



Summary report - work package 1

2010-02-22

Background

The main purpose of the project is to transfer results from the LdV project "Integration of Workplace Learning in Vocational Teacher Education" (IWOLTE). That project is also the background for the new project (TIWOLTE). Developing the skills and competences of VET teachers, trainers and supervisors is the overall aim of TIWOLTE.

In IWOLTE two training courses were developed, one for vocational supervisors and one for vocational teachers. The background for that project started from the fact that working life is quickly developing in many trades and that training is necessary, e.g. concerning knowledge about technique mediated vocational training for collaborative learning in work life. A modernized training of vocational supervisors and vocational teachers make use of the new possibilities of communication and learning offered in the modern information society. Vocational supervisors and vocational teachers need to supplement experience based knowledge with certain theoretical knowledge. Increased knowledge about conditions for on-site learning in Europe strengthens the ability of vocational supervisors and vocational teachers to create good learning opportunities for vocational students in working life. In IWOLTE the two training courses were given in the Swedish language. In this project TIWOLTE, the courses will be tested in different parts of Sweden and in partner countries. The courses will be transferred in to English or German.

The main purpose of the project as stated in the application, the project will:

1. Try out, test and execute at least one of the educational programs for vocational supervisors and vocational teachers that have been developed within the IWOLTE project. The participants will, after attending the course, show knowledge and understanding for how they can support learning processes within their line of business.
2. To develop cooperation and consensus between upper secondary school, college, university and working life through exchange of experience and dialogue within several European vocational educations.
3. To work on the European arena to realize pedagogical vocational courses and through those develop the transparency between our partners e.g. by developing the content of learning platform and other IT-techniques needed for blended learning.
4. To raise the competence of vocational supervisors active in their profession as well as active vocational teachers through participation in the educational programs and further to strengthen the relevance of these programs in regard to the needs for development in each line of business respectively.

The consortium consists of the municipality of Tjörn (UCT), Sweden, three universities (Fredric University, Nicosia, Cyprus, Gothenburg University and Varberg Campus, Sweden), St John's Central College, Cork, Ireland, Oscar Thiel Oberstufen Zentrum, (Upper Secondary School), Berlin, Germany, Swedish Trade Federation and Association Européenne des Ecoles D'Hôtellerie et de Tourisme (AEHT). UCT will be the project manager. All partners are together involved in the steering group and in different work packages.

The main result expected from the TIWOLTE project as stated in the application:

Reports describing the implementation of the training program/courses for supervisors and vocational teachers from the test partners. (Curriculum, course plans and guides.) About 100 employees in five European countries have accomplished the testing of the courses/program for supervisors and/or vocational teachers.

Quantitative indicators: How many students have been attending the TIWOLTE courses in different partner countries and in different regions in Sweden?

Quality indicators can be continued evaluations and reflection, in different regions in Sweden, in partner countries: Ireland, Germany, Austria and Cyprus. The expected impact for the vocational education institutions and the working life is that the vocational supervisors and vocational teachers will experience positive results from the courses in the field of cooperation and experience exchange between the educational sectors, workplaces and the partner countries and then disseminate the result to national level.

Work packages – an overview

There are six work packages in the project. The responsibilities are distributed in the partnership and are described below.

WP1 - Presentation of previous experiences (IWOLTE)

The first work package, piloted by Tjörn municipality and the University of Gothenburg, Sweden includes a mapping of the current situation in the partner countries. This is done with the help of a survey, the discussions during the first transnational meeting in Gothenburg and the following e-meetings for information, counselling and collaboration. On the basis of the vocational supervisor and teacher IWOLTE courses, this work package gives the opportunity to start the developmental process which is the base for the forthcoming TIWOLTE course program.

WP2 - Development of training programs for vocational supervisors and teachers.

The second work package, piloted by Fredrick University, Cyprus, the University of Gothenburg and Campus Varberg, Sweden is aimed at the adaption of IWOLTE courses to the needs of different partners. The partners Tjörn municipality, Campus Varberg, Svensk Handel Kunskap, Oscar-Tietz-Schule, Frederick University and St John's Central College start developing in-service training program for vocational supervisors or teachers. In this work package is included the task to assure transferability across the different vocational education systems. Expected results are among others curricula for each course and manuals for the courses. This work package includes e-meetings for collaboration and a transnational physical meeting on Cyprus.

WP3 - Testing and realisation of vocational supervisor and teacher training course

The third work package, piloted by St John's Central College, University of Gothenburg and Campus Varberg include a test of the concept of the training program/ courses in the partner organisations in order to get feedback to the implementation of the transfer of IWOLTE into TIWOLTE courses in partner countries. The courses will be given with blended learning. About 100 students in four different countries are supposed to attend the courses. The students will get a course certificate. This work package includes a transnational physical meeting in Cork, Ireland.

WP4 - Evaluation, quality and report

The fourth work package, piloted by Tjörn municipality and Oscar-Tietz Schule, Germany includes evaluation test from partners and countries. This work package is conducted to ensure good work process and good results of the project and to maintain continuous quality control throughout the project. Expected results are continuous quality control and assurance, continuous feedback and evaluation and also an evaluation report of the courses. This work package includes a transnational physical meeting in Berlin, Germany.

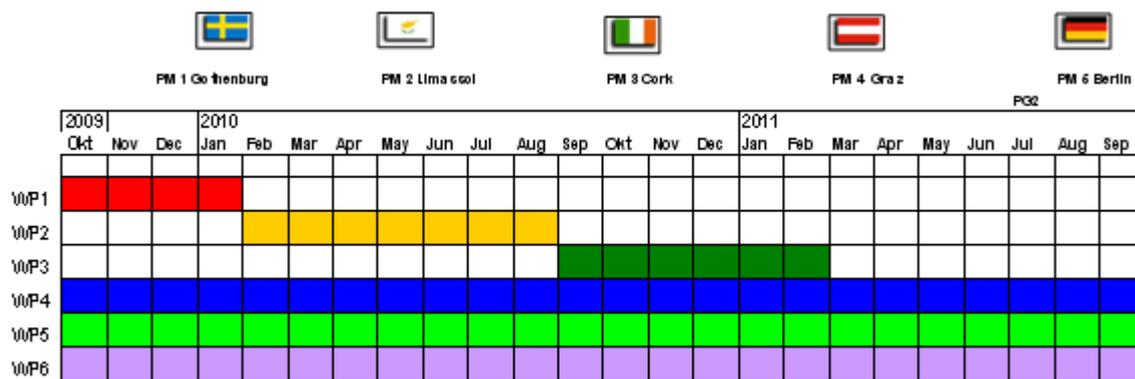
WP5 - Valorisation

The fifth work package, piloted by Tjörn municipality and E.N.T.E.R, Austria shall ensure the dissemination of the concept and the results of TIWOLTE. Expected results from the work package are among other things a webpage, a newsletter, continuous dissemination in local, regional, national and European networks (all partners contribute) and a follow up of all dissemination, made by E.N.T.E.R. A transnational physical meeting in Graz, Austria is planned in this work package.

WP6 - Project management, coordination and information

The sixth work package, piloted by Tjörn municipality is about managing the project, good communication links and aims to ensure that the project proceeds according to the plans and overall objectives for the TIWOLTE-project. Expected results are reports (interim report, final report, periodic progress report and financial reports) and information (website, newsletter, brochure and a communication arena).

Figure 1 Overview – work packages and time schedule



Results from work package 1:

The activities in WP 1 as stated in the application:

Activity 1

Kick of meeting, coordinated with an introduction course for participants from partner countries. Presentation of the IWOLTE materials from the supervisor course and the vocational teachers’ course. Exchange information about vocational education system among different partners. Workshop to develop survey for mapping that can be used by all partners in mapping of training needs. P1 is responsible for organizing the meeting and P2 is responsible for the introduction. All partners participate and will contribute.

Activity 2

Perform mapping for identify the training needs among supervisors and vocational teachers in the vocational education sector. All test partners participate.

Activity 3

Create a WP summary report of mapping the needs of training among supervisors and vocational teachers and form the basis for WP2. P1 and P2 are responsible.

Activity 1

Kick-off meeting

- **Information:**

On January 21st and 22nd 2010 a first project meeting was held in Gothenburg, Sweden. Ingemar Andersson, University of Gothenburg gave a summary of experiences from the IWOLTE-project. Partners that were new to the IWOLTE-project were introduced to the aims and results from *that* project. In this way it was ensured that all partners had understood the platform from which TIWOLTE was to be developed.

The conducted courses for vocational teachers and vocational supervisors that had been realized in Sweden in the IWOLTE project were presented and the experiences that were drawn from them. After that all partners presented their plans and aspirations concerning their involvement in the TIWOLTE project.

That included information about each partner's role in the vocational education system in their country and how each partner saw their involvement and possibility to engage in the TIWOLTE project. Each partner's responsibility according to the project contract was made clear. Together the partners saw great opportunities and hope for what could be accomplished.

After that the survey that was made prior to the meeting was presented. The aim of the survey was to identify the training needs among supervisors and vocational teachers in the vocational education sector. All partners had participated. (The specific results are presented under activity 2 below.)

- **Results from the partner discussion and aspirations:**

At the conference some comments and aspirations expressed by the partners that had filled in the preliminary results from the web survey. The partner group had a "workshop" where different ideas concerning the developing process for the TIWOLTE-courses were discussed. In the discussion among other things the following was said:

Gerard Looney, St Johns' Central College: "What are important for us are interviewing and the mentoring dialogue (reflective mentoring)."

Björn Ramse, Svensk Handel/Kunskap: "What is important for us is the matching process (between the pupil and the company), to get working places to take students and to help the supervisors to build the conditions for learning."

Arne Larsson, ATHT described the difficulties to get the supervisors engaged in the dialogue in educational discussions and gave an example how they manage to reach their supervisors by inviting them for an educational lunch.

The Irish and German partners mentioned that they will try to work together in the TIWOLTE project. They will both give courses for vocational teachers and talked about competence, motivation and interviewing "as a mean". Other issues were basic learning's for teachers who are starting to work and questions concerning what competence that should be taught in different schools? A possible teacher exchange between Ireland and Germany were also mentioned.

Christakis Damianou, Fredric University, Cyprus said that they are planning to give the course for vocational supervisors and teachers (about 25+5 persons) starting in September 2010. They will work from the IWOLTE model with blended learning. One or two meeting of two hours each were mentioned as a possible duration.

Arne Larsson ATHT said that they are planning to give a TIWOLTE course for vocational supervisors and teachers (a mixed group of about 30 persons) in the industrial sector. The course will last

for about one day and focus on questions on how to receive our students and how to give correct feed-back? A course certificate from the TIWOLTE courses was seen as an important factor.

Campus Varberg is planning to develop the training for vocational supervisors (about 15 persons) working with adult education and KY. The course will last for about half a day including lunch.

Björn Ramse, Svensk Handel/Kunskap told that they already have courses for vocational teachers and supervisors, and in the TIWOLTE-project they will take step 2 for the branch including some kind of educational theory, to give a better understanding for the different roles as teachers and supervisors have in order to enhance understanding and cooperation. A pilot course with approximately 15 people, with a total duration of two days (split in different meetings) was thought of as a possible concept.

Margareta Ringius, Tjörn municipality concluded that Tjörn have to set the new organization in the municipality before they can start planning for the TIWOLTE courses. The course design might be half day courses or 4x2 hours directed towards 10-15 vocational teachers and supervisors in the municipality.

Activity 2

Mapping needs

Prior to the first transnational conference held in Gothenburg in January 2010, a web based mapping survey was conducted by the University of Gothenburg (P2). Because of this the partners' intentions with TIWOLTE could be discussed with some depth during that conference.

The results from the questionnaire show that of the responding six partners five of these saw the vocational teachers as the main target group. Two partners found that vocational supervisors were the main target group.

The branches/sectors in working life that were in focus for the course/courses seemed to be diverse (among others tourism, primary teacher education, commerce, hotel- and restaurant program, industry, veterinary nursing, hairdressing, energy technician, electrical, building).

When asking how much time they intended to schedule for the whole course the questionnaire result show that it was expected to be between 8 to 16 hours, i.e. a rather modest duration.

The respondents were asked to define the educational level of the planned course. There were two partners who saw the courses defined as upper secondary level courses. Two partners defined the course on a college level, while three partners found the courses to be best situated at a university level.

When it comes to choosing between available modules from the IWOLTE project, seen as the most relevant for the supervisor course, the table below describes the partners' preliminary intentions.

Table 1 The most relevant module(s) for the supervisor/mentors TIWOLTE courses were:

Course module from IWOLTE	Sum
Mentorship	3
Supervision in practice	3
Learning in working life	3

Choosing between available modules from the IWOLTE project, seen as the most relevant for the vocational teachers' course, the table below describes the partners' preliminary intentions.

Table 2 The most relevant module(s) for the vocational teacher TIWOLTE courses were:

Course module from IWOLTE	Sum
Personnel training and development	4
Interviewing/survey construction and case study	2
Different ways of organizing vocational education	1

The partners expect that the courses are to be adapted to the language in the partner countries (i.e. English, German or Swedish) with the exception for Greek language.

Four of the partners said that there were trainers available in the organization to teach the planned course, but two of the partners said that they lacked such trainers.

In the web survey we also asked what kind of distribution form they intended to use. Two partners said that they should use campus based courses (only physical meetings). Four partners expected that a blended form (mixed campus and net based) were to be used.

The most important *strengths* that the partner from Cyprus saw was a) the novel approach for supervisors training, b) that it will improve the teachers or supervisors skills and c) that student in the long run will benefit from their teacher/supervisor enhancement. The German partner recognized strengths in a) the preparation of the teachers in practice for changes in vocational training in the next years, b) informing about other ways of organizing vocational training and c) to learn to supervise the own working experience. One Swedish partner saw a) the possibility to improve knowledge among the supervisors, b) to connect the school closer to working life outside school and c) to bond supervisors and trainers. The partner from Ireland found strengths in that the course a) will encourage the teacher to focus on and identifying the skills that the student needs to experience in the workplace, b) that it will help the teacher to develop a strategy to assist the student to focus on these skills and c) it will streamline the work based learning plan so that teacher, student and supervisor will know exactly what is planned. The partner from Tjörn municipality mention a) the cooperation and understanding about working life, b) upper secondary education and c) the knowledge of the university. And finally, the partner from Campus Varberg sees three opportunities for the teachers: a) training in pedagogic for adults, b) learning about different forms of examination, and c) knowledge about curriculum and syllabus.

The most important *weaknesses* that the partner from Cyprus state in the questionnaire was a) if not planned properly it might not be very educational, b) the first version might not be very successfully, and c) if not promoted by the administration of universities it might be abandoned eventually. The German partner recognized weaknesses in a) accreditation for the course in the German university system, or get support from the universities or the supervisors of the teachers' internship, b) show the participants the benefit of investing their time in that course, and c) converting the modules to the German dual system. One Swedish partner saw weaknesses a) how to motivate the participants to take part, b) finances and c) to create the right time frame to suit both school and companies/supervisors. The partner from Ireland found weaknesses in a) encouraging teachers to engage, because many of them have their specific way of working, b) the necessity to begin with a small group and move on from there and c) problems in spreading experience to other staff members. The partner from Tjörn municipality is facing organization problems, which makes it hard to plan project activities before these are resolved. And finally, the partner from Campus Varberg sees problems with a) gathering the teachers at the same time, b) paying the salary during the education (some of our teachers are working on consulting basis), and c) convincing the teachers how great the enrolment in the courses can be.

Activity 3

Collaboration, conclusions and summary report

In order to shape a way to collaborate and can form the basis for WB2 the following were decided:

During the transnational conference it was decided to use an e-meeting tool to continue the discussions. The first technical tests with Adobe Connect Pro were promising. And during the first work package this kind of interaction and collaboration was introduced. Ingemar Andersson, University of Gothenburg invited the partner to put questions about experience from the IWOLTE courses and the material that was used during these pilot courses.¹ In this way the follow up discussions from the first physical meeting and the bridge between the first and the second work package was made.

Conclusions and progress prospects

The conclusions are drawn from the web survey and the discussions during the transnational meeting in Gothenburg. These form a basis for the next work package.

1. The courses will be relatively short, shorter than the pilot courses in the IWOLTE project. It seems that the duration of two days are the maximum the partner finds it possible to manage. The obstacle that is foreseen is mainly due to supervisors not having time and possibility to spend more than one day or at most two days in an educational setting.
2. Intentions are to plan and give courses for both supervisors and vocational teachers.
3. There seems to be good possibilities for partner collaboration, e.g. between the Irish and German partner.
4. In the discussions during the conference the expected function for the university partner from Sweden was made clearer. The partners expect that the University of Gothenburg should inform about experience from the IWOLTE project, to take on a coaching function and counseling role.
5. The conditions differ in the partner countries and organizations. For some the cooperation between school and working life is self evident. For others this is not the case. This is related to characteristics of the national educational systems, i.e. the dual system in Germany where responsibility is clearly divided between the school and the company. This is not the case in Cyprus, Ireland and Sweden.

Appendix

Appendix 1: Documentation from the vocational supervisor pilot course

Appendix 2: Documentation from the vocational teacher pilot course

¹ See appendix
TIWOLTE Summary report WP1



Integration of Workplace Learning in Vocational Teacher Education

Planning of the Pilot Course
for Supervisors



2008-05-13

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Supervisor Training – a pilot course

At the Department of Education, Gothenburg University we have realised the pilot course for supervisors twice. With this paper we would like to describe the pilot course and our experiences before we settle the curriculum. According to the instruction for work package 3 (planning of vocational supervisor training) the planning process is to be a shared activity in the partnership. Work package 4 (realisation of vocational supervisor training) has also been carried out.

We use the possibility to discuss and elaborate the course design on the IWOLTE web platform. With input from the partnership, the work on the curriculum could be elaborated further and changes implemented before we meet in Cyprus in May 2008.

I Introduction

The presented ideas below have been the underlying basis for the supervisor and the vocational teacher courses. We seek your feed back on the overall course design that is connected to the idea that the supervisor benefit from knowledge about the “school culture” (1) and vocational teacher from working life (3.) There are some common skills and subjects that supervisors and vocational teachers share and both groups could benefit from getting together and discuss those issues (2). We could also help students in certain issues while the vocational teacher could benefit from working life experience and be of use in companies and supervisors could benefit from school culture and be of use in vocational schools.

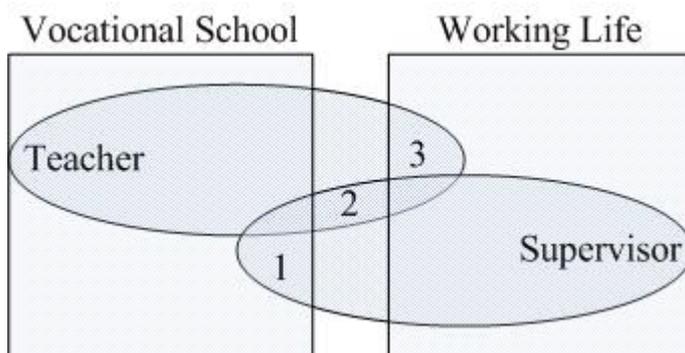


Figure 1 Expanding roles for vocational teachers and supervisors

After having realised the pilot courses for supervisors we want to describe and get your opinion on the main aspects. These are structured below.

II Learning outcomes

These are our suggestions concerning learning outcomes for the course.

After the course the student shall:

- show that he or she is familiar with learning goals from the relevant curriculum in the vocational school as well as understanding the underlying ideas of teaching his or hers field of work at school.

- be able to, with the help of the course literature, discuss strong and weak sides of on-site learning
- demonstrate basic IT competence
- have the ability to instruct and supervise students and/or employees at workplaces
- be able to distinguish, observe and document situations and processes with relevance for learning in working life
- have the ability to judge the students' knowledge development and to give criticism with guiding aim.

III Content

The main parts of the course are:

A: Instruction and supervision

B: Learning in working life

This course deals with different forms of learning in working life and coaching, instructorship and mentorship. In the course there are elements of proficiency training, where the knowledge gained in theory are tested in practice, among other things by instructing, supervising and taking and giving criticism with a pedagogical aim. The course also deals with and examines current development of modern apprenticeship training and trade connected programs for development of personnel competence.

Included in the competence for vocational teachers and vocational educators is to show basic IT competence and to master the public language in speech and writing. In this course focus is on web based information seeking and the language as a tool in order to strengthen the student's ability to express his/her own experience in writing in a structured way, thus increasing the ability to notice and examine courses of events and qualities in professional practice and learning processes in working life. Also focus is on relevant school curriculum with the aim of understanding how schools have arranged for learning different elements of the curriculum.

IV Methods and examination

The course uses blended learning, *i.e.* a combination of meetings in the physical classroom and working in the virtual classroom via Internet

A. Physical classroom

- Introduction
- Lectures
- Exercises
- Examination

B. Virtual classroom

- Material from lectures and material for examinations is available on the platform
- Reports from students are distributed to peers and to the course teachers

As shown in the course time tables below the different activities in the course are: lectures; exercises; field based investigations, presentations; group discussions. And also, there is individual study of course literature.

Task 1: To study course literature to prepare for a seminar with focus on understanding concepts and different perspectives on supervising. To support the preparation, four themes or questions are given to help the study at home. See appendix 2.

Task 2: This task focus on applying of theory. In small groups the students are supposed to prepare a case in which a situation is included where supervising is seen. This situation is preferably supposed to be shown by means of role playing (an alternative could be a presentation). The situation is presented and after that it is followed by a discussion in which special aspects of supervision and perspectives are put to the forefront.

Task 3: To observe learning in working life and in school situation. After having studied theories of learning the student shall individually, or in suitable pairs, do field studies where the focus is to use concepts and theories of learning as means for understanding. Methods are both observations and conversation. Two sets of fieldwork are to be done, one in real work life, one at a relevant school. The focus of the latter is to study how learning situations are arranged in the school setting. An oral presentation, together with one sided handout given to all students at the presentation, is used.

Task 4: Each student shall focus important conclusions and transfer principals of learning to their own work field. The task is to suggest how learning situations could be arranged for more efficient learning.

Task 5: As an individual task to be reported as a written document each student shall reflect on their own learning process during the whole course. In this paper - which should be between 2 and 4 pages – the personal reflections are to be connected to the source of learning and inspiration that has been the base for the learning. This individual paper is the ground for being able to differentiate between the two grades of marks given, passed or excellent. Students that don't reach the goals will have the opportunity to complement on the things that are not passed.

Examination

Examination is made in several forms;

X₁ – Seminar - Individual preparation before seminar - own notes with answers should be brought along. Oral exam. (Task1).

X₂ – Each group has prepared a situation that is presented, either through presentation or a shown play as a role play. (Task 2).

X₃ - Presentation of the field work (Task 3). This task should be presented with the help of ICT – a Power Point presentation.

X₄ – Applying understanding of learning theory from task 3 and studies of literature each student is to present suggestions on how learning situations could be arranged in their own field or job, situations that directly are drawn from conclusions of what one has learned. (Task 4)

X₅ – By e-mail each student shall send in a paper describing and reflecting his or hers individual learning process throughout the course. (Task 5)

V Course time table

The course (7,5 ECTS) is suggested to take place during half a University term. In Sweden this is approximately two and a half month. With six meetings planned, the frequency will be meetings with two to three weeks intervals. The meetings will be planned for evening class, with three hours every meeting. Field work and individual studies are to take place between meetings.

In the table below you can see the different activities from which the course will be structured.

VI Literature

The literature will be in Swedish. One book in each of the main parts of the course is planned:

- Theories and methods in supervising
- Theories of learning
- Relevant curriculums from school.

The books in Swedish used:

Höjlund, Gunilla & Göhl, Inger & Hultqvist, Elisabeth (2005). *Utbildningsmodeller och läroprocesser i brytningen mellan skola och arbetsliv: en kunskapsöversikt*. Stockholm: Myndigheten för skolutveckling. 148 s.

Lauvås, Per & Hardal, Gunnar (2001). *Handledning och yrkesteori*. Lund: Studentlitteratur. 384 s.

Suggestions on literature in English:

Caplan, Gerald (1999). *Mental Health Consultation and Collaboration*, ISBN10: 1577660730 <http://www.adlibris.com/se/product.aspx?isbn=1577660730>

Wenger, Etienne., Lave, Jean. (2001). *Situated Learning: Legitimate Peripheral Participation*, ISBN10: 0521423740

VII Evaluation

The course will be evaluated by means of a questionnaire.

VIII Final comments

A pilot version of the course has been conducted during autumn 2007. Experiences have been drawn from that.

Appendix 1:

Activities	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6
Lectures	Course introduction Part A is presented: Instruction and supervision Lectures: Models of supervision	Communication theory	Part B is presented: Learning in working life	Learning theory.		
Exercises		Communication training -role playing		Personal study of curriculum from school related to ones own field of work		
Examinations		Seminar on Task 1 (X ₁)	Task 2 is presented through the prepared role-playing activities. (X ₂)		Task 3: Presentation of fieldwork followed by group discussion (X ₃)	Task 4 : Presentation of suggested learning situations. (X ₄)

X₅ – : Within a period of 2 weeks after meeting 6 each student shall by e-mail (on the LMS PingPong) send in the result the work on task 5.

Appendix 2:

Study questions in task 1:

1: The concept of supervision is used in different meanings and areas. In chapter three in the book: *Handledning och yrkesteori*, a theory from Caplan is presented where the difference between supervising and counselling is presented.

Study this and suggest together with examples from your own field how the difference is to be understood.

2: Sometimes it is suggested that when doing personal coaching and supervising it is important to differentiate that from psychotherapy. On the other hand it is said important to include personal issues in the counselling process.

What areas in personality do you suggest are important to focus when it comes to your work field and the experiences you have?

3: In chapter 5 (in "*Handledning och yrkesteori*,") you can read about traditions of supervising and counselling. Study the two concepts of "the model of apprenticeship" and "the model of reflection and action".

You are supposed to draw conclusions from the main differences of the two models and connect that to your own experiences that can exemplify the two models.

4: In the last part of chapter 5 you can read on suggestions on how to combine the two models: "the model of apprenticeship" and "the model of reflection and action".

What are your own ideas on how to improve supervision and counselling in your field of work?



Integration of Workplace Learning in Vocational Teacher Education

Planning of the Pilot Course
for Vocational Teachers



2008-04-14

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**UNIVERSITY OF
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Vocational Teacher Training – a pilot course

At the Department of Education, Gothenburg University we have been busy planning the pilot course for vocational teacher training after having tried out the first piloting this semester. With this paper we would like to introduce a discussion in the partnership concerning planning of the pilot course, which is scheduled to start in the autumn 2008. According to the instruction for work package 5 the planning process is to be a shared activity in the partnership.

We use the possibility to discuss and elaborate the course design on the IWOLTE web platform. With input from the partnership, the planning could be elaborated further and changes implemented before the pilot course starts.

I Introduction

The presented ideas below have been the underlying basis for our planning of the course and should be scrutinised in relation to the course for supervisors that we already have carried through. We seek your feed back on the overall course design that is connected to the idea that the supervisor benefit from knowledge about the “school culture” and we could also help students in certain issues (1) while the vocational teacher could benefit from working life experience and be of use in companies (3). There are some common skills and subjects that supervisors and vocational teachers share and both groups could benefit from getting together and discuss certain issues (2).

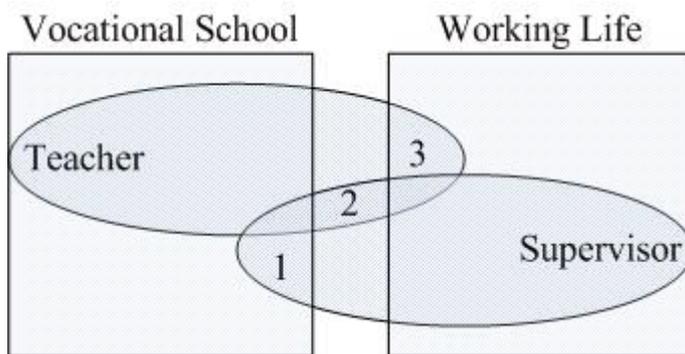


Figure 1 Expanding roles for vocational teachers and supervisors

After having planned the pilot course we want to describe and get your opinion on the main aspects. These are structured below.

II Learning outcomes

These are our suggestions concerning learning outcomes for the course.

After the course the student shall:

- be able to communicate knowledge of theoretical perspectives on learning
- be able to show competence in planning, teaching and evaluation of vocational courses within the work area and with a special focus on training need analysis and on constructing syllabus
- have done interviews with people in the work field that focus the development of knowledge in the field and having interpreted them with the aim of finding training needs
- show elementary competence within the field of ICT.

III Content

The main parts of the course are:

A: Theories of learning

B. Personnel training and development

- Training need analysis
- Course planning (syllabus constructing)
- Evaluation of vocational learning

C: Interviewing

Comments on learning theories:

One could argue that vocational teachers already should be familiar with learning theory. Our argument is that teachers have been schooled to understand learning within the classroom field, not in the work place field. Therefore the aim is to introduce another perspective of learning based on research from work placed learning. Another argument is that the other course in the IWOLTE project – the course aiming at expanding the role of the workplace supervisor has as one of its contents the equivalent learning theory.

Comments on interviewing:

The part of interviewing has as its aim to train the students to be better equipped when they are to do task number 2 in the course – to interview workmen in their own field of work with the aim to investigate training needs.

IV Methods and examination

The course use blended learning, *i.e.* a combination of meetings in the physical classroom and working in the virtual classroom via Internet

A. Physical classroom

- Introduction
- Lectures
- Exercises
- Examination

B. Virtual classroom

- Material from lectures and material for examinations is available on the platform
- Reports from students are distributed to peers and to the course teachers

As shown below under course time table the different activities in the course are: lectures; exercises; field based investigations (task 1 & 2); presentations; group discussions. And of course, there are individual studies of the course literature.

Task 1: After having studied learning theory the task for the student is to write an individual paper in which the student is to select one of the presented learning theories within the field of vocational learning. The student is supposed to apply the theory and its concepts in his or her special vocational field and then present thoughts and ideas of how the use of theory can better understand learning in that field.

Task 2: This is the most comprehensive task in the course. It involves studies in the special work field that the vocational teacher teaches in. The student has to find one rather big company – or a few smaller with in this work field. There the task is to investigate training needs with the method of interviewing.

The two tasks are to be presented orally with the help of PowerPoint and after each presentation there is to be a group discussion.

Examination

Examination is made in several forms;

X₁ - Traditional pen and paper test focusing interviewing and compulsory training of interviewing in role-playing,

X₂ - Writing and presentation of individual paper focusing leaning theories relevant for vocational learning (Task1).

X₃ - Presentation of the field work (Task 2).

The two tasks (X₂, X₃) are to be presented with the help of ICT – a Power Point presentation is needed.

V Course time table

The course (7,5 ECTS) is suggested to take place during half a University term. In Sweden this is approximately two and a half month. With five meetings planned, the frequency will be meetings with two to three weeks intervals. The meetings will be planned for evening class, with three hours every meeting. Field work and individual studies are to take place between meetings.

In the table below you can see the different activities from which the course will be structured.

Activities	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5
Lectures	Course introduction Personnel training and development: - Competence analyses - Course planning	Interviewing Learning theories		Personnel training and development: - Evaluation	
Exercises			A great part of the meeting devoted to practicing interviewing through role-playing.(X1)		
Examinations			A short conventional pen and paper exam on the literature focusing interviewing (X ₁)	Examination through presentation of fieldwork followed by group discussion (X ₂)	Examination through presentation of individual paper on learning theory (X ₃) followed by group discussion.

VI Literature

The literature will be in Swedish. One book in each of the three parts of the course is planned:

- Theories of learning
- Personnel training and development
- Interviewing

Suggestions on literature in English:

Jarvis, P., Holford, J. & Griffin, C. (1998). *The theory and practice of learning*. London: Kogan Page (165 p) ISBN 0-7494-2497-4 <http://libris.kb.se/bib/5563775>

Hargreaves, P. & Jarvis, P. (1998). *The human resource development handbook*. London: Kogan Page (212 p) ISBN 0-7494-2429-X <http://libris.kb.se/bib/5563733>

Or

Bee, F. & Bee, R. (2003). *Learning needs analysis and evaluation*. London: Chartered Institute of Personnel and Development (258 p) <http://libris.kb.se/bib/9606916>

Seidman, I. (1998). *Interviewing as qualitative research : a guide for researchers in education and the social sciences*. New York: Teachers College Press (162 p) <http://libris.kb.se/bib/10417389>

VII Evaluation

The course will be evaluated by means of a questionnaire.

VIII Final comments

A pilot version of the course has been conducted during autumn 2007. Experiences have been drawn from that.