



Sharing VET practice to support quality improvement in teaching, assessment, use of ICT and management of VET

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Output 6. Part 1: IT
Methodologies used by VET
tutors



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Introduction

Key words: CPD (Continuing Professional Development), recognition of CPD, rewarding CPD, formal, informal and non-formal learning, VET teachers, VET learning champions, IT methodologies, mentoring, blended learning,

In 2008 the European Parliament and the Council adopted the Recommendation on the European Qualifications Framework for Lifelong Learning (EQF) which enables the comparison of qualifications and qualification levels of different countries. The framework is learning outcomes orientated and therefore encompasses formal, non-formal and informal learning as well. Such an approach proves to be beneficial for learners and facilitates their further mobility and lifelong learning.

There is a growing need for such an approach designed for teachers too. Sharing and exchanging one's experiences creates mutual trust, cooperation and builds relation between teachers. The importance and role of such practices are not properly recognized and rewarded despite the fact that they lead to improvement in teaching.

This document is the first of four that present the result of transnational workshops that are conducted during International Partners meetings. Transnational Workshops Presentations on VET Themes enable the project consortium to share VET practice to support quality improvement in teaching, assessment, use of ICT and management of VET. The transnational meetings offer an opportunity to share informal learning around pre-agreed themes to support quality improvement to meet the needs of PISA 2014 report, Europe 2020 targets and the VET mission to support learners in acquiring knowledge, skills and competences to successfully enter the world of work.

Each of the Transnational meetings has a parallel workshop dedicated to a different theme:

- IT methodologies used by VET tutors in each country in February 2015 at Meeting 2 in Dublin, Ireland;
- assessment methodologies used by VET tutors and the VET management strategies to support the embedding of ICT and reduction in early leavers in each country in June 2015 at Meeting 3 in Kaunas, Lithuania;
- teaching and learning methodologies used by VET tutors in each country in October 2015 at Meeting 4 in Lodz, Poland;
- classroom management approaches used by VET tutors in each country in February 2016 at Meeting 5 in Kaunas, Lithuania to support a reduction in early leavers.

Each country prepares and delivers a presentation on the selected theme prior to every international partners' meeting, presented case studies are included in the report on Output 6.



Summary

The case studies presented by project consortium refer to technologies and methodologies that support teachers' ICT knowledge and skills in various aspects:

- mentoring process
- blended learning
- e-learning
- video editing
- peer sharing
- preparing e-Portfolio
- moodle platform
- BlackBoard Virtual Learning Environment.

The methodologies and technologies enlisted above have the following features:

- enable to participate in learning and teaching process regardless of the time or the day and place
- make assessment more clear and objective since all the evidence of achieving learning outcomes are available online
- easy to access and use, interactive,
- allow to work collectively
- make the learning process more flexible
- may be easily extended and adjusted to users' needs,
- allow to share experiences
- easy to get feedback on one's actions



IT methodologies in case study format

This annex includes case studies and good practices of IT methodologies used by VET tutors prepared by each project partner.

A) Hungary

PAL - Promoting Accreditation of Learning	
Activity O6 – A1	
Case- studies template	
Case study theme: ICT Methodologies	
Title: Using Moodle Forum as Tool for Regular Meeting Mentor Teachers	
Name of Organisation	KJU, Kodolanyi Janos University of Applied Sciences
Country	Hungary
Contact person for more information:	
Name:	Orsolya Hoffmann
Email address:	horsolya@kodolanyi.hu
Description:	
<p>At Kodolanyi Janos University of Applied Sciences the system of mentoring has been working for the past three years and it aims at integrating the fresh students into the institution's academic life, guiding them through their chosen courses, promoting the possibilities they can opt for during their studies and solving their everyday problems.</p> <p>The term mentor and mentoring is used and defined in a more complex way as the mentors are members of the faculty, tutor teachers and trainers, who are methodologically trained to pursue their tasks within a formal framework of communication face-to face as well as online. The contact sessions of mentoring are done on a weekly basis. The mentoring and supervising system functions at all levels as the mentors themselves are mentored, coordinated, monitored and supported by the Centre for Excellence and Quality Management with a supervisor responsible for the management of mentoring.</p> <p>Taken into account that during the academic semester it is almost impossible to find time that is convenient for all mentors to discuss their problems, to share experiences, to learn by sharing, a new course has been set up in the institution's VLE system, the Moodle. The course forum provides a simple, quick, and efficient communication – both formal and informal - between the mentors, the</p>	



mentors and the supervisor. It is the platform where they can discuss current issues, get news about different events, share experiences and support each other methodologically, as well.

Strengths:

quick, flexible gyors, easy to access, easy to use, the number of users can be easily extended and adjusted to the needs.

Impact:

it provides up-to-date possibility of conveying information and news, to share problems and find solutions collectively and the mentoring of the mentors is more efficient than with the traditional method.



B) Ireland

PAL - Promoting Accreditation of Learning	
<p>Activity O6 – A1</p> <p>Case- studies template</p>	
Case study theme: ICT Methodologies	
<p>Title: Teachers integrating ICT into teaching and learning: a national and local perspective</p>	
Name of Organisation:	City of Dublin Education and Training Board (CDETB)
Country	IRELAND
<p>Contact person for more information:</p> <p>Name: Miriam O'Donoghue Email address: miriam.odonoghue@cdu.cdetb.ie</p> <p>Name: John Hogan Email address: hoganCPDservices@eircom.net</p>	
<p>Description: Many strategies and methodologies are used to help teachers to integrate ICT into teaching and learning. This report provides two examples:</p> <ol style="list-style-type: none"> 1. PDST Technology in Education National Support Service, 2. ICT/CPD supports and activities in CDETB <p>PDST Technology in Education National Support Service</p> <p>PDST Technology in Education promotes and supports the integration of ICT in teaching and learning in first and second level schools. It is part of the national support service, the Professional Development Service for Teachers, which operates under the aegis of the Department of Education and Skills in Ireland. The PDST is managed by the Dublin West Education Centre (DWEC). http://www.pdsttechnologyineducation.ie/en/ABOUT-US/#sthash.W1PF04I6.dpuf</p> <p>The main functions of PDST Technology in Education fall into two categories:</p> <ol style="list-style-type: none"> 1. Providing a range of ICT-related support services to schools 2. Policy development, strategic and administrative functions <p>http://www.pdsttechnologyineducation.ie/en/ABOUT-US/#sthash.W1PF04I6.dpuf</p>	

ICT Support Services to Schools

- Providing relevant and up to date ICT advice and support to schools on a range of appropriate and suitable technologies
- Coordinating the Schools Broadband Programme for all primary and post-primary schools, and managing the Broadband Service Desk as a single point of contact for schools to support the delivery of online content and learning resources
- Designing and delivering a comprehensive national programme of continuing professional development for teachers to assist them in integrating ICT into learning and teaching
- Supporting and promoting the use, application and development of digital content which is relevant to the Irish curriculum
 - through the on-going development of Scoilnet as a portal site, which provides access to thousands of teacher reviewed resources relevant to the Irish curriculum.
 - through the evaluation and development of digital materials and resources (including software) and
 - project partnerships
- Developing internet safety programmes, subject modules and advising on the development and use of, Acceptable Use Policies (AUPs) in schools
- Supporting and facilitating leadership in schools as it relates to e-Learning planning
- Supporting the innovative use and integration of ICT in schools through pilot projects
- Providing a general ICT advice service to schools via the phone, email and website.

Policy Development, Strategic and Administrative Functions

- Providing advice to & developing policy proposals for the Department of Education and Skills (DES) on issues related to the development & use of ICT in the Irish education system
- Providing support to the Minister as regards strategic issues relating to ICT and education
- Providing information and advice to other educational agencies on ICT in education
- Encouraging the integration of ICT in education across other organisations, agencies, and in industry
- Promoting curriculum innovations to enhance learning through the use of ICTs in the classroom.
- Undertaking research on the best uses of ICT in education and on the status of ICT in education on a national level
- Maintaining Irish involvement in EU and international projects related to ICT and education
- Participating in and contributing to the work of a wide range of working groups and committees at national and international levels
- Managing the funding for the administration of the schools ICT support service

<http://www.pdsttechnologyineducation.ie/en/ABOUT-US/Function/#sthash.e7ZkD10G.dpuf>

ICT/CPD Supports and Activities in CDETB

The CDETB Curriculum Development Unit (CDU) is a support organisation within CDETB which works in partnership with CDETB Head Office and CDETB Schools, Colleges and Centres to support a co-ordinated approach to CPD.

The CDU supports staff as essential contributors to the development of a flourishing learning community in CDETB and in the broader national and international educational community. This is achieved through initiating, developing, exchanging, implementing, supporting or managing educational initiatives, projects and support services.

A number of initiatives support teachers in the area of ICT

1. CPD provided through the CDETB CPD Calendar
2. ICT/CPD Link Teachers Network

3. VLE's4VET:Moodle
4. ePathways ePortfolio

CPD provided through the CDETБ CPD Calendar

CDU on behalf of CDETБ develops and manages a CPD calendar twice during each academic year (September and January)

Themes for the calendar are informed through suggestions from participants who have attended previous CPD sessions, from management in terms of identifying areas of need e.g. following inspections, evaluations etc. and through National and organisational priorities.

Most sessions on the calendar are delivered as twilight sessions (5-7pm) to avoid disruption to the school/centre day and all schools/college and centres are invited to host sessions. There is a strong focus on IT. CPD sessions offered through the calendar in the past year have included:

- Getting started in Moodle
- CDETБ Moodle – A Whole School Approach
- The Flipped Classroom – An introduction
- Learning Online: Exploring the Power of WEBINARS
- CDETБ ePortfolio – Getting to terms with its various features
- Assessing and Evaluating Learners with Moodle
- An Introduction to Padlet: A Collaborative Tool
- Khan Academy MATHS
- Presentation Software - More memorable presentations, more engaged students
- Tablets in the Classroom
- Instructional Videos / Screencasts
- Create an eBook using Moodle
- Gmail
- 365 Email

Where feasible, priority is given to using CDETБ staff to facilitate sessions. This promotes the practice of collaboration and sharing across the organisation. CDU provides certificates of attendance with the number of CPD hours stated.

Over time the calendar will reflect the objectives of the new CDETБ CPD Policy once it has been launched and will help to support the implementation of the Teaching Council CPD framework when it becomes available in March 2016.

ICT/CPD Link Teachers Network

The ICT/CPD link teachers are nominated by principals and heads of centres and represent all CDETБ schools, colleges and centres. The aim of the network is to promote the integration of ICT and teaching and learning. The network provides a forum for sharing practice and innovation. A typical meeting would involve a balance between a session where attendees share experiences and ideas and a formal input on some area of ICT innovation.

The ICT/CPD Link Teachers Network has been meeting since early 2011. Meetings are convened 2-4

times annually by the CDU and are hosted by different schools and centres.

The network is currently focusing on developing and resourcing the CDETБ ePortfolio. Opportunities are also being provided for this group to feed into the PAL (Promoting Accredited Learning) project which is funded under Erasmus+ and will support the piloting of peer learning in ICT/Teaching and Learning amongst teachers.

Past link teacher meetings have covered themes such as:

- Padlet - online bulletin board
- Tellagami
- Creating a website with 4th year students to document the activities they take part in during transition year.
- Google Classroom
- Online register using excel and Google drive
- Using Google Drive with a BTEI class.
- ePortfolio: New resources, developments, and future work
- Creating accessible learning materials for students
- Technology enhanced learning
- Using ICT in the classroom
- Instructional Videos for Teachers & Students
- Snagit
- ICT Tasks – booklets created by students
- Moodle Training: an example of a possible approach
- Obsurvey
- iPads in the classroom

VLE's4VET:Moodle

The CDU actively supports a number of CDETБ wide IT initiatives that are designed to enhance the capacity of teachers, tutors and trainers. One important component is the establishment of a CBETБ wide communication infrastructure based on a Moodle platform combined with a number of initiatives to stimulate effective and efficient flow of information to enhance teaching and learning capacities.

Between 2010 and 2012 CDETБ participated in a project designed to support CDETБ to identify a virtual learning platform (VLE) for the organization.

The new CDETБ Moodle Platform that evolved was the result of research and learning undertaken during the life time of the project. (www.vles4vet.eu)

The implementation and embedding of the Moodle platform continues. Support for the use of Moodle is provided through teacher CPD and can be organized through the CDETБ Curriculum Development unit.

ePathways ePortfolio

The ePathways project (2012-2014) www.epathways.eu is a project designed to support the Continuing Professional Development of organisations, schools and teachers in the VET sector. The project was funded through the EU Lifelong Learning Programme and was a transfer of innovation to

CDETb. One of the outcomes of the project was an ePortfolio for CDETb staff available at www.cdetbportfolio.com

The ePortfolio provides two main areas for staff:

One area provides a secure space where teachers can profile themselves and keep a record of their CPD etc.

A second area consists of a range of professional networks which are being added to all the time e.g. Deputy principals network, work experience network, teaching and learning network, ICT/CPD Link teachers network, new teachers network, ipads in the classroom network etc.

Teachers once they join the ePortfolio can request membership of a particular network. Some networks have restricted access and are closed to specific groups of people only e.g. the Deputy Principals Network. Once a teacher gains access to a network they will be able to engage with others who have joined that network through the forum, enjoy the resources that have been uploaded there and contribute their own resources.



C) Lithuania

PAL - Promoting Accreditation of Learning	
Activity O6 – A1	
Case- studies template	
Case study theme: ICT Methodologies	
Title: Presentation and Lecturing System ViPS in Kaunas University of Technology	
Name of Organisation:	Kaunas University of Technology
Country	LITHUANIA
Contact person for more information:	
Name: Daina Gudoniene	Email address: daina.gudoniene@ktu.lt
Name: Reda Bartkute	Email address: reda.bartkute@distance.ktu.lt
<p>The use of information communication technologies (ICT) in education has introduced a new set of technological and educational opportunities for educators and students. That is why it is so important to understand the attitudes of educators towards e-learning in education as well as ICT based learning.</p> <p>Effective distance learning cannot be imagined without a video conferencing system. Video conferencing systems do not just helps to improve the quality of learning, but also keeps it closer to ‘face2face’ learning model. For this reason ViPS system has been started to use in vocational education and training as a convenient video conferencing system.</p> <p>Description: Presentation and Lecturing System ViPS (http://vips.liedm.lt/) provides with facilities for the teachers to deliver and record video lectures. Records are organised into the courses/channels and courses can be included into study programs. Similar to the Moodle students’ access to the recorded lectures can be limited by setting up enrollment key for the course channel and sending it via e-mail (Rutkauskiene, Gudoniene, Cibulskis, Suk, 2012 (http://link.springer.com/chapter/10.1007%2F978-3-642-33308-8_31)).</p>	
Strengths: Presentation and Lecturing System ViPS can be separated from other presentation and	

lecturing systems by following features:

- **User friendly environment.** Teacher can learn to make a video presentation by himself/herself. However, it still requires ICT skills and a preparation before recording a presentation. The system requires minimal ICT skills from participants. They need to know how to open the system or website and how to move through presentation or how to comment/write a message.
- **The records can be published online and anyone can reach them.** The record of the lecture can be published online and anyone who gets the link can reach the file. If the record is published on vips.liedm.it or learning management systems the author can manage the accessibility to the record. The sharing records online with open access gives the opportunity to reach and attract a wider audience of possible students. Also, the records itself can be used as a personalized learning material. Students can choose which parts of the presentation they want to watch. Also the students can choose the time and place for learning process.
- **ViPS is allowed to get comments, questions and suggestions from participants.** ViPS is allowed to get interactive messages from participants. This feature lets teacher to get an instant feedback from students and answer the real-time questions. The interactive messaging helps to communicate students with each other and develop their online communication skills.
- **ViPS can be integrated to Learning Management System Moodle.** A single integration of ViPS in Moodle environment can be implemented by a corresponding plugin. The part of the presentation, making and reviewing is wrapped in the plugin, whereas other functions like task writing and commenting are realized in Moodle environment forms and forums by automatically creating threads and direct links to them. (http://isd.ktu.it/it2009/material/Proceedings/ITL/ITL_5.pdf)

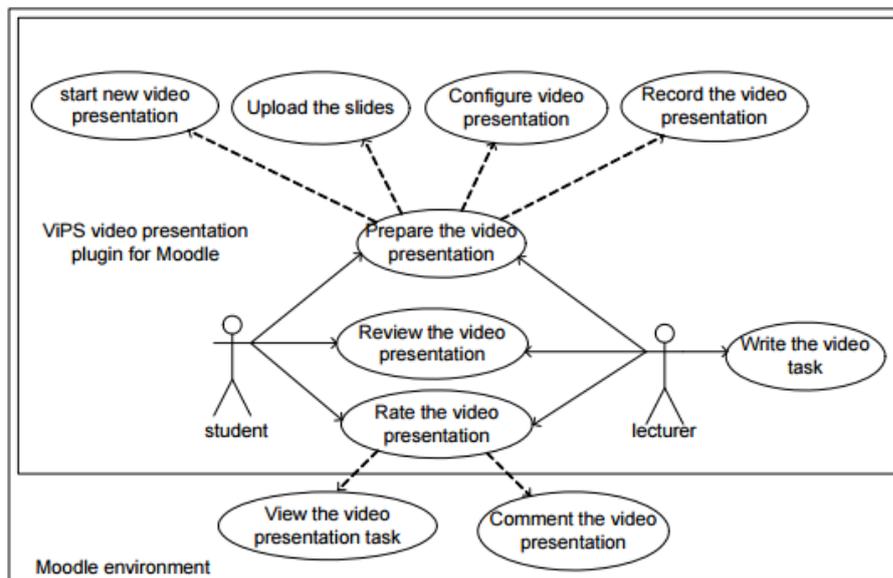


Fig. 1. Use case and architecture of ViPS in Learning Management System Moodle (http://isd.ktu.it/it2009/material/Proceedings/ITL/ITL_5.pdf)

- **ViPS can be integrated into social networking platforms such as Elgg.** Below we provide with some use case scenarios for ViPS integration to Elgg for the teachers and students.
Teachers when connected to this portal are provided with a list of courses from Academic Information System they are responsible for. By selecting one of the courses

teacher can publish a message to specific group of students that is subscribed to this course, he can also activate course virtual learning environment on Moodle platform and/or to record lectures for this course on ViPS system. After activation of the course environment on Moodle or ViPS, teacher can invite students to join Moodle course, ViPS channel and/or group on Elgg by indicating from what academic groups students are allowed to connect to subscribed course.

Students when connected to the system, see the list of messages published by teachers in the courses they are subscribed to. They can see the links to course environment on Moodle, ViPS and Elgg systems in case they are used with selected course. Students can also communicate with their peers on Elgg within their academic group, can join other open groups and can request creation of new group.

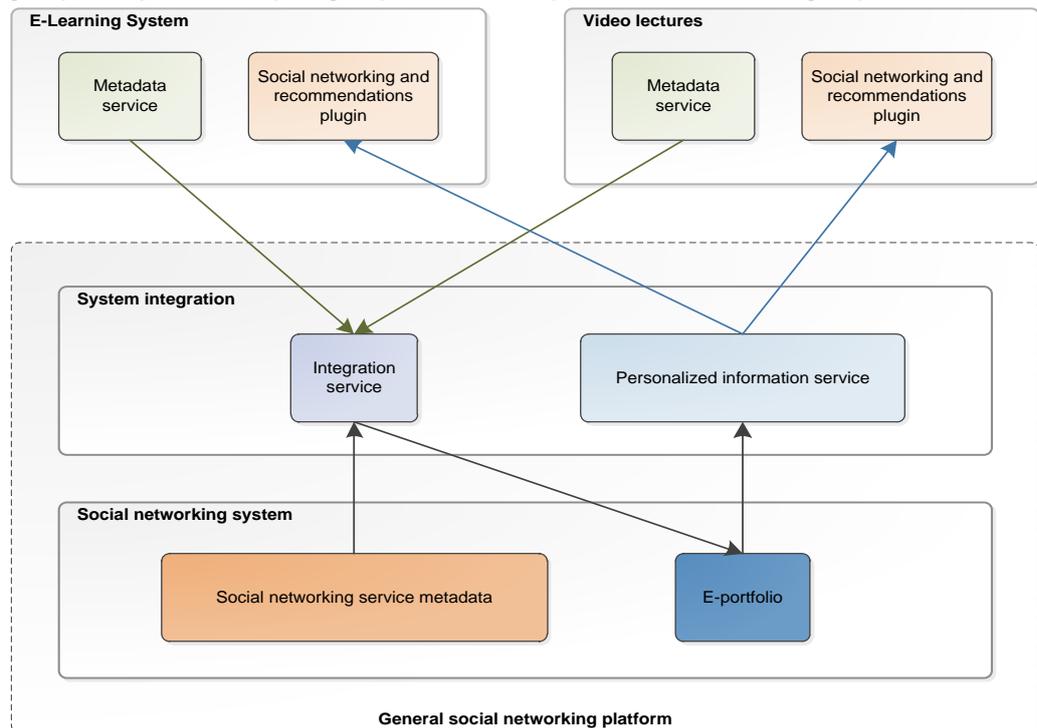


Fig. 2. **General integration schema** (http://link.springer.com/chapter/10.1007%2F978-3-642-33308-8_31)

All systems used in KTU are connected through Single-Sign-On (SSO) solution provided by KTU Information Technology Centre. Thus, there are no integration problems between different student's data basis, e-learning environments and social networking system. When user is connected to one of the services, other systems do not require logging in because the system automatically checks online users and authorizes it.

Impact: The use of Presentation and Lecturing System ViPS has helped to make the learning process much more flexible and more personalized as the learner can choose when and where he/she wants to learn. Nevertheless, Presentation and Lecturing System ViPS helps to get a direct feedback from participants during live broadcast due to the interactive messaging feature. This feature also helps to keep a communication between participants and bring it more live. Also the compatibility with all systems of Kaunas University of Technology helps the students do not get lost between many tools



and software and also requires less technological sources.



D) Poland

PAL - Promoting Accreditation of Learning	
Activity O6 – A1	
Case- studies template	
Case study theme: ICT Methodologies	
Title: Moodle platform	
Name of Organisation Universities of Humanities and Economics In Lodz (Akademia Humanistyczno-Ekonomiczna w Łodzi)	
Country	POLAND
Contact person for more information:	
Name: Agnieszka Mielczarek	
Email address: amielczarek@ahelodz.pl	
Description: Moodle is recognised as the leading platform for distant learning. It has been used in AHE for several years both as a tool for distant learning and blended learning.	
Strengths:	
<ul style="list-style-type: none"> • the possibility to reach potential learners that have difficulties in participating in full time or even part- time studies, for example: people with disabilities, people currently leaving abroad, people who travel a lot or live in places difficult to reach, people raising children • The documentation of achieving learning outcomes is always available on the platform – the teacher does not have to perform any additional activities to make sure that the documentation is complete • the teacher has stronger and wider insight into the activities that the learners perform on the platform than he has while teaching face – to –face : the knowledge of the time spend on each task by the learners is visible for the teacher • the possibility of using wider range of activities that in typical classes: lessons on moodle may require the student to make decision, make choices, answer questions, workshop allows peer – to –peer assessing • a great tool for student-centred learning! - the platform requires the student to be active and not just responsive, reciprocity in learning and communication is a must • the possibility to learn (and teach) in every environment and regardless of the time of the day(or nigh) - suits all sides – both teacher and learner 	
Impact:	

- requires the teacher to change the paradigm of teaching from teacher centred to student – centred
- raises IT competences on both sides
- allow the teacher to know his/her students more thoroughly than part- time students , the contact with the student is more frequent, more personal
- opens the possibility to study for people who normally would not be able to attend classes
- makes assessment more clear, more objective

E) United Kingdom

	Erasmus+	
PAL - Promoting Accreditation of Learning		
Activity O6 – A1 Case- studies template		
Case study theme: ICT Methodologies		
Title: Using Blackboard Virtual Learning Environment in Belfast Metropolitan College		
<p>Name of Organisation Belfast Metropolitan College</p> <p>Country UNITED KINGDOM</p> <p>Contact person for more information</p> <p>Name: Michael Hickland (VLE Co-ordinator Belfastmet)</p> <p>Email address: mhickland@belfastmet.ac.uk</p>		
<p>Description:</p> <p>Belfast Metropolitan College introduced the use of the Blackboard Virtual Learning Environment to provide an online environment for students and tutors, allowing access to course materials and providing the ability to communicate outside of class. In 2012 the college upgraded to Blackboard 9 in order to expand the online tools available to tutors and students.</p> <p>Strengths:</p> <p>The new version of Blackboard (version 9) now allows tutors and students to work more collaboratively through the use of online tools such as discussion board, Wikis and Blogs. Student learning and formative and summative assessment can also be captured and tracked through online learning journals and submissions. Traditional classroom resources such as powerpoint presentations and word documents can be accessed alongside embedded additional content such as youtube clips and podcasts.</p> <p>Blackboard Programme management sites have also been set up allow course co-ordinators to store and update key course management documentation in one central area.</p>		

Impact:

The use of BB has helped move learning beyond traditional classroom walls as students can access content anytime and anywhere. Tutors and learners can keep in touch via announcement and communications tools and online collaboration can be encouraged between students and tutors. The variety of resources provides engaging content which also enhances the learning experience for students.

The Programme management sites have ensured better standardisation and monitoring of course management and quality assurance activities.

Future plans

The College acknowledges that it needs to develop its blended learning provision and develop more innovative ways to integrate technology seamlessly into the teaching and learning process and has now invested in an e-portfolio system for roll-out across Further Education, Higher Education and Training programmes. The development of blended learning is also now embedded in the “Taking Technology Seriously” strategic project which aims to pilot communication and collaborative tools such as Yammer, Lync and SharePoint with staff teams as well as learners on Further Education, Higher Education and Training programmes.