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DIG4VET

NEWSLETTER

This newsletter of the Dig4VET project gives an insight into the two main activities carried out during the first phase of the project.



Digital Tools for Learning and Validation in VET and WBL: Training Program for VET Teachers, Trainers and Mentors

The **Dig4VET** Project aims to improve the knowledge and skills of VET teachers, trainees, work-based learning managers and e-trainers about the diversity of digital tools and raise awareness of the tools developed by Europe for **DigCompEdu**, **SELFIE** and their potential applications.

In recent years, significant work has been done in vocational education in collaboration with industry to develop digital curricula and teaching materials. However, at the individual level many educators lack the skills to design their own teaching materials or use digital tools in the assessment process.

This problem has been exacerbated by the Covid - 19 pandemic. While for some teachers the new situation is a big challenge, for others the transition to distance learning is an opportunity to show how **creative** and **interesting** the learning process can be in a virtual environment. The new situation is also an impetus for educational institutions to increase their digital capacity



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Summary of Need Analysis

The **needs analysis** was conducted in the beginning of 2021. The aim of the need analysis was to gain overview of **school leaders', teachers' and students'** perceptions of their digital competency and use of digital technology in participating organisations, in three countries: **Latvia, Lithuania and Portugal**. The data were collected mainly via **SELFIE-tool** that is run by the European commission and available for free in all EU official languages. There were altogether **219 participants** in this survey. No comparison was made between countries.

Overall school leaders reported the most skillful competencies in pedagogy and supports and lowest levels in leadership area. For example, they needed more **digital skills in planning** their digital strategy and involving companies in strategy planning. In addition, they experienced that they do not have enough time to **explore digital teaching methods and technologies**. Similarly, **teachers and students showed the highest competencies in pedagogy and supports**. They were most **competent in utilizing online and open educational resources, virtual learning environments and communicating digitally with the school community**.

Only the ability to **create digital resources** was found somehow more difficult. In implementing pedagogy in the classroom teachers and also school leaders assessed that **implementing cross-curricular projects** was more difficult than for example implementing pedagogy to meet students' needs. Teachers estimated the lowest competence in **continuing professional development (CPD)**.

For example, they found it difficult or had lack of opportunities to participate in **CPD** about teaching and learning with **digital technologies**. They looked for more possibilities to discuss about their particular needs for teaching with digital technologies

In all profiles, students' digital competencies were found good in their responsible behavior, creating digital content, showing skills for vocational qualification, using digital skills across different subjects and in communicating. Challenges were reported in students' possibilities to **learn coding or programming** and to learn to **solve technical problems**. By students, the lowest levels were reported in assessment practices. This related to **technology-enabled assessment practices** that should be student-centered, personalized, and authentic and how **digital technologies** could be utilized to give feedback to other students. Students' and school leaders reported that also the databases about digital training opportunities were rather poor. All profiles also reported that there weren't always appropriate facilities (e.g., devices) for students to use.

In **work-based learning (WBL)** setting, WBL tutors appeared to use digital technologies for guidance smoothly and to interact with learners well. **WBL tutors** use digital technologies to teach skills and enable students to practice digital technologies used in working life. Some challenges were reported in how **digital technologies** were utilized to create partnership with working life, to plan, monitor and assess students' own learning or to document their expertise and competences achieved (e.g. portfolios, learners' blogs). All profiles agreed that digital technologies have **massively supported** students in achieving learning objectives during the pandemic.





Joint staff training event gathers 25 participants from project partner countries

From **October 25 to 29, 2021** Project partners met in **Prague** to participate in the joint training event "**Attractive, Interactive and Inclusive VET: Digital Tools for Teaching, Learning, Assessment and Validation**". The training was designed for school principals, head teachers, teachers and other educators, who were involved in vocational education and training.

The training course aimed at **improving skills and competences of VET teachers, trainers, mentors** for use of digital tools in education process, for both: classroom and distance learning; and to raise awareness of **variety of digital tools and technologies** that can be used in VET school and work based learning WBL settings.

Among others the course covered topics such as **digital citizenship, blended learning**, asynchronous and synchronous **teaching platforms**. It also included topics about Disruptive **Leadership** and **Soft Skills**, which nowadays are very important.

OAMK – Project partner from Finland introduced the course participants with Finnish experience working with **Digital Open Badges** in VET and teacher training.

Partners also had opportunity to enjoy the picturesque autumn in Prague and visit the famous places in the "City of a Hundred Spires". Project partners will meet again in the follow-up **training event** in **February 2022 in Vilnius**.

Project lead partner

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Project partners

Rīgas Mākslas un mediju tehnikums, Latvia:
<https://www.rmmt.lv/>

Baltic Bright, Sabiedrība ar ierobežotu atbildību, Latvia:
<https://balticbright.lv/>

COOPETAPE, Cooperativa de Ensino CRL, Portugal:
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Oulun Ammattikorkeakoulu OY, Finland
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