### **Reflective practice-based learning in further technical education**

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 **31. oktober 2021** Lasse Christiansen Design- og Produktionsuddannelserne

• New job profiles



- New job profiles
- New skill requirements



- New job profiles
- New skill requirements
- Core skills still in high demand



- New job profiles
- New skill requirements
- Core skills still in high demand
- Contextual skills comes in higher demand



• More authentic



- More authentic
- Task-centric



- More authentic
- Task-centric
- Several stages



- More authentic
- Task-centric
- Several stages
- Learning factory



• Factory-like setting



- Factory-like setting
- Multi-stage



- Factory-like setting
- Multi-stage
- Manufacturing-oriented



- Factory-like setting
- Multi-stage
- Manufacturing-oriented
- Task-centric



### The Learning Factory needs to be mature

• Operational model



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- Operational model
- Purpose



### The Learning Factory needs to be mature

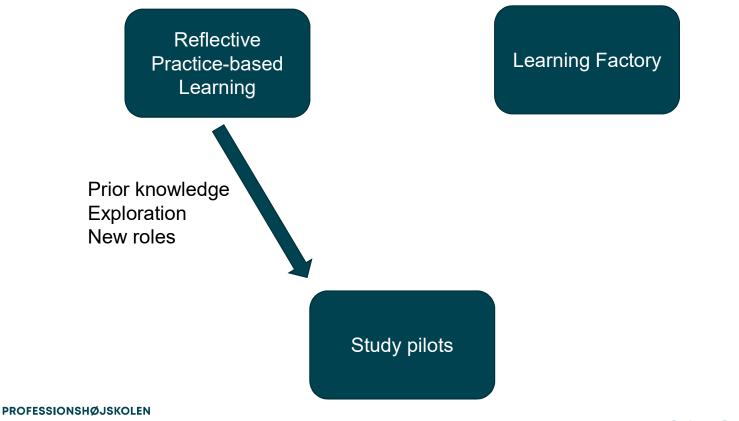
- Operational model
- Purpose
- Didactics



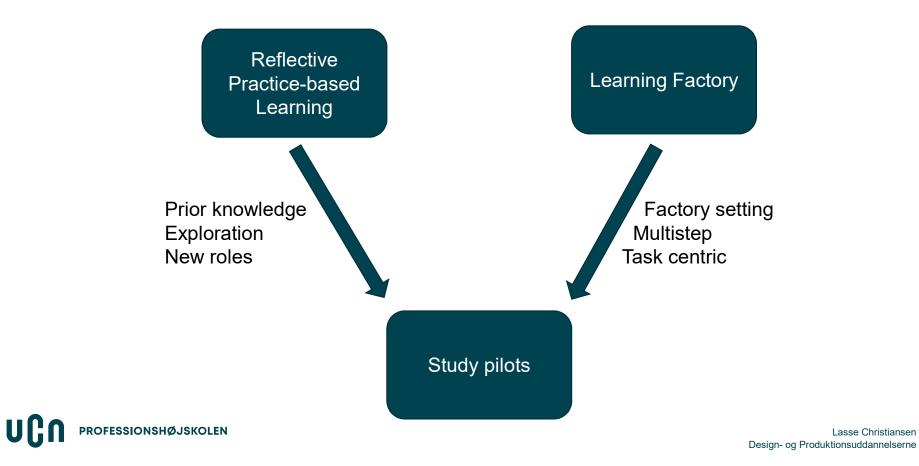
# How can reflective practice-based learning aid development of mature learning factories?

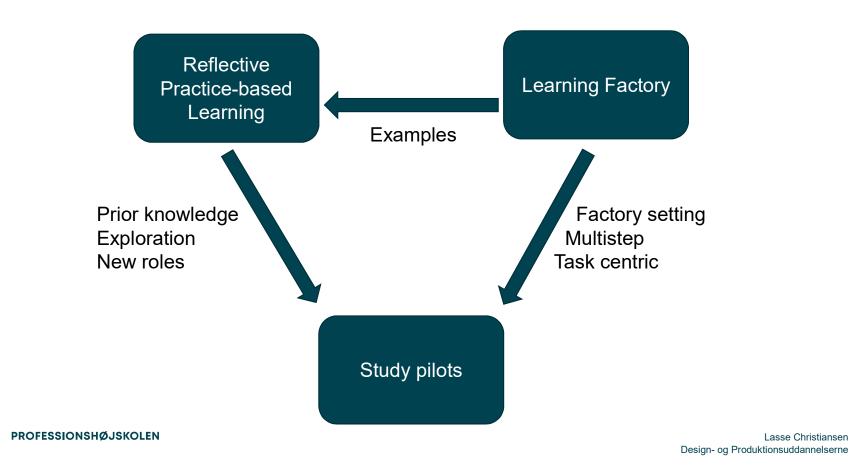
#### We look on educational design in two cases

	Pilot 1	Pilot 2
Scope	<ul> <li>Production optimisation</li> <li>Optimisation management</li> <li>Production planning</li> </ul>	•Value chain •Costumer needs •Digital technologies (within the value chain)
Purpose	<ul> <li>Enrollment criterium EQF 4</li> <li>Micro-enterprise employees (less than 15 employees)</li> <li>Work experience from industry</li> <li>Upskilling need</li> </ul>	<ul> <li>Enrollment criterium EQF 4</li> <li>SME employees</li> <li>Work experience from industry</li> <li>Upskilling need</li> </ul>
Key reflection enhancing activities	<ul> <li>Exploration through Podcasting</li> <li>Collaboration within the learning process</li> <li>Room for dialogue through co-design</li> </ul>	<ul> <li>Exploration within own company</li> <li>Application of demonstrated knowledge within daily practice</li> <li>Reflection on practice based on the digital learning factory</li> </ul>
Learning factory operational model	•Physical value chain, configurable to show different learning topics Collaboration between industrial and full-time students	•Virtual value chain, configurable to show different learning topics Collaboration between industrial students
	Real-life products as manufactured at the industrial student's workplace	•Real-life products as manufactured at the industrial student's workplace Lasse Christiansen Design- og Produktionsuddannelserne

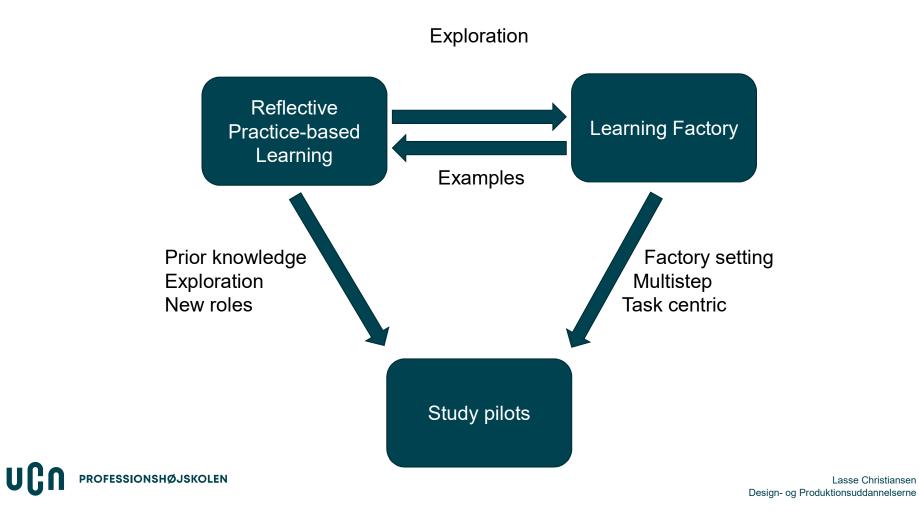


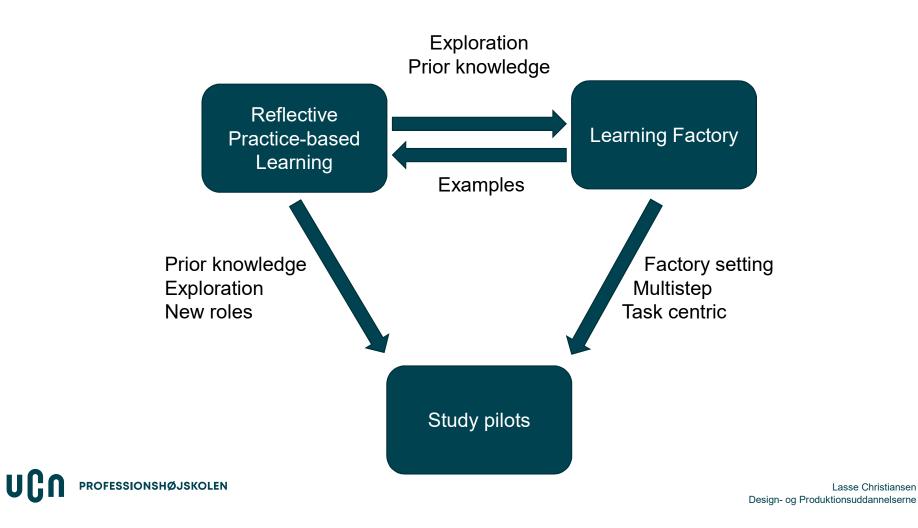
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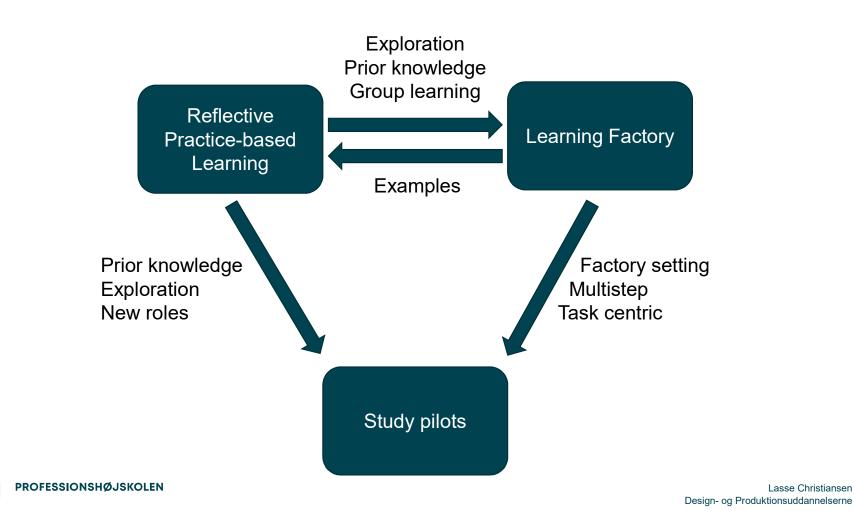




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