

Learning process' evaluation in vocational schools for the IT sector's training occupations

Dietmar Johlen

Oskar-von-Miller-Schule Kassel
Weserstr. 7
34125 Kassel
Germany
d.johlen@ovm-kassel.de

Abstract: The PISA study's results led to a broad discussion about the improvement of the German educational system. Reforms to increase the quality of education have to be undertaken. The system of vocational education and training (VET) is affected by this situation.

About 70 percent of an age group passes through vocational school. The competences the PISA study has analyzed are essential for successfully completing a training occupation. The vocational school has to make an effort to compensate deficits of general schooling. This is especially important for participants of purely school-based forms of training who were not able to receive a training place yet.

Currently, the future of the dual system of VET is called in question. Accepting a training place appears less attractive for school-leavers. In consequence training companies encounter increasing difficulties finding suitable candidates for their training places. At the same time the overall number of training places is decreasing which is partly due to the ailing German economy. In order to improve the dual system's attractiveness new training occupations, e.g. in the fast growing IT sector, were successfully established. Several reforms, e.g. the concept of learning areas (Lernfeld-Konzept), strengthen activity-orientation and aim to prepare the dual system for the future. The concept of learning areas transfers a substantial amount of the curricular responsibility to the vocational school. In order to develop learning situations the teachers at vocational schools have to decide which competences they want to strengthen and how they want to evaluate the learning process.

This paper presents the concept of learning areas for the IT sector's training occupations. The scenario-approach is introduced, which represents a methodical-didactic reference system for the development and execution of instruction. From this starting point the evaluation of the learning process is discussed.

Research findings:

- The scenario-approach puts the concept of learning fields in precise terms.
- The scenario-server representing the development of the scenario-approach serves as an environment to accommodate the learning process' evaluation.