

MVEAR 4.0

Master in Vocational Education Applied Research 4.0

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Master in Vocational Education Applied Research 4.0

- 3 Years - Blended Learning
- Postgraduate Award in Vocational Education Applied Research 4.0
- Postgraduate Certificate in Vocational Education Applied Research 4.0
- Postgraduate Diploma in Vocational Education Applied Research 4.0
- Master in Vocational Education Applied Research 4.0

<https://www.mcast.edu.mt/course/1093>



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Entry Requirements

Postgraduate Award in Vocational Education Applied Research 4.0

Post Graduate Certificate in Vocational Education Applied Research 4.0

- Be a full-time academic member of staff at the MCAST
- Or / Be a full-time academic member of staff in another vocational education institution
- Or / Be in possession of a Bachelor's Degree in the relevant subject area.



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Programme Learning Outcomes

- **Learning Outcome 1:** A systematic understanding of knowledge and a critical awareness of the disciplinary-based perspectives of the field of education in general and Further and Higher Vocational Education.
- **Learning Outcome 2:** A comprehensive understanding of techniques applicable to the teaching profession within the context of Vocational, Further and Higher Education environment.



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Programme Learning Outcomes cont...

- **Learning Outcome 3:** An originality in the application of knowledge showing how established, researched and newly discovered techniques can be used to advance their knowledge and understanding, as well as further develop their teaching-learning skills to propose new innovative effective high level approaches reflecting the challenges of the 4th Industrial Revolution.



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Programme Learning Outcomes cont...

- **Learning Outcome 4:** A conceptual understanding that enables the learner:
 - To evaluate critically current education research and advanced studies on the scholarship of teaching and learning with special focus on the requirements of the emerging Vocational Education 4.0 ;
 - To evaluate and critique methodologies through grounded research cycles in vocational contexts;
 - To propose new hypothesis / models promoting the scholarship of teaching and learning



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Units

1. The Reflective Professional: Creating Knowledge in Action
2. Educational Psychology 4.0: Harnessing the Potential of All
3. Social Inclusion and Equity for the 4th Industrial Revolution
4. Teaching Learning and Assessment in Further and Higher Vocational Education
5. Engaging with Digital Education toward Industry 4.0
6. Teaching for Employability
7. Building Quality Teaching and Learning Supported by a Quality Management System
8. Area Specialisation Part 1



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Units

9. Area specialisation Part 2
10. Andragogy in Practice in a Work Based Learning Context
11. Andragogy in Practice in an Industrial Context
12. The Contribution of a Dynamic Curriculum to the Process of Education
13. Fundamentals of Research for Innovation in Vocational Education 4.0
14. Policy and Practices in Education for the 21st Century
15. Mentoring the Self: Emotional and social Intelligence
16. Mentoring beyond the Classroom: continuous and Professional Growth
17. Group Projections Work-Place Environment
18. Thesis



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Study/Course Delivery

- Weekend Schools
 - Rationale: The delivery strategy is through blended approaches of Team Teaching, Team Assessment and Collaborative Learning aiming to create a dynamic and interactive learning environment.
 - This delivery strategy provides tutors with ways of exhibiting different positions and perspectives within and across disciplines, inspiring new research ideas while building on a learner-centred strategy aiming to increase active and peer-to-peer learning.
- Blended Approach:
 - 6 Weekend Schools spread over 2 years
 - On-line Learning.



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Further Reading

Policy Paper – The importance of transversal skills and competences for young people in a modern Europe

<https://www.eskills.europa.eu/eskills-10-years-on-and-competences-for-the-future-of-europe>

International Conference on Education and Educational Psychology (ICEEP 2021)
Study of Emotional Intelligence and Learning Strategies: Romanian Perspective,
Fatima Stăvilă-Măhăuțel

<https://www.iceep2021.com/abstracts/abstracts-2021-04-29-30-2021>

<https://doi.org/10.21203/rs.3.rs-1200000/v1>



Weekend School Assignments

- Rationale:
 - Assignment titles are thematic, designed to cover the discipline areas covered during weekend schools.
 - Individual / group assignments
 - Six assignments
 - One assignment per weekend school of approximately 6,000 words



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Teaching Practice Assessment

- Rationale:
 - Teaching practice shall take a critical friend approach and is intended to continuously improve one's practice, industry experience and professional growth through the guidance of an assigned mentor.
 - Teaching practice shall be assessed as follows:
 - Portfolio
 - As an integrated component in the respective weekend-school assignment
 - Up to three observation visits per year.
- Thesis
 - Thesis of 20,000 words in the final year.



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Questions



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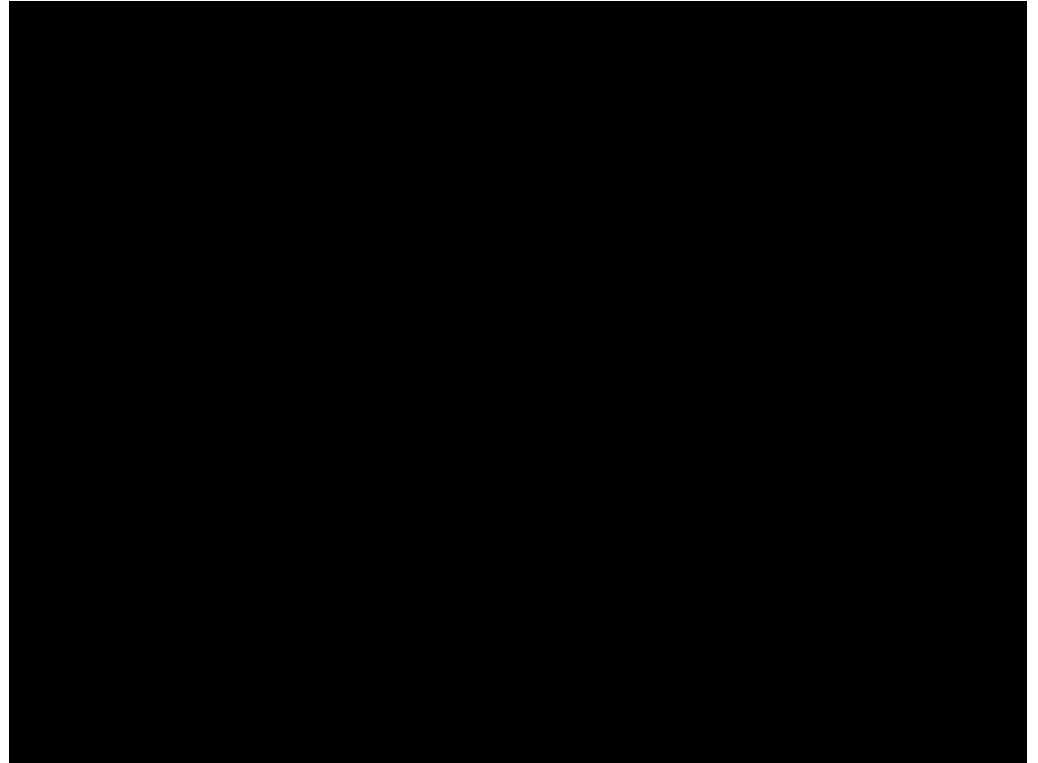
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Malta, the First Nation State to deploy Blockchain in Education Pilots



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Education perspective: Parallel pilots at three institutions

- On 22nd September 2017, MEDE signed a contract with LM (Learning Machine) to implement pilots at:
 - Malta College for Arts Science and Technology (MCAST),
 - the Institute for Tourism Studies (ITS) and
 - the National Commission for Further and Higher Education (NCHFE)



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MCAST Diplomas & Degrees

LM provides MCAST an issuing workspace to design diploma templates, approve recipient lists, and issue digital diplomas to graduates through an opt-in process.

Recipients who choose to receive their diploma in this format can share them online or directly with others (schools, employers, etc.) in a format that can be independently verified as authentic.

MCAST benefits from fraud protection and a new form of marketing & analytics that arise from the sharing of these digital diplomas.



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[Certificate example](#)

Benefits for Learners

- Joint-ownership of credentials.
- Self-sovereignty.
- Privacy & Protection of identity.
- Transparency.
- Security.
- Flexibility.
- Future-Proof.
- Scalability.



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Benefits for Education Institutions

- Trust.
- Flexibility.
- Value-add / differentiation to learners.
- Lower administrative costs.
- New means of recognising credentials.



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Benefits for Employers & Third parties needing to verify a Learner's credentials

- Reassurance & Proof of Ownership.
- Speed.



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Benefits for Policy-Makers

- New Approaches to Identity and Student Records.
- New Pedagogy.
- New Thinking of Education Costs.
- New Thinking on the Meta-University.



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Questions



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