PROBLEM-BASED LEARNING IN VOCATIONAL EDUCATION AND TRAINING (VET) OF HUSBANDRY OPERATIVES



DURING ON SITE TRAINING

Before class, students can quickly submit personalized personal input via their mobile phone to the the teacher. Based on the input the teacher can adapt the teaching according to what students find challenging. During the training activities and sessions, students are assigned tasks that are based on the submitted input. These are usually problems that are quite open-ended.

Each student is given a few minutes of individual thinking to find the solution to an assignment. The answers are provided in the form of open text via their mobile phone. Modern computer technology is used to sort out the students' solutions. Within a few seconds seconds, the most high-frequency inputs are presented in a word cloud on the whiteboard. With the assistance of the computer systems, the teacher gets the opportunity to sort out and present all the individual answers in a time effective way.

The next step is to divide the class into smaller discussions groups, where they decide on and select the most relevant and appropriate answers.

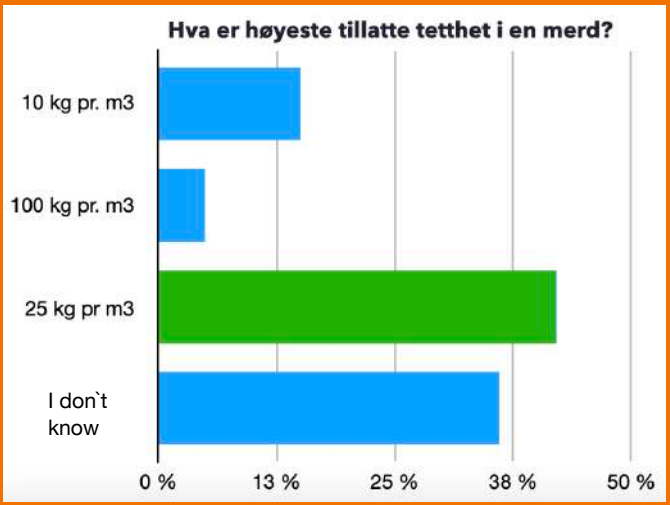
The teacher then invites the class to a joint discussion where the class agrees on what are the most important elements for a good solution to the the assigned task.

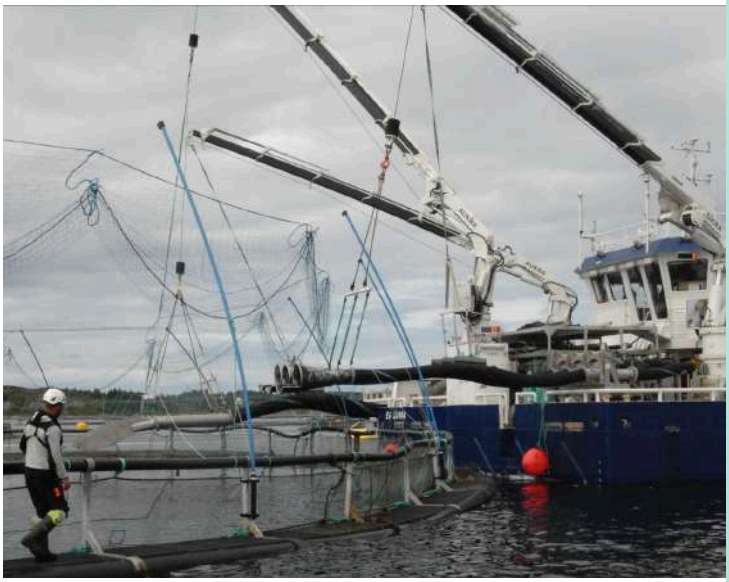
Finally, the teacher comments on the answers that have been given. In other words, collective knowledge and skills are built by the students as a group, and stems from their own input and subsequent joint learning activities.



five explore

OPTIMIZING EFFECT OF TRAINING BY APPLYING ACTIVE DISCUSSIONS





QUESTION (Figure on the left):

What is the maximum allowable density in a cage?

To realize the ambitious growth targets set by major fish producing country in northern Europe will require a flexible and mobile work force with the skills and knowledge to implement the new production methods and technologies deployed by the leading multinational fish producing and supplying companies. This growth in fish production must be achieved efficiently, alongside high standards of fish welfare and the mitigation of environmental impact. T

This necessitates an upgrading of the workforce skills, competences and qualifications through the deployment of more innovative and accessible work-based learning systems. These systems must fully motivate and support staff development and the attainment of nationally recognized qualifications that are respected by industry.

Whilst there are some effective VET systems to support youth development, most notably in Norway, mature entrants are not so well served. Furthermore, there is currently a gap between the ambitions of the industry, and the current training methods. Those do not take into account how many staff that are champions in problem solving, while they at the same time avoid and fears the required theoretical training.

PEDAGOGICAL METHOD

The results from the mapping become the starting point for problem-based learning that uses cases. The method used in the teaching and learning activities, consists of four main parts:

01 - Individual work

02 - Work in groups

03 - Class discussion

04 - Summary from the teacher



Co-funded by the Erasmus+ Programme of the European Union

The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.