

EuroMec project

D3.2 Applying e-Learning in the VET classroom

EQF 4-5

This guideline describes how to structure, organize and start using the 4 course frameworks consisting of *learning goals* (content, general learning outcomes, specific learning outcomes and general competences), *effective usage of digital libraries*, proposed *training methods* and *implementation of work-based training* activities, at the EQF 4 level. Each course is structured and organized in a discrete number of *N* unique *Competence Units (CUs)*. A CU is a specific subject module that is leveled and aggregated for site machine operatives and fabrication process technician levels.

The descriptions of these 4 frameworks should be done at *course level* and at the *competence unit levels*. This innovative and flexible training solution methodology demonstrates how VET schools may set up, establish and deliver blended learning solutions that better respond on industry demands. The CUs should be structured and delivered according to the industry needs, whereby the CU follows the industry fabrication requirements for specific methods, processes and materials.



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e-learning, or electronic learning, applies computers to convey all or part of the teaching.

e-learning can consist of several elements. As a rule, these are a mixture of teaching videos, texts with cases and work based learning with hands on training. These are followed up with automatic tests, submissions and discussions with the teacher and with other students.

To create a good e-learning experience that delivers quality training, you can combine teaching in the classroom with skilled teachers with the use of an e-learning platform.

A good e-learning system has the pedagogical opportunities to support and assist the students.

For many, time is one of the scarcest resources in today's society.

The time it takes to travel back and forth to a school and to show up at a certain time each week means that many cannot get the knowledge they need. By using e-Learning, we eliminate many of these challenges. e-Learning helps increase productivity for participants and revenue for their companies.

In many cases, e-learning is much cheaper for the companies and their staff. They reduce or avoid travel costs. Since the course provider will use the same teaching material on several students, the training cost of the course is reduced.

The students can learn where and when they want!

Why e-Learning?

e-learning, or electronic learning, applies computers to convey all or part of the teaching. e-learning can consist of several elements. As a rule, these are a mixture of teaching videos, texts with cases and work based learning with hands on training. These are followed up with automatic tests, submissions and discussions with the teacher and with other students. To create a good e-learning experience that delivers quality training, you can combine teaching in the classroom with skilled teachers with the use of an e-learning platform. A good e-learning system has the pedagogical opportunities to support and assist the students.

In a society where the desire for freedom is stronger than ever, e-learning gives the students the opportunity to learn when and where they want.

When using e-learning, the teacher can easily follow the progression of each individual student. The students can also take parts of the course in the order they think is best.

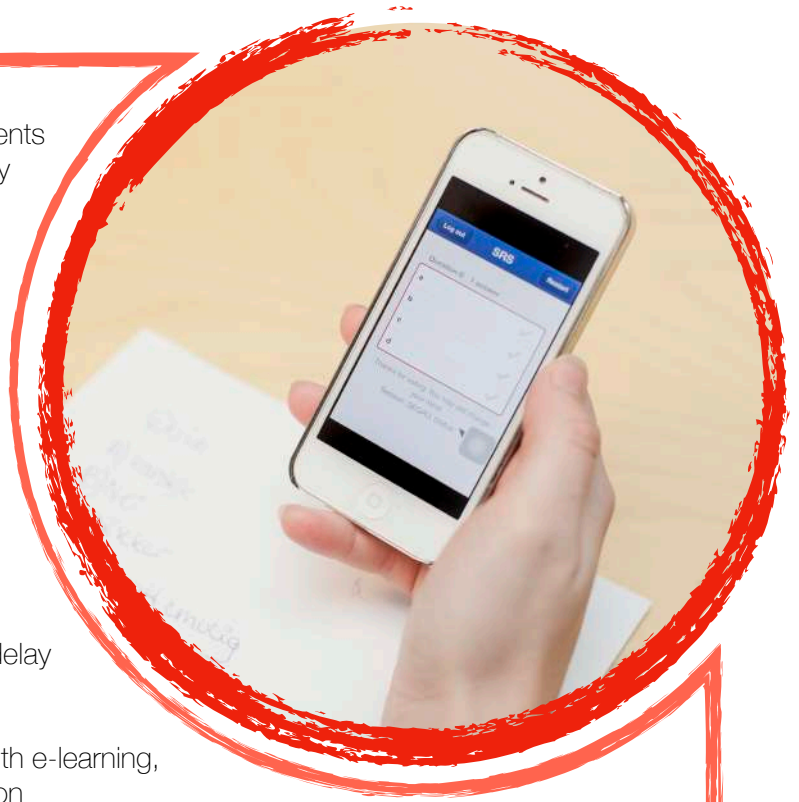
Not everyone is equally comfortable learning in a large group and may have difficulty understanding parts that others take easily. With e-learning, the individual can spend the time they need on the material, and ask the questions they want without being afraid to delay the rest of the group.

Fortunately, not everything can be learned with e-learning, but even practical subjects such as inspection may be delivered with e-learning support.

Thus, some VET courses will work best as shared learning, where part of the course is online but other parts of the course are conducted in the classroom or by organizing physical on-site gatherings. All studies on learning show that the more ways you learn a theme, the more you learn.

There are several standards on digital learning platforms and the most common are Shareable Content Object Reference Model (SCORM), AICC, ADL and Tin Can. These systems provide some opportunity for teachers to export and import course materials from one system to another. However, these are complicated systems and it is indeed possible to select not to support them!

Nevertheless, do you want to learn or to teach away, iQVET has the solution!



What is e-Learning?

A digital e-learning platform (a LMS), is a digital or web-based system that gives teachers the ability to plan, create and deliver content in a structured way. The teacher can easily follow student participation to assess progression, skills and provide feedback. An online learning platform can also give students the opportunity to use interactive features such as threaded discussions, video conferencing, and discussion forums.



It is common for courses published via an online e-learning platform to be made up of modules and smaller lessons, so that it provides a good overview for both teacher and student. Many people think of an online learning platform as a modern correspondence course, and in many ways it is correct.

However, today the courses are made up of video and interactions, and less text. By using automatic tests, the student is given the opportunity to get their knowledge confirmed before the student moves on to the next lesson. This helps reducing one of the remote learning course's big problems: the student sitting alone without understanding what is being taught.

This gives the teacher a good opportunity to assess whether a lesson is clear and understandable or should be improved. A big advantage of an online e-learning platform is that it is easy to update parts of a course, even while there are students taking the course.

The amount of interaction between students and teachers in an e-learning platform varies both from system to system and from course to course.

Ask questions and share assignments in each lesson.

Opportunities to use discussion forums and live chat.

The freedom to build up on and create work based learning experiences. Includes a number of standard options.

Make the learning experiences as easy as possible.

Focus on modern, ease of use within e-learning.

Standard e-Learning options

It is easy to create courses and teach via modern Learning Management System (LMS) platforms. The following standard options should be included:

- Easy publishing of content
- Video
- Text
- Audio
- Automatic tests
- Manually assessed exams
- Submission of files and photos
- Email from student to teacher
- Automatic emails
- Discussions between students

Knowledge can be disseminated to companies and their staff in a cost-effective way, regardless of time and place. Administration is simplified and travel costs are eliminated.

The company may receive an overall competence overview and full documentation of which courses and training measures have been completed.

- Discussions between student and teacher
- Overview of all participants
- Downloadable files
- Analysis of students
- Course analysis

Create good learning experiences.

Easy to publish and run courses

Reduce training costs and increase the flexibility for providing VET



«Knowledge can be disseminated to companies and their staff in a cost-effective way, regardless of time and place.»



VET Responsible

Designing, organizing and managing courses, knowledge tests and surveys.

Create online tests and knowledge tests to ensure that the students have the required knowledge. Tests can be included in online courses or be stand-alone.

Upload documents and files to a shared library.

Create online feedback forms, customer- and student surveys.

VET Teachers

Follow up classroom courses, including adding course calendar, handling registrations with subsequent approvals, follow up waiting lists and register attendance.

Receives a comprehensive overview of both e-learning and classroom teaching in the same system.

Access to automatic messages and reminders.

Customize reporting.

VET Students

Access to their own competence profile: Which courses have been signed up for and which ones remain to meet the competence requirements set by the employer?

Receiving messages from the course leader via email and possibly to the mobile phone.

User-friendly navigation. Assessment of courses and feedback.

Students can see their own results and development over time.

VET Responsible

With central management of the courses and the VET program inside the LMS, the VET responsible should organize and manage:

The automatic system functions

- Automatic course registration according to defined competence profiles
- Automatic reminders with escalation to manager and administrator
- Automatic repetition of courses that must be repeated at regular intervals
- Provide updated statistics that is including the full history of all the training activities

The management tools

- Administration of persons, groups, competence profiles and accesses to competence units, courses and programs
- Administration of both online courses and classroom courses applying Single Sign-On.
- The course catalog and the course calendar
- Messaging function for mass mailings and reminders
- Support multilingual students
- Help securing that the interfaces may be operated from a tablet or a mobile phone

Authoring tools

- Access to user friendly tools for production of competence units and courses
- Development, monitoring and uploading of integrated knowledge tests and quizzes
- Searchable file library containing the learning materials, reference documents, description of standards, videos, cases, question banks and other relevant documents
- If necessary, import and export of SCORM and QTI files
- Customized graphic profiles, including logos on learning materials, other documents and presentations, and course certificates

Organizing and uploading the courses into LMS

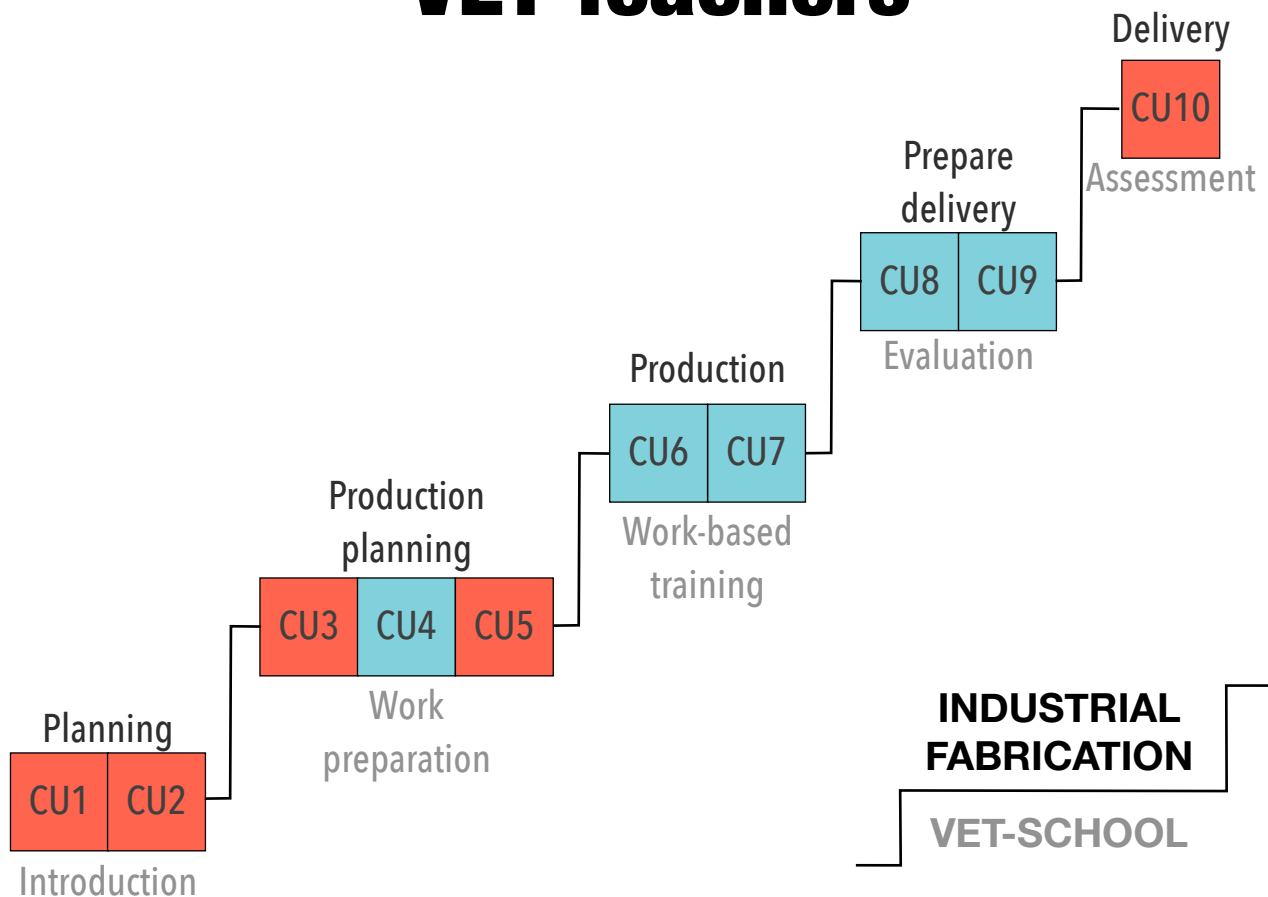
- Use the calendar function to set up the course
- Define and set up the **Competence Units (CUs)** for the course
- Upload the **teacher guide (Framework for CLMS)** for the course and the CUs,



including descriptions of the learning materials, student activities and student deliverables. It is recommended to include descriptions of proposed blended learning and training methods such as application of Recognition of Prior Learning, classroom based training, e-learning, work based training and support of students by use of synchronous and asynchronous video

- Upload the **student guide** for the course and the CUs, including an overview of the learning materials, student activities and student deliverables
- For the course and for each CU, upload the **Framework for Learning Goals** containing descriptions of the: content, general Learning Objectives, specific Learning Objectives and competence measures for the Learning Objectives
- For each CU the student should access 100% of all learning materials, including other relevant documents, from one single catalog (position) within the LMS
- At the course level, produce a specification of a **Framework for Work-Based Training** activities applying blended learning that includes
 - sector specifications (optional)
 - a digital library (within the LMS) for sharing and maintaining learning materials between stakeholders inside and between countries
 - descriptions for how to engage and provide. Mentoring support during the blended learning course
 - descriptions of how to integrate and apply hands on training practices
 - descriptions of tailored practices (subject specific)
- **Framework for Optional Settings** that are level and sector specific.

VET Teachers



The course is structured in a number of *Competence Units* (CUs). Each unit covers a limited area within the planning and implementation of the fabrication process. The competence unit is a standalone course element that can be delivered when needed. A number of the CUs apply work-based learning (blue boxes) where the training follows the fabrication process of a product. The remaining CUs contain theoretical training. Each CU targets various stages in the fabrication process.

The VET Responsible has uploaded and updated all the VET course materials and organized them into CUs, before the course starts. This is done by using the calendar function, whereby the students will use their calendar on their mobile, tablet or computer, to register periods for training, deadlines for submissions, access the CUs etc. This makes it easier for VET students to synchronize the training activities with their other duties at work and at home.

Teacher guide

Each CU contains a step-by-step description of how the VET materials and course are adapted and supposed to be applied to satisfy the industrial production. The design of the learning arena and the training methods are adapted to the needs of the industry. Then the teacher shall read this document before providing the training.

Planning

Each CU is set up and organized by using the LMS «*Planning Tool*». The students will find all necessary materials that they shall apply during their studies in this CU at one single point within the LMS. It helps the VET Responsible and the teachers to create a good overview of subjects and the teaching. It allows students to navigate the learning materials at their own pace.

Engage and motivate

It is important to let technology in combination with dedicated training methods, create students interest and commitment. The usability of an LMS platform actually plays a big role in this context. Information shall be displayed in a clear and concise way, which ensures that it is easy to understand without the student being bombarded with too much information. The LMS will notify the students when course updates occur, when announcements are distributed, and informs them of the tasks they need to do within a deadline. Case based videos from industrial production are used to make the training relevant and targeted. They are designed to help the teacher create discussions and reflection processes within the class. Well designed videos may help doing this at the individual-, group- or class levels.

VET Teachers

Teaching

An LMS shall effectively distribute information to students, whereby the teacher spends less time on administration and more time on teaching and follow-up activities. The teacher must decide if they download teaching and learning materials from the LMS before the training starts, or if they will use them from the LMS during their teaching. For training in the class room, download may be suitable. For video based follow-up, by tools like Zoom and Teams, must links inside the LMS to multimedia material be opened in separate windows before they start the training. After the teaching is completed, they must follow up the students and provide replies to comments, questions etc. in the forums inside the LMS. They must go through the materials that the students submit through the LMS and give feedback on it.

Work-Based learning

A customer specifies a product and delivers it to the class as an order when the course begins. The product must be produced, quality assured and delivered to the customer within the deadline in the order, with documented quality. The students inspect the quality of the various components according to the specifications in the order. The customer checks if the quality is according to the specifications in the order, before they receive it.

Reflection processes

Reflection processes help online learners to absorb and assimilate the information within a CU more effectively. In addition, it allows them to widen their new knowledge and unlock professional opportunities into real-world contexts. However, are they actually committing the e-learning content to memory, or are they merely going through the motions? By reflecting on the subject matter and putting it into practice through work-based learning, can online learners truly process the information. Several techniques may be applied:

- The teacher breaks online learners into groups, assigning them a real-world problem or task, and then let the knowledge sharing begin. Introduction of online group collaboration projects help online learners observe the subject matter from different viewpoints. They can discover new ways to approach challenges, which prompts them to reflect on their own personal cognitions.
- The instructor includes real-world e-learning activities that emphasize the practical uses of the



knowledge and skills they are acquiring. Such e-learning activities immerse the students into realistic situations whereby they can analyze their response. As a consequence they are able to reflect on the topic while they put their skills into action. Use of interactive simulations that help students to evaluate their current strategy or improve task proficiency, are examples of real-world e-learning activities facilitating online learner reflection processes.

- e-learning assessment processes give the teacher good indications for how online learners are progressing and what they still need to work on. For example, an online learner answers a question incorrectly. The e-learning system highlights the error, provides the correct response, and finally offers supplemental online resources.
- Self reflection processes may be triggered by carefully creating crafted e-learning questions. Post questions into an e-learning forum, into a social media page or apply a blog that encourage online learners to reflect. This process will help them to tie the subject matter into real-world applications. An example is how task-based online learning and training can help the students to streamline and simplify their work processes.

If the teacher is asking a reflective question to which the answer can be "I don't know", it is the quickest way to lose the engagement of an online learner. Reflection during the learning process is indeed an important way to ensure that what the students are learning has relevance to why they are learning it.

Every CU should have a reflection opportunity. It is a key part of learning, whereby it is important to carefully consider how to ask reflective questions in e-learning.

VET Students

How may e-learning help?

e-learning provides a scalable system that helps and supports the learning process when providing and delivering VET. All the students can receive the same type of syllabus, study materials and training through the LMS based e-learning systems. They and their companies, will save time, money and reduced transportation cost. Appropriate designed e-learning is cost-effective compared to traditional learning, but expensive to develop.

Successful online students apply and identify several practical steps that helps them succeed:

- A key challenge facing an online student is the self-discipline required to devote adequate time to class in courses that might not have regularly scheduled times to meet synchronously online by video or in person. It is important to establish own schedules ensuring enough time for class participation.
- Student interaction will often occur through an online threaded discussion, allowing students and instructors to interact in asynchronous time. This is a significant shift for students accustomed to in-class discussions. Students should respond to several student postings, but make sure that they have something meaningful to add. It is not sufficient to just say it is a «good post».



Use it or loose it

- Retention of the course content is often a challenge for students. To find a way to apply the new materials and concepts helps them retain the information.
- Stimulate students to make up questions that are useful and integral to their learning, whereby fellow students and instructors would go deeper into the subject. This makes a subject matter more understandable.
- Without direct physical contact and interaction with other learners or an instructor, it is easier for online students to lose their interest or motivation. Many students indeed find motivation in getting a good grade and in setting personal goals.
- Communication is an instruction technique that works. Students like instructors who logg into the e-learning system often and asks a lot of questions. Not only does this help to increase understanding of the subject, but it gives the students the opportunity for class participation.
- Students should make connections with their fellow students. Being a part of a community of learners is helpful for online and onsite classes.



VET Students



No magical formula guarantees success in online learning and developing online skills.

Successful online students apply several techniques, which instructors can use to help their students develop effective online learning skills. *It is important to support a student's developing a time-management strategy* in order to help manage the course requirements as an independent learner.

The teacher should stimulate and encourage online discussions with fellow students, whereby the instructor are central for creating successful learning experiences for the e-learning students. It is important for the teacher to develop and help asking thoughtful questions as a technique to engage both fellow students and the instructor.

Staying motivated in the e-learning classes is a challenge for students often studying independently. Students who manage to develop a personal motivation strategy find it a great support and asset to the online learning experience, one that can keep them from losing interest or burning out.

An important step for instructors teaching an online course is to understand and recognize that a different set of student skills may be required for students to get good grades. It is indicating that they have achieved the desired understanding of the subject and have understood the most from an online course. The techniques identified by successful online students, can promote a rich learning experience for other students and indeed provide a foundation for them to develop these skills.

Work-Based Learning

Skills development

Work-Based Learning (WBL) is an educational strategy that provides students with real-life work experiences where they can apply academic and technical knowledge and skills. It is one of the 2020 priorities of 27 European Union Member States.

One way to produce skilled workers is by training them in the workplace where they get practical knowledge and skills. Vocational training programs will be more effective if work-based learning and structured off-the-job learning in a classroom setting are combined.

Work-based learning refers to all forms of learning, both initial and continuous, that take place in a real-world environment. It provides individuals with the skills they need to successfully find and keep jobs, and to advance their career. It is particularly successful when it is well integrated into the education and training system, and combines elements of learning in the workplace with classroom-based learning. All work-based learning setups share two features: a direct relationship between employer and learner, and an element of on-the-job learning.

Work-based learning can provide a strong learning environment and ensure that there is demand for the acquired skills in the labor market. Employers benefit by using it as a recruitment tool and as a means to benefit from the productive output of learners. The country benefits from an increase in skilled labor without heavy government investment, as the cost is usually shared between learners and employers. Learners benefit not just from industry-relevant training but also from improved job prospects, social inclusion, and a smoother transition from school to stable employment.



Smart use of LMS! Students views

ORGANISERING AV KURS

Et kurs må organiseres slik at det er lett for elevene å navigere på LMS-en og lett å finne alt av relevant materiale. Dette er minimum. For å holde orden på kursmaterialet i en LMS bør dokumentene lagres i moduler. Hver modul skal inneholde alt en elev trenger knyttet til et tema.

I hver modul skal innholdet sorteres i ulike mapper. Mappene vil fungere som en underkategori for modulene. Eksempler på mapper kan være «obligatorisk lesing», «kompendium», «øvingsoppgaver», «eksamensoppgaver», «caser» eller «lese-/arbeidsplan». Her vil det passe å legge inn tilleggsressurser, f.eks. materiale som er orienteringsstoff. Å dele inn i mapper gjør det enklere for elever å navigere seg gjennom innholdet og det vil bli lettere å finne det de leter etter.

LMS-er har ofte en kalenderfunksjonen og dette er et nyttig verktøy i organisering av kurs. I kalenderen er det mulig å legge inn når og hvor undervisningstimene er, samt hva som skal gjennomgås i timen. Dette gir elevene muligheten til å forberede seg til timen. Det er også mulig å knytte moduler eller mapper inn mot kalenderen slik at elevene ved et klikk kommer til den relevante modulen for timen.

Det er ulike måter å organisere et kurs på. Det viktigste er at materialet er tilgjengelig når det trengs og at det er et organisert system for å legge ut materialet i LMSen. I tillegg er det en stor fordel at alle lærere har det samme oppsett på hvert emne. Dette gjør det enklere for elever å navigere på tvers av emner fordi det er likt oppsett for alle emnene.

ANONYMITET

I en LMS er det mulig å sette opp forum hvor elever fritt kan stille spørsmål til lærere og andre medstudenter for å få hjelp. Det er en fordel at læreren har mulighet til å sette opp forumet slik at elevene er anonyme overfor hverandre, men ikke overfor læreren. Dette er en fordel i klasser hvor elevene ikke er trygge på hverandre. Ved å gi elevene muligheten til å både stille spørsmål og svare anonymt, vil sjansen for at elevene deltar øke.

I mindre klasser vil det være en fordel å ikke ha anonyme spørsmål slik at læreren lettere kan tilby tilpasset opplæring og hjelp. I større klasser er det en fordel å gi elevene muligheten til å svare anonymt, da det uansett er vanskelig for en lærer å lage individuelt tilpasset opplegg til enkeltpersoner.

Læreren må i hver enkelt modul beskrive i leseplanen hvilke læringsutbyttebeskrivelser som er relevante og som dekkes for hvert tema. Dette bidrar til å lage en tydelig og oversiktlig plan for undervisningsforløpet, samt å hjelpe elever med å forberede seg til eksamen.

Eksamensforberedelse

Kursopplegget må reflektere hva elevene testets på. Dvs. oppgaver må være i samme format som det som gis på eksamen.

Når det nærmer seg eksamen må elevene få en beskrivelse av hvordan eksamen skal gjennomføres, og noen tips om arbeidsmetoder i forhold til repetisjon før eksamen. Læreren må lage en egen modul som heter «eksamensforberedelse» (f.eks.). I denne modulen legges materialet som er relevant som forberedelse til eksamen. Dette kan være tips, ressurser, tidspunkt for oppsummeringstimer, undervisningsmateriale fra oppsummeringstime(r) og eventuell informasjon om ekstratimer til spørsmål før eksamen. Ekstratimer bør og legges inn i kalenderen, som beskrevet ovenfor.

Spørretimer

Spørretimer bør det gis beskjed om i god tid i forkant. Da får elevene tid til å forberede spørsmål de eventuelt lurer på. Timene legges opp slik at elevene ene stille spørsmålene sine ved å rekke opp hånda eller stille spørsmålene sine via et digitalt hjelpemiddel. Ved håndsopprekning er det lettere å kommunisere med læreren om spesifikasjoner/utgreininger ved spørsmål. Det er og mulig for flere elever å gi uttrykk for at de heller ikke skjønner et tema eller sliter med det samme. Ved at elevene stiller spørsmålene sine digitalt før spørretimen, får læreren en oversikt over de vanskeligste problemområdene og kan forberede seg på disse før timen. Dermed kan læreren tilpasse timen slik at det hjelper flest elever.

Diskusjoner, læring og samarbeid

Et viktig aspekt for å stimulere til læring hos elever er å engasjere de. Det er flere måter å engasjere en klasse på. Et sentralt punkt er å få elevene til å aktivt delta i timene. Spørsmål fra lærer til elever skaper dialog mellom og gir elevene en mulighet til å delta. Læreren bør være oppmerksom på hvem som svarer i disse sammenhengene da det ofte er en mindre gruppe av de samme elevene som svarer.

Diskusjoner er gode verktøy å bruke i undervisningen. Da får elevene mulighet til å reflektere rundt det læreren har gått gjennom. En diskusjon gir elevene mulighet til både lære av og engasjere hverandre.

Gruppearbeid med diskusjoner kan engasjere elevene i timen. Det kan lønne seg å dele gruppene inn slik at ulike roller blir fordelt, enten naturlig eller av læreren. En god gruppe bør inneholde en leder som organiserer, og en eller flere som er «doers» og som løser eventuelle utfordringer.

Studiegrupper

Studiegrupper gir elever mulighet til å møtes eller samarbeide over nett, for å diskutere problemstillinger, arbeidskrav, innleveringer eller oppgaver som deltakerne sliter med. Her kan elevene hjelpe og lære av hverandre. For å få mest ut av en kollokviegruppe må det planlegges hva som skal forberedes og gjennomføres før kollokviegruppa møtes.

Nødvendig arbeidsmengde

En beskrivelse av nødvendig arbeidsmengde må gis ved oppstarten av kurset. Beskrivelsen må inneholde nødvendige arbeidstimer per uke for å få en god karakter, totale arbeidstimer i løpet av kurset og eventuelle tips til hvordan å arbeide med faget (studietips).

Characteristics of a good e-learning teacher! Students views

Det som kjennetegner gode lærere er at de er engasjert i faget sitt og følger med på at elevene forstår det som undervises. Dette kan for eksempel gjøres med kartlegginger for å følge med på hva elevene kan. En god lærer kommuniserer også tydelig med elevene, enten det er gjennom en LMS eller i klasserommet.

I undervisningen er det viktig at undervisningsinnholdet er strukturert og inneholder læringsmålene for timen, planen for timen, tydelige skifter mellom temaer og kilder. Når elevene stiller spørsmål kan læreren svare godt på de, eller sjekke opp og gi et svar noe seinere. En god lærer gir elevene mulighet til å stille spørsmål i løpet av undervisningstimen. Læreren kan f.eks. bruke et digitalt verktøy som lar elevene stille spørsmål anonymt (anonyme for medelever, eventuelt også overfor læreren). Dette kan lønne seg i større klasser hvor elevene kanskje er usikre på hverandre og forventningene til miljøet i klassen. Når en god lærer gir tilbakemeldinger kommer de raskt (så fort som mulig) og inneholder konkrete kommentarer. Tilbakemeldingen kan gis ved bruk av en LMS eller som muntlig/skriftlig tilbakemelding.

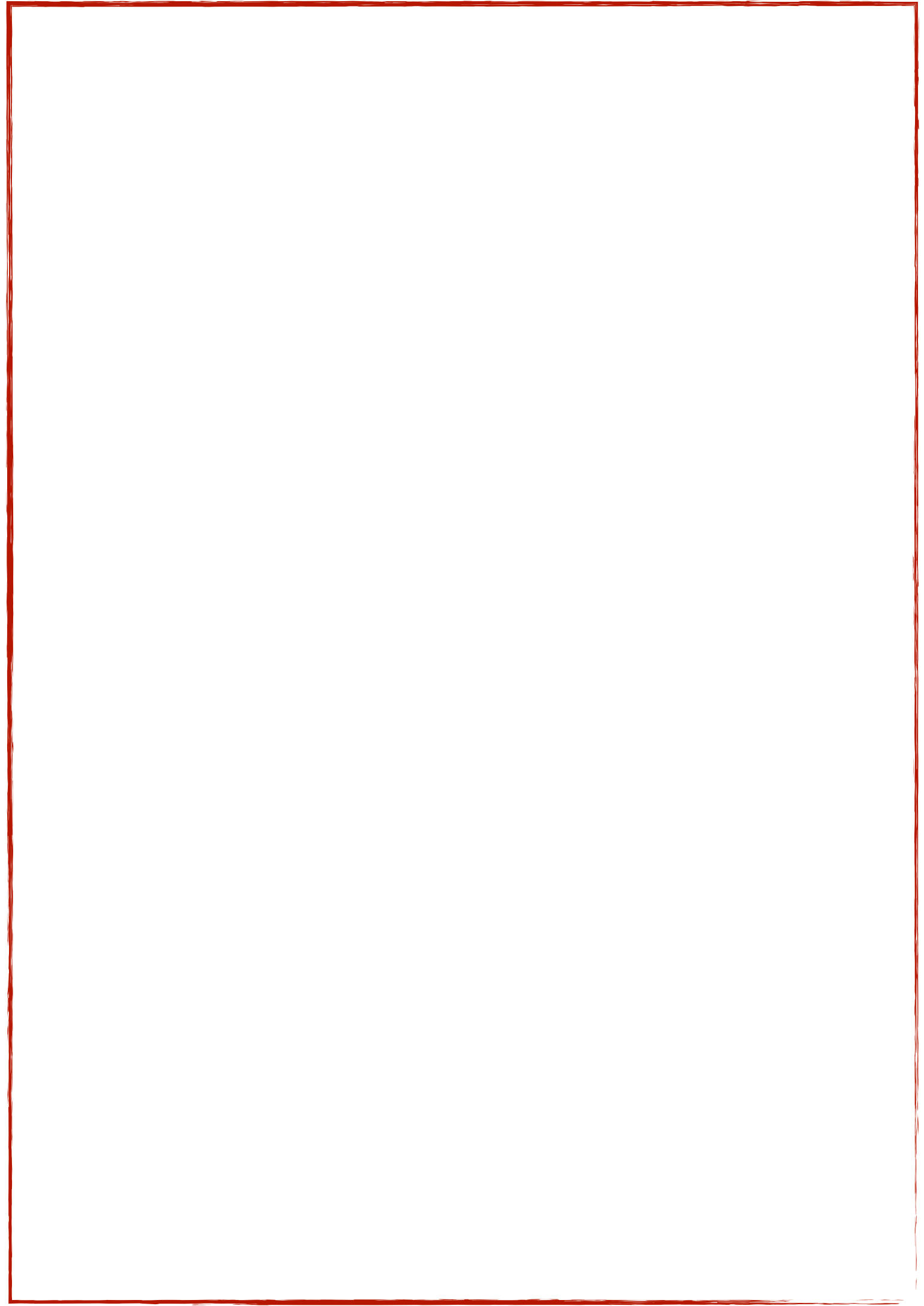
ET EKSEMPEL PÅ EN GOD LÆRER I ET METODEFAG

Læreren evnet å få klassen til å le, selv da han utledet formler og forklarte komplekse sammenhenger. I noen tilfeller hvor klassen tydelig falt av oppdaget læreren dette. Han tok seg tid til å spørre klassen om hva som var vanskelig og hva de trengte for å kunne forstå.

For at denne tilnærmingen skulle fungere var læreren nødt til å skape en «ny» kultur i klassen, hvor det er greit å være usikker og det er greit å stille «dumme spørsmål». Han ga tydelig beskjed om at hvis han skulle klare å hjelpe elevene, var de nødt til å si fra når noe var uklart.

I timene kunne han spøke og være morsom, samtidig som innholdet ble grundig gjennomgått. Han fortalte klassen ting slik de var og prøvde ikke å pynte på det. Dette førte til en god dialog mellom lærer og elev i timene. Det skapte hos elevene en genuin tillit til læreren og kompetansen hans, og til at han ønsket elevene det beste. I timene var han engasjert. Han ville at elevene skulle forstå og han hadde tro på at de kunne lære seg det han underviste. Han oppmuntret elevene og viste klassen at han hadde tro på at de kunne gjøre det bra på eksamen.

En god lærer ser når elevene ikke lenger følger med eller ikke forstår det som gjennomgås i timen. Når dette skjer klarer en god lærer å skape en kultur i klassen hvor det er greit for elevene å være usikre og å lure på ting. Læreren tar seg tid til å lytte til elevenes tilbakemeldinger og spørsmål slik at undervisningen tilpasses klassens behov. I timene engasjerer læreren elevene og gjør undervisningen morsom. Dette innebærer å stille spørsmål til klassen, hjelpe i diskusjoner som oppstår og komme med gode forklaringer på spørsmål fra elever. Læreren må og forklare og snakke til elevene på deres nivå.



**IKKE SKRIV
ETTER HER**

