



**Report testing learning material
Aarhus Tech, Denmark
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Module 1 lesson 1, 2, 3 and 5
Module 2 lesson 1, 2, 3 and 4

The learning materials was tested in two classes with hairdressing students. All students already had a relatively high level of knowledge about eczema, dermatitis, asthma and respiratory issues and ergonomics as they have passed a test in Chemical working environment.

Group 1 Module 1

Lesson 1 recycle waste, lesson 2 Recycling Electrical Items and Plastic, lesson 3 Reducing consumption and lesson 5 Encouraging Carbon-reducing Journeys to work.

Modul 2 ergonomics

All the students was interested in the project and found the subjects relevant. All of them had laptops and access to the internet. This group of students mostly used the internet to find information for the student activities. They did not use the student manual as much as the other testing group.



Feedback from students:

They found the PowerPoint from ergonomics lacking text and the YouTube Loreal video is almost too short for them to benefit from the exercises. Information on the warm up (move your arms in circles) is unclear in *how* to move your arms.

The African YouTube video is too slow when you add Danish subtitles and therefore not useable as movie and subtitles do not follow one another.

The plastic certification activity is good and interesting. It added new knowledge in how to recognize the different types of plastic. The color tube measurements is a good activity, but more realistic and interesting if done in the salon coloring models (How much color do we throw out per model).

From our experience the problem with waste of products is especially when students are using bleach on the models.

They loved the carbon footprint test, an activity they could easily relate to, but they were very surprised by the result! Nearly all students had a very high score.

The students finished the lesson and testing giving feedback on a video.



Module 2

Lesson 1 Dermatitis, lesson 2 asthma and respiratory and lesson 4 microclimate

This group of students found the student manual useful and handy. They found most of the information and answers in the student manual when working with the activities. All of them had laptops and found additional information on the internet.

This student group found the activity *dermatitis* and *asthma and respiratory* more time consuming than the lesson plan indicates. We discussed why and concluded if it was due to the fact the material was presented in English.

The quizzes were tested both quiz with 24 questions. All students had a very high rate of right answers.



The student activity in lesson 4 *Microclimate* was quicker for the students to solve. The students were more tuned in of the on the activity from the previous assignments, and therefore worked faster. They didn't ask for extra time and was ready to present the results after 20 minutes of group work.

In the end of the day, each group made a presentation of their results and discussed the subjects.

Feedback from the students:

It is hard to break our (bad) habits and therefore important to learn from the very start to wear gloves and use ventilation. Just like wearing a seatbelt when you drive a car. Lots of hairdressers still don't wear gloves, even if they know the risks of not putting them on. The excuses for not wearing gloves are many and varies from person to person.

They already knew a great deal about dermatitis and asthma & respiratory but less about microclimate.

The student activities were relatively easy to solve.

The quizzes were relatively easy

