



NEWS LETTER

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Learning Management System of TITI

Traditional classroom methods of course delivery have been significantly transformed by the integration of e-learning technologies into course offerings (Bottino and Robotti 2007; Stokes 1999; Sutherland et al. 2004). Learning Management Systems (LMSs) are defined as online learning technologies for the creation, management and delivery of course material (Sabharwal et al. 2018; Turnbull, Chugh, and Luck 2019). In today's ubiquitous digital environment, LMSs play an important role in enhancing and facilitating teaching and learning. LMSs not only enable the delivery of instructions and electronic resources to improve and augment learning in a collaborative environment, but also allow instructors to focus on designing meaningful pedagogical activities (Kattoua, Al-Lozi, and Alrowwad 2016).

LMSs are an integral part of the learning experience. The rise in importance of LMSs has led to an increase in interest in empirical research publications that investigate the impact of such systems. This is confirmed by Tharindu, Adams, and Williams (2013) who conducted a systematic review of the literature on MOOCs from 2008 to 2012 which found that the number of publications increased consistently over that period. LMS research often provides interesting insights into the choice of appropriate research methodology for particular LMS related studies. In another study into online social learning, Kent and Rechavi (2018) concluded that the assessment of online learning should be based on methodologies that are different from face-to-face learning.

Learning management systems (LMSs) may provide learners with resources in various formats, such as videos, quizzes, and forum discussions to support their learning, but having access to an LMS does not necessarily mean that learning has occurred effectively.

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Group photo of LMS Training for TITI Trainers

From the Executive Director's Desk



"Verification and Validation of TITI Programs and Services"

Transformation from school to the world of work is the philosophical objective of Council for Technical Education and Vocational Training (CTEVT). The development and upgradation of TVET professional

including teachers, managers and other staffs are the major activities of Training Institute for Technical Instruction (TITI).

TITI has been providing its services primarily in four different focus areas namely: instruction, management, curriculum development and community development along with work place-based training. The ultimate destination of TITI are initial education to the aspirant TVET teachers, capacity development of teachers leading to licensing, preparatory functions for teachers licensing, lifelong learning (LLL) and continuous education and training (CET). These functional objectives can be achieved through the operating departments of Research and Development, Training, Education and Marketing. The Research and Development Department has to work for the integration of vocational education and higher education. This department also has to work for the integration of education and job market especially work place-based education and gainful employment. Similarly, the training department and education department has to deliver training and education in occupational instructional skill and occupational skill upgrading especially focusing in pedagogy. The Research and Development department also have to work in the areas of learning management system (LMS), training and learning material (TLM) development, information and communication technology (ICT) etc. Likewise, other departments have to work in coordination with various technical schools and disseminate the lessons learned from them as well as help them in career counseling and placement activities. The Organizational and Management survey (O & M Survey) carried out by CTEVT/TITI has been prioritizing these issues. TITI system has been designed and devised to spirit up this philosophical lining in that orientation, though much of the activities are still to be initiated.

The execution and implementation of the above-mentioned focus areas have to be viewed in relation to management, engineering, technological, social, humanistic, political and legal perspectives too. TITI has two-major responsibilities; first being the teacher's development activities and another being the exploration of employer's friendly teacher's development model.

Therefore, TITI is not only a project management or management focused office but it is also system engineering. Much care has been given to input-teachers recruitment, students, facilities, less in process-teaching learning environment, teachers' development, quality assurance and very little has been given in output-result, employment, skill mismatch etc. The system still has to complete its life cycle.

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Innovative Practices in Training and Development

Formative Assessment to Improve Learner Performance

From a trainers/instructor's perspective, if we look inside the teaching and learning system we have to know about all the components like the teaching methods, media, plan, curriculum, material & resources, student assessment, evaluation and measurement. Among them assessment, evaluation and measurement are tools used by an instructor to test their student's achievement. Assessment is processed to evaluate the students' performance learning achievement and needs of the students. There are two types of assessment, formative and summative. Formative assessment refers to assessment undertaken by the teacher during the lesson.

It is widely used student's achievement evaluation tools that teacher uses in evaluate students' performance, learning needs and learning outcome during the session, lesson or unit.

While summative assessment is referred for assessment undertaken at the end of the session. It is used for final judgment of learner, whether they are pass or fail or to find out their obtained position. It is quantitative as well as qualitative method which test student achievement at the end of the session or topic. The example of summative and formative evaluation can be given by imagining our learners as plant. Summative assessment is only to monitor and measure the growth of the plant. This does not affect the plant in any way, however formative assessment is to water the plant or to feed the plant, which directly affects the growth of the plant. In a teaching learning environment, formative assessment is the internal part which helps to improve the student's achievement. This is done by providing constructive feedback to the learner and during the session. It helps to improve the ongoing process of teaching and learning. In addition to this, the teacher/instructor also evaluates their own performance. This helps the instructor/trainer to evaluate their teaching style, method and media. The main goal of formative assessment is to monitor student's learning, provide ongoing feedback and to collect detailed information that can be used to improve instruction and student learning while it's happening. Formative assessment can also be used to improve both the knowledge and skill which in turn helps to improve the performance of the student.

Formative assessment focuses on the learning process and fills the gap between students' current situation and the desired goal. This helps the students to find their strengths as well as weakness and perform accordingly. It stimulates students' interest in learning and increases their self-confidence, reasoning and planning which are important for effective learning.

In sum, formative assessment is purposeful. It gives information that can be used in setting learning goals and understanding how well these goals are being met. It is a collaborative method in which both teachers and learners play an active role in classroom learning.

Formative assessment is an active, ongoing process that provides insight into student learning. Formative assessment is carried out during the teaching and learning process to accommodate the nature of the lesson. Formative assessment helps the teacher by providing them with constructive feedback on how to adjust their planning and teaching methods. Similarly, the students use the feedback provided by the instructors/trainers to improve their learning. Formative assessment supports continuous improvement which happens throughout the teaching learning process as teacher teaches and students learn.

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"No matter how good teaching may be, each student must take the responsibility for their own education" – John Carolus S.J.

TITI Costumer's Column

Name of the Organization: Bhimdatta Polytechnic Institute

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Bhimdatta Polytechnic Institute (BDPI) is the forty eighth constituent institute of CTEVT. It was established in 2018 A.D. in Patan municipality – 6, Baitadi.

With the mission to produce highly skilled technical human resources, achieved by imparting high quality technical education and training by which individuals can achieve their intellectual, social and personal potentials. BDPI is committed to developing human capital by sharpening creative thinking in technical knowledge, promotion of humanism and green TVET. The Vision of BDPI is to become a leading polytechnic and remain as a top center of excellence to create sustainable future of our students in technical education and vocational training (TVET) sector of Nepal.

Some major objectives of BDPI is to provide quality technical education which is accessible and affordable and to fulfil the Government goal to make “Samriddha Nepal, Sukhi Nepali” through TVET.

BDPI is currently offering two long-term diploma level curricular programs: Diploma in Agriculture in Plant Science and Diploma in Civil Engineering. Diploma in Agriculture in Plant Science is a 3-years diploma program under Agriculture stream. 40 seats are allocated for this program every year. Diploma in Civil Engineering program is also a 3 years program under the Engineering stream. 48 seats are allocated for this program. BDPI also runs different types of vocational training programs based on the need's assessment.

Customers' speak:

Mr. Narad Rai, working at CTEVT Province Office, Province Number 1, attended the online module training of LMS Moodle training, from 14 June to 18 June 2021. There were altogether 20 participants in the training.

For Mr. Rai, the online training was his first experience with TITI. He liked the quick response of TITI for implementing the online training module. He said, “the training was quite beneficial for me, being from IT background, I was able to understand the contents of the training quickly.” However, when we asked him about the implementation of the learning from the training in his professional/personal life, he said, “even though, the LMS is a very good for online learning, the teachers of the schools were not happy with the Moodle LMS system because they had to prepare routines, assignments, and other learning materials by themselves. For them, Google Zoom, Microsoft Meet, etc. were enough, where they could ask the students to read the chapters and leave the class early.” He recommended that it would be easy for them to implement the LMS if CTEVT makes the LMS system mandatory in all CTEVT constituted institutes.

Learning Management ...

Despite its apparent usefulness, whether the use of the LMS can indeed help learners learn more effectively remains an interesting matter for course providers, LMS vendors, and learners.

Through a questionnaire survey, responses collected from 123 university students who studied in a blended learning environment at a university were analyzed. Findings showed that system quality and service quality, but not information quality, had a significant relationship with system use. In turn, system use had a significant relationship with learning effectiveness.

TITI already had started its journey on LMSs. TITI choose this module as we have our own server and this is a free platform. It had setup MOODLE (**Modular Object-Oriented Dynamic Learning Environment**) of its own(lms.titi.org.np) All the TITI trainers are well trained on LMS both administratively and academically. The institute conducted training on LMS-A (Learning Management System-Administration) dated 14-06-2021 to 18-06-2021. It was conducted online for TITI officers/

trainers with IT experiences. We also have facilitated this concept to potential IT officers of different constituent schools and CTEVT province offices. Then after training on LMS for trainers dated on 28-06-2021 to 09-07-2021 was also conducted for the trainers of TITI. The training was conducted on blended form. Dr. Shesha Kanta Pageni, as an expert guided and helped to increase the capacity of all TITI trainers. For this he deserves our huge thanks.

Similarly, the institute also successfully conducted the workshop on digitalization of instructional materials development via MOODLE from 19-07-2021 to 23-07-2021. After the training, TITI has completed three trainings using the MOODLE LMS (*Project planning, Instruction skills-II and Study Skills*). A huge acknowledge goes to the SAKCHYAMTA project for its sponsorship.

From the Executive...

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The issues discussed above carries the policy, institutional, organizational and resources concerns. The policy issues of teachers pre-service and in-service have to be incorporated in the TVET policy in particular and the education policy in general. Recognition of the policy has to be translated in the CTEVT legal documents, CTEVT Act, CTEVT Rules, CTEVT by-rules etc. Since, CTEVT policy is in offing, hopefully, this will be incorporated. It will also succeed in recognizing TITI as the major pavilion for competency development and enhancement of TVET professional. Since, teachers have to work as trainer, practitioner and transformer, the envisioned ideas have to be first inculcated to the TITI trainers. The capacity strengthening through life-long learning and continuous education and training are the means to accomplish these functions.

These initiatives have to be worked out in terms of verification and validation. Once we sort out the requirements of the government, employers and teachers, and the baseline has been prepared, it has to be designed, developed and finally tested for their compliance. This is what verification is. TITI has been doing these activities for years but their verification methodology has not been disseminated yet. This may create doubt over the performance of TITI. However, this is not the case in reality, though ample room is there for the improvement in documentation. On the other hand, the appropriateness and application of the services provided to the users still has to be justified in terms of appropriateness, cost-effectiveness and acceptance, which is the real definition of the validation. The former responsibility lies to TITI but the later lies on the independent professional bodies recognized by the government and employers' agencies.

This newsletter, not only disseminates the activities TITI has been carrying out but advocates the way forwards to move from standard verification of TITI activities and performance and also meet the market response and acceptance to their needs.

I'm honored to be part of the process and I feel proud to write down some of the words to advocate TITI efforts and the way forward for the TITI vision in bridging education and employment through effective learning and successful performance or decent work and rewarding employment.

Mahesh Bhattarai (Er.)

Innovative Practices in ...

In my experience as a trainer of *Training Institute* for Technical Instruction (TITI), I frequently use formative assessment method to evaluate and judge my own teaching learning process, teaching method, media and plan. I use formative assessment to find out whether or not my learners are satisfied with my method of teaching and whether or not the learning objectives are met. I also use this method to find out the level of understanding of my participants about the subject matter and to gather evidence of learning that occurred in my session. This method can also be used before starting a new session to link prior experience with new topic. Meanwhile, I used this method to know if the students' are attentive toward learning. Finally, I've used this method.

Pashupati Joshi (Ms.)

"There are no difficult students—just students who don't want to do it your way." – Jane Revell and Susan Norman

Trainer's Profile



Mr. Pashupati Joshi
- Trainer

Ms. Pashupati Joshi is currently working in the position of Trainer at TITI. She is responsible for planning, coordinating, designing, assessing and evaluating different training programs related to Instruction at TITI.

Ms. Joshi has completed Master of Philosophy (M.Phil.) from Kathmandu University in Development Study.

Ms. Joshi has been working in the TVET sector for the last 8 years. She started her career from the Balaju School of Engineering and Technology (BSET) where she worked in the capacity of program coordinator for around 2 years.

In the course of her career, Ms. Joshi has taken many trainings to upgrade her knowledge and skills. Some of the trainings include "Equipping Digital Competencies in TVET to Address IR 4.0" from CPSC, Monitoring and Evaluation training from the National Planning Commission (NPC), Gender Equality and Social Inclusion (GESI) from Skills Development Project (SDP), DACUM Facilitators Training, Learning Management System training (LMS) and Leadership and Management Training from TITI.

Ms. Joshi is hard working, punctual and dedicated in her work. She uses different assessment tool to test the learners' performance during her session. She says in her own word "Until and unless a teacher use formative assessment he/ she cannot judge the student's understanding effectively". For this reason, during any teaching learning process, formative assessment is very important to find out all the information related to the learner's cognitive, affective and psychomotor aspect of learning.



Your Free Gift from TITI

Why should we take assessment of your learners?

To know, read the skill card 'Overview of Learners Assessment'. This is one of the 416 skill/concept cards developed by TITI.

This card can be used by the trainers/instructors to find out the influence of assessment on the learning process.

This card gives an overview of how instruction and assessment are based upon the learning objectives set out in the curriculum. This card also helps the instructors to use different assessment results and to find out the purpose of different assessment. Some tools to assess learner's performance and the reference point to take for assessment are also mentioned.

Training Events available at TITI

Activity Name	Start Date M/D/Y	Finish Date M/D/Y
Management Program		
In-service Training for CTEVT Constituted Schools – Officer Level	10/18/21	11/3/21
In-service Training for CTEVT Constituted Schools – BCMT	10/18/21	11/3/21
Skill Test Assessor's Training	11/22/21	2/28/22
Management and Leadership Training for TVET Professionals (3+3)	9/20/21	3/14/22
Occupational – ToT (9 events)	9/20/21	4/11/22
Curriculum Program		
Training Design and Development	10/18/21	10/28/21
DACUM Stage 1	11/22/21	12/10/21
Instruction Program		
IS for TVET Instructors Part - 2	10/19/21	10/29/21
IS for TVET Instructors Part - 1	11/15/21	12/01/21
Basic First Aid	10/25/21	10/29/21
Basic Computer Skills	10/19/21	10/29/21
Community Development Program		
Community Based Need Assessment	9/13/21	9/23/21
Community Facilitation Skill	10/18/21	10/28/21
Foundation of Community Development	11/22/21	12/02/21
E-Learning		
GIS Training	10/18/21	10/29/21
Advanced Computer Application	11/22/21	12/3/21
Packages (Intensive Trainings)		
Analyzing Performance Problems (3 days)		
Basic First Aid (3-5 days)		
Career Counseling		
Community Facilitation Skills (5 days)		
Getting 70 Minutes out of 1 Hour (1 day)		
Human Resource Management for Organizational Results (5 days)		
Leadership and Leading (1 day)		
Life Skills (3-5 days)		
Managing a Project (3 - 5 days)		
Occupational Instructional Skills		
Occupational Skill Upgrading		
Proposal Writing (4 days)		
Social Mobilization (5 days)		
Study Smart not Hard (1 day)		

NOTE: Training Packages can be conducted at any time during weekends, working days, public holidays depending on the request of the customers for which 12-15 participants are required. The training can also be conducted at customers' premises with minimum requirement of training facilities. **TITI** also provides free of cost training for one DAG person in each regular training program.

Please, book for the courses and packages in which you would like to receive the training. Participate in the training, experience it and give us your feedback.

We welcome your feedback on this issue. – Editorial Board

Editorial Board

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