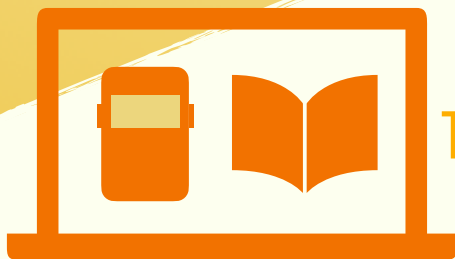


BET

BETTER EFFECT OF TRAINING



Work-based
training



Theory

**VET WITH WORK-BASED
INTEGRATION OF
E-LEARNING AND VIDEO**

EN 1090 INSTRUCTOR TRAINING -
A VET PRACTITIONER DEVELOPMENT GUIDELINE



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

RECOGNITION OF PRIOR KNOWLEDGE AND SKILLS IN TRAINING OF INSPECTORS

Apply e-Learning to communicate and deliver materials, tasks and define learning activities for the students.



Apply e-learning to communicate and deliver the materials from the student to the teacher, or from a student to the other students.



Apply work-based learning to investigate and solve the tasks and activities done by the students.



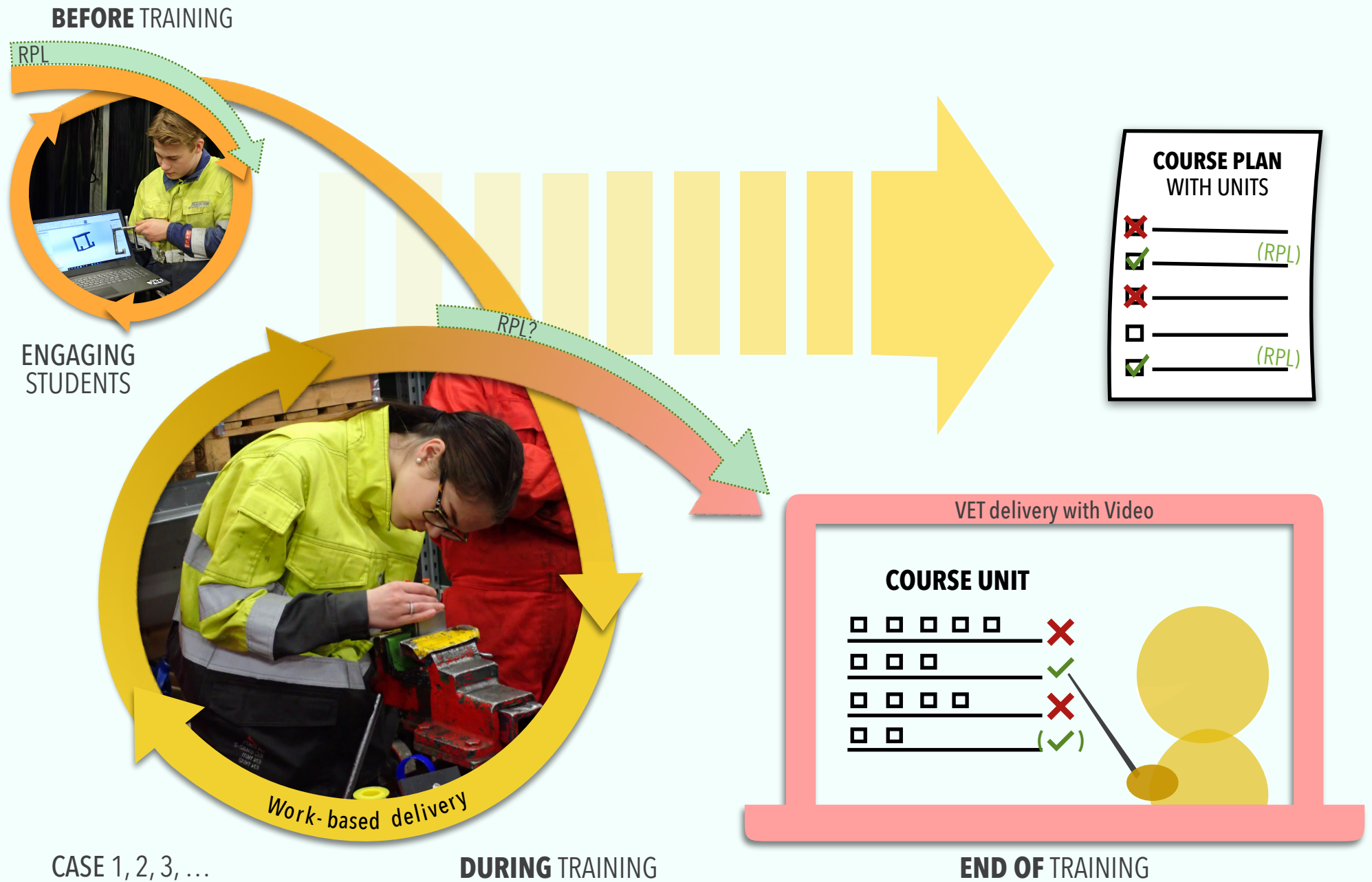
METHODOLOGY (during training)

- ▶ Individual thinking periods to suggest best practices
- ▶ Group discussions to draft best practices
- ▶ Class discussions to define best practices
- ▶ Teacher verification of best practices

BETTER EFFECT OF TRAINING (before training)

- ▶ Recognition of Prior Learning (RPL) with pre-testing of students knowledge and skills
- ▶ Analyze feedback and adjust course plan
- ▶ Prepare and apply cases that stimulate and trigger discussions to get better effect of training

ONE UNIT IN THE COURSE PLAN

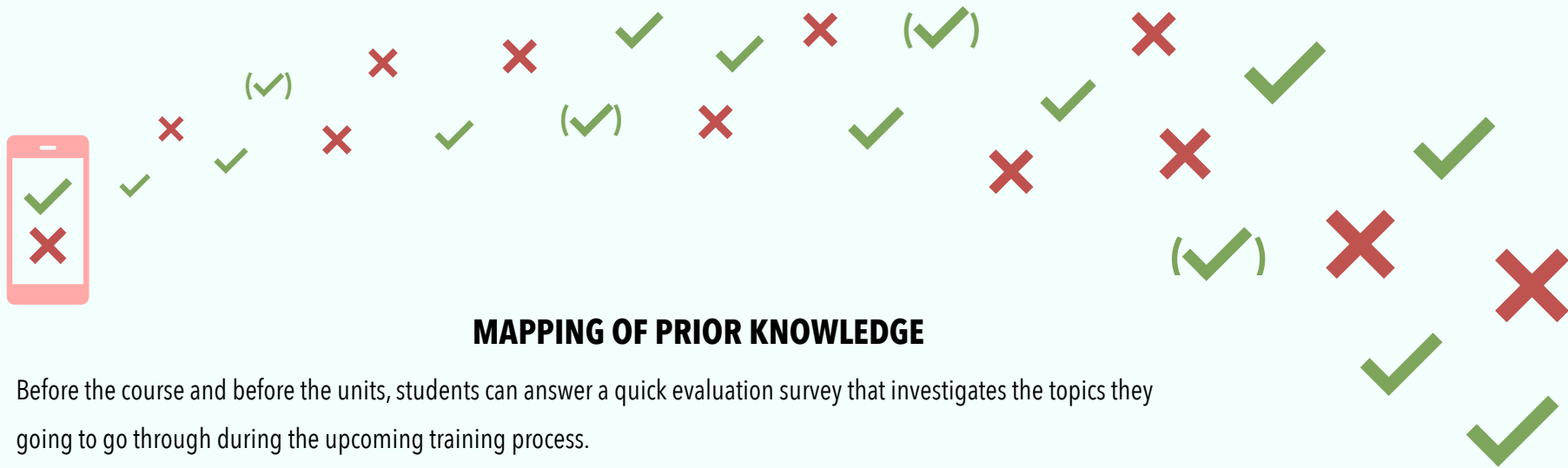


WHY RPL ?

A class consists of many students that have obtained different backgrounds from industry. They have different experiences from the production when they start a course, whereby they have got various type of skills.

Some students will have a lot of knowledge from previous experiences, while others will have relatively fresh knowledge and less experience.

In order to make the teaching process more effective, the teacher can apply online tools and services that help recognizing students' prior knowledge and skills. With the help of quick surveys and evaluations, the teacher will better adapt the teaching to the students' needs. At the same time, the students will benefit more from the teaching practices.

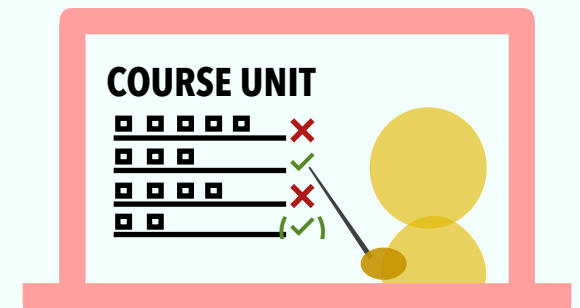


MAPPING OF PRIOR KNOWLEDGE

Before the course and before the units, students can answer a quick evaluation survey that investigates the topics they going to go through during the upcoming training process.

The teachers` can use this feedback to focus their teaching towards the problematic areas.

This includes applying cases like multiple choice question sets, open text feedback, or text and multimedia to trig and provoke discussions in the class. In this way inexperienced students can directly learn from experienced students production skills.



PROVIDE FEEDBACK THAT IS LINKED TO PRACTICE

A case consists of 4 main learning activities:

- ▶ Individual thinking period with anonymous collection of suggestions for answers to the cases
- ▶ Small group discussions: Pick out the 5-10 most relevant answers.
- ▶ Class discussions: Create a common solution containing the 5-10 most relevant answers.
- ▶ Verification from teacher: Explain why the correct solution is correct, and the wrong alternatives are incorrect.

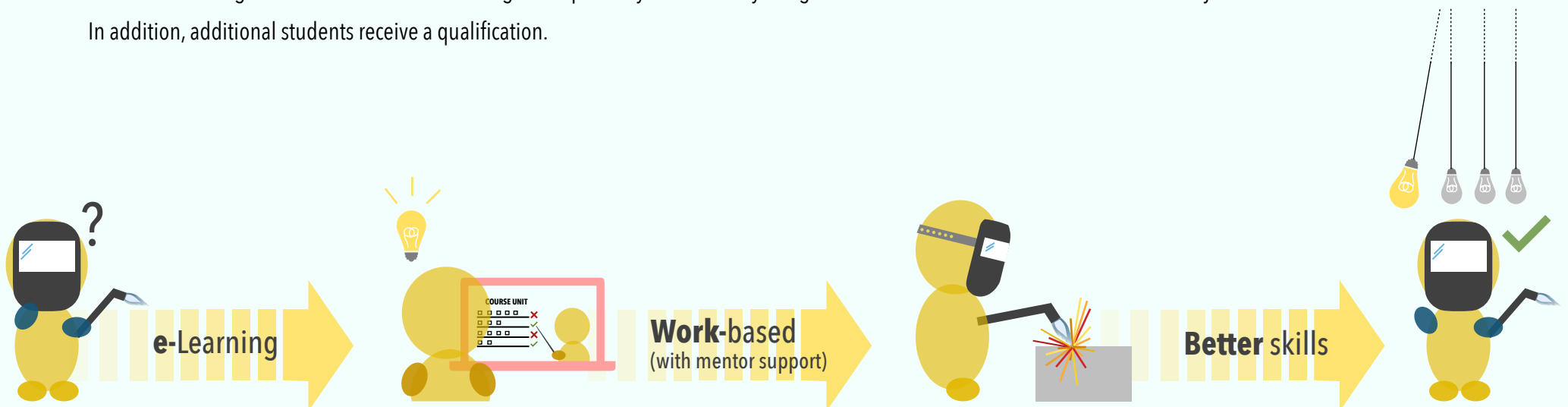
GIVE AND RECEIVE CUSTOMIZED TRAINING

The use of RPL help delivering teaching that is adapted to the level of experience and knowledge in the class.

For the teacher, it will be easier to adapt the teaching to the needs of various classes, because the students complete quick pre-tests or mappings. One goal is to let students better be able to help each other.

The students will get better benefit of the teaching hours precisely because they can give the teacher feedback on what skill level they are at.

In addition, additional students receive a qualification.



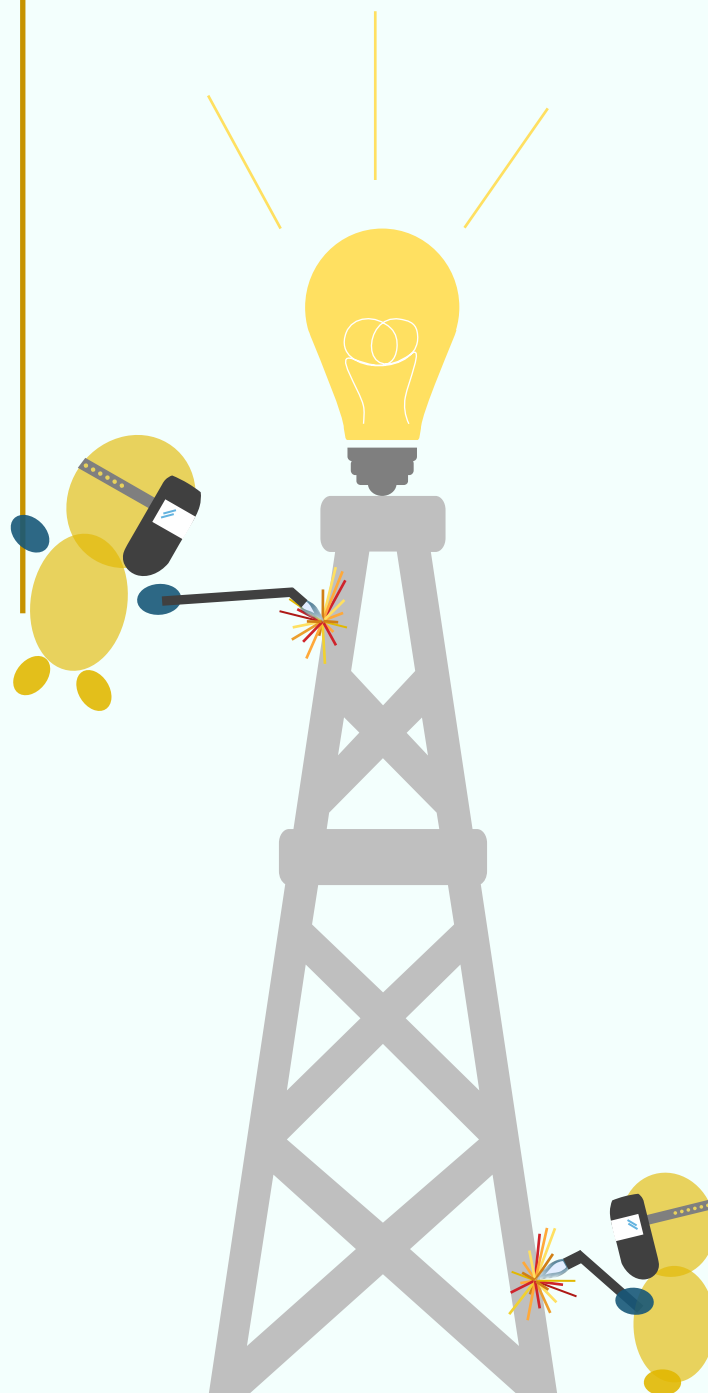
METHODOLOGY

Prior to the course(s) the vocational education and training (VET) school establishes a school-industry partnership together with the companies. This includes a plan for the training needs.

The training is delivered as problem based learning, where an external customer delivers a set of drawings and specifications to the class and asks them whether they can deliver a product based on the customers requirement.

The training follows the industrial production process. Theoretical knowledge is immediately transferred into work-based learning.

- Industry VET demands inform VET supply and responsiveness
- Responsive VET centers offer work-based learning
- Blended learning processes gives better quality of VET



CREATE IMPROVED MASTERING EXPERIENCES FOR THE STUDENTS

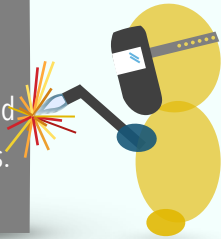
Learning is a social experience that requires interactions and interactivity between the students, and between the students and their teachers.

The ongoing coronavirus pandemic has been a good opportunity to rethink our approach for providing VET within a blended learning educational framework mixing some onsite training in the class room with recognition of previous learning (knowledge and skills), professional e-learning system solutions, application of work-based training and frequent synchronous and asynchronous teacher training support by applying the video systems Zoom or Teams.

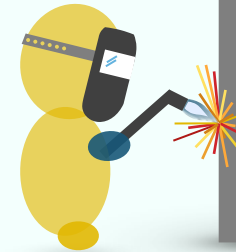
Moving some tasks to an online format, suggests that many training activities that have traditionally been synchronous and instructor-paced in a class-room, can be made asynchronous and self-paced.

This helps supporting delivery of training that better reflects companies production schedule, without increasing training delivery costs.

Develop VET supply to better offer training based up on industry demands.



Students receive more efficient fabrication training.

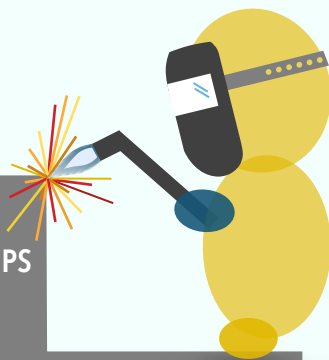


A VENUE THAT IS COMBINING THEORY WITH PRACTICE IN NEW WAYS.

The work-based learning applies learning outcome descriptions: What knowledge and which skills are wanted?

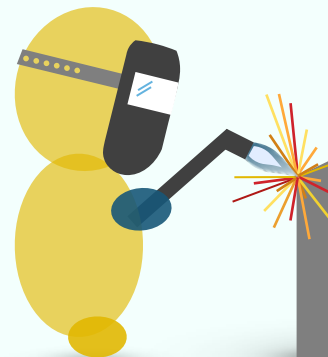
ESTABLISH SCHOOL-INDUSTRY PARTNERSHIPS

BET improves and streamlines VET. The VET schools are the initiators for organizing a common meeting arena towards the industry.



ACTIVE LEARNING

The training methods combine cases, modern teaching tools and interactive learning services that highlight, demonstrate and initiate discussions among the students.

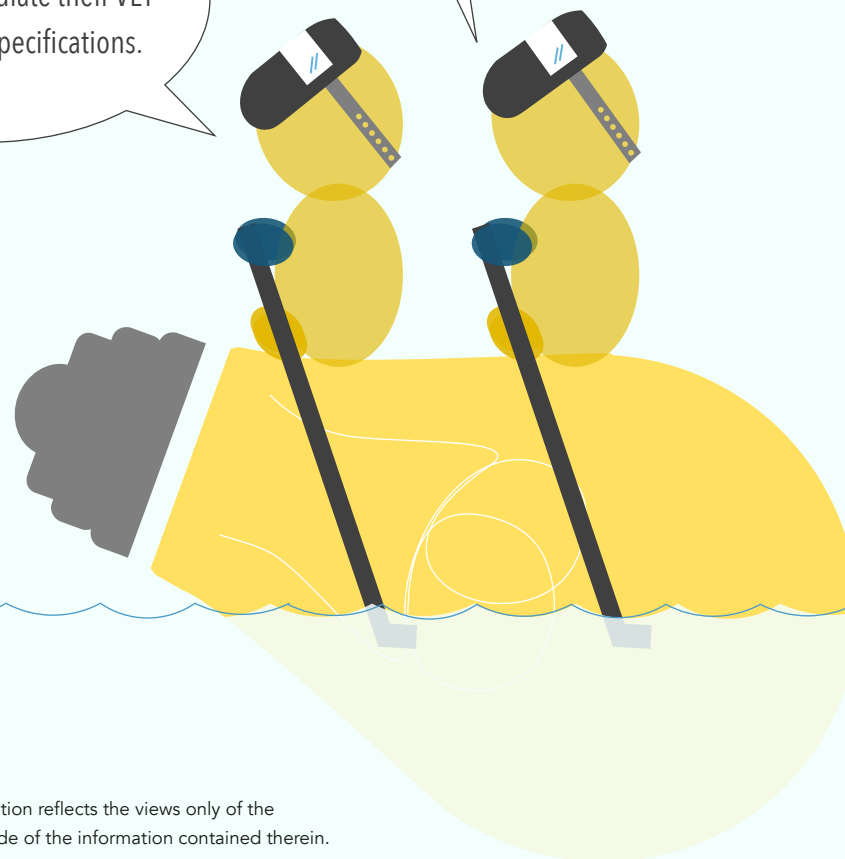


WORK-BASED LEARNING FOR VET

BET demonstrates how VET schools may set up, establish and deliver blended learning solutions that quickly respond on industry demands. The courses delivered demonstrate how to move information transfer and sense-making online by supporting and make it interactive through work-based training activities. This helps promoting social interactions between the students. In addition, the use of an online professional e-learning platform in combination with the work-based learning activities in the companies workshop, helps promoting intrinsic and extrinsic motivation thus improving students` performance.

BET challenges the fabrication industry to formulate their VET demands and specifications.

Introduce new VET methods that are more time- and cost efficient.



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.