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BETTER BUILDING

Certifying VET teachers as Energy Saving Advisers
A transfer system into three different European societies

GUIDELINES – SLOVENIA





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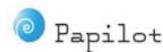
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The main objective of the guidelines is to provide recommendations to VET teachers with the purpose of making the curriculum didactic manual as effective as possible and focused on the main variables in the designed learning process. In particular, we have in mind the product described in the following five chapters.

CHAPTER 1:

Team building:

This chapter discusses the importance of team building among students and teachers with the purpose of building a productive relationship which presents a basis for an effective didactic process that stimulates an interactive/dynamic approach.

CHAPTER 2:

Training needs evaluation:

This chapter examines the importance of assessing the specific training needs as the components of the class with the purpose of tailoring the didactic level of the subjects to be developed.



CHAPTER 3:

Personalization:

The previous two steps provide criteria for improving the didactic content. A special emphasis is given to personalization of the didactic approach with the purpose of adapting it to the student's abilities and knowledge and therefore, making the learning objective more realistic/successful.

CHAPTER 4:

Didactic methodology:

This chapter talks about the importance of creating strategies and tactics that will make the learning process more flexible and efficient. Priority is given to the methods and procedures that have a character of cooperation and activities.

The quality of a certain methodology can also be assessed by its aspect, quantity and combination of procedures.

The didactic methodology can be compared with an octopus, each tentacle representing a certain direction:

- Application of new methods, procedures and techniques of teaching and learning to solve new phenomena in the learning process;
- Creating the strategies and tactics that will make the learning process more flexible and efficient;



- Maintaining a changeable character of the learning process;
- Giving priority to methods and procedures that have an active and participating character;
- There is no dominant method, hence a large variety of methods can be applied;
- Techniques that are components of methodology should be different and need to be equipped with a large variety of tools;
- The teaching and learning process should be based on student-lecturer interaction;
- The learners have to have equal access to information and self-expression must be ensured ;
- Broadening the methods and possibilities for information searching and their adjustment;
- Developing methods that assure individual learning, self education, self evaluation and instructions;
- Creating special activities that will strengthen and broaden the knowledge gained during the implementation of activities.

The existing methodology systems have the characteristic of self regulation. This means that if a method in an existing system has lost its purpose or is rather inefficient than it is automatically eliminated.

However, the fact is that the classical methods still present the main pillars of the educational system.

Even though some structural changes or evolutionary supplements may happen, their essence remains the same.



CHAPTER 5:

Evaluation of the learning process:

This chapter is dedicated to the role of evaluation in a process of developing effective didactic contents and learning objectives.

Evaluation is one of the most important components of the learning process. It enables developers to check if the attributes of the designed programme satisfy all the requirements established at the beginning of its development as well as if the didactic content provides a sufficient support for achieving the educational goals of any given situation. Data collected through evaluation are of vital importance, particularly when/if the requirements or educational goals are not met.

The four levels of an evaluation model essentially measure the following:

- Reaction of students - what they think and feel about the training
- Learning - the resulting increase in knowledge or capability
- Responsiveness – an increase of responsiveness and improvement of capability
- Results - the effects of the learner's productivity/efficiency on business or environment



Furthermore,

1. Reaction evaluation measures the learner's feelings during the training and learning process.

Some remedies for measuring: 'happy sheets', feedback forms, verbal reaction, post-training surveys or questionnaires.

- In this way data are collected quickly and easily;
- The methods of collecting and analysing data are not expensive

2. Learning evaluation is the measure that shows the increase of knowledge - before and after training; normally assessed or tested before and after training (interview or observation can also be applied).

- It is relatively simple to set up;
- Quantifiable skills are clearly defined
- More difficult to apply in the case of complex learning.

3. Evaluation of responsiveness is an extension of applied "on the job learning" – an implementation, observation and interview are applied as tools for assessing the change itself, its relevance and its sustainability. Measurement of behaviour change typically requires cooperation and the skills of line-managers.

4. Results evaluation shows the learner's effect on the business or environment. The measures are already in place through regular management systems and reporting – they have to refer to the learners.

- Assessment is easier at an individual level than at the level of organisation
- The process must clearly define accountabilities





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