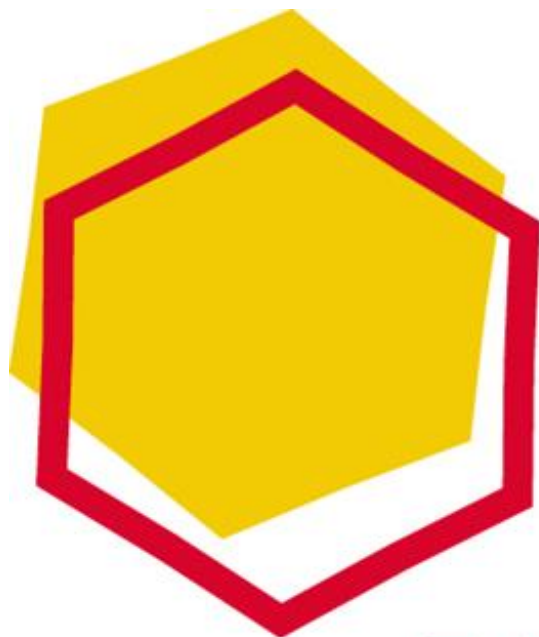




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VETteach

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VETteach Website:

<https://www.ibp.uni-rostock.de/erasmus-vetteach/>

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VET teachers' further training and learning in Norway

VETteach Network, Session 9 June 2021 14:00-18:00 (CEST)

Theme: VET teachers' further training and learning at the workplace

16:00-16:20

Different types of continuing and further education

- As part of the national programme “Vocational teacher promotion”: [Studietilbud 2021 \(udir.no\)](https://udir.no). Funded by the Directorate of Education
- As part of [OsloMet offers](#) either as part of the University funding from the Ministry of education and research
- OsloMet also offers tailormade further education and training through assignments with companies, counties, organisations etc . External funding.

- In the academic year 2021/2022, there are 26 offers within vocational subjects at 9 university and college institutions (UH). The offers run over one or two semesters, and give 15 or 30 ECTS.
- Vocational teachers can apply for funding (scholarship or substitute scheme).
- There are offers within one or more themes:
 - pedagogical methods and vocational didactics
 - classroom management, student knowledge and tutoring
 - vocational competence - in breadth and depth
- Vocational teachers across the country can apply for all offers. Teachers from independent schools can participate on an equal footing with teachers from public schools.

Offers at OsloMet funded by the Directorate of education

- Application of new technology in vocational subjects
- In-depth competence and sustainability in one's own profession
- Innovation pedagogy and learning management in vocational subjects
- Guidance and coaching
- Vocationally relevant and vocationally differentiated training in line with vocational renewal
- (92 students 2021/2022)

Some examples of other offers at OsloMet

- Learning at the workplace – business pedagogy
- Validation of prior learning
- Guidance and coaching
- Career guidance
- Special needs education
- Mathematics with a vocational profile
- Traffic pedagogy (for driver instructors)

Financing of further education for individuals

(funded by the Directorate of education)

- Vocational teachers can apply for **scholarships** or **temporary** staffing schemes to take further education in vocational subjects.
 - With a scholarship scheme, you get a scholarship of NOK 60,000 for studies of 15 credits or NOK 120,000 for 30 credits. (about €6.000 or €12.000)
 - With a temporary arrangement, you keep your salary while you are released from ordinary work tasks corresponding to 18.75% for studies of 15 credits or 37.5% for 30 credits.

Master's degree in vocational pedagogy

- Master's degree programme 2 years (120 ECTS), NTNU (Trondheim)
 - Education – Vocational Education
- Vocational pedagogy 4 years (part time – 120 ECTS), OsloMet
 - Master's program
- PhD programme in educational science for teacher education (OsloMet) including courses in vocational didactics.
- Other

Examples of experiences from completing one of these five courses that OsloMet offers:

- Application of new technology in vocational subjects (ATEKO)
- Based on analysis of the curricula for the students' own program areas, the students will develop and facilitate good teaching arrangements where new technology in relevant subject areas and professions are key concepts. [The program is part of the Directorate of Education's offer within the Vocational Teacher Promotion](#)

ATEKO: Asynchronous online study

- The study is an **asynchronous** online study, without joint gatherings. It is expected that the participants follow the set progression, participate in online interaction, **complete internships (3-5 days per course) in relevant activities and work requirements related to the study**. The students work both individually and in groups with subject matter and the development of teaching arrangements. In connection with the work requirements, students must share experiences, discoveries and reflections with each other and colleagues.

The main element of the study is internships in relevant companies or professions

1. ...
2. Develop a plan for [internships](#)...
3. Mapping, analysis and use of new technology in relevant professions and own educational program. Form of work: Three to five days of [internship](#) in relevant companies or professions....
4. Develop a basis for the use of relevant technology from the [internship](#) as learning elements in own teaching...

Challenges

- During the pandemic, it has been a big problem for many of the students to find relevant companies that were willing to accept the students for 3 to 5 days of internship.
 - It was solvable, the students were creative, and we teachers were flexible
- Structure the subject content in a clear way
- Many different systems to play together
- Different user accounts: The students' account at their own workplace versus the student's account as a student at OsloMet (for the same systems)

To get to know the students, we have worked out the first work requirement in this way:

1. At the start of their studies, students must describe their own point of view regarding the use of technology in their own work.
Individual assignment that is documented in the form of a video of 1-2 minutes.

Combined course evaluation and research on teachers' digital competence

- 63 students (2020/2021)
- Two questionnaires (42/31 respondents)
- four qualitative interviews
- Analysis of students' work assignments
- Three researchers, two who are also teachers on the course, and one external from another department

What do the students who have participated think about ATEKO as an asynchronous course?

- *Everything is online. That makes it flexible*
- *That I can study when it suits me*
- *The positive thing is that we can take further education without having to travel for several hours to attend a lecture*
- *That you do not have to attend campus, but can work at your own pace at home. Nice that it is flexible.*
- *We learn new ways to learn. We can choose when in the day we want to work with this.*

What do the students who have participated say about the content of ATEKO?

- *Learns a lot in technology for use in own subject.*
- *The opportunity to research technology from one's own point of view and needs.*
- *Opportunity to have time to get acquainted with new technology to be used in teaching.*
- *May prepare learning assignments that can later be used in own teaching. Feels very relevant.*

Is there someone you want less of in the next topic?

- *If not less then more clear structure of what is presented.*
- *No, there could have been a lot more of all things.*
- *Now we have received good training in making films, so it can be toned down without it disappearing completely*
- *Work assignment, it has been many*
- *Understand that programming and coding are related to technology, but it is not very relevant in my field.*