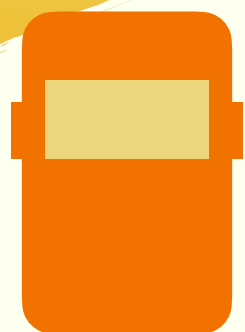




BETTER EFFECT OF TRAINING



Work-based training



Theory

D4.3 DEVELOPING e-LEARNING RESOURCES

EN 1090 INSTRUCTOR TRAINING -
A VET PRACTITIONER DEVELOPMENT GUIDELINE



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DEVELOPING E-LEARNING RESOURCES IN TRAINING OF EN1090 INSPECTORS

Protocols for

- Unitized delivery
- Standardized frameworks
- Scalable delivery system
- Work-based training



Learning Goals with

- Content Description
- General Learning Outcomes
- Specific Learning Outcomes
- General Competences



Syllabus with

- Work-based learning cycles
- FivE instruction domains:
 - Engage, Explore, Explain,
 - Elaborate and Evaluate



Leading to the **EN 1090 Instructor Course VET**

Practitioner guideline describing

- ▶ Proposed training methodologies to be applied before, during and after training activities
- ▶ How to achieve better effect of training?
- ▶ How to map students prior knowledge?
- ▶ How to improve learning progression by providing frequent feedback and link those to work-based practices?
- ▶ The creation of venues for combining theory with practice in new ways

in order to **standardizing the usage of e-learning** in VET training by addressing

- ▶ Why e-learning?
- ▶ What is e-learning?
- ▶ What are the e-learning options?
- ▶ VET delivery with video
- ▶ Development of teacher- and student guidelines
- ▶ Skills development through work-based learning practices providing students real life work experiences

What are the components of a CU?

Recommended access conditions	Description of what should be the recommended pre-knowledge and experience obtained before starting on the CU. This element has not yet been implemented.
Teacher guideline	It describes the teachers tasks, including recommendations for how to structure, deliver and complete the VET delivery. Usage of proposed training methods are included.
Student guideline	It recommends how a student could go through the CU, including the sequence of carrying out activities and hand in solutions to the various tasks.
Mapping of students knowledge and competences	Two sets with multiple choice questions. The first set lets the students evaluate their own prior learning with focus on knowledge and competences, while the second set contains subject specific questions that the teacher use to control how correct are the self evaluation. Both sets include «Don't Know» as an alternative, whereby a student may use this to inform the teacher in stead of being forced to guess. To skip «Don't Know» is not compatible with a safe learning environment.
Learning resources	Contains all the digitalized learning resources of the CU. They are structured and organized in a systematic fashion, including descriptions of content, general- and specific learning outcomes, and descriptions of competences obtained during the work-based training activities.
Task and excersices	These include all the assignments that the student should do and hands in to the teacher.
Evaluation	Evaluation questions for this CU. They shall provide feedback to the developer of the CU and the teachers, describing if they meet the students expectations.
Assessment	Students passes a test that give them a diploma for passing the CU. After completing all the CU's in a course, a student may decide to take an exam leading to a national- or international qualification. This element has not yet been implemented.

Students wishes for e-learning

Principles for organizing a course	<p>It is recommended to set up the course by using the calendar in the Learning Management System (LMS). The students will then get an overview from their calendar, which are available at multiple platforms, and access learning materials, questionnaires, tasks and deadlines for handing in their assignments.</p> <p>The learning materials should be structured and organized in the same way for each CU. All the materials should be stored in one folder, securing single point of access, making it easy to for the student to access them.</p>
Smart usage of the LMS	<p>The course should be organized such that it is easy for students to navigate the school's LMS in an easy way and to find all relevant course material. This is the minimum requirement. To keep track of the course materials in the LMS, documents should be stored in the CUs. Each CU should contain everything a learner needs related to a specific topic.</p>
Folder tool	<p>In each CU, the content should be sorted into different folders, that act as a subdirectory for the CUs. Examples of folders can include 'compulsory reading', 'compendium', 'exercises', 'examination papers', 'cases', 'project work' or 'reading/work plan'. Here it will be appropriate to add additional resources, e.g. materials that are considered to be orientation material. Dividing into folders makes it easier for students to navigate through the content of the CU and it will be easier to find what they're looking for.</p>
Calendar tool	<p>A LMS has a calendar feature. This is a useful tool for organizing courses. In the calendar it is possible to enter when and where the lessons are, as well as what is to be reviewed in the lesson. This gives students the opportunity to prepare before a lesson. It is possible to link CUs or folders to the calendar whereby students get access to the relevant materials with a single click.</p>
Students wishes	<p>There are various ways to organize a course. The most important thing is that the learning materials are available when it is needed and that there is an organized system for how to store the materials in the LMS. It is a great advantage if all the teachers apply the same basic setup on each subject. This makes it easier for students to navigate across various courses, because it provides the same basic layout in all courses from a training provider. Using the same basic layout with the same structure and functionality, makes it easier for the student to access and to go through the course material. This helps reducing the time the student's spend on going through the learning materials, and help motivating them to concentrate on the subject matter they are going to learn.</p>
Learning goals descriptions	<p>In each CU, the teacher should create a reading plan that describes which learning outcome descriptions are more relevant and covered by each topic of the CU. Each CU must describe what competencies will be gained through the relevant and stimulating practical exercises and work-based training. The exercises can be based on the students completing something that is correct done in the production, or they can be based on errors or unwanted events in the production.</p>