



COLLEGE OF INDUSTRIAL TECHNOLOGY
PROFED 012 - WORK-BASED LEARNING WITH EMPHASIS ON TRAINER'S METHODOLOGY 1

UNIVERSITY VISION

A leading University in advancing scholarly innovation, multi-cultural convergence, and responsive public service in a borderless Region.

UNIVERSITY MISSION

The University shall primarily provide advanced instruction and professional training in science and technology, agriculture, fisheries, education and other related fields of study. It shall also undertake research and extension services, and provide progressive leadership in its areas of specialization.

UNIVERSITY STRATEGIC GOALS

- Deliver quality service to stakeholders to address current and future needs in instruction, research, extension, and production
- Observe strict implementation of the laws as well as the policies and regulations of the University
- Acquire with urgency state-of-the-art resources for its service areas
- Bolster the relationship of the University with its local and international customers and partners
- Leverage the qualifications and competences in personnel action and staffing
- Evaluate the efficiency and responsiveness of the University systems and processes

PROGRAM OUTCOMES (PO) COMMON TO ALL PROGRAMS AND ITS RELATIONSHIPS TO INSTITUTIONAL OUTCOMES

A graduate of Sultan Kudarat State University can:	INSTITUTIONAL OUTCOMES (IO)						
	a	b	c	d	e	f	g
a. Articulate effectively and independently in multi-disciplinary and multi-cultural teams the latest development in the fields practiced such as Automotive, Architectural Drafting, Civil, Electrical, Electronics, Food and its allied discipline,	✓	✓		✓	✓	✓	✓
b. Lead in the promotion and preservation of Filipino historical and cultural heritage, social empowerment and environmental sustainability in a professional and ethical approach.	✓	✓	✓	✓	✓	✓	✓
c. Generate research-based information and technologies at par from international standards, and	✓	✓	✓	✓	✓	✓	✓
d. Promote and transfer knowledge and technologies for effective and efficient school-industry partnership	✓	✓	✓	✓	✓	✓	✓



1 COURSE CODE ProfEd 012

2 COURSE TITLE Work-Based Learning with Emphasis on Trainer's Methodology 1

3 PREREQUISITE None

4 CREDITS 3 units

5 COURSE DESCRIPTION

The Work-Based Learning with Emphasis on Trainer's Methodology 1 course is designed to equip students with the essential skills and knowledge required to effectively plan, design, and deliver training programs in work-based learning environments. The course focuses on adult learning principles, instructional strategies, and assessment techniques tailored to real-world workplace settings. Students will learn how to create comprehensive training plans, apply various teaching methods, and evaluate learner progress. Through practical demonstrations, case studies, and hands-on activities, students will develop the competencies necessary to become effective trainers and facilitators in diverse work environments.

6 COURSE LEARNING OUTCOMES (CLO) AND ITS RELATIONSHIPS TO PROGRAM OUTCOMES

Course Learning Outcomes (CLO)		Program Outcomes			
At the end of the course, a student can:		a	b	c	d
a.	Apply adult learning principles and effective training methodologies in a work-based learning environment.	✓	✓		✓
b.	Design and develop a comprehensive training program, including needs assessment, objectives, content, and assessment strategies.	✓	✓		✓
c.	Demonstrate the ability to deliver training sessions using appropriate instructional techniques and strategies.	✓	✓	✓	✓
d.	Evaluate learner performance and provide constructive feedback using outcome-based assessment methods.		✓	✓	✓
e.	Identify and address challenges in work-based learning environments, promoting a supportive and effective learning culture.	✓	✓	✓	✓

7 COURSE CONTENTS

WEEK	CONTENT	INTENDED LEARNING OUTCOMES (ILOs)	TEACHING AND LEARNING ACTIVITIES (TLA)	OUTCOMES-BASED ASSESSMENT (OBA)	COURSE LEARNING OUTCOMES (CLOs)
1	Course Orientation SKSU VMGO, Classroom Policies, Course Overview, Course Requirements, Grading System	At the end of the Orientation, the Learners can: a. discuss the University's VMGO, classroom policies, course overview, requirements and grading system	Discuss the VMGO of the University, the classroom policies, scope of the course, course requirements and grading system		
1-2	I. Introduction to Work-Based Learning	At the end of the Lesson, the Learners can:	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis	<ul style="list-style-type: none"> Practical Demonstration Training Program Design Project 	abcde

	<ul style="list-style-type: none"> • Definition, importance, and types of work-based learning • Role of the trainer in a work-based setting 	<ul style="list-style-type: none"> • Define work-based learning and identify its key components and importance in professional development. • Describe the role of the trainer in a work-based learning environment, including their responsibilities and key skills. • Compare different types of work-based learning (e.g., apprenticeships, internships, on-the-job training) and explain how they benefit both learners and employers. 	<ul style="list-style-type: none"> c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections 	<ul style="list-style-type: none"> • Case Study Evaluation • Peer and Self-Assessment • Reflection Paper/oral 	
3-4	II. Trainer's Methodology <ul style="list-style-type: none"> • Understanding adult learning principles • Different teaching strategies for the workplace • Designing training programs for work-based environments 	<p>At the end of the Lesson, the Learners can:</p> <ul style="list-style-type: none"> • Explain the principles of adult learning and how they apply to work-based learning environments. • Identify various training methodologies and select appropriate methods based on the learner's needs and the training context. • Demonstrate how to adapt instructional strategies for different learning styles and environments to promote effective learning outcomes. 	<ul style="list-style-type: none"> a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections 	<ul style="list-style-type: none"> • Practical Demonstration • Training Program Design Project • Case Study Evaluation • Peer and Self-Assessment • Reflection Paper/oral 	abcde
5-6	III. Planning and Preparation for Training <ul style="list-style-type: none"> • Needs assessment in the workplace • Setting training objectives and outcomes • Lesson planning and instructional strategies for workplace learning 	<p>At the end of the Lesson, the Learners can:</p> <ul style="list-style-type: none"> • Conduct a needs assessment in a workplace setting to identify the training requirements of learners. • Set clear and measurable learning objectives that align with the skills and knowledge required by the organization or industry. • Develop a comprehensive lesson plan that includes instructional strategies, resources, and assessment methods tailored to the workplace context. 	<ul style="list-style-type: none"> a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections 	<ul style="list-style-type: none"> • Practical Demonstration • Training Program Design Project • Case Study Evaluation • Peer and Self-Assessment • Reflection Paper/oral 	abc

7-8	IV. Training Delivery Techniques <ul style="list-style-type: none"> Interactive methods: demonstrations, simulations, role-playing Hands-on training and practical application Feedback and coaching techniques 	At the end of the Lesson, the Learners can: <ul style="list-style-type: none"> Apply a variety of active learning techniques, such as demonstrations, role-playing, and simulations, to engage learners effectively. Use effective communication techniques to deliver training sessions that are clear, engaging, and responsive to learners' needs. Provide constructive feedback during training to encourage improvement and support learner development. 	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none"> Practical Demonstration Training Program Design Project Case Study Evaluation Peer and Self-Assessment Reflection Paper/oral 	abcd
9	MIDTERM EXAM				
10-11	V. Assessment and Evaluation in Work-Based Learning <ul style="list-style-type: none"> Outcome-based assessment principles Tools and techniques for assessment in work-based environments Evaluating learner performance and providing feedback 	At the end of the Lesson, the Learners can: <ul style="list-style-type: none"> Explain the principles of outcome-based assessment and how to apply them in evaluating learner performance in the workplace. Design assessment tools, such as quizzes, practical demonstrations, and checklists, that align with the learning objectives of the training program. Use formative and summative assessment methods to evaluate learners' progress and identify areas for improvement. 	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none"> Practical Demonstration Training Program Design Project Case Study Evaluation Peer and Self-Assessment Reflection Paper/oral 	cde
12-13	VI. Challenges and Best Practices in Work-Based Learning <ul style="list-style-type: none"> Addressing barriers to effective learning 	At the end of the Lesson, the Learners can: <ul style="list-style-type: none"> Identify common challenges faced in work-based learning environments, including resistance to change and lack of resources, and propose solutions to overcome these challenges. 	a. Oral Reporting and presentation Lecture and Interactive Discussion b. Case Study Analysis c. Role-Playing and Simulations d. Peer Review and Feedback e. Reflections	<ul style="list-style-type: none"> Practical Demonstration Training Program Design Project Case Study Evaluation Peer and Self-Assessment Reflection Paper/oral 	de

	<ul style="list-style-type: none"> Creating a supportive learning culture in the workplace Best practices for engaging and motivating learners 	<ul style="list-style-type: none"> Discuss the importance of creating a supportive and inclusive learning environment that encourages learner engagement and participation. Apply best practices for maintaining motivation and engagement throughout the duration of the training program. 		
14-18	VII. Case study Analysis			abcde
FINAL EXAMINATION				

Total No. of Hours: 120

8 COURSE REQUIREMENTS AND COURSE POLICIES

COURSE REQUIREMENTS

Each student is required to:

1. Attend classes on schedule time and day.
2. Accomplish all assessment;
3. Pass the major exams (midterm and final)
4. Perform Oral Reporting and Presentations.

COURSE POLICIES

Attendance: A student will be marked late if he/she enters the class 5 minutes after start of class period. Any student who comes to class 15 minutes after the scheduled time or always late for three consecutive meetings shall be marked absent.

Missed work or exam: Any student who missed to submit a work assignment or to take a test should consult the concerned instructor for immediate compliance

Cheating and Plagiarism: Any student who committed any form of academic dishonesty (e.g., copy-paste plagiarism) shall be given disciplinary action provided in the SKSU Student's Handbook

Use of Technology: Cell phones should be turned off while the session is in progress. Using laptops, notebook PCs, smart phones, and tablets shall be allowed only when needed.

9 GRADING SYSTEM AND RUBRICS FOR GRADING

GRADING SYSTEM

Midterm Grade

Midterm Examination	50%
Oral Presentation	25%
Attendance/ Class Participation	10%
Quizzes	15%
TOTAL	100%

Final Term Grade

Final Examination	50%
Oral Presentation	25%
Attendance/ Class Participation	10%
Quizzes	15%
TOTAL	100%

FINAL GRADE

Midterm Grade	50%
Final Term Grade	50%
Total	100%

Criteria for Construction Estimate and Project Scaled Model Presentation

Criteria	1.0 (Excellent)	1.25 (Very Good)	1.5 (Good)	1.75 (Satisfactory)	2.0 (Needs Improvement)
Clarity of Presentation	Clear, concise, and easy to understand; well-organized structure.	Mostly clear with minor areas of confusion; organized.	Understandable but occasionally unclear or disorganized.	Somewhat unclear or lacking organization; could be more concise.	Difficult to understand; poorly organized.
Content & Accuracy	All information is accurate, relevant, and thoroughly explained.	Information is mostly accurate and relevant; minor details missing.	Adequate content but with some inaccuracies or incomplete explanations.	Some inaccuracies or irrelevant content; incomplete explanations.	Many inaccuracies or irrelevant information; lacking details.
Visual Aids/Models	Excellent use of visual aids/models; they enhance the understanding of the project.	Good use of visual aids/models; supports most key points.	Visual aids/models are used but could be more detailed or helpful.	Minimal use of visual aids/models or unclear visuals.	No visual aids/models or poorly executed visuals.
Delivery & Presentation Skills	Confident, engaging, and professional delivery; excellent use of tone, body language, and eye contact.	Clear and confident delivery; minor issues with tone or body language.	Adequate delivery with some nervousness or lack of engagement; minor issues.	Delivery lacks confidence or engagement; noticeable issues with tone or body language.	Unclear or very nervous delivery; major issues with tone, body language, or eye contact.
Overall Impact	The presentation is compelling, memorable, and clearly communicates key ideas effectively.	Engaging and informative; most key points are well communicated.	Sufficient presentation, but lacks strong impact or memorable elements.	Presentation is somewhat disengaging; missing key elements.	Presentation lacks impact and fails to effectively communicate key ideas.

10 REFERENCES

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- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2015). The adult learner: The definitive classic in adult education and human resource development (8th ed.). Routledge.
- Lawson, K. (2015). The trainer's handbook (4th ed.). Wiley.
- Kolb, D. A. (2015). Experiential learning: Experience as the source of learning and development (2nd ed.). Pearson Education.
- International Labour Organization. (2018). Toolkit for quality apprenticeships: Volume 1 - Guide for policy makers. ILO. <https://www.ilo.org>
- Cegielski, C. G., & Jones-Farmer, A. (2016). Combining structured learning and workplace practice: A guide to successful internships and apprenticeships. Journal of Education for Business, 91(2), 69–74. <https://doi.org/10.1080/08832323.2015.1110558>
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- Merriam, S. B., & Bierema, L. L. (2014). Adult learning: Linking theory and practice. Jossey-Bass.

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