



INTERNATIONAL DEPARTMENT

ZBC

How we teach at ZBC

- Pedagogical didactic foundation

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Pedagogical didactic foundation

Danish education features innovative teaching methods in a hands-on environment designed to promote employability and problem solving.

The Danish vocational education and training (VET) builds on the dual principle, where apprentices switch between school and apprenticeship in a company. The model is the key to ensure a flexible and skilled workforce that can adapt to changes within the labor market. We teach our students

and apprentices the skills they need to become a part of the workforce of tomorrow, preparing them for employability.

Our expert lecturers unfold the potential of each student for them to succeed and get direct access to the Danish workforce. Lecturers' methods have a great impact on the students' learning outcome and competences. All our lecturers are trained to use different methods and design their teaching, so it matches the prerequisites of students and trainers.

Work based learning (WBL)

The ZBC training is based on an educational strategy that combines practice and theory with a strong focus on meeting the needs of the workplace. The curriculum is always adjusted in collaboration with the industry, and the teaching aims at combining theory and practice.

Problem based learning (PBL)

Many ZBC Programs are based on methods inspired by problem-based learning, where students and apprentices gain new knowledge while they focus on solving spe-



Clear learning goals – and clear outcome

Students and apprentices are motivated, when they know exactly what they are expected to learn from a given program or a lesson. Our lecturers therefore communicate clearly about the learning goals, which are connected to a specific program or course. Besides, from focusing on learning goals, our lecturers also give clear instructions and criteria for success.

cific problems or challenges. The role of the lecturer is the one as facilitator in order to support and guide the learning process rather than to be the expert, who teaches a subject from A to Z. Often this kind of teaching takes place in groups, where the apprentices work and perform together as a team, while being trained to work innovatively.

Changing learning environments

We have focus on the individual student conditions for learning and facilitate learning on all levels. To ensure the individual learning, we use differentiated teaching and working methods under consideration of students' learning needs. Our teacher facilitates students' learning through a varied application of methods that ensure training in the transfer of knowledge and skills from school to practice and vice

versa. Digitalization and a global view are part of our learning and didactic. We work purposefully with digitalization of the learning space, where digital learning processes and forms of learning are instrumental in increasing teaching differentiation and the individual learning outcomes. With digitization, we achieve more flexible learning modes that can support the individual learning progression.

Communication and constructive Feedback

ZBC lecturers establish good contact to the students and provide them constructive and formative feedback with a clear indication of how to improve. The lecturers assist our apprentices and students to progress by showing interest and pointing at the right way to do things – instead of only pointing towards errors and “what is wrong”.



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