Loo, S. (2014). Placing ‘knowledge’ in teacher education in the English further education sector: An alternative approach based on collaboration and evidence-based research. *British Journal of Educational Studies*, 62(3): 337-354.Orr, K. (2013). Culture, colleges and the development of ideas about teaching in English further education. *Research in Post-Compulsory Education*, 18(4): 377-388.Smith, E., Yasukawa, K. & Hodge, S. (2015). Australian VET teacher education: What is the benefit of pedagogical studies at University for VET teachers? *TVET@Asia*, 5. [www.tvet-online.asia](http://www.tvet-online.asia)Walls, S.N. (2014). *Preparing to teach in TAFE: A curriculum inquiry into initial teacher education in the Victorian Technical and Further Education system.* Unpublished thesis. Melbourne, Australia: University of Melbourne. |