# Article information:

Sustainability | Free Full-Text | Teaching and Learning Approaches: Curriculum Framework for Sustainability Literacy for Technical and Vocational Teacher Training Programmes in Malaysia  
<https://www.mdpi.com/2071-1050/15/3/2543>

# Article summary:

1. The article discusses the importance of developing sustainability literacy in technical and vocational education and training (TVET) programs in Malaysia.

2. It highlights the need for TVET teacher training programs to incorporate sustainability education into their curriculum to train sustainability-literate vocational teachers.

3. The article proposes a curriculum framework for sustainability literacy in TVET teacher training programs, including learning outcomes, teaching competencies, pedagogical approaches, and ESD integration strategies.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "Teaching and Learning Approaches: Curriculum Framework for Sustainability Literacy for Technical and Vocational Teacher Training Programmes in Malaysia" discusses the importance of sustainability literacy in technical and vocational education and training (TVET) programs. The authors argue that TVET has the potential to educate workers, graduates, and citizens in developing sustainability literacy, but there is uncertainty about the extent to which vocational teaching professionals have been trained in this area.

One potential bias in the article is the focus on TVET programs in Malaysia. While the authors acknowledge that their study is specific to Malaysia, they do not explore how their findings may be applicable or relevant to other countries or contexts. This limits the generalizability of their proposed curriculum framework.

The article also lacks a comprehensive review of existing literature on sustainability literacy in TVET programs. The authors briefly mention some challenges and issues related to integrating sustainability education into TVET curricula, but they do not provide a thorough analysis of previous research on this topic. This omission weakens the overall argument and undermines the credibility of their proposed framework.

Furthermore, the article does not adequately address potential counterarguments or alternative perspectives. The authors present their curriculum framework as a solution to the lack of sustainability education in TVET programs, but they do not engage with any opposing viewpoints or consider potential drawbacks or limitations of their approach.

Additionally, there is a lack of evidence provided to support some of the claims made in the article. For example, while the authors assert that higher education institutions have the most influence in developing sustainability literate graduates, they do not provide any empirical data or research studies to support this claim.

Overall, while the article raises important points about the need for sustainability literacy in TVET programs, it suffers from several biases and shortcomings. A more comprehensive review of existing literature, consideration of alternative perspectives, and inclusion of supporting evidence would strengthen the arguments made in this article.

# Topics for further research:

* Sustainability literacy in technical and vocational education and training programs outside of Malaysia
* Integrating sustainability education into TVET curricula: challenges and best practices
* Review of literature on sustainability literacy in vocational education
* Alternative perspectives on sustainability education in TVET programs
* Empirical evidence on the influence of higher education institutions in developing sustainability literate graduates
* Critiques of curriculum frameworks for sustainability literacy in TVET programs

# Report location:

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