Enhancing outcomes of WBL

through transparent structures

and organized feedback and evaluation

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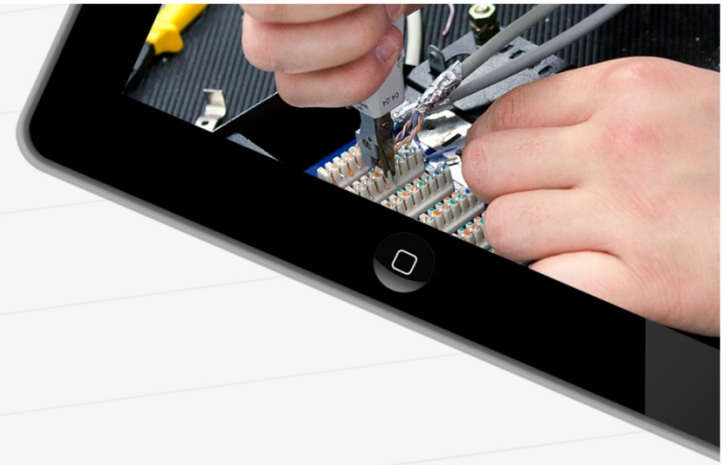
I. Introduction

II. Bridging the two worlds

III.Out of classroom – and back

IV. Conclusions

I. Introduction

- Experience : Quality Manager at the Vocational College for Information Technology and Medical Device Technology, Berlin

- Innovation Transfer Project: Skills4Work (2014-16)
  - Germany – The OSZ IMT
  - Ireland – City of Dublin Education and Training Board and H2 Learning
  - Northern Ireland – South Eastern Regional College (SERC)
  - Slovenia – Slovenian Institute for Vocational Education and Training (CPI) & The Solski Centre Vocational School

- ECVET-Expert, Germany

I. Introduction - Definitions

- WBL …"is the acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace (such as alternance training) or in a VET institution." (CEDEFOP, 2011 – Glossary)

In this context: WBL as part of school based full-time courses with shorter or longer periods of contact with companies.

II.   The two worlds - apart

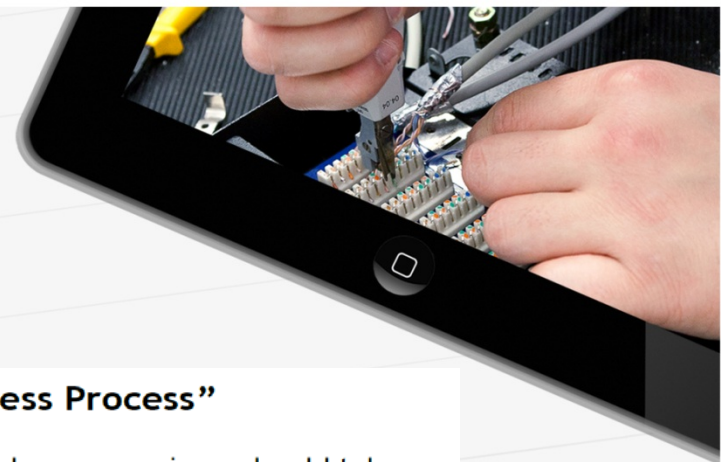Traditional School ↔ Professional Activity

Knowledge ↔ Competence

Cf.: Hauer/ Kleinschmidt, 2015

II.   The two worlds - apart

2. Compare "Traditional learning, Work and Business Process"

The following lineup shows the main areas / categories in which a comparison should take place:

a) **Traditional Learning Organisation**   ← →   **Operational Organisation**

Traditional Learning Organisation	Operational Organisation
• Compartmental divides	• Order Related Operational Plan
• Hourly blocked intervals	• Work Sequence / Workday
• Class Organisation	• Department / Work team
• Teacher-Student	• Boss / Supervisor-Employee
• Small / Short A-orders	• More Extensive A-orders
• Less Responsibility	• Potentially More Responsibility
• Learning Attitudes and Consumerism	• Active task completion

"Compartmental Zapping" and Short Activities   ← →   **Related Longer Processes (Projects)**

http://skills4workproject.eu/cpd-materials/exploring-case-study-1/

II. The two worlds - integrated

The Model of complete professional action
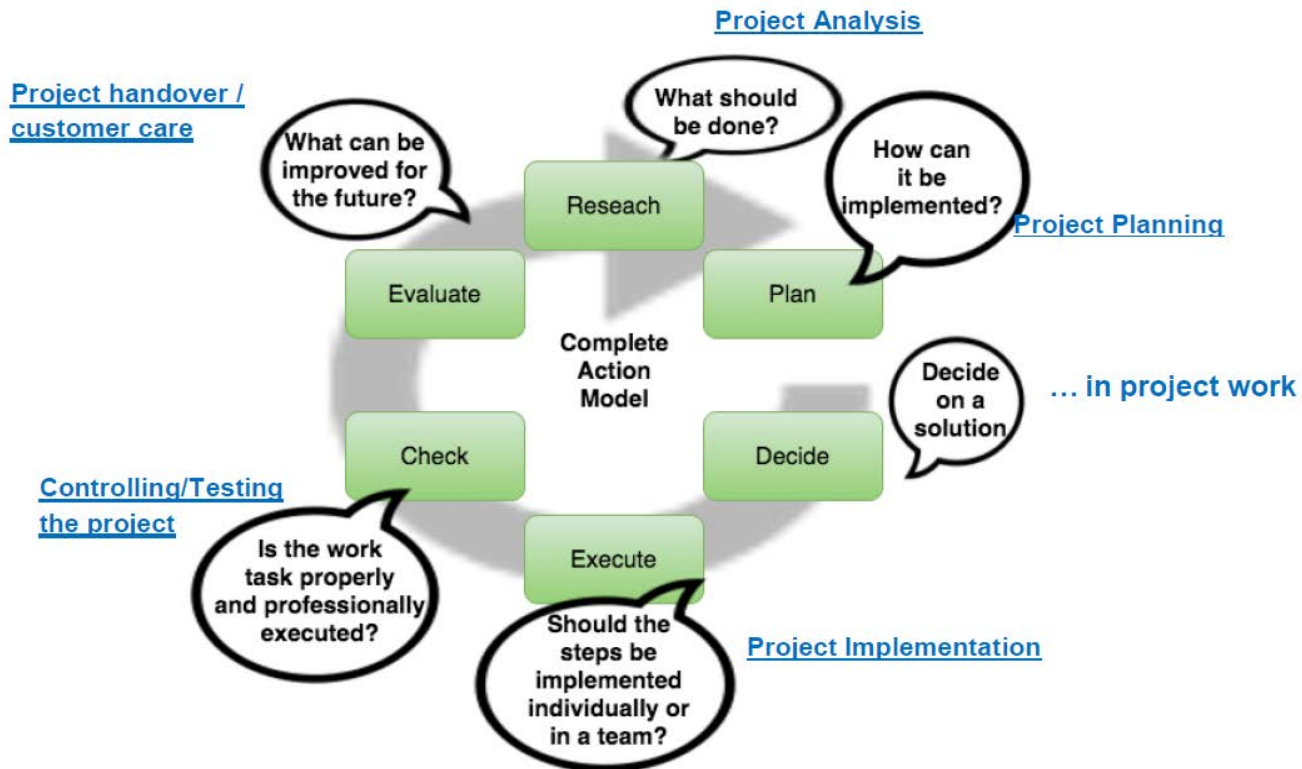
II.   The two worlds in WBL

First thesis:

WBL needs to be based on an **educational analysis** and practice in the classroom which encourages work relevant competences right from the beginning of the schooling process.
 Therefore, the didactical analysis should focus on the construction of meaningful **learning situations** which could be used as a starting point/ entry into self-organized and responsible outcome oriented learning of students.

II. The two worlds in WBL

Second thesis

WBL requires **organizational structures and new forms of cooperation** among the teaching staff (team-work) – not only to agree on the potential of learning situations and their expected outcomes, but also with regards to **common criteria** to evaluate both the in-school as well the work related experiences and outcomes.

III.   Out of classroom – and back

Phase 1: Preparation

- Inform students early (guidelines, handbook)

- Students analyze there professional field

- Students write applications – using LO to describe themselves

- Students and companies sign contracts, e.g. MoU

ECVET
European Credit system for
Vocational Education & Training

III. Out of classroom – and back

Phase 2: Performance at Placement

- Regular team meetings of teachers

- Students hand in first descriptions of the company and work-place

- Students write weekly report / portfolio
- Students prepare for an in-depth analysis of one central work task for future presentation

- Teachers visit students in companies/ using assessment sheets

- Teachers, students and company trainers evaluate the performance

III. Out of classroom – and back

Phase 3: Post- Evaluation and Assessment

- Students prepare a graded <u>presentation</u>

- Students reflect on the quality of their in-company training and the newly acquired skills and competences (based on <u>outcome oriented temp</u>lates)

- Teachers and students analyze the <u>assessment through the company</u>- in view of personal competences, skills as well as the appropriateness of the school curricula and preparation process

- <u>Teachers and students compare</u> their reports/ assessment to evaluate the suitability of this training place / company for future placements

IV.   Conclusions

1. **Cooperation within and beyond**

    The success of WBL highly depends on the continuous cooperation of schools, teachers, companies and other relevant stake holders. (networks).

2. **Learning situations as core elements**

    WBL requires a switch from subject based curricula towards learning situations derived from real work processes which are transformed into outcome oriented teaching sequences at schools.

IV.   Conclusions

3. **Application of skills and competences rather then exploration**
   Though WBL supports the personal development of students towards greater maturity, the main focus should be on the application and testing of professional competences. Explorative visits to VET institutions – most of them short term – will not bridge the gap between school and work.

4. **WBL in the digital economy**
   Considering the growing demand for high level jobs in the digital economy it seems naïve to assume that WBL without being supported by educational transitions, organizational adaptation and flexibility as well as personal and professional development of teachers will lead to greater employability.

IV.   Conclusions

WBL needs to be an integral element of school developmental processes and **quality management**. WBL requires a high degree of communication between the actors involved. It also requires mutual trust and common standards of performance and evaluation which could be linked to ECVET tools and procedures, e.g. description of LO.
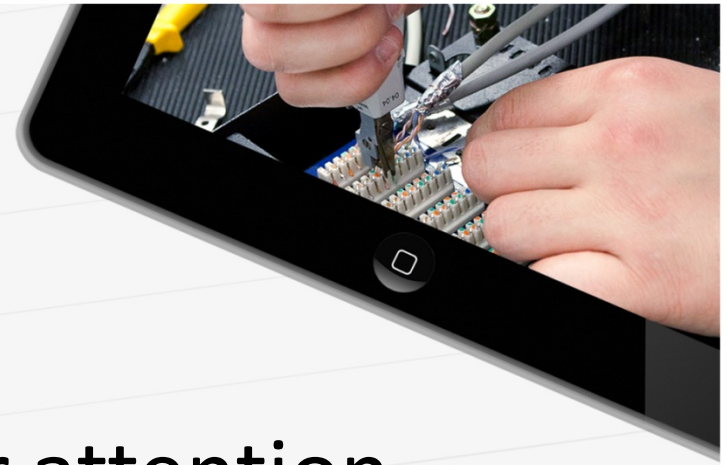
"One of the main conclusions is therefore that the **professional development arrangements** offered are not offering teachers and trainers in WBL the chance to deliver the desired quality in WBL and do not stimulate mutual cooperation, communication and professional development". (CEDEFOP, 2017, p 13)

www.skills4workproject.eu

Many thanks for your attention.

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