EfVET Virtual Annual Conference 2020

WS 6 ONLINE LEARNING AND TEACHING: THE ROLE OF PRACTITIONERS AND CAPACITY BUILDING

Catarina PT  Paolo IT  Liisa FI
WS 6 ONLINE LEARNING AND TEACHING: THE ROLE OF PRACTITIONERS AND CAPACITY BUILDING

1. Let’s introduce ourselves – 5’;

2. Brief overview of the topic – 5’

3. The group will discuss 3 key issues within the overall topic;

4. For each key issue, the group will have to identify 3 MAIN POINTS (reflections/conclusions/solutions or good practices) – 20’ discussion per key issue;

5. Brief discussion and identification of 1 key message from all 9 that will be presented and that will be followed through in the whole Conference plenary – 20’
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SOME THOUGHTS
## Table 2. The “new normal” in education

<table>
<thead>
<tr>
<th>Features</th>
<th>Traditional education system</th>
<th>An education system embodying the “new normal”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education system</strong></td>
<td>Education system is an independent entity</td>
<td>Education system is part of a larger eco-system</td>
</tr>
<tr>
<td><strong>Responsibility and stakeholders engagement</strong></td>
<td>Decisions made based on a selected group of people and thus they become held accountable and responsible for the decisions made</td>
<td>Decision-making and responsibilities shared among stakeholders, including parents, employers, communities, and students</td>
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<tr>
<td></td>
<td>Division of labour (Principals manage schools, teachers teach, students listen to teachers and learn)</td>
<td>Shared responsibility (everyone works together and assumes responsibility for a student’s education and students also learn to be responsible for their own learning)</td>
</tr>
<tr>
<td><strong>Approach to effectiveness and to quality of school experience</strong></td>
<td>Outcomes most valued (student performance, student achievements are valued as indicators to evaluate systems for accountability and for system improvement)</td>
<td>Valuing not only “outcomes” but also “process” (in addition to student performance and student achievements, students’ learning experiences are in and of itself recognised as having intrinsic value)</td>
</tr>
<tr>
<td></td>
<td>Focus on academic performance</td>
<td>Focus on not only academic performance but also on holistic student well-being</td>
</tr>
<tr>
<td><strong>Approach to curriculum design and learning progression</strong></td>
<td>Linear and standardized progression (the curriculum is developed based on a standardised, linear learning-progression model)</td>
<td>Non-linear progression (recognising that each student has his/her own learning path and is equipped with different prior knowledge, skills and attitudes when he/she starts school)</td>
</tr>
<tr>
<td><strong>Focus of monitoring</strong></td>
<td>Valuing accountability and compliance</td>
<td>System accountability as well as system improvements (e.g. continuous improvement through frequent feedback at all levels)</td>
</tr>
<tr>
<td><strong>Student assessment</strong></td>
<td>Standardised testing</td>
<td>Different types of assessments used for different purposes</td>
</tr>
<tr>
<td><strong>Role of students</strong></td>
<td>Learning by listening to directions of teachers with emerging student autonomy</td>
<td>Active participant with both student agency and co-agency in particular with teacher agency</td>
</tr>
</tbody>
</table>
Digital skills are not only technical skills... but also creative and social skills.

(By the way, women do code too.)
European Framework for the Digital Competence of Educators: DigCompEdu, EU 2017
2. CAPACITY BUILDING

Emergency Remote Teaching (ERT) ≠ Online Learning

https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning
CAPACITY BUILDING

- safe environments
- professional support
- collaborative work
- sharing quality resources
- lower the problem of workload
- communities
- network of schools
"LINK" TEACHERS/TRAINERS
WORK COLLABORATIVELY
NETWORK: COMMUNITIES OF EDUCATIONAL PRACTICES
BECOME SCHOOLS’ ACTION TANKS

...THE TRANSFORMATIVE EFFECT OF THE ORGANISATION!

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives."
Robert John Meehan
NOW WHAT?... LET’S SHARE OPINIONS AND PRACTICES!
1. What is the role of practitioners in this new hybrid and online environment? Is it too different from what it should be in tomorrow’s education systems, post COVID 19?

2. What challenges do practitioners face with hybrid and online learning and teaching?

3. Are practitioners ready to embrace this new transformative challenge? How can we improve teacher capacity building in a sustainable way?
KEY ISSUE 1: What is the role of practitioners in this new hybrid and online environment? Is it too different from what it should be in tomorrow’s education systems, post COVID 19?

REFLECTIONS

The transfer is targeted towards future – blended learning; active methods; more trans-disciplinary encouraging team work, roleplay and other activating and interactive methods
- the teachers role must be adapted to the context
  - organizational criteria – connection to strategy
  - increase in personal professional responsibility to be more active
  - management of ones own professionality
  - new leadership approach
- New mindset (looking to the future – not looking back)
- New role of the teacher – ecosystem (guidance, tutoring and coaching role of the teachers) - mentor – facilitator – curator – co-creator – coach - learning partner
- Teachers will not disappear but role is changing (the role becomes even more important)
- Teachers as “octopus” or “Swiss knife”
- VET is basically Hands on training – how to keep students that are used to very practical work engaged and interested ? - challenge to transfer to blended learning, challenges to have resources to train oneself - how the management is going to solve these challenges?
- Students with challenges - how the online learning is transferred to more practical
- How to support students online ?
- Teachers need to be better equipped both technically and methodically (tools, software etc.)

CONCLUSION

SOLUTION / GOOD PRACTICE

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KEY ISSUE 2: What challenges do practitioners face with hybrid and online learning and teaching?

REFLECTIONS

- New role in the educational system - tutor and coach
- Teaching is aiming at being very individual
- Ways to share good practices and to build new future strategies and roles for teaching staff is needed → new mindset is needed
- The human and emotional and social interaction view should not be forgotten in online teaching
- We have to teach our students to be active also online otherwise teaching will be only lecturing (one-way) → the new roles are needed in order to enhance interaction and dialogue between students and between teacher and students
- Social dimension of teaching vs. online teaching - how to reach social dimension online?
- The key issue is how to manage change – how do we as individuals

CONCLUSION

- Good practices:
  - Online lessons following the original schedule (keeping up the routine)
  - Better concentration - the students that are silent in the class can be very active online

SOLUTION / GOOD PRACTICE

- Mentoring programmes for schools (Portugal) - students’ co-agency, identification of students who are prepared to support their peers - CHO – Chief Happiness Officer to strengthen the positive atmosphere in the group
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KEY ISSUE 3: Are practitioners ready to embrace this new transformative challenge? How can we improve teacher capacity building in a sustainable way?

REFLECTIONS

1. - the future of teacher education - “from fish to octopus”
2. - capacity building of teachers: more tools for teachers are needed also on the EU-level
3. - - creating a community of practice within the schools and also wider
4. -
5. It has 1. Curriculum Resources, 2. Professional Development Resources and some Tools

SOLUTION / GOOD PRACTICE

- Good practices:
  - OECD tools for teachers

- Thematic team initiative: Coaches and Athletes - mentoring help and support to beginners from the more experienced
KEY MESSAGEs

Need to change - new mindset for VET colleges also on strategy level, management and teachers - is there a way back to normal? NO

Learner activation and engagement – not forgetting social and emotional issues – social interaction is key in VET in order to manage in working life

Individual solutions - flexible curriculum - ways to adapt teaching to available learning environments and tools – online or f2f

Teacher skills and competences must be developed in a versatile way (not forgetting teacher education) - methods, tools & ability to change - teachers active role to manage their own capacity building

Accessibility - students in the margin (equipment etc.) / VET schools must be equipped with equipment and tools for teachers

Mentoring and tutoring programmes for both teachers and students - eg. CHO Chief Happiness Officer - communities of practitioners

Learning ecosystems to include not only VET colleges, teachers and students but also companies and parents

NOT FORGETTING WHAT WE HAVE LEARNT AND TAKING THE GOOD PRACTICES INTO USE ALSO AFTER COVID 19
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THANK YOU!!

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