



Blue Workbased Learning

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Recognition of Prior Learning in Vocational Education and Training (VET)

Why use response systems in VET?

- *Do you have students who do not participate in class?*
- *Do the students really understand the goal of your course?*
- *How do you give feedback to students so as to resolve misunderstandings and remove misconceptions?*

Pedagogical practices based up on the following principles:

Quick Survey and Evaluation System

The students answer quick survey and evaluation questionnaires set by the teacher, who gets an immediate overview of the students' opinion of the topic covered. The results are immediately displayed on a screen or board. The results be used as a stepping stone to give students a sense of ownership of the course, since each student's active contributions may immediately influence the learning methods. It helps the teacher to resolve misunderstandings and to focus resources towards eliminating misconceptions experienced during the training session.

1. Surveys

- *Run a survey:*

The teacher sends a survey to the students before course start-up; during the course, or just before a lesson. The question can be of multiple-choice type; ranking; or open text, and for instance measure knowledge or map attitudes.



Counting sea lice at a fish farm at Frøya in Mid-Norway

Better effect of vocational education and training:

- *Students respond:*

The students answer the survey using their mobile devices.

- *Immediate mapping:*

The results will be available before the teaching starts, and the teacher uses the student feedback to shape his/her training. Students get ownership of the learning process through their active involvement, thus creating engagement in class.



Optimized effect of vocational education and training:

2. Evaluation

- *Run an evaluation:*

The teacher sends an evaluation questionnaire to the students. Questions can be multiple-choice; ranking, or open text, and for instance evaluate students' opinions, or changes in knowledge or attitude."

- *Students respond:*

The students answer the evaluation using their mobile devices.

- *Immediate evaluation:*

The results appear immediately for the teacher and the class. The teacher uses the results to resolve misunderstandings and eliminate misconceptions, to give students ownership of the learning process.



The Quick Evaluation Methodology

The training is optimizing the effect of VET by applying online response tools to gather data from multiple choice questions or open text.

WHAT IS THE CHALLENGE?

Both experienced and inexperienced staff from farming industry attends the same classes.

Teachers need to know what is the students' knowledge as a group, to optimize the effect of the aquaculture VET they provide.

SOLUTION:

Before start up of course or lessons: Students receive quick evaluations consisting of multiple choice questions or open text input on their cellphone. Questions may for instance

investigate if the students consider they know a certain subject area, to be followed by a subject specific control question that checks out if they actually know this area.

Students work individually on the evaluation questions. It is recommended to include do not know as an option in multiple choice questions.

Faster start up and more efficient training leading to a national qualification in aquaculture.

Better link theory with workplace based experiences.

Students submit individual responses to the evaluations.

The teacher displays the results (histograms or word clouds) for the class and may decide to initiate several learning activities leading to peer learning activities in the class:

- The course plan is adjusted by spending more or less teaching time on a specific area in the curriculum.
- To elaborate on a specific area or subject by inviting the students to take part in small group discussions by applying the results as input. Teacher decides if a revoting by use of SRS is needed.
- To elaborate on a specific area or subject by inviting the



students to take part in an open class discussions by applying the results as input, e.g. by proposing the most relevant or important solutions for the farming and/or hatchery sectors. The teacher may write them down on the blackboard. This may be followed by a second individual voting, e.g. to rate what they consider to be most important.

Closure of session with thoroughly explanation by the teacher. This includes explaining why the correct alternatives are correct and why the incorrect ones are incorrect.



The challenge with heterogenous classes

What do the teacher need to know about the students general level of knowledge as a group before a general course plan is determined?



Recognition of prior learning at the group level

What do the teacher need to know about the students level of knowledge as a group for each course module, before lessons starts?



Application of quick survey and evaluation systems

How can the teacher know that the lesson has brought the students to a higher level of knowledge for each course module?



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