Certificate in Professional Educator

Are you interested in upgrading your teaching module?
Do you want to develop a training module that reached the international standard?
Do you want to leave your experience and expertise in your workplace after a promotion or retired?

Introduction

The learning environment changed at a dramatic pace. The level of engagement between educators and their participants changed. Participants' expectation towards training does not only limit on knowledge and skills development. Participants are looking forward to programs full of engagement, fun, and entertaining throughout the learning process. The course materials should not only focus on notes and PowerPoint presentations. Additional innovative and creative delivery methods are needed to engage with participants to optimise their learning process. In module focuses on the module development that reached the international standard in the education area.

Program Objective

This program aims to
- Equip educators with the right attitude as an engaged, creative and innovative educator
- Provide knowledge and skills in action teaching
- Learn the methodology to engage and motivate the learning process
- Equip skills to prepare materials to engage and accelerate learning environment.
- Provide knowledge and skills to create an effective learning environment and culture

Learning Outcome

After completing this program, participants should be able to:
- Engage participants throughout the learning process
- Prepare creative teaching materials
- Produce module, workbook, evaluation tools for the module.

Who Should Attend?

Educators, trainers and anyone who are involved in syllabus development and syllabus review.

Methodology

Case studies, forum discussion, role-play, presentations, gamification

Program Outline

Time	Day One
8.30am – 11.00am	**Introduction of Program Outline** In this module, participants would learn the fundamental of program outline and the program mapping with the program objectives and learning outcomes. At the same time, the participants would learn the method to arrange learning schedule in the training program.
11.00am-1.00pm	**Bloom's Taxonomy and Learning Style** In this module, the participants would revisit the understanding of participants and student learning profile. The participants would learn how to apply Bloom's Taxonomy to formulate learning objectives and the learning outcomes. The participants would map between the learning objectives and learning outcomes to create the program outlines.
1.00pm-2.00pm	**Lunch Break and Networking**
2.00pm-4.00pm	**Adult Learning Cycle** This module helps participants to understand the learning process of an adult. In addition, this module enables participants to provide a fundamental background to understand the behavioural insights of adult learning. By the end of this module, the participants would prepare materials according to the characteristics of an adult learning.
4.00pm-5.00pm	**Nurturing Future Educator** The participants would revisit and understand the role of a future educator in the industrial revolution era. The participants would appreciate the role of an educator in the technology dimension.

Time	Day Two
8.30am – 11.00am	Module Description In this module, the participants would start to craft the module description of the program. Each module description needs to be mapped with the program objectives and the learning outcomes. This module is important so that the participants would know if the design of the module serves the purpose of the whole program.
11.00am-1.00pm	**Module Planning: In-depth Analysis** In this module, participants would learn how to plan for each section of the module according to the time allocation. The participants need to plan the activities according to the international requirement, including the pre and post-test, the ice breaking, workbook, and different teaching pedagogy.
1.00pm-2.00pm	**Lunch Break and Networking**
2.00pm-4.00pm	**Gameology: A New Method Of Course Delivery** Participants are exposed to how to apply the principle of gameology in the course. This can break the traditional learning methods. Creativity and innovation are highly sought during this session. The participants would appreciate the importance of gameology and gamification in adult learning.
4.00pm-5.30pm	**Conducting Gamelogy as Key of Engagement** Participants need to conduct the sessions designed during Gamelogy. Each participant needs to prepare how to conduct debriefing to link the activities to the learning objectives and learning outcomes.

Time	Day Three
8.30am – 1.00pm	**Development of Course Materials and Teaching Guild** This module helps to improve teaching pedagogy and the ways to prepare the course materials for their participants. The participants would start to prepare the slides and the teaching guide according to the requirement of the international standards.
1.00pm-2.00pm	**Lunch Break and Networking**
2.00pm-5.00pm	**Tools and Teaching Equipment**

Time	Day Four
8.30am – 1.00pm	**Preparing The Course Evaluation** The participants would start to learn the Kirkpatrick evaluation. The participants needs to prepare the evaluation method for each module in this session. At the same time, the participants would look into the different types of questions to be used as the course evaluation.
1.00pm-2.00pm	**Lunch Break and Networking**
2.00pm-5.00pm	**Workbook and Continous Learning** In this module, the participants would learn how to prepare a workbook that engages the participants for 6 months. Repeated behaviour would increase the learning process. The participants would understand how to design an engaging workbook.

Time	Day Five
8.30am – 1.00pm	**Conduction of Mock Session** The participants are given a specific time to present on the slides and conduct a complete teaching session that covers (a) ice breaking (b) content (d) closing (e) question and answer session.
1.00pm-2.00pm	**Lunch**
2.00pm-5.00pm	**Evaluation of Program Development** In this module, the participants would be assessed on the (a) course outlines (b) course description (c) Learning Materials (d) Teaching guild (e) Evaluation (f) Workbook to qualified them to be a certified professional course module specialist

IMPORTANT

Each session should remains at a maximum of 20 participants to ensure quality and the effectiveness.

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Speciality of Program

1. By the end of the program (5 days), educators should be able to conduct a mock session of improved program with full engagement
2. Educators also must be able to complete (a) course outlines (b) course description (c) Learning Materials (d) Teaching guild (e) Evaluation (f) Workbook