Peer review process

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According to the project plan and discussions held with the partners, it was decided that each of the six TU packages will be developed by a different partner i.e. a lead partner. It was also agreed that the development of TUs will be supported by associated partners, and peer-reviewed by two other partners independently.

The peer-review process was carried out by the partners acting like “critical friends” to offer suggestions and ideas for improvement. The aim of the peer-review process was to ensure the common understanding of the content of the training programme. Each partner was responsible to check at least two TUs developed by the lead partner.

They contributed to the TU development by written comments and/or they arrange an online meeting to discuss improvements. Based on the feedback from the supported partners and peer reviewers, the lead partner adjusted their TU when it was needed. This process deepened the understanding of the overall framework of the training units and to share ideas. The peer-review process continues in the realisation process when the TUs will be transformed as actual MOOC courses.
Check the Intellectual Outputs available so far!

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Output 1 – Set of competences for teachers and trainers
Teaching and training for the 4.0 world does not imply just technology. Didactic, personal and strategic skills are also involved. This output presents a framework and a description of the set of competences teachers and trainers should possess to adequately facilitate learners in complementing their technological know-how and gaining citizenship to the 4.0 labour world.

Output 2 – Trainers’ skills self-assessment tool
This output is meant to let VET teachers assess their own competence level about the 4.0 “world”, i.e. to measure somehow their readiness to cooperate in a 4.0 training and learning environment, with special reference to didactic, personal and strategic skills required to accompany technology and the digital transformation.

Output 3 – Train-the-trainers programme
This is the description of a comprehensive training path aimed at supporting teachers and trainers in the development of the competences they should possess to adequately facilitate learners in complementing their technological know-how and gaining citizenship to the 4.0 labour world. It consists of a set of seven training units:

- Introduction to 4.0 and how to develop my own expertise
- My field in relation to 4.0
- Designing learning environments and experiences
- Implementing learning experiences
- Assessing learning experiences
The prototype created by Ifoa’s IFTS Industrial Designer course, shown during the online event on 13 May, applies the potential of robotics to the healthcare sector to improve patients’ living conditions.

“Science is nothing but a perversion, if it does not have as its ultimate end the improvement of the condition of mankind” – Nikola Tesla.

This quote inspired the students of the IFTS Industrial Designers course, to realise their final project.

On 13 May, in fact, on their last day of training, they presented M.A.R.C.O, a human name for an automatic robotic warehouse hospital adjuvant. This year, in fact, the IFOA team, which is in charge of organising the course, decided to assign the theme of robotics applied to the health sector as the focus of the end-of-course project.

Robotics is an area of great relevance and fully consistent with the trends of innovation and Industry 4.0, on which the Emilia Romagna Region has been focusing for some time; declining the applications of the course on the hospital environment, means contributing to technological innovation in support of health workers and citizens.

The pandemic emergency forced the students to live the training totally online: the team working activities were organised via Zoom and the creative laboratory was simulated with dedicated software, making the program even more ambitious.

In this context, M.A.R.C.O was born, a system composed of an automatic warehouse and a rover, both equipped with robotic arms for the handling of objects. The idea was born to place the storage point in a room used as a ward for patients with limited autonomy, to store personal items (from
A MOOC to help teachers to integrate active learning methods in teaching practice

BY POLIMI

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You will discover, thanks to experiences told by other colleagues from European context, how active learning can be implemented to reinforce soft skills.

This MOOC, one of the outputs of the Erasmus+ eLene4life project www.elene4life.eu, is mainly for higher education teachers and trainers who recognise the importance of potentiating such skills in students and who want to improve their effective support for students to help them achieve this aim.