Developing Recognition of **Prior Learning** (RPL) in **Vocational Education** and **Training** (VET) courses

"What's in it for me?"

As a provider of VET:
- An increased number of students receive their national qualification.
- Sustainable funding of VET courses offered to industry.

As a VET teachers:
- Effective application of peer learning: The knowledge and skills of the most experienced students are applied to support and guide the less experienced students.
- May better optimize the effect of the training they offer to the students.

Farming industry:
- The staff gets improved knowledge and skills in areas that are directly relevant for the production.
- Their staff may start earlier on the process to receive a national qualification.

Staff in farming industry:
- The students learn in a better way from their peers. Experienced students support the less experienced ones.
- Students that are interested in improving their practical skills, get improved theoretical knowledge.
- Students get ownership of the learning process through their active involvement in the peer learning activities, thus creating engagement in class.

WHAT IS THE CHALLENGE?

Both experienced- and inexperienced staff from industry attends the same classes. Teachers would like to know what is the students' knowledge as a group, to optimize the effect of the aquaculture VET

Methodology

How successful is my teaching?

What is the trainees' level of pre-knowledge?

How well do the students understand the subject being taught?

Are the students motivated?

How much have the students learnt of the subject taught?

Have students' attitude changed?

The teacher judges and assesses the trainer's reproduction, demonstration and performance of learning - on the fly.

How to document the trainee's ability to apply knowledge to the job at hand?

WHAT IS THE SOLUTION?

1. Before start up of course or lessons: Students receive quick evaluations consisting of multiple choice questions or open text input on their smartphone. 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 verify if they actually know this area.

2. Students work individually on the evaluation questions. It is recommended to include don`t know as an option in multiple-choice questions.

3. Students submit individual responses to the evaluations.

4. Teacher displays the results (histograms or word clouds) for the class and may decide to initiate several learning activities, including peer learning activities in the class:

    The course plan is adjusted by spending more or less teaching time on specific areas in the curriculum.

    Teacher decides to elaborate on a specific area or
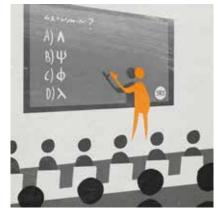
    subject by inviting the students to take part in small group discussions, applying the displayed results as input. Teacher decides if a re-voting by use of a response system is needed. New results are displayed to the class.

    Teacher decides to elaborate on a specific area or subject by inviting the students to take part in open class discussions by applying the displayed 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 the class consider to be the most important suggestions.

5. 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.

Survey

1 Ask 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.

2 The students respond

The students answer the question using their mobile devices.

3 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.

Evaluation

1 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.

2 Students respond

The students` answer the evaluation using their mobile devices.

3 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 ownerhsip of the learning process.

Pedagogical practices based up on the following principles

Quick Survey and Evaluation System – in short:

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.

Interact with all the students, including those who are usually too modest or non-responsive to speak up.