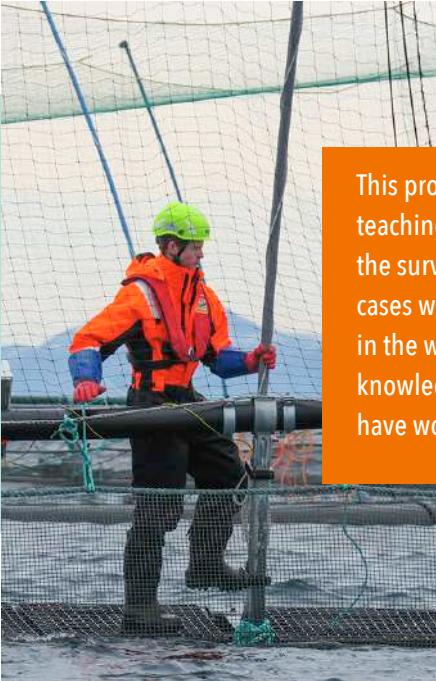


PEDAGOGICAL METHOD FOR VOCATIONAL TRAINING OF HUSBANDRY OPERATIVES

PROBLEM-BASED LEARNING BEFORE THE CLASS STARTS

2-3 days before the lesson starts, the teacher sends out a quick survey with 8-10 questions to the students. The answers to the questions give the teacher an indication of the level of knowledge, skills and competence in the class as a group. This information can be used by the teacher to better adapt teaching during the training activities and the sessions, so that many students get the best possible benefit from the lessons.



This provides the teachers with better opportunities to prioritize what the teaching time should be used for. In addition, some of the questions from the survey are used as cases in the upcoming teaching activities. These cases will form the basis for professional discussions in small groups and in the whole class. This gives students with less experience, skills and knowledge, opportunities to discuss and learn from fellow students, who have worked for a longer time in the industry.



Main challenge: HETEROGENOUS CLASSES

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

Teachers that know what is the students knowledge and skills as a group, could better optimize the effect of the aquaculture VET they provide. This could be done by applying recognition of students prior knowledge at the individual- and group levels.

At the end, it becomes easier to link theory with workplace based experiences.

Problem-Based Learning in the Classroom

During the training activities and sessions, the teacher motivates students to work with different types of cases and questions. These can be based on the answers from the survey, or consist of tailored open-ended questions that are well-suited to generating class discussions. In order to promote learning in the best possible way, the questions are answered anonymously. "Don't know" is always an alternative in the questions. This prevents students from feeling they are forced to guess at an answer. Instead, they inform the teacher that they actually don't know, thus contributing to the learning process.

The aim of encouraging discussion in smaller groups and in the whole class, is to let students themselves actively participate in acquiring and systematizing relevant knowledge and skills for the production of smolt, and/or working in a production farm. The teacher can present a case by writing it on the board, showing it on a Power Point presentation, retrieving it from a word document, showing information from a website, ... etc.

The four steps of the pedagogical method includes:

01 - INDIVIDUAL THINKING PERIOD

Each student is given 2-5 minutes to think and work individually in order to propose solutions to the problem in the case. The answers can be provided as open text via their mobile phone.

02 - DISCUSSION IN GROUPS

The students' suggestions are systematized by a software and displayed on a common screen in the lecture. High-frequency input is shown with the largest fonts. The class is divided into groups of 3-4 students that select and write down the most relevant answers.

03 - DISCUSSION IN CLASS

The teacher invites the class to a open discussion where the class agree on what are the most important elements that should be included in a good solution to the assigned task.

04 - SUMMARY FROM TEACHER

In conclusion, the teacher comments on the answers given. This includes explaining why the correct answer is correct, and why the wrong answer is wrong.

