

MAPPING OF KNOWLEDGE, SKILLS AND COMPETENCES IN VET OF HUSBANDRY OPERATIVES

QUICK MAPPINGS BEFORE TEACHING STARTS

The school systematically maps students' knowledge, skills and competences before each of the 12 competence units of the course. Teachers use the results to target their teaching towards the most problematic areas of the curriculum. The classes are made up of students with a lot of practical production experience, as well as students who have less, little or almost no work experience.

HOW TO CREATE THE QUESTIONS?

Students are first given the opportunity to assess their own knowledge, skills and competences within a specific subject area. This is followed up with an academic multiple choice question covering the same subject area to verify the student's own assessment.



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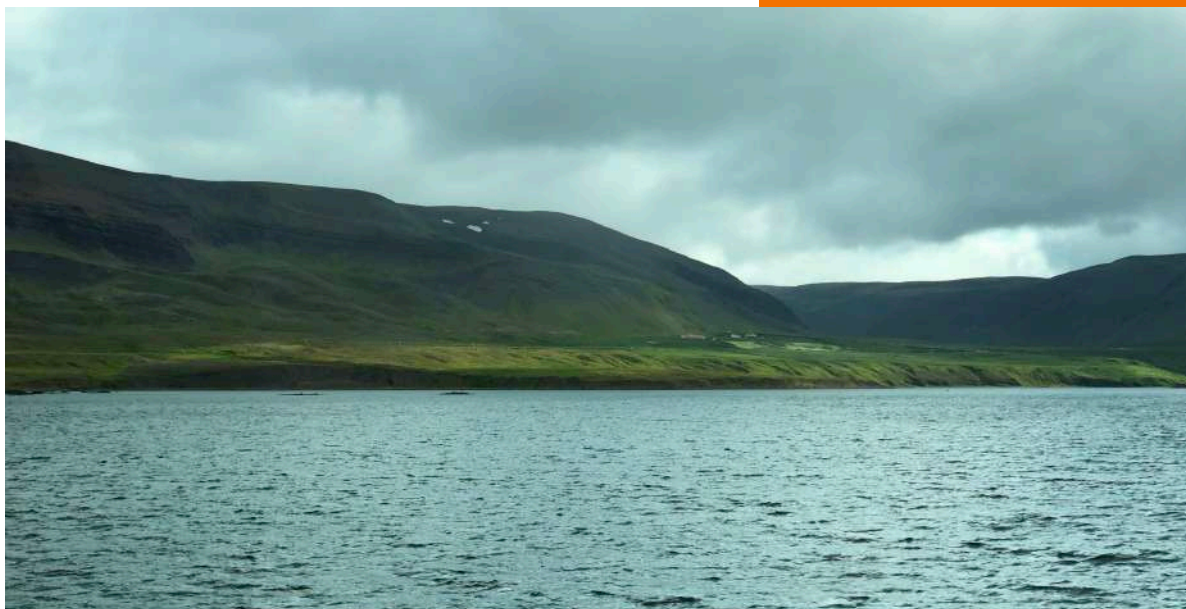
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IMPLEMENTATION

The surveys are conducted using a mobile phone or tablet. The students answer anonymously to the questions in the surveys. This is a quick evaluation (5-10 minutes) and can be completed when it suits the students.

The teacher sends out the survey 2-3 days before teaching starts. It is enough that 2 out of 3 students participate. In this way, the teacher "takes the temperature" of the level of knowledge, skills and competences in the class.



CASES FROM THE MAPPING ARE USED IN THE VET COURSES

USE OF MAPPING

The diagram shows an overview of the answers that were given in one of the questions in the survey. In this case, a "wrong answer" is marked as correct. The aim is to provoke students and to create the right conditions for discussions in the class. The correct answer is Yersiniosis. Notice that that about 25% of the students do not know the answer. This group can learn a lot from those who have practical production experience.

RESULTS

Students with practical production experience were able to convey their knowledge to those who had less or almost no experience. Those who worked in hatcheries gained detailed insight into the needs of a production facility, and vice versa.



PEDAGOGICAL METHOD

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

01 - Individual work

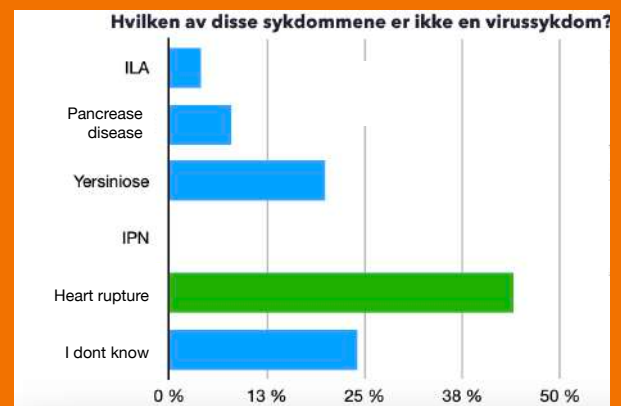
02 - Work in groups

03 - Class discussion

04 - Summary from the teacher

EXAMPLE OF QUESTION

Questions like the example below can be used to examine students knowledge about a topic before class. A useful tool to help teachers tailor the class to the students level and needs.



Which of these diseases are not a viral disease?

