

# **Curriculum for teacher preparation courses in the area of visual impairment in Vietnam**

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Curriculum is the most fundamental aspect of educational process; it is the basis for all the academic and non- academic programmes of the schools. It is an important aspect of schools as it is closely related to the educational ideals on one side and to the attainment of educational objectives on the other. It is the sum total of all that is rendered by an educational institution in bringing out the required changes in the child. The activities prescribed in a good curriculum normally range from classroom to playground, and beyond. So curriculum is considered heart and soul of any educational process.

The curriculum of educational process can be classified into two types, namely, curriculum of teacher training and curriculum for students in the school. Both of them possess important influences to educational process, and it is very difficult to compare which type is important, and in this report we are just concerned with the curriculum of preparing teachers of children with visual impairment.

Education helps in the development of an individual's cognitive and affective abilities. Teacher training programmes are designed to prepare effective teachers by providing theoretical awareness of teaching and developing competency and teaching ability. Teacher training covers those theoretical aspects through which knowledge, pertaining to specific subjects and transmitted to students and teachers, is prospected.

All those activities, operations and events through which the prospective teachers are to be made aware latest trends pertaining to learner's behavioral changes and

management as well as subjecting them to situations – formal and informal dealing to the development of communication of teaching skills. Teacher training is also provided to prospective teachers consequent to which they develop interest in teaching.

According to UNESCO, the purpose of a teacher preparation programme should be to develop in each student his general education and personal culture, his ability to teach and educate others, an awareness of principles which underline good human relations and a sense of responsibility to contribute by teaching and example to social, cultural and economic progress.

Special education at present is becoming an integral part of general education as the concept of inclusion is growing. While special teacher training programs need to be strengthened awareness of general classroom teacher about special education is also vital. Therefore, curriculum for teacher preparation should address all levels of human resources development.

Vietnam belongs to Southeast Asia, which has mainland territory of 329,241sq.km with a population of 82,609,800 inhabitants. Due to war and socio-economic conditions, disabled people are rather more in Vietnam. It is around 7 million disabled people with approximately 1.2 million disabled children and visually impaired children: 216,000 (18%). The history of education of children with visual impairment started in 1903 at the educational Centre for visually impaired children in Sai Gon (Ho Chi Minh) city. Since then there are nearly 40 schools for visually impaired children were established in the country but there were no colleges or universities with teacher training courses in the field of visual impairment. All teachers who had ever worked or have been working at the schools where the visually impaired students studied were regular teachers. They didn't have basic background about visual impairment. Formerly when special education in Vietnam was not systematic, internal and foreign specialists trained most of them. But those courses were usually short time and were not intermittent. Therefore, curriculum for those courses was usually patchy and unsystematic and then each school had different curriculum for visually impaired children. Until the first faculty of special education was established in Ha Noi University of Education in 2001 the curriculum for teacher training programme in the area of visual impairment began building.

Because the teacher-training programme of visual impairment was just developed recently, the curriculum for teacher training programme in the area of visual impairment in Vietnam is very new. Therefore, the curriculum that is followed in some universities and colleges is a replication of some countries that helped Vietnam to develop special education system. However, the curricula are good for special education in Vietnam as: its covers basic subjects in the area of visual impairment, the content of curriculum meets some demands of current special education in Vietnam but the socio-economic conditions as well as educational system in Vietnam are different from other countries.

Furthermore, special education is new field in Vietnam so the Ministry of Education and Training is responsible for education and do not have any other department which manages, builds and unifies curriculum of special education (visual impairment). The curriculum is patchy and mixed from other resources so it is unsystematic. Curriculum attaches special importance to more theory than practice. The objective for teacher preparation programmes don't orient concretely and clearly and some subjects are is not symmetrical with their content. Further, most of lecturers who are working in the area of visual impairment have been trained at higher levels (master degree or doctoral degree)

Curriculum for teacher training programme in the area of visual impairment in Vietnam still need to be strengthened in order to have a suitable curriculum for teacher training programme in this field and simultaneously develop visually impaired education as well as special education in Vietnam.

The investigator, who had studied in India and had conducted a research study about curriculum for teacher training programme in the area of visual impairment, realizes that there is vast population with disabilities in India. It is estimated about 10 % of the population are with disabilities so special education was considered and developed very early. They set up an office, which is responsible to manage, educate and provide services for people with disabilities. Through studying curriculum for teacher training programme in the area of visual impairment in India, the investigator finds that their curriculum is good, clear and suitable for visually impaired children as well as teacher training programme. This curriculum covers all basic subjects that are necessary for teaching visually impaired children. The objectives and contents of curriculum are suitable with demands of current trends in India. Common objects and concrete objects are harmonious and symmetrical together. The subjects as well as the content of each subject were divided scientifically and sequentially. Moreover, in this curriculum some subjects that were suitable to special education in developing countries such as: Preparation of no – cost teaching – learning material for children with visual impairment, Preparation of tactile maps etc., were also included.

After an in-depth study, the investigator realizes that the special education curriculum for teacher training programme in India is much advanced. It is useful for the developing countries that have the same conditions like India or countries that special education are still new field. Therefore, the investigator has constructed a curriculum for teacher training programme in the area of visual impairment in Vietnam based on the curriculum in India at bachelor level. It is presented at the table below:

## Curriculum of bachelor special education courses (Visual impairment)

### General Objectives of the Course

The Bachelor of Special Education course aims to develop professionals for general as well as special education within a broad framework of education in the current millennium. The course will enable the pre-service teachers to acquire knowledge, develop competencies and practice skills to impart education and training effectively to all children including children with special needs. The bachelor programme aims to prepare the students for the following

- To develop skills and competencies to cater to the needs of children in general, and children with special needs in particular, in cognitive, affective and skill domains in various settings.
- To acquire knowledge about change in the prevailing and emerging Indian society in view of recent trends in education and national development.
- To equip in various techniques of teaching and evaluation in special and inclusive settings.
- To perceive the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom.

Type of paper	Paper No.	Title of the paper	Credits	Hours
Core paper	1	INTRODUCTION TO DISABILITIES	4	60
	2	EDUCATION IN EMERGING VIETNAM SOCIETY	4	60
	3	PSYCHOLOGICAL IMPLICATIONS OF DIISABILITY	4	60
	4	PLANNING AND MANAGEMENT OF SPECIAL EDUCATION	4	60
Content cum Methodology	5	ENGLISH- CONTENT AND METHODOLOGY	4	60
	6	MATHEMATICS - METHODOLOGY	4	60
	7	MATHEMATICS – CONTENT	4	60
	8	GENERAL SCIENCE - METHODOLOGY	3	45
	9	GENERAL SCIENCE- CONTENT	4	60
	10	SOCIAL STUDIES - METHODOLOGY	3	45
	11	SOCIAL STUDIES - METHODOLOGY	3	45
	12	INTRODUCTION TO EDUCATION OF VISUALLY IMPAIRED CHILDREN	4	60
	13	EDUCATIONAL PERSPECTIVE OF VISUAL IMPAIRMENT	4	60

Specialization papers	14	TEACHING OF PLUS CURRICULAR ACTIVITIES.	4	60
	15	EDUCATION OF CHILDREN WITH LOW VISION.	4	60
	16	EDUCATION OF VISUALLY IMPAIRED CHILDREN WITH ADDITION DISABILITY	4	60
	17	INTEGRATED AND INCLUSIVE EDUCATION	4	60
	18	ASSISTIVE AIDS AND TECHNOLOGY FOR CHILDREN WITH VISUAL IMPAIRMENT	3	45
Practicum	First year			
	19	BRAILLE	10	200
	20	ORIENTATION AND MOBILITY	8	160
	21	USE OF SPECIAL APPLIANCES	4	80
	22	PREPARATION OF NO-COST TEACHING – LEARNING MATERIAL FOR CHILDREN WITH VISUAL IMPAIRMENT	8	160
	23	PRACTICE TEACHING	4	80
	Second year			
	24	BRAILLE	8	160
	25	ORIENTATION AND MOBILITY	4	80
	26	PREPARATION OF NO-COST TEACHING – LEARNING MATERIAL FOR CHILDREN WITH VISUAL IMPAIRMENT	6	120
	27	PRACTICE TEACHING	6	120
	28	TEACHING THE ADL SKILLS	4	80
	29	PRERATION OF TACTILE MAPS	2	40
TOTAL			132	2300

The content of each paper was divided into concrete units and each unit is also divided to the contents that were systematic and scientific.

### **Paper 12 Introduction to Education of Visually Impaired Children**

**Total hours: 60**

**Credits :4**

#### **Objective:**

After studying this paper the student are expected to realize the following objectives,

- Gain insight regarding historical perspectives of education of children with visual impairment.

- Understand the nature of visual impairment.
- Acquaint with the implications of visual impairment on personality
- Have a clear understanding regarding education of low vision children.
- Acquire knowledge of visually impaired children with additional disabilities.

**Unit 1 Historical perspectives of education of children with visual impairment (12 hours)**

- 1.1 Historical Perspectives of Education of children with visual impairment
- 1.2 Evolutionary process in attitude changes towards blindness
- 1.3 Mainstreaming of disabled persons in the society
- 1.4 Psychological implications of blindness
- 1.5 Sociological implications of visual impairment

**Unit 2 Nature of Visual Impairment (12 hours)**

- 2.1 Concept of impairment, handicap and disability, classification, assessment and teaching strategies with reference to blindness
- 2.2 Definition of blindness and low vision, educational and economic blindness
- 2.3 Incidence and prevalence of visual impairment
- 2.4 Effects of blindness on growth and development – physical, social, intellectual and emotional
- 2.5 Transition to adulthood

**Unit 3 Implications of Visual impairment on Personality (12 hours)**

- 3.1 Implications of Visual impairment on Personality development
- 3.2 Effects of early blindness on personality, verbalism
- 3.3 Attitudes towards visual disability
- 3.4 Parental attitude of siblings, peer group attitude and stereotypic attitude towards blindness
- 3.5 Teacher's attitudes, social attitudes and attitude modification

**Unit 4 Education of low vision children (12 hours)**

- 4.1 Assessment of Low vision
- 4.2 Educational problems of low vision children
- 4.3 Vision stimulation and visual efficiency
- 4.4 Low vision aids – magnifiers, large print materials and computers
- 4.5 Education of low vision children with associated intellectual impairment, hearing impairment and neurological impairment including classification, assessment and teaching strategies

**Unit 5 Visually Impaired children with associated disabilities (12 hours)**

- 5.1 Concept

5.2 Types of additional disabilities – hearing impairment, intellectual impairment, locomotor and neurological disorders, learning disabilities

5.3 Educational implications

5.4 Auxiliary services – modality and implications

5.5 Current status of education of visually impaired children with additional disabilities

The investigator suggests that the above curriculum may be considered for implementation in the teacher training programme in the area of visual impairment at all universities in Vietnam where training where bachelor level courses in the field of visual impairment is offered. But in order to ensure quality implementation in Vietnam, it needs to be evaluated by specialists, educators and managers in the area of visual impairment. However, the investigator believes that the curriculum is useful for Vietnam and may be for other developing countries that have the same condition as Vietnam...