Reflectice Practice-based Learning Across Technical Educational Disiplines

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PROFESSIONSHØJSKOLEN

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Some of you might have heard about hard and soft skills

- However, this is relative to the task

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Core skills are important (as ever)

- Programming
- Mechanics
- Chemistry
- Math
- Language

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Contextual skills are increasing in relevance

- Communications
- Lifelong Learning
- Self direction
- Interdiciplinarity

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Can refection aid competence development in interdisciplinary groups?

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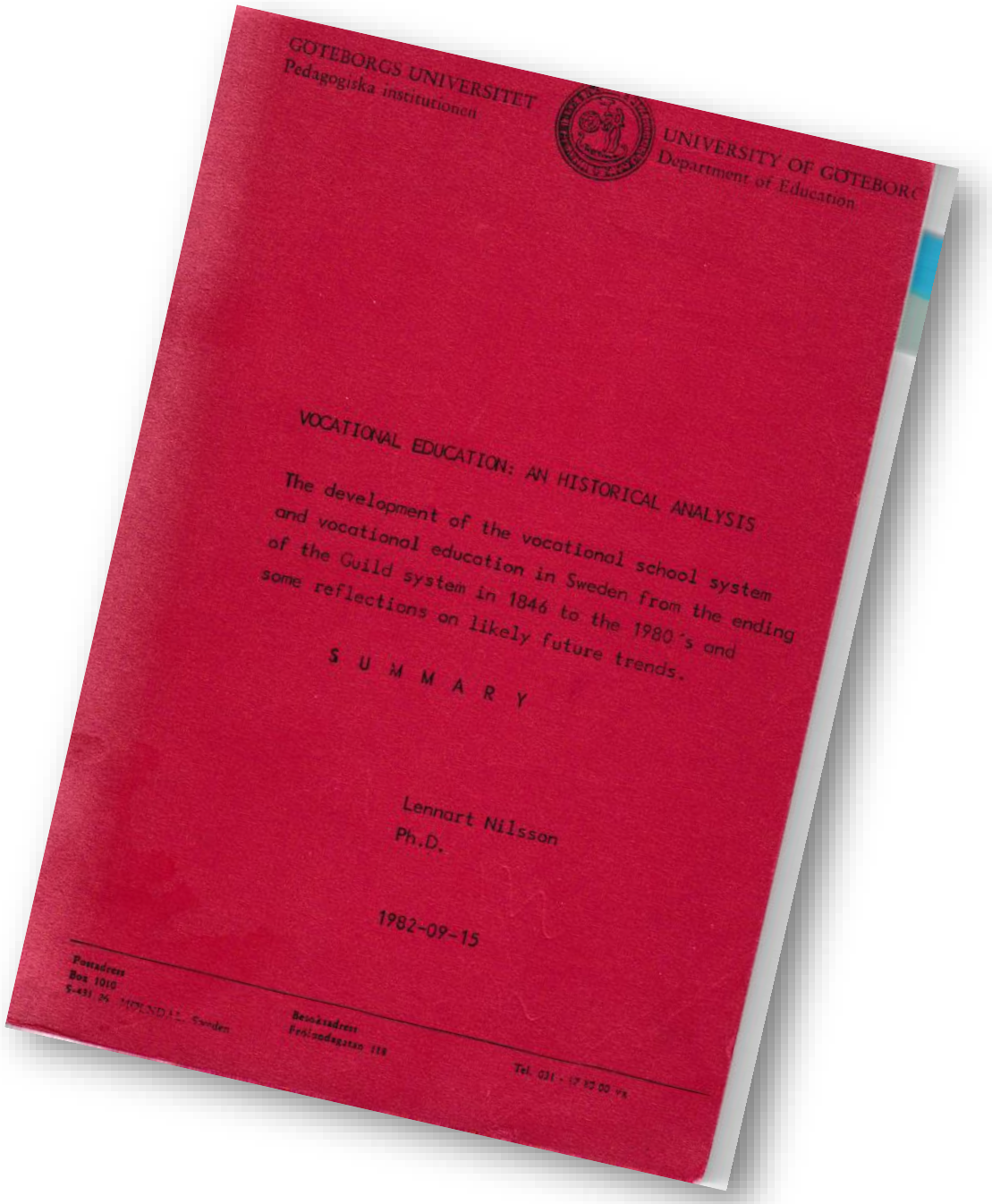
Key principles for our case study

- 1. The students' own experiences are incorporated into teaching and learning activities
- 2. Teaching and learning activities designed to include appropriate disturbances
- 3. Teaching and learning activities are organised as an exploration
- 4. The content of teaching and learning activities is based on a good example
- 5. Teachers and students work together on learning processes
- 6. Teachers and students create room for dialogue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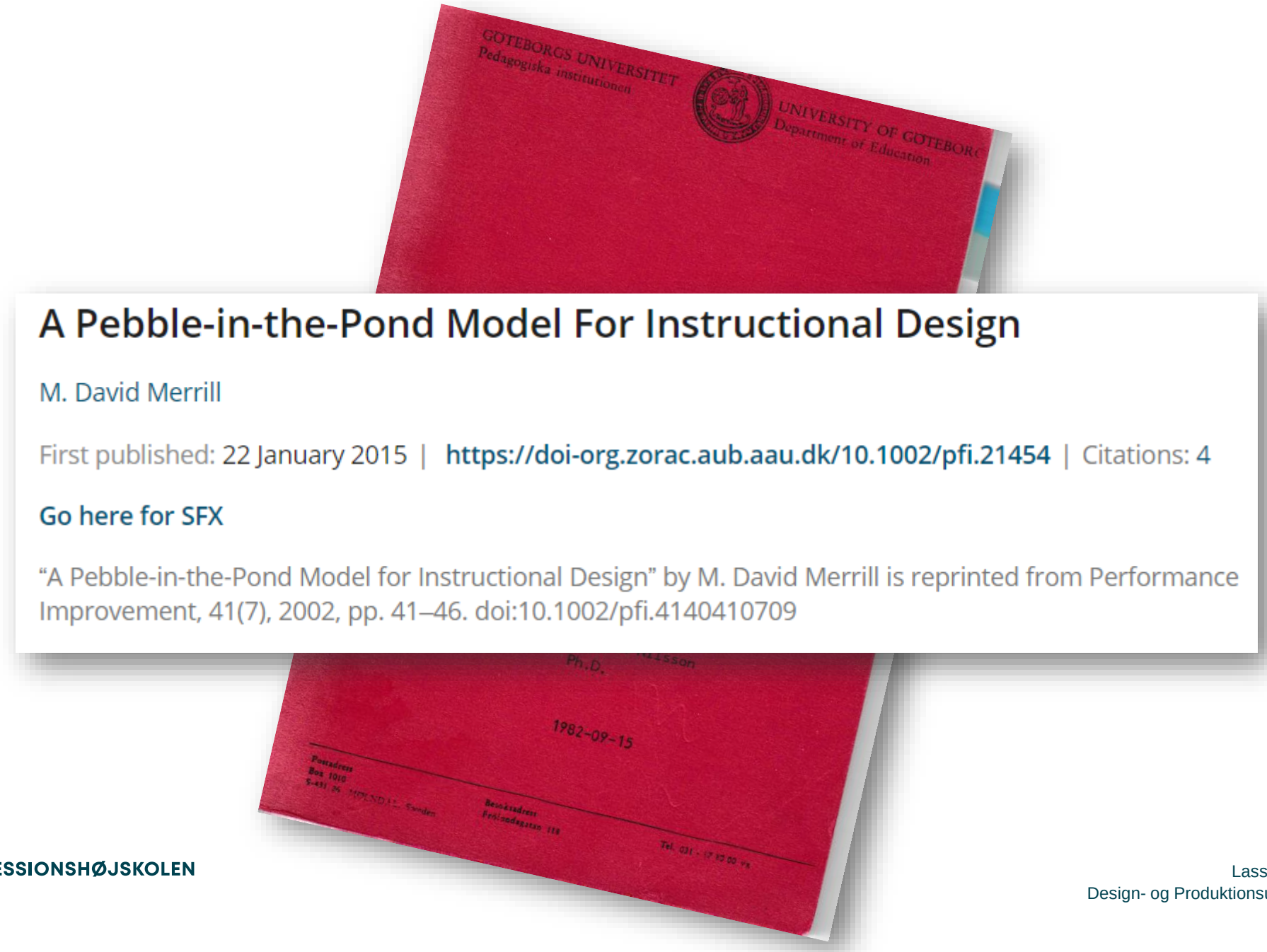
VOCATIONAL EDUCATION: AN HISTORICAL ANALYSIS
The development of the vocational school system and vocational education in Sweden from the ending of the Guild system in 1846 to the 1980´s and some reflections on likely future trends.
S U M M A R Y
Lennart Nilsson
Ph.D.
1982-09-15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M. David Merrill
First published: 22 January 2015 | https://doi-org.zorac.aub.aau.dk/10.1002/pfi.21454 | Citations: 4
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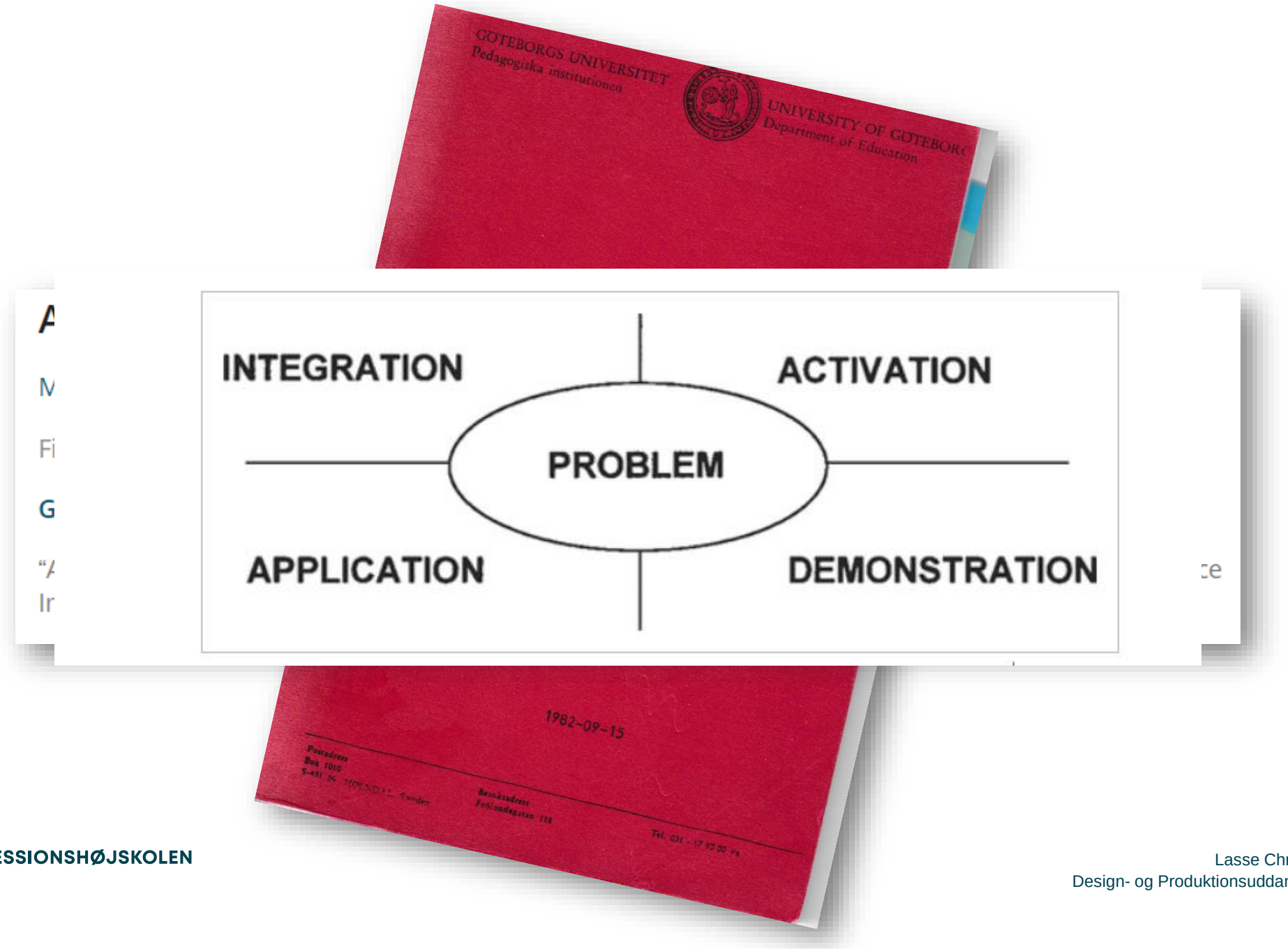
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Journal of Computing in Higher Education
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Designing Authentic Activities in Web-Based Courses
Jan Herrington
School of Communications and Multimedia
Edith Cowan University, Australia
Thomas C. Reeves
College of Education
The University of Georgia
Ron Oliver
School of Communications and Multimedia
Edith Cowan University, Australia
Younghee Woo
College of Education
The University of Georgia
ABSTRACT
INFLUENCED by constructivist educational theory and advances in technology, there is increasing interest in authentic activities as a basis for learning in both face-to-face and Web-based courses. Whereas traditionally, real-world activities have primarily served as vehicles for practice of skills or processes that are taught using traditional instructional methods, a more radical approach is to build a whole course of study around authentic activities and tasks. The authors of this paper argue that the value of authentic activity is not constrained to learning in real-life locations and practice, but that there are critical characteristics of authentic activities that can be incorporated into the design of Web-based courses to enhance learning online. We include a description of the theory, research, and development initiatives that provide the foundations for this approach. Finally, we present guidelines and examples
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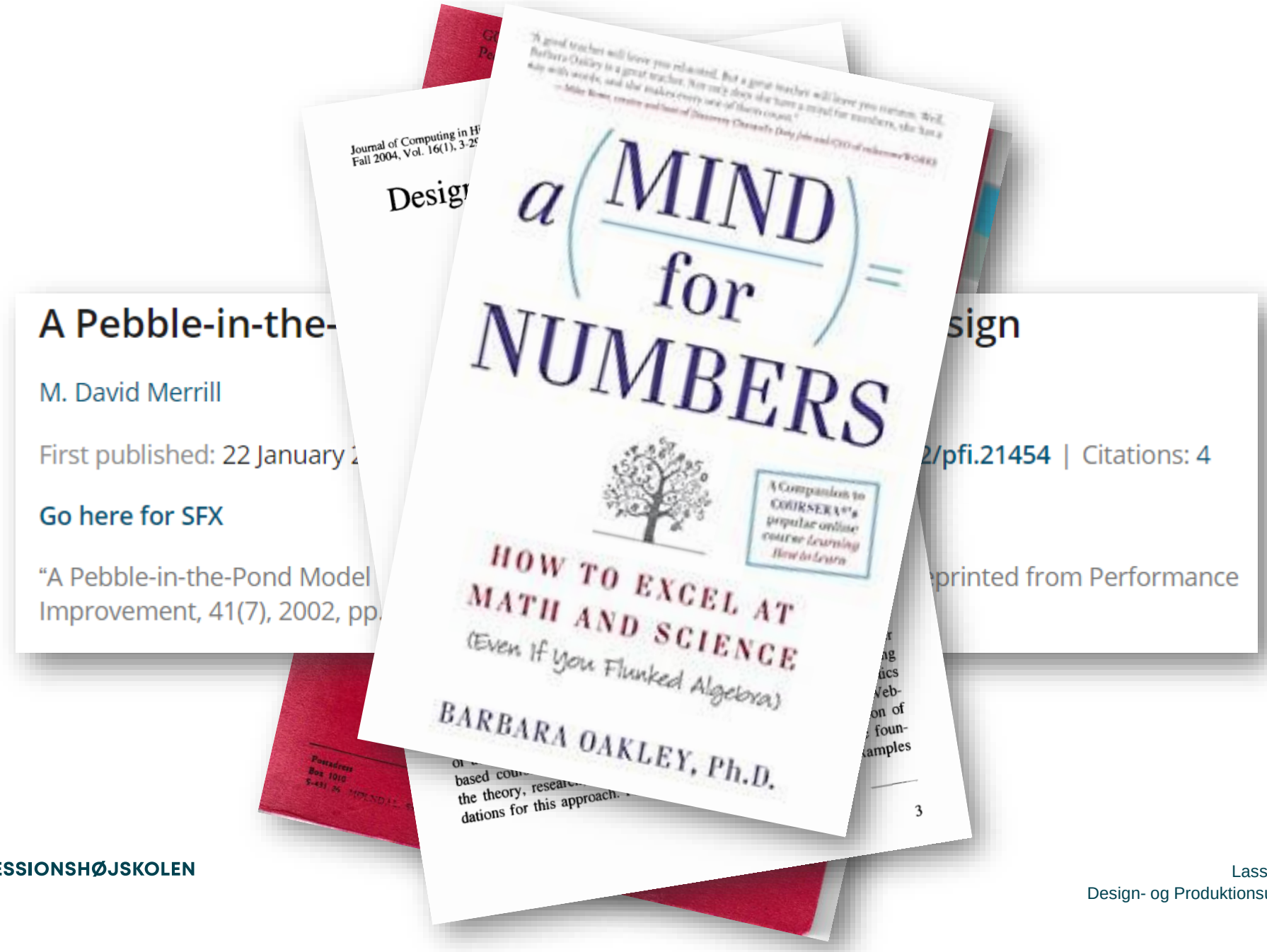
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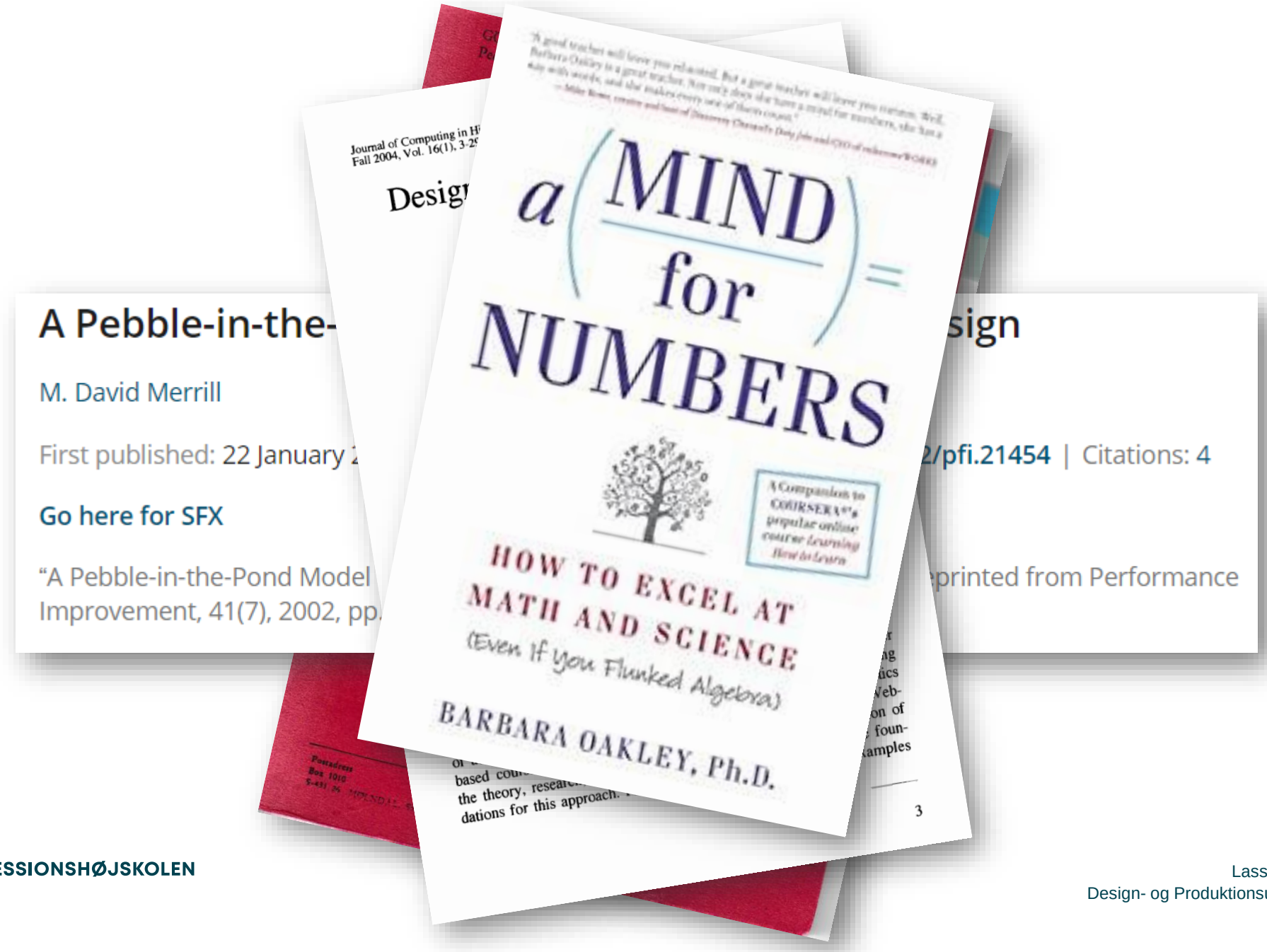
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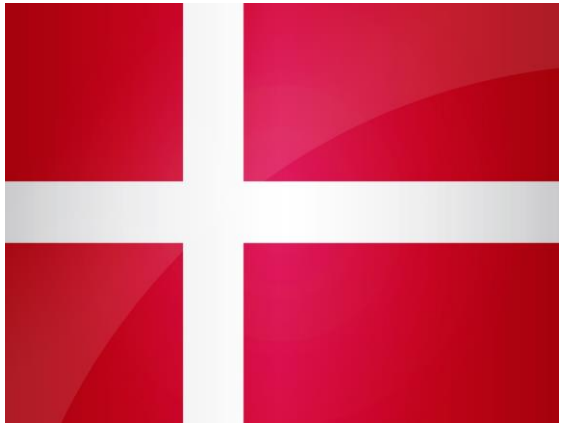
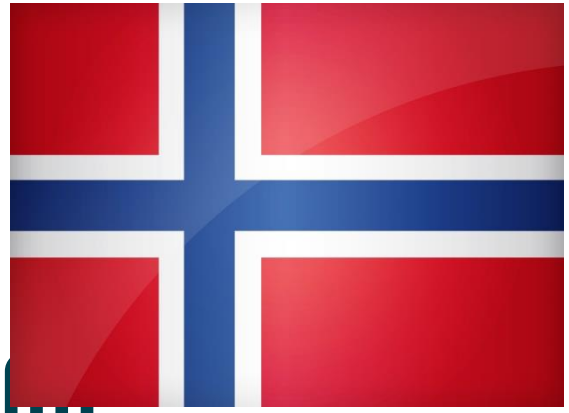
We investegated this through a case study



Course 1

Interview 1



Course 2

Interview 2

Joint analysis

The students…

- …got more insight by expressing, and hence reflecting on their own competencies
- … reflected on how to express their knowledge to outsiders
- … appreciated the groups reflection on their own discipline
- … could foresee barriers and opportunities in their later career
- … did not see any immediate gains in their in-debth technical skills
- … acknowledge disciplinary differences to project work

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In summery, interdiciplinary groupwork caused

- Adding to existing knowledge
- Adjusting existing knowledge (through reflection)
- Connecting knowledge areas (through reflection)

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