

WHAT WAS THE EFFECT OF THE PILOT

The teacher's perspective:

The international co-operation meant that teachers were able to share course materials, questions, and student assignments across borders, even though the target group was different in Romania and Hungary compared to Sweden. This meant, among other things, that this is the first time this type of course has been piloted, delivered, and run in Hungary and Romania. The piloting in Sweden has utilized much of the learning material developed in the other participating countries. In addition, industry examples from all countries in the project could be exchanged and used cross-nationally.



The costs of course development and development time have been reduced considerably through this co-operation. At the same time, an industrial diversity of examples reflecting different production cultures has been achieved. None of the parties involved would have been able to develop the courses independently within the time frame available.

Because the courses were aimed at education within EQF 5 and 6, the course material was created in English. For the older teachers, this could prove to be a problem. In Hungary in particular, there was a strong desire for more material in Hungarian. Some of the material was therefore translated.

The harmonization of content and structure simplified and facilitated the collaboration process, which means that the material can be developed, prepared, updated and maintained in a uniform manner both during and after the project.

In addition, it has proved to be very important to mix the industrial cultures to extract the best examples from the different countries. This is an important experience for further dissemination, and the collaboration between the parties could lead to the development of new course programmes in the future.

By introducing an LMS as a central element and at the same time building up an agreed structure of the LMS system and structuring the use of the LMS throughout the courses, this meant that teachers could follow up on students in a far better way than before. By standardizing the use of the LMS, several teachers were able to complement each other in the same course without these having consequences for the students. The use of the LMS made it possible to share updated and relevant information in a simple way and to disseminate this to all participants.

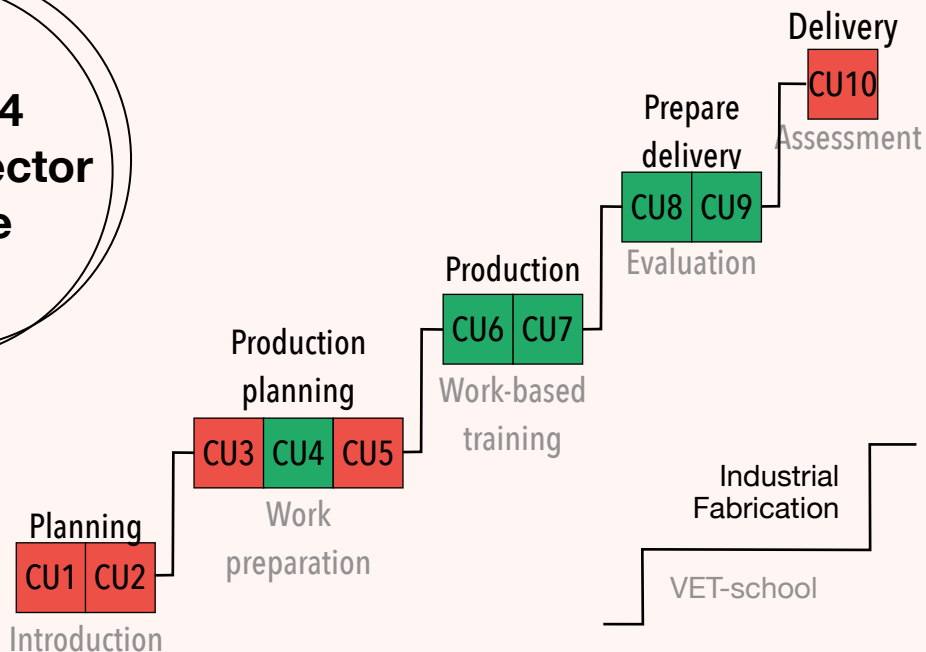
This is the first-time professional courses of this type have been organized using a commercial LMS system in Europe. The disadvantage of the LMS system chosen turned out to be that the system was not operational in either Hungarian or Romanian. This issue has been addressed with the supplier of the system. Even with this disadvantage, the teachers' experiences show that they want to continue using the LMS in the future.



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ISO 3834 PED Inspector Course



The students' perspective: This is the first time a Welding Inspector course has been run with the use of an LMS as a key communication tool.

The students all had a minimum academic background from previous education with a minimum education at EQF 4 and 5 level, but none had experience of using an LMS in their education. In addition, all students had industrial experience. All students were in permanent employment and the use of the LMS meant that they reduced the need for direct classroom teaching. For some, it also meant that they could attend the course because travelling distance to the course venues was no longer an issue. This flexibility was emphasised by several participants.

The use of competence units combined with the LMS worked very well. The structure of the competence units was also very good because this provided recognisability when continuing from one competence unit to a new unit and because the competence units followed a natural process flow through the work on an order/order that a company wants to receive. The academic content of the competence units met the students' expectations and was both recognisable and relevant to the students' work situation. At the same time, the courses were organised in such a way that the students' previous experience was put to good use during the teaching. The academic content was relevant in terms of questions and student assignments were adapted to their reality so that they could recognise and see the relevance of the assignments in relation to their own work situation. The training therefore felt very targeted.

The chosen course methodology, with specified minimum standards and common structures, meant that collaboration between students and possibly several different teachers on the same course worked well. All students recommend the use of the same methodology and tools in other courses if this is developed. All students perceive that the tasks and activities in the competence units are very well adapted to the student's practical work situation.

The course material was sufficient to prepare for the exam. The use of the chosen IT technology (LMS and Zoom) felt satisfactory. This is session-based teaching with support from the LMS and use of Zoom. The general impression is that the use of technology combined with the implementation of the course was very easy.

