

The background is a light gray gradient. It is decorated with numerous realistic water droplets of various sizes, some with highlights and shadows, giving them a 3D appearance. In the center, there is a faint, large, circular pattern that resembles a fingerprint or a series of concentric ripples.

MODULE: OCCUPATION AND LEARNING PROCESS

**LEARNING UNIT1: MATCH LEARNING PROCESS
WITH OCCUPATION**

OCCUPATION AND LEARNING PROCESS

❖UNIT 1:MATCH LEARNING PROCESS WITH OCCUPATION

- ORIENT THE TRAINEES TO DISCOVER THEIR TALENTS, INTERESTS,STRENGTHS AND WEAKNESSES
- ENGAGE TRAINEE IN LEARNING PROCESS
- DESCRIBE THE ASSESSMENT PROCEDURES.



OCCUPATION AND LEARNING PROCESS

❖ *UNIT2: DEVELOP ACTION PLAN TO MEET OCCUPATION STANDARDS*

- SET OWN LEARNING GOALS
 - DEVELOP ACTION PLAN
 - SELF-EVALUATE AND REFLECT ON LEARNING ACHIEVEMENT
- 

OCCUPATION AND LEARNING PROCESS

❖UNIT3:RELATE OCCUPATION WITH LABOR MARKET DEMAND

- DESCRIBE THE MAIN/MAJOR ELEMENTS OF OCCUPATION.
- EXPLAIN ABOUT ONE'S QUALIFICATION .
- LINK ONE'S QUALIFICATION WITH LABOR MARKET.

BEWARE COVID19 IS REAL...KILLS!

- *FIRST OF ALL...*
- •WEAR YOUR FACE MASK ALL THE TIME APPROPRIATELY.
- •USE HAND GLOVES BEFORE TOUCHING MATERIALS DURING ACTIVITIES (IF PREFERABLE).
- •USE THE SAME CHAIR DURING THE WHOLE DAY.
- •USED MATERIALS WILL BE PUT ON A SEPARATE TABLE TO BE CLEANED IF NECESSARY.
- •COUGH IN YOUR ELBOW.
- •WASH HANDS BEFORE AND AFTER EATING AND WHENEVER DEEMED NECESSARY OFTENLY.
- •THERE IS HAND SANITIZER AVAILABLE.
- •YOU ARE RESPONSIBLE FOR YOUR OWN BEHAVIOR!

CONCEPTS

- **CAREER**

- a career is an individual's way of life through learning, work and other aspects of living.
- The evolving sequence of person's work experiences overtime. More definitions needed
- (arthur, hall & laurence 1989).
- it is also the sequence and variety of work roles (paid and unpaid), which one undertakes throughout a lifetime to actualize one's potential; career includes life roles, leisure activities, learning and work.

CONCEPTS

- ***PROFESSION:***

- a profession is an occupation founded upon specialized educational training formally or informally.

- ***OCCUPATION:***

- it is a usual or principal business, calling, trade or work a person is engaged in earning a living.

- ***WORK VALUES:***


- these are beliefs and ideas that are related to your occupation or job. work values influence the choice of occupations or jobs. for example, one can choose a low paying job than a high paying job due to work values.

CONCEPTS

- ***CAREER CHOICE***
- it is the process of prioritizing career paths among the many alternatives.
- The selection of a vocation / profession on the basis of such factors as parental guidance, trial on part-time jobs, training opportunities, personal interests, ability tests, job market, among others.



REQUIREMENTS FOR A DESIRED GRADUATE

- KNOWLEDGE
 - ENGINEERING SKILLS
 - RIGHT ATTITUDES
- 

MOTIVATION TO LEARN

- MOTIVATION IS A CONDITION THAT ACTIVATES AND SUSTAINS BEHAVIOR TOWARD A GOAL. IT IS CRITICAL TO LEARNING AND ACHIEVEMENT ACROSS THE LIFE SPAN IN BOTH INFORMAL SETTINGS AND FORMAL LEARNING ENVIRONMENTS.

- LEARNERS' BELIEFS AND VALUES

LEARNERS' IDEAS ABOUT THEIR OWN COMPETENCE, THEIR VALUES, AND THE PREEXISTING INTERESTS THEY BRING TO A PARTICULAR LEARNING SITUATION ALL INFLUENCE MOTIVATION.

MOTIVATION TO LEARN

SELF-EFFICACY

WHEN LEARNERS EXPECT TO SUCCEED, THEY ARE MORE LIKELY TO PUT FORTH THE EFFORT AND PERSISTENCE NEEDED TO PERFORM WELL. ACCORDING TO PSYCHOLOGIST ALBERT BANDURA , WHO ORIGINALLY PROPOSED THE CONCEPT IN 1977 ,IS A PERSONAL JUDGEMENT OF HOW WELL OR POORLY A PERSON IS ABLE TO [PERFORM A SPECIFIC TASK , OR]COPE WITH A GIVEN SITUATION BASED ON THE SKILLS THEY HAVE AND CIRCUMSTANCE THEY FACE.

EXAMPLE : A STUDENT WHO FEELS CONFIDENT THAT SHE WILL BE ABLE TO LEARN THE INFORMATION AND DO WELL ON A TEST.

MOTIVATION TO LEARN

- VALUES

LEARNERS MAY NOT ENGAGE IN A TASK OR PERSIST WITH LEARNING LONG ENOUGH TO ACHIEVE THEIR GOALS UNLESS THEY VALUE THE LEARNING ACTIVITIES AND GOALS. *EXPECTANCY-VALUE THEORIES* HAVE DRAWN ATTENTION TO HOW LEARNERS CHOOSE GOALS DEPENDING ON THEIR BELIEFS ABOUT BOTH THEIR ABILITY TO ACCOMPLISH A TASK AND THE VALUE OF THAT TASK.


MOTIVATION TO LEARN

- INTEREST

LEARNERS' INTEREST IS AN IMPORTANT CONSIDERATION FOR EDUCATORS BECAUSE THEY CAN ACCOMMODATE THOSE INTERESTS AS THEY DESIGN CURRICULA AND SELECT LEARNING RESOURCES.



MOTIVATION TO LEARN

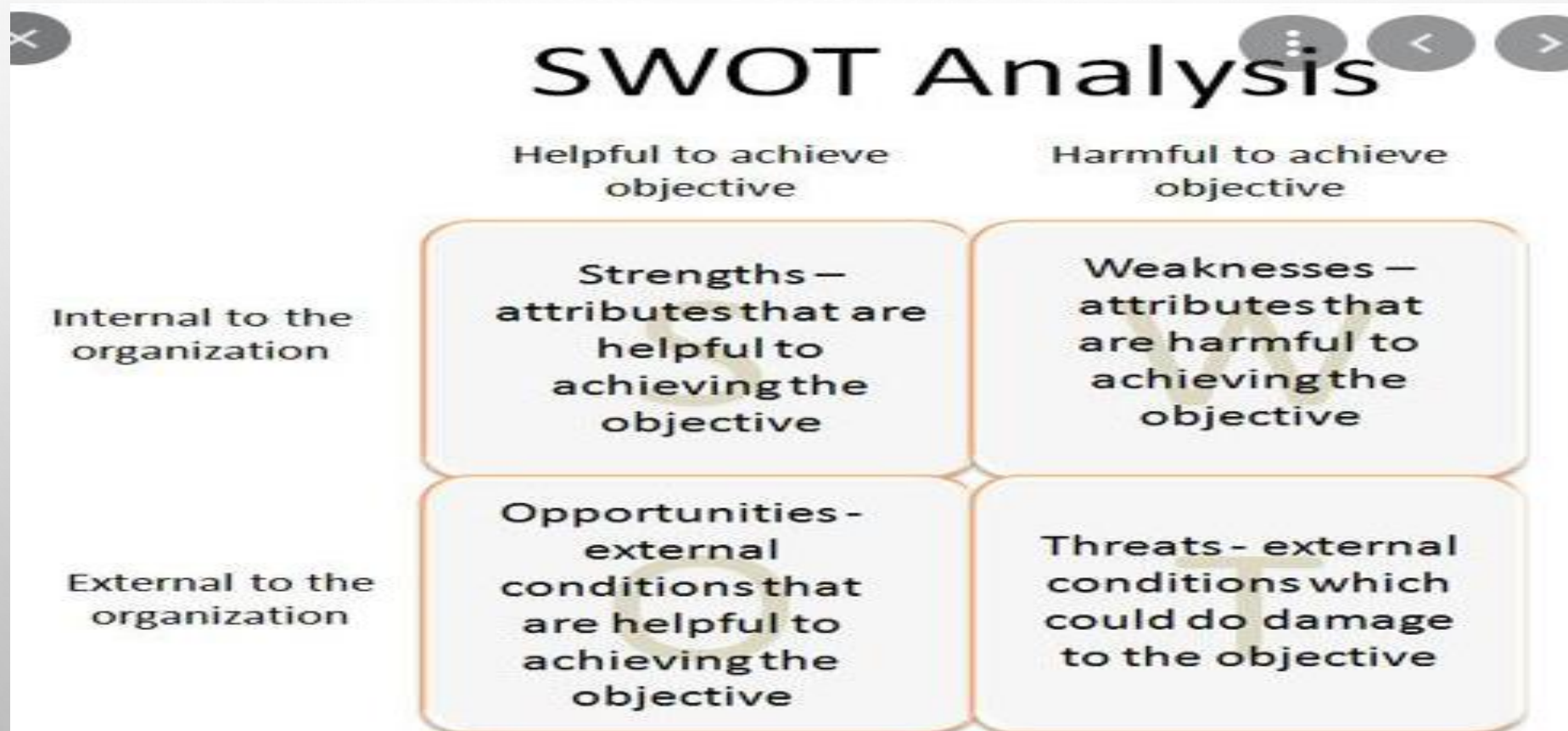
- EXTERNAL REWARDS
 - THE EFFECT OF EXTERNAL REWARDS ON INTRINSIC MOTIVATION IS A TOPIC OF MUCH DEBATE. EXTERNAL REWARDS CAN BE AN IMPORTANT TOOL FOR MOTIVATING LEARNING BEHAVIORS, BUT SOME ARGUE THAT SUCH REWARDS ARE HARMFUL TO INTRINSIC MOTIVATION IN WAYS THAT AFFECT PERSISTENCE AND ACHIEVEMENT.
- 

MOTIVATION TO LEARN

- THE IMPORTANCE OF GOALS

GOALS—THE LEARNER’S DESIRED OUTCOMES—ARE IMPORTANT FOR LEARNING BECAUSE THEY GUIDE DECISIONS ABOUT WHETHER TO EXPEND EFFORT AND HOW TO DIRECT ATTENTION, FOSTER PLANNING, INFLUENCE RESPONSES TO FAILURE, AND PROMOTE OTHER BEHAVIORS IMPORTANT FOR LEARNING

SWOT FOR TRAINEE AND TEACHER IN OCCUPATION



THE STRENGTH-BASED APPROACH

THE STRENGTH-BASED APPROACH HAS ITS FOUNDATION IN SOCIAL WORK. THE STRENGTH-BASED APPROACH IS A “WORK PRACTICE THEORY” WHICH FOCUSES ON AN INDIVIDUALS’ SELF-DETERMINATION AND STRENGTH (STRENGTHS-BASED MODELS IN SOCIAL WORK; MCCASHEN (2005)).(THE STRENGTH-BASED APPROACH IS FOCUSING ON THE POSITIVE ATTRIBUTES, OF A PERSON OR A GROUP, RATHER THAN THE NEGATIVE. THERE ARE MULTIPLE WAYS IN WHICH THE STRENGTH-BASED APPROACH IS APPLIED. THE STRENGTH-BASED APPROACH CAN BE APPLIED IN LEADERSHIP, COUNSELING, COMMUNITY AND SOCIAL WORK, PEDIATRICS, AND MUCH MORE.

CONT

- WHAT IS A STRENGTH-BASED APPROACH? (INCL. ACTIVITIES AND ...
- [HTTPS://POSITIVEPSYCHOLOGY.COM/STRENGTHS-BASED-INTERVENTIONS](https://positivepsychology.com/strengths-based-interventions)
- THE STRENGTH-BASED APPROACH IS A “WORK PRACTICE THEORY” WHICH FOCUSES ON AN INDIVIDUALS’ SELF-DETERMINATION AND STRENGTH (STRENGTHS-BASED MODELS IN SOCIAL WORK; MCCASHEN (2005)).

PRINCIPLES OF THE STRENGTH-BASED APPROACH

- THERE ARE 9 GUIDING PRINCIPLES THAT SERVE AS THE FOUNDATION OF THE STRENGTH-BASED APPROACH.
- 1. EVERYONE POSSESSES A UNIQUENESS THAT HELPS HIM OR HER EVOLVE AND MOVE ALONG HIS OR HER JOURNEY. THESE UNIQUE CHARACTERISTICS CAN BE EITHER:
 1. POTENTIAL
 2. STRENGTHS
 3. CAPABILITIES

PRINCIPLES OF THE STRENGTH-BASED APPROACH

2. WHAT RECEIVES ATTENTION OR FOCUS BECOMES WHAT WE (OR THE CLIENT) STRIVE(S) FOR AND EVENTUALLY BECOMES A REALITY.
3. BE CAREFUL WITH YOUR WORDS AND LANGUAGE. OUR LANGUAGE CREATES OUR (AND OUR CLIENT'S) REALITY.
4. BE CAREFUL WITH YOUR WORDS AND LANGUAGE. OUR LANGUAGE CREATES OUR (AND OUR CLIENT'S) REALITY.
5. ACCEPT CHANGE, LIFE AND OUR WORLD ARE EVER-EVOLVING; DON'T RESIST.
6. SUPPORT OTHERS AS AUTHENTICALLY AS YOU CAN. YOU WILL SEE THAT YOUR RELATIONSHIPS ARE DEEPER AND MORE MEANINGFUL.
7. THE PERSON OR CLIENT IS THE STORY-TELLER OF THEIR OWN STORY.

PRINCIPLES OF THE STRENGTH-BASED APPROACH

8.BUILD UPON WHAT YOU KNOW AND EXPERIENCE TO DREAM OF THE FUTURE.

9.CAPACITY BUILDING HAS MULTIPLE FACETS AND ORGANIZATION. BE FLEXIBLE.


10.BE COLLABORATIVE. BE ADAPTIVE AND VALUE DIFFERENCES (HAMMOND, 2010)



WHAT IS LEARNING PROCESS

LO1.2

A **PROCESS** THAT PEOPLE PASS THROUGH TO ACQUIRE NEW KNOWLEDGE AND SKILLS AND ULTIMATELY INFLUENCE THEIR ATTITUDES, DECISIONS AND ACTIONS.



CONT

- **ENGAGING STUDENTS IN LEARNING**

RESEARCH HAS DEMONSTRATED THAT ENGAGING STUDENTS IN THE LEARNING PROCESS INCREASES THEIR ATTENTION AND FOCUS, MOTIVATES THEM TO PRACTICE HIGHER-LEVEL CRITICAL THINKING SKILLS, AND PROMOTES MEANINGFUL LEARNING EXPERIENCES. INSTRUCTORS WHO ADOPT A STUDENT-CENTERED APPROACH TO INSTRUCTION INCREASE OPPORTUNITIES FOR STUDENT ENGAGEMENT, WHICH THEN HELPS EVERYONE MORE SUCCESSFULLY ACHIEVE THE COURSE'S LEARNING OBJECTIVES.

PROMOTING STUDENT ENGAGEMENT THROUGH ACTIVE LEARNING

ACTIVE LEARNING REQUIRES STUDENTS TO PARTICIPATE IN CLASS, AS OPPOSED TO SITTING AND LISTENING QUIETLY. HANDS-ON ACTIVITIES, AND EXPERIENTIAL LEARNING EVENTS. AS YOU THINK OF INTEGRATING ACTIVE LEARNING STRATEGIES INTO YOUR COURSE, CONSIDER WAYS TO SET CLEAR EXPECTATIONS, DESIGN EFFECTIVE EVALUATION STRATEGIES, AND PROVIDE HELPFUL FEEDBACK.

LEADING DYNAMIC DISCUSSIONS

WHILE “GOOD” DISCUSSIONS CAN BE A POWERFUL TOOL FOR ENCOURAGING STUDENT LEARNING, SUCCESSFUL DISCUSSIONS RARELY HAPPEN SPONTANEOUSLY. PREPARING AHEAD OF TIME WILL HELP YOU DELINEATE A CLEAR FOCUS FOR THE DISCUSSION AND SET WELL-DEFINED PARAMETERS. THIS WILL ENABLE THE CLASS TO ADDRESS IMPORTANT TOPICS FROM MULTIPLE PERSPECTIVES, THUS INCREASING STUDENTS’ CURIOSITY FOR, AND ENGAGEMENT WITH, COURSE CONTENT.

TEACHING WITH TECHNOLOGY

IN-CLASSROOM TECHNOLOGIES — PODIUM-BASED COMPUTERS, WIRELESS, REAL-TIME RESPONSE SYSTEMS (E.G., CLICKERS) AND WEB-BASED TOOLS (E.G., BLOGS, ONLINE FORUMS, WIKIS, PODCASTS, ETC.) — CONTINUE TO CHANGE RAPIDLY. THESE TOOLS HAVE A HIGH POTENTIAL FOR SUPPORTING STUDENT LEARNING IN CREATIVE AND INNOVATIVE WAYS WHEN PROPERLY ALIGNED WITH THE INSTRUCTOR'S LEARNING OBJECTIVES AND COURSE CONTENT.




CHARACTERISTICS OF ENGAGED TRAINEE

1. PARTICIPATION

NATURALLY, STUDENTS WHO ARE ENGAGED WILL BE PARTICIPATING IN YOUR CLASS.

2. PRIDE

ENGAGED STUDENTS WILL TAKE PRIDE IN THE QUALITY OF THE WORK THEY PRODUCE — THEY'LL BE PROUD OF ACCOMPLISHMENTS AND INVESTED IN THEIR OWN LEARNING OUTCOMES.



CHARACTERISTICS OF ENGAGED TRAINEE

- **3. PROACTIVITY**

IF YOU SEE SIGNS OF STUDENTS BEING PROACTIVE WITH THEIR OWN LEARNING, THIS IS ANOTHER INDICATOR OF ENGAGEMENT.

4. PASSION

- PASSION IN LEARNING WILL LOOK LIKE GENUINE ENTHUSIASM AND JOY FOR THE SUBJECT OR ACTIVITY.



CHARACTERISTICS OF ENGAGED TRAINEE

5. PATIENCE

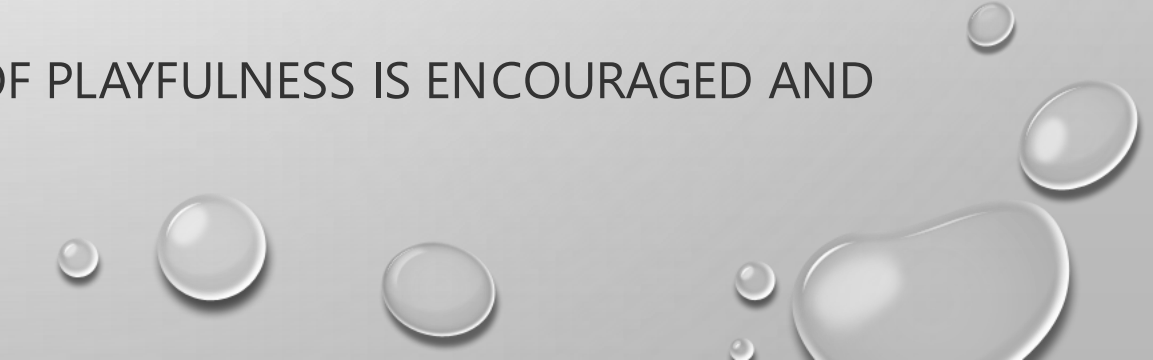
STUDENTS WHO ARE ENGAGED IN THE CLASSROOM WILL EXHIBIT MORE PATIENCE — FOR UNDERSTANDING THE TOPICS, FOR THEMSELVES AND FOR THEIR CLASSMATES.

6. PEACE

PEACE AND QUIET — AN ELUSIVE SIGHT IN MANY CLASSROOMS! BUT IT'S DEFINITELY ATTAINABLE. STUDENTS WHO ARE ENGAGED WILL BE FOCUSED AND HAPPY TO BE INVOLVED IN CLASSROOM ACTIVITIES.

7. PLAYFULNESS

NO MATTER THE GRADE LEVEL, A CERTAIN DEGREE OF PLAYFULNESS IS ENCOURAGED AND DEFINITELY AN INDICATOR OF ENGAGEMENT.



CHARACTERISTICS OF ENGAGED TRAINEE

- **INCREASED STUDENT ENGAGEMENT = EASIER CLASSROOM MANAGEMENT**

CHARACTERISTICS OF ENGAGED TRAINEE

- COMMITTED
- ATTENTIVE
- PERSISTENT
- CONNECTED

ASSESSMENT

ASSESSMENT: **ASSESSMENT** IS THE PROCESS OF GATHERING AND ANALYSING INFORMATION IN ORDER TO GUIDE AND MAKE JUDGEMENTS ABOUT STUDENTS' LEARNING IN RELATION TO CURRICULUM GOALS AND STANDARDS. ... IT ALSO OUTLINES ALL ASSESSABLE TASKS AND OTHER REQUIREMENTS THAT MUST BE SUCCESSFULLY COMPLETED BY STUDENTS UNDERTAKING THE UNIT.

TYPES OF ASSESSMENT

- FORMATIVE ASSESSMENT(DONE DURING DELIVERING A MODULE)
- SUMMATIVE ASSESSMENT/INTEGRATED ASSESSMENT(DONE AT THE END OF MODULE)

ASSESSMENT TECHNIQUES


Types of Assessment Techniques

- Effective questioning
- Teacher observation
- Classroom Tests
- Discussions
- Presentation
- Marking pupil works



LEARNING OUTCOME 2.1: SET OWN LEARNING GOALS

GOAL SETTING IS A PROCESS THAT STARTS WITH CAREFUL CONSIDERATION OF WHAT **YOU** WANT TO ACHIEVE, AND ENDS WITH A LOT OF HARD WORK TO ACTUALLY **DO** IT. IN BETWEEN, THERE **ARE** SOME VERY WELL-DEFINED STEPS THAT TRANSCEND THE SPECIFICS OF EACH **GOAL**. KNOWING THESE STEPS **WILL** ALLOW **YOU** TO FORMULATE **GOALS** THAT **YOU CAN** ACCOMPLISH.



TYPES OF LEARNING GOALS

WHAT ARE LONG-TERM GOALS?

- **LONG-TERM GOALS** ARE GOALS THAT TAKE A LONG TIME TO ACCOMPLISH -- PERHAPS SEVERAL YEARS, OR EVEN DECADES. EXAMPLES OF LONG-TERM GOALS ARE THINGS LIKE BECOMING A CARPENTER, LEARNING FRENCH, OR STARTING A FAMILY.
- THESE GOALS CAN BE INTIMIDATING, SO IT CAN HELP TO BREAK THEM DOWN INTO A SERIES OF SHORT-TERM GOALS. THIS CAN MAKE CHALLENGING LONG-TERM GOALS SEEM MORE DO-ABLE.

CONT

- **SHORT-TERM GOALS** ARE THINGS THAT YOU CAN ACCOMPLISH IN THE NEAR FUTURE -- MAYBE IN THE NEXT YEAR, MONTH, WEEK, DAY, OR HOUR.
- THESE GOALS CAN HELP YOU ACHIEVE YOUR LONG TERM GOALS, WORKING AS STEPPING STONES TO BIGGER ACCOMPLISHMENTS.

HOW TO WRITE SMART GOALS

- HOW TO WRITE SMART GOALS
- UNCLEAR GOALS CAN BE DIFFICULT TO ACHIEVE SINCE YOU CAN'T ALWAYS TELL HOW TO ACCOMPLISH THEM. SMART GOALS TAKE AWAY THIS CONFUSION.
- **SMART** GOALS ARE:
- **S**PECIFIC
- **M**EASURABLE
- **A**CHIEVABLE
- **R**ESULTS-ORIENTED
- **T**IME-BASED

CONT


- FOR EXAMPLE:
- **UNCLEAR GOAL:** WORK OUT MORE.
- THE UNCLEAR GOAL IS DIFFICULT TO ACHIEVE, SINCE YOU CAN'T REALLY TELL HOW TO ACCOMPLISH IT. WHAT DOES "MORE" MEAN? WHAT DOES "WORK OUT" MEAN?
- **SMART GOAL:** RUN 3 KILOMETRES ON MONDAY, WEDNESDAY, AND FRIDAY EACH WEEK TO IMPROVE MY MOOD, ENERGY, AND CARDIOVASCULAR HEALTH.
- THE SMART GOAL, ON THE OTHER HAND, LAYS OUT AN ACTION PLAN. YOU DON'T NEED TO MAKE THE DECISION EVERY DAY OF HOW TO WORK OUT, AND TRACKING YOUR PROGRESS WILL BE EASY.

DEVELOP ACTION PLAN

- AN ACTION PLAN IS THE CORE OUTPUT OF STRATEGIC PLANNING AND SHOULD DETAIL CLEAR, CONCRETE STEPS TO REACH YOUR GOALS
- WHAT IS AN ACTION PLAN
- AN ACTION PLAN IS A CHECKLIST FOR THE STEPS OR TASKS YOU NEED TO COMPLETE IN ORDER TO ACHIEVE THE GOALS YOU HAVE SET.



COMPONENTS OF AN ACTION PLAN INCLUDE

- A WELL-DEFINED DESCRIPTION OF THE GOAL TO BE ACHIEVED
 - TASKS/ STEPS THAT NEED TO BE CARRIED OUT TO REACH THE GOAL
 - PEOPLE WHO WILL BE IN CHARGE OF CARRYING OUT EACH TASK
 - WHEN WILL THESE TASKS BE COMPLETED (DEADLINES AND MILESTONES)
 - RESOURCES NEEDED TO COMPLETE THE TASKS
 - MEASURES TO EVALUATE PROGRESS
- 



LEARNING OUTCOME 3.2: EXPLAIN ABOUT ONE'S QUALIFICATION

LEARNING OUTCOME 3.3: LINK ONE'S QUALIFICATION WITH LABOR MARKET

WHAT IS THE LABOR MARKET?

THE LABOR MARKET IS THE PLACE WHERE THE SUPPLY AND THE DEMAND FOR JOBS MEET, WITH THE WORKERS OR LABOR PROVIDING THE SERVICES THAT EMPLOYERS DEMAND.

