

ETHAZI. High Performance VET Courses: A different learning model

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Introduction

There is an ever increasing demand on the market for professionals who, in addition to technical skills, can also credit some transversal skills such as teamwork, creativity, adaptation to change, digital skills, communication, personal and social responsibility, etc.

Companies require a new profile for employees. According to this, the VET system needs to face a new transformation in order to continue providing a service updated to current and future challenges.

Consequently, parents and students are asking VET centres to take the necessary steps to adapt their teaching practices to these new requests of the labour market.

Within this context, the ETHAZI project is being carried out.



Ethazi classroom

Definition

ETHAZi means High Performance VET courses. It is a training programme which provides VET teachers some key elements to carry out their work efficiently in new active-collaborative environments. Ethazi considers that the best way of teaching comes from students learning by doing, so the Ethazi training programme requires from participants an active collaboration in the learning process: previous elaborations, different types of elaborations along the training sessions and some contributions at the end of the training period.

Collaborative challenge-based learning is the key element underlying this learning model. Problems are proposed to participants, which are organized in teams. These problems are considered as challenges by participants and they must acquire the necessary knowledge to overcome such challenges.

Imanol Iturra – Teacher of IMH Elgoibar Durango

“ Instead of proposing the course by subjects, we propose the course through challenges that involve the contents of the subjects.”

Ethazi requires a deep reinterpretation of the learning mechanics. The key elements of this model are:

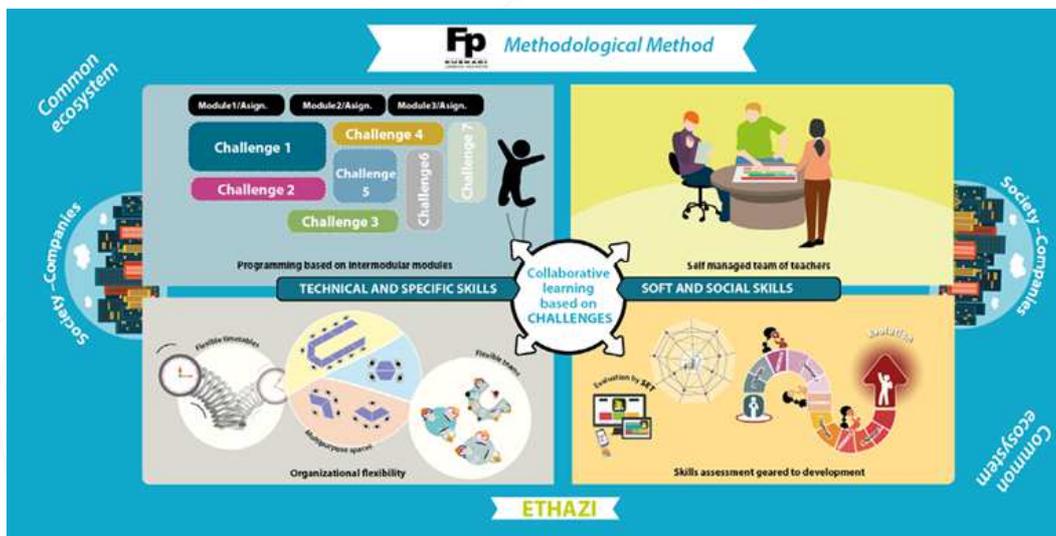
- Inter-modularity
- Self-managed VET courses teacher teams
- Evaluate to evolve in skill development
- Adapting learning spaces
- Digital skills

The programme has been running as a pilot experience since the 2013-2014 academic year with 5 VET Centres taking part in it. 320 VET student and 90 teachers have been involved in the programme since teachers taking part in Ethazi commit themselves to renew their teaching practices taking into account the dynamics acquired through this initiative.

Garbiñe Intxausti - Teacher of Miguel Altuna Institute

“ Students doing things wrong, is part of the learning process. Our work is to guide them to define and achieve the challenges.”

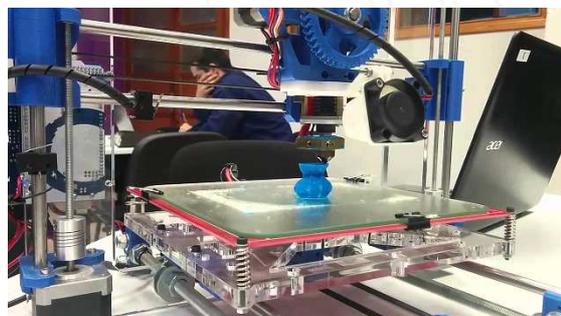
New 25 centres are already taking the first steps to implement the ETHAZI model in coming years. The programme is coordinated by Tknika.



Ethazi Methodological Method

Added value for stakeholders

- Teachers learn new teaching methodologies more adequate to current needs of students and companies.
- Students who learn to work in teams and acquire professional skills in a faster and more efficient way.
- Companies which realize that their demands for new skills are being addressed by VET centres.
- Political and educational authorities which have at their disposal a new scheme to display their educational policies and achieve their priorities.



- Teachers learn new dynamics and new techniques to renew the teaching-learning process.
- The methodology in the classroom is upgraded and the traditional transmission of knowledge deed is replaced by a competence-based learning process.
- The classes become more dynamic, more fun and more effective for both teachers and students.
- Students feel more attracted to these new ways of learning and their training and degree of satisfaction increases greatly.

Iñigo Amenabar – Teacher of La Salle Berrozpe Andoain

“The challenges we like must be close to the reality. Along with that, we understand the assessment as evolution.”



Areas for development

- Increasing the number of schools and teachers taking part in this type of initiatives, so that the competences-based learning initiatives become more popular.
- Recognizing the innovative work and the commitment of these teachers.
- Changing the VET curricula to update and implement the new techniques.
- Renewing the current learning scenarios so that these collaborative and team work techniques can be displayed comfortably.
- Applying the ICTs more regularly in order to manage the learning process and to improve the process of evaluating the competences acquired by the students.

Janire Arriola – Teacher of Maristak Durango

“ Working in a collaborative way and through challenges, develops the competencies demanded by the companies and the society”.



Transferability

Such initiatives are fully transferable to other environments and education and training sectors. It is also compulsory to do so, since the act of transferring skills, behaviours and attitudes requires other type of techniques different from those commonly used in many VET centres today.

