



PEER LEARNING CASE FOR LANGUAGE TRAINING

Language students from HiST have produced an information leaflet, a video for promotion of HiST and Trondheim as a student town, and a web-page. Prof. Moldovan from Tirgu Mures (RO) is going to use the three products to enhance exchange of Erasmus students between Romania and Norway.



MATCHSTICK MISSILE CONTEST IN PHYSICS

Mechanical engineering students at HiST were commissioned by Prof. Moldovan to design a rocket from matchsticks and aluminum foil that maximize the horizontal range. The primary purpose of the project was to give an open-ended assignment where the students had to use their accumulated physics skills and creativity to work out a problem-solving strategy. To let the students discover the link between theory and a real-world problem, the exercise was designed as a practical assignment rather than a theoretical problem. The students came up with some novel rocket designs, and the winning group managed a staggering horizontal range of 6,7 m.



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Activity Based Training

Connecting technology and people





Activity Based Training



PEDAGOGICAL PRACTICES BASED ON THE FOLLOWING GENERAL PRINCIPLES

Specification of a product or a process, which is delivered to the students in the form of an order from an external customer or organization. The order must be completed within a predefined deadline.

The product or process is divided into subcomponents and produced in an "industrial-like" production flow, in which theoretical training is immediately followed by practical work where the theoretical training is applied.

Use of multimedia material, modern learning tools and/or interactive mobile learning services that highlight, demonstrate and initiate student discussions by addressing "Do's" and "Don'ts".

Introduction of quality assurance in the training path is obtained by checking if the quality of the subcomponents or sub processes follows the specifications in the order.

Customer verifies that the quality of the product or process is according to specifications in the order, before product is taken over.



EXPERIENCES

At the end of a course the students have produced a real physical product or designed a process based up on specifications provided through an external order.

Students participate in a practical problem-solving process where they must decide in which sequence they are going to produce the components and afterwards assemble them, in order to handle the specifications in the order.

During this process they develop an understanding for the importance of obtaining both practical and theoretical knowledge!

Engaged students that use an attractive learning framework.

ABT may be used in high schools, vocational education and training, as well as higher education.