

### Research Goals

The main objective of the project is to investigate whether and how, elements of competence orientation are established in both curricular design and implementation in the classroom in Russia and China. A further objective, is to develop, and apply, a research methodology for analyzing and comparing curricula in international comparative VET research, in order to deepen the understanding of differences in VET teaching-learning processes in different countries.

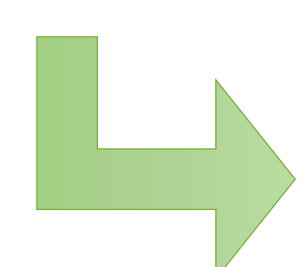
### Theoretical Background

<b>Intended Curriculum</b>	"A set of formal documents which specify what the relevant national education authorities and society expect that students will learn at school in terms of knowledge, understanding, skills, values, and attitudes to be acquired and developed, and how the outcomes of the teaching and learning process will be assessed."
<b>Implemented Curriculum</b>	"The actual teaching and learning activities taking place in schools through interaction between learners and teachers as well as among learners."

Working definition of curriculum in CodeVET project (IBE-UNESCO, 2013)

Principles of competence-based approach (CBA) in VET	
1	The Study programme is based on core tasks, working processes and competences (the qualification profile).
2	Complex vocational core problems are central.
3	Learning activities take place in different concrete, meaningful vocational situations.
4	Knowledge, skills and attitudes are integrated.
5	Students are regularly assessed.
6	Students are challenged to reflect on their own learning.
7	This study programme is structured in such a way that the students increasingly self-steer their learning.
8	The study programme is flexible.
9	The guidance is adjusted to the learning needs of the students.
10	In the study programme attention is paid to learning, career and citizenship competences.
11	Students are encouraged to work cooperatively in learning and assessment.

(adapted from the Revised Model of Comprehensive Competence-Based Education by Sturing et al. (2011))



Cluster	
1	Linkages to the labor market
2	Competence-based teaching and learning
3	Competence-based assessment
4	General competences

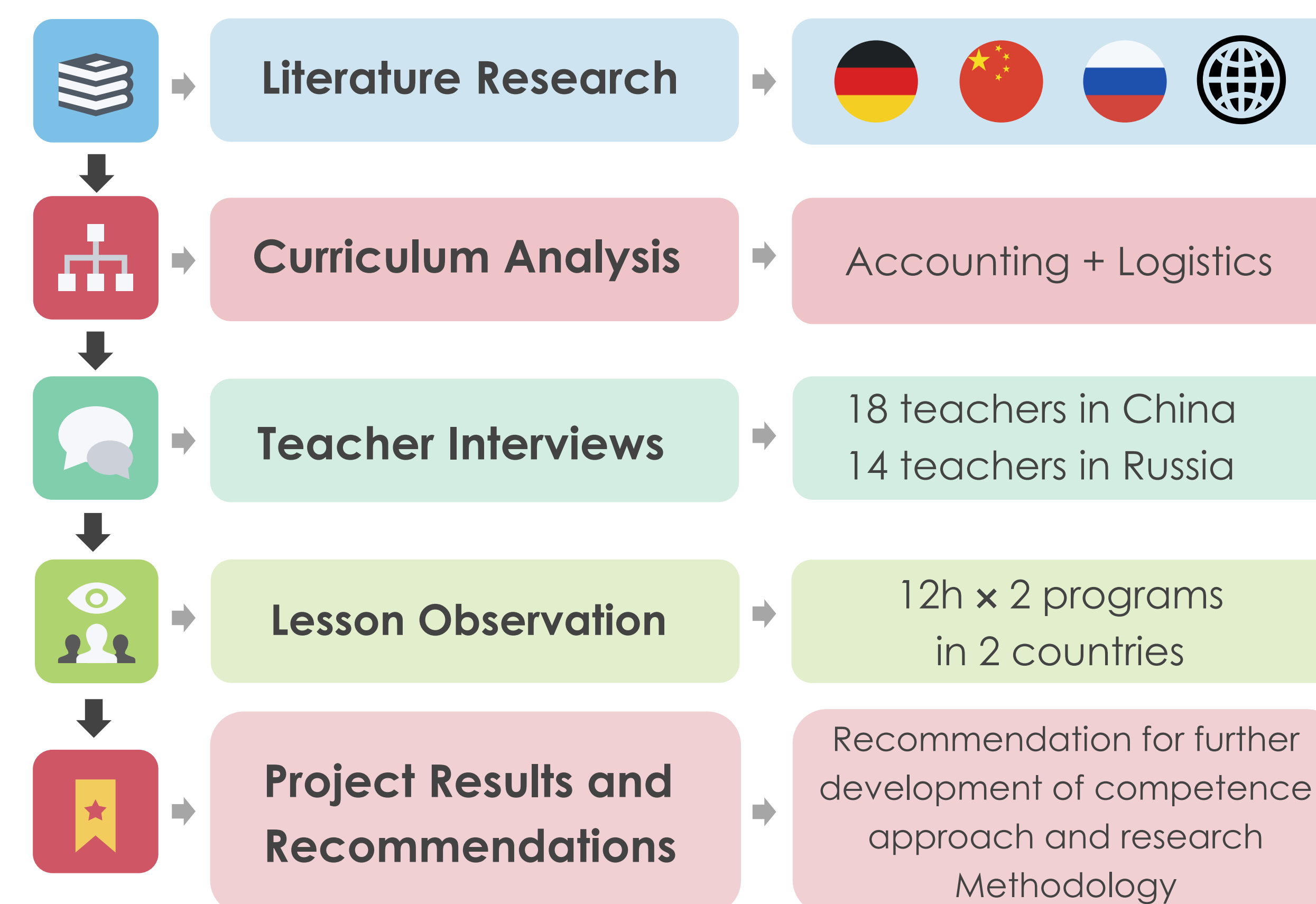
(oriented on Misbah et al., 2019)

• Misbah, Z., Gulikers, J., Dharmo, S., & Mulder, M. (2019). Evaluating competence-based vocational education in Indonesia. Journal of Vocational Education & Training, 6(5), 1–28.  
 • Sturing, L., Biemans, H., Mulder, M., Bruijn, E. (2011): The Nature of Study Programmes in Vocational Education: Evaluation of the Model for Comprehensive Competence-Based Vocational Education in the Netherlands. In Vocations and Learning 4 (3), pp. 191–210.  
 • UNESCO International Bureau of Education (2013): Glossary of curriculum terminology. Geneva: UNESCO IBE.

### Research Questions

- Which features of the competence-based approach can be identified in didactic-curricular planning of VET educational processes ("intended curriculum")?
- To what extent is this planning realized during teaching and learning processes in the classroom ("implemented curriculum")?

### Research Design



### Research Methodology

To analyze the competence orientation in intended and implemented curricula, and possible discrepancies, a mix of data collection methods is applied.

In the first phase, both national- and college-level curricular documents were collected in selected vocational institutions in both countries, in order to research the planning of competence orientation embedded in the curricular documents.

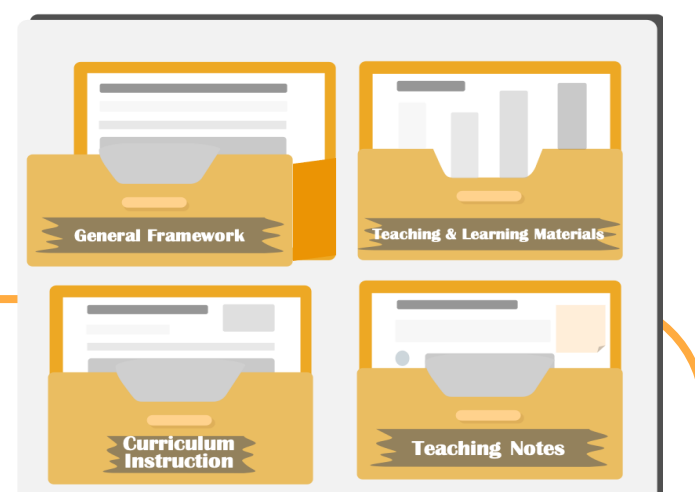
In the next phase, the reality of teaching practice was studied from both teachers' perspectives and researchers' perspectives. The targeted teachers were interviewed on the topic of their understanding of competence orientation and their teaching practice. Afterward, classroom observation was conducted by the researchers in the lessons of the interviewed teachers.

All collected data were analyzed through qualitative content analysis.

### Key Findings

#### Intended Curriculum

- ★ **CBA features of Cluster 1** (Linkages to the labor market) were **widely embedded** in the curricula of both countries.
- ★ Curricular documents contained only limited prescriptions concerning the didactical-methodological implementation of teaching-learning processes → **CBA features of Cluster 2 (competence-based teaching and learning)** in curricula of both countries were not prominent
- ★ **Features of Cluster 3 (competence-based assessment)** were more manifested in Russian curricular documents than in Chinese documents
- ★ **Facilitation of general competencies (Cluster 4)** was a feature manifested in curricular documents in both cases.
- ★ Most of the curricular documents didn't contain comprehensive didactic explanations for the implementation of CBA.



#### Implemented Curriculum

- ★ Competency-based approach under the understanding of the model (Sturing et al., 2011) has **been implemented to a limited extent** in both Russian and Chinese commercial VET teaching and learning processes.
- ★ **Problem orientation was realized** in observed lessons.
- ★ **Internal differentiation was very limited** in observed teaching-learning processes in both countries.
- ★ Practical learning took part in **authentic environments inside colleges** as well as in **companies**. The implementation of practical learning was **content dependent**.
- ★ **Different forms of cooperative learning** took place in observed courses to different degrees. Most teachers agreed on the overall **effectiveness and benefits** of cooperative learning.
- ★ In both countries, students had **hardly any opportunities to (co)determine their learning processes**. However, **the proportion of autonomous learning was in the Russian case higher** than in the Chinese case.
- ★ Provision of individual support and facilitation of self-reflection **varied significantly among teachers**.
- ★ Some principles, which were not explicitly — or only to a limited extent — prescribed in the analyzed curricular documents, were still implemented by the teachers.
- ★ Teachers **didn't have a clear and common understanding** of the competencies and CBA, as well as of their implementation.



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