ICT-DRV project newsletter

Issue I – November 2013

Preparing and keeping professional drivers qualification up-to-date for their changing job requirements with multimedia-based learning

newsletter content

Editorial: Providing professional driver training with an added value through technology-based training

The delivery of high quality training is key for DEKRA Akademie and leads our way of working as one of Germanys leading training providers for professional drivers and other groups of learners. That's why it is important to us to implement European projects such as ICT-DRV.

Technology needs to play a more and more important role also within training and especially within professional driver qualification in order to reach professional drivers as a target group of training activities and to achieve the learning outcomes necessary for drivers to implement their demanding job competently. But the application of technology within training may not be an end per se. Technology can only be understood as a facilitator in order to improve the learning process and the outcomes of learning. This of course raises the important question how technology-based learning can provide this added value and under what conditions a high-quality application of such tools can be reached?

I am very much looking forward to the further implementation and the results of the ICT-DRV project. The value of these results is expected to be build upon the results already achieved within the predecessor project ProfDRV and will especially provide an important contribution to the current discussion on computer- and simulator-supported training for professional drivers in Europe within and beyond the framework of directive 2003/59/EC.

Dr. Peter Littig, Manager education policy and strategy, DEKRA Akademie GmbH (DE)

ICT-DRV – preparing professional drivers for their job with computer- and simulator-based training

The European project ICT-DRV aims to explore opportunities and requirements to improve professional drivers' qualification with technology-supported training in order to meet the needs of both industry and society, concerning well-educated professional drivers. Our major question is how current class-room based or on site training can be enriched by simulators and computer-based learning in order to improve the individual learning outcomes of the participating drivers. A special focus is put on the exploration of opportunities, limitations and requirements to enhance professional driver training in the framework of directive 2003/59/EC with the means of technology-based training.

So far a widespread integration of technology-based learning into professional driver training is hindered by strong scepticism of involved actors towards this kind of training but also by legal regulations still applying an input orientation with a focus on traditional training settings. Both barriers are based on missing trust into technology-based tools and their appropriate and high-quality application within VET for drivers with their special needs and characteristics.

Computer based distance learning allows professional drivers to learn and practice near their work place and to interrelate learning with their daily work.

So far a widespread integration of technology-based learning into professional driver training is hindered by strong scepticism of involved actors towards this kind of training but also by legal regulations still applying an input orientation with a focus on traditional training settings. Both barriers are based on missing trust into technology-based tools and their appropriate and high-quality application within VET for drivers with their special needs and characteristics.

ICT-DRV and ProfDRV participated in EC Consultation on directive 2003/59

Between July and October 2013 the European Commission launched a public consultation on Directive 2003/59. Among others the topics comparability and transparency of the directives implementation through European Vocational Education and Training tools (as discussed within the European project ProfDRV www.project-profdrv.eu) and computer- and simulator-based training within professional driver qualification (as discussed in the ICT-DRV project) have been taken up by the consultation. The (intermediate) results of these two European projects have been submitted as input to the consultation by the project coordinator DEKRA (DE).

The project contributions highlight the difficulties to enable a common level of qualification through an input-based approach as chosen within EU-directive 2003/59 and introduce the results of the ProfDRV project proposing the EQFs learning outcomes-based approach in order to address this issue within professional driver qualification in Europe. The input also challenges the question of the qualification level to be achieved within a common Europe-wide minimum vocational qualification for professional drivers.

At the same time the project input brings in the projects' points of view with regard to the integration of CBT and SBT into the Directives implementation. The emphasising of learning/didactical considerations (instead of technical standards or other input variables) has been taken into the focus here. Also in this context the learning outcomes approach – tying the choice of method on the aspired learning outcomes only – has been proposed in order to approach the integration/ eligibility of technology-supported learning approaches in future.

The overall project consultation input is available on the project websites www.project-ictdrv.eu and www.project-profdrv.eu.

Simulator-based training in Finland: A combination between top-of-the-range and low-end simulator training to reach optimum results

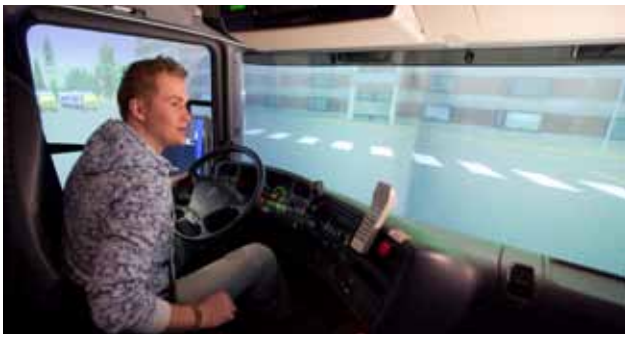
TTS is a research, development and training institute. It was established in 1924 and operates in six localities (Rajamäki, Helsinki,Vantaa, Hämeenlinna, Kouvola and Sammatti) in Finland. TTS is a non-profit-making registered association. TTS membership includes private individuals, associations and companies. TTS Institutes staff is 200.

TTS activities are financed through proceeds from educational services, research and development projects and publications, as well as membership fees and government appropriations. TTS is supervised by the National Board of Education and organizes employment training, voluntary vocational training, apprenticeship training and personnel training. TTS education provides education in the following fields: Transportation, Logistics, Automobile engineering, Earth construction, Forest machine driving, Carpentry and upholstery, Construction, Horticulture, Busi-

ness services, Tourism Industry, Hotel and Restaurant Services, Household and Consumer Services. TTS is the biggest training institute for bus and truck drivers in Finland. TTS is also training foremen for bus and truck companies, repair shop foremen, mechanics for buses and trucks and terminal workers.

TTS has a Simulator Centre (two top-of-a-range simulators) in Vantaa where we provide education to bus and truck drivers. TTS also have 5 low end simulators, which are using the same software as in the top-of-the-range simulators. In Finland TTS is the leading organization to provide and to develop simulator exercises. TTS also train the simulator trainers of other education organizations, who have or are planning to purchase a simulator for educational purpose. TTS cooperates closely with transportation companies to assist their operations and driver skills development.

TTS use the simulators in many ways both in initial and periodic driver training. The simulators are used as a part of the theory trainings and driver's license



Directive 2003/59/EC refers to top-of-the-range simulators only but are such high-tech simulators always necessary in order to reach the aspired learning?

trainings, and also for the training of the immigrants. For example, the simulators enhance proactive and economical driving trainings as well as city driving training. Some of the driver training topics has been transferred and implemented fully to the simulator training (eg. vehicle handling exercises with the truck).

TTS has combined the use of top-of-the-range simulators and the low end simulators in an effective way. Because the use of top-of-the-range simulator is only for one student at the time, the rest of the student group are learning independently or supervised with the low end simulators. The instructor has defined the different tasks and exercises for each student beforehand to the low end simulators and each student receive an automatic feedback and they need to pass certain approval level. TTS is focusing on developing the simulator trainings and the main aim is to transfer more than half of the basic theory class and practical training into the simulators.

"We are the ICT-DRV consortium!"

Eleven partner organisations along with public institutions, social partners, training providers and research instituts are active in the ICT-DRV project. All in all 20 organisations from eleven countries contribute to the project. Here is one of the projects scientific partners:

3s research laboratory is one of the leading VET-research organisations in Austria. The activities of 3s research laboratory focus on the interface between education and the labour market. Their research interests are: European Transparency Instruments (EQF, NQF, ECVET), Learning outcomes orientation, Validation of non-formal and informal learning, Permeability in education and training and lifelong learning, Development and quality assurance in vocational education and training, Financing of continuing vocational education and training in Austria and Europe and Labour market and qualification structures in Austria. Presently, 3s is providing expertise to the European Commission for the further development and implementation of the EQF and is involved in several European projects related to EQF/NQF/sectoral QF and ECVET. Within ICT-DRV 3srl researches the scientific basis of computer- and simulator-based training in Europe and brings in their expertise in order to interrelate the project results with European vocational education and training policy as well as directive 2003/59/EC.

Imprint:
DEKRA Akademie GmbH
Handwerkstrasse 15, 70565 Stuttgart (DE)
Telefon: +49.711.7861-3687, Fax: +49.711.7861-2655
E-Mail: EU-project.akademie@dekra.com
Internet: www.dekra-akademie.de

Lifelong Learning Programme

This project supported by the European commission's lifelong learning program. This flyer though presents only the views of the authors. The European commission is not responsible for the content and cannot be prosecuted for the included information.