

Learning and implementation methods in initial vocational education and training at secondary schools of Eger

Type of project/activity:

This study, which was commissioned by HUNGOP, provides an exciting opportunity to place teaching and learning at the centre of a comparative study of initial education and training (IVET) in Hungary. This approach has helped us to develop a better understanding of the manner in which teaching and learning take place; the way that teachers and learners understand their activities; and how the character of teaching and learning impacts upon outcomes, such as achievement and progression.

Main activities:

Comparative research into pedagogy in vocational education and training (VET) across Europe is less well developed than comparative research into curricula, qualifications or institutions. The study investigated the extent to which different normative or descriptive theories of teaching and learning impact upon teaching and learning in different countries and evaluate the contribution of other factors such as curricula, teacher training, organisational and national cultures. Building on related studies, a key part of this research was to develop and test concepts and methods that permit robust judgements about similarities and differences between teaching and learning practices in IVET across Europe and their impacts.

1. Teaching and learning methods in initial VET

- a. Which are the main motivations and drivers behind changing pedagogies towards learner-centeredness?
- b. What is the role of learning outcomes approaches to the use of more learner-centred teaching methods? How (if at all) pedagogies are influenced by the way learning outcomes are conceptualised and defined in VET provision?
- c. What are the obstacles for applying and more extensively using learner-centred pedagogies in initial VET?
- d. What policies/initiatives are in place to overcome these obstacles?

2. Learning environments and learning materials in initial VET

- a. How existing learning environments and learning materials support the use of learner-centred pedagogies?
- b. How (if at all) does the focus on learning outcomes in VET provision influence the design of learning environments and learning materials?
- c. What are the obstacles for organising effective learning environments and using up-to date and adequate learning materials that support learner-centeredness in teaching methods?
- d. What policies/initiatives are in place to overcome these obstacles?

3. Benefits for learners

- a. What evidence exists on the benefits of learner-centred pedagogical approaches for learners? For example, how learners benefit in terms of increased motivation and engagement; achievement and progression within the education

and training system; transition into the labour market; prevention of early school leaving, etc. b. Which are the success factors which make these teaching and learning methods effective? c. How is (if at all) the existing evidence on learners' benefits used at national, sectoral or school level to inform pedagogical practice and pedagogical change?

Name of programme and funder:

The study has been commissioned by HUNGOP.

Expected outcomes:

The study will be carried out during 2018. The fieldwork will be planned for the March to May period for the country reviews, to be followed from May to September by case studies in selected countries. The final report was submitted in January 2019.

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