



# Multidisciplinary, project-based digital learning content for VET

Meeting in Hungary, Gödöllő

30 June - 1 July 2022

## AGENDA

Date of the event: 30 of June-1 of July

Place of the event: iTStudy Hungary Ltd. Testvérvárosok útja 28. Gödöllő – Hungary

## Planned Results

R1 - Study on 21st century relevance of textbooks and learning content	MAKESZISZ	01/11/2021-31/05/2022
R2 - PBL with interdisciplinary approach – blended course for VET teachers	iTStudy	01/02/2022-31/12/2022
R3 - Labour market-oriented projects for students	DCNT	01/06/2022-31/03/2023
R4 - Repository of re-usable digital micro-learning content for VET	DEULA	01/03/2023-31/03/2024
R5 - Mini-courses and projects of VET students	JAC	01/01/2024-30/06/2024
R6 - Methodology of developing, publishing and re-using digital micro-learning contents – guide for VET expert teachers	iTStudy	01/06/2024-31/10/2024

## Aims of the meeting

- Closing R1, agreeing in the conclusion applied for R2
- Introduction of R2
- Planning tasks for R2 and distributing responsibilities
- Actual issues: PM, QM, Dissemination

### 1st day – 30 of June

The aim of the first day

- Presentations of R1 Results by countries
- Presentation of the selected curriculum, textbook, topic, training form, company
- Conclusions for starting R2

INTRODUCTION	
9:30 – 9:50	Welcome in the 1 <sup>st</sup> F2F meeting in Hungary! ( iTStudy) Short personal introduction of the participants
9:50 – 10:10	State-of-art of VETProfit (iTStudy)
10:00 – 11:00	Summary of the interviews (teachers, students, companies) (10 min/partner) DEULA, MAKESZISZ, Premontrei SZTK, JAC Labor market demands in IT and Agricultural sectors (DRDC)
11:00 – 11:15	Summary of consequences



11:15 – 11:30	15' – Coffee break
11:15 – 11:40	Presentation of the result of the online survey with teachers (iTStudy) Summary of consequences
11:40 – 12:20	Preparing and completing the country reports and the comparative study and closing R1 (iTStudy)
13:15 – 14:15	60' – Lunch break
Starting R2 PBL with interdisciplinary approach – blended course for VET teachers (iTStudy)	
14:15 – 15:15	Overview of R2 - Development of curriculum and learning contents in 4 modules 1. Project-based learning, 2. Digital Tools for VET project management 3. Innovative assessment practices for VET 4. Creation and innovative use of digital content for VET Applying EQF, DigCompEdu, EQAVET
15:15 – 15:30	Caffe break
15:30 – 15:45	Decisions & Closing 1 <sup>st</sup> day
16:30	Option: cultural program
18:00	Option: common dinner

## 2nd day – 1 of July 2022

The aim of the 2nd day

- Planning the activities, tasks of R2, discussing all tasks related to outcomes
- Financial issues, planning the next partner meeting

Planning the next steps	
9:00 – 9:50	Distributing and scheduling the tasks of R2 (curriculum, content development) Curriculum, 10 pages (EN, DE, HU, IT) Digital content: 4 modules, 20 p.
9:50 – 10:05	Evaluation, quality management (iTStudy)
10:05 – 10:20	Dissemination, promotion (iTStudy)
10:20 – 10:35	Planning multiplier events-Recruitment for the blended course– September 2022 <div> E1: Consulting/inviting VET teachers - Hungary, Budapest 30, P4-MAKESZISZ  E2: Consulting/inviting VET teachers – Germany, 15 P2-DEULA  E3: Consulting/inviting VET teachers – Italy, 15, P3-JAC  E4: Consultation with companies - Hungary, Gödöllő, 10, P6-DRDC </div>
10:35 – 10:50	Coffee break
10:50 – 11:10	Reporting and financial issues, documents of reporting (iTStudy) <b>Progress reporting period: 1 of November 2021 – 31 of October 2022</b> deadlines Partners to Coordinator: 30 of November 2022 Coordinator to HNA: 31 of December 2022.
11:10 – 11:30	Planning the next meetings VM: October 2022 DE: April 2023 – Topic: starting the pilot courses for teachers: 5 DE, 5 IT, 15 HU)
11:30 – 12:30	Cultural program – visit the campus of Hungarian University of Agriculture and Life Science
12:30 – 13:30	Lunch in a selected restaurant of the university
14:00	Closing the meeting

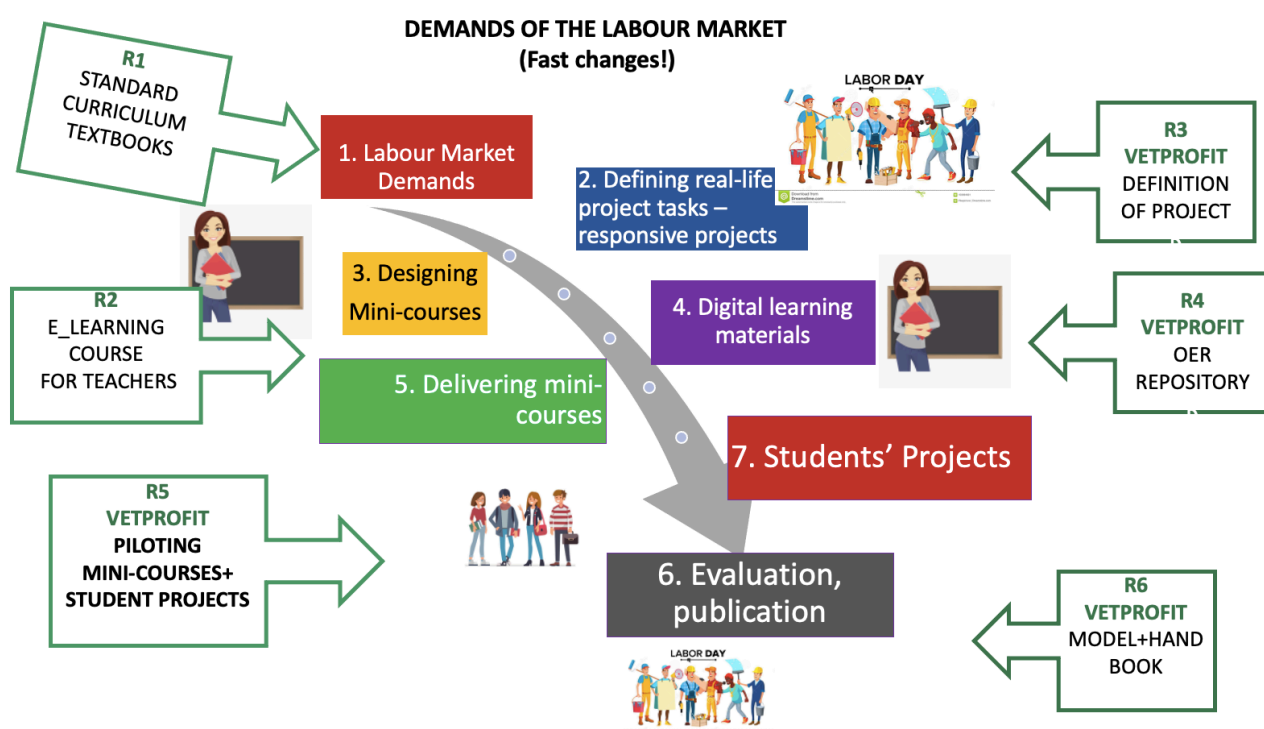
Gödöllő, 15 of June 2022

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## Annexes

### Partnership

Partner's number	Full Legal Name	Web	Acronym	Country
P1	iTStudy Hungary Számítástechnikai Oktató- és Kutatóközpont Kft.	<a href="https://www.itstudy.hu">https://www.itstudy.hu</a>	ITS	HU
P2	DEULA - Nienburg GmbH	<a href="https://www.deula-nienburg.de/en">https://www.deula-nienburg.de/en</a>	DEULA	DE
P3	Fondazione ITS - JobsAcademy	<a href="https://iac-its.com/en/">https://iac-its.com/en/</a>	JAC	IT
P4	Magyar Kertészeti Szakképző Intézmények Szövetsége	<a href="https://www.makeszisz.hu">https://www.makeszisz.hu</a>	MAKESZISZ	HU
P5	Premontrei Szakgimnázium, Technikum és Kollégium, Keszthely	<a href="https://premontrei-keszthely.hu">https://premontrei-keszthely.hu</a>	PREMO	HU
P6	Discovery Center Nonprofit Kft.	<a href="https://discoverycenter.eu">https://discoverycenter.eu</a>	DRDC	HU



## Summary of R1

### R1 – Study on 21st century relevance of textbooks and learning content

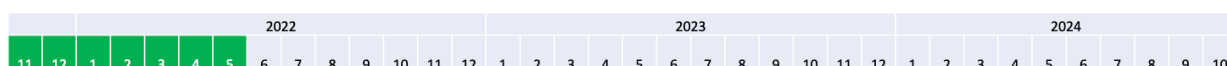


#### Who will be involved?



#### Who are the actors?

## R1 – Study on 21st century relevance of textbooks and learning content (Makeszisz, May 2022)



V

HU

Partner meetings: closing R1



**VETPROFIT**

#### INDICATORS R1:

Analysis: 2 curriculum, 2 textbook (DE, HU, IT)

Interviews, surveys: 5 teachers, 5 students, 1 company/country

Country report: DE, HU, IT

Aim: requirement analysis – research

01/11/2021-31/05/2022

Leader: MAKESZISZ

Curricula and learning materials will be analysed, relevance of textbooks and teaching methods will be assessed in the partner countries, involving stakeholders. A comparative study will be created with the conclusions and recommendations.

#### Indicators

- Number of standard curricula studied in the selected two sectors: **minimum 2 per partner country**
- Number of textbooks used in the selected two sectors: **minimum 2 per partner country**
- Number of participants in survey: minimum 33 (11 per partner country, 5 teachers and 5 students, 1 representative of companies)
- Country reports in about 20 pages per country, in English.
- Comparative study in English, min. 20 pages.

R1-A1: Analysis of curricula and learning materials in the partner countries

R1-A2: Assess relevance of textbooks and teaching methods by involving stakeholders

R1-A3: Comparative study, conclusions and recommendations



Who will be involved?



# VETPROFIT

Who are the actors?

## R2 PBL with interdisciplinary approach – blended course for VET teachers (iTStudy, Dec 2022)



HU

V

Multiplier events  
- recruitment!

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### INDICATORS R2:

Curriculum, 10 pages (EN, DE, HU, IT)

Digital content: 4 modules, 20 p.  
/module

Pilots: online training: 5 DE, 5 IT, 15 HU

		2022													
Project Management	LEADER	11	12	1	2	3	4	5	6	7	8	9	10	11	12
R1 – Study on 21st century relevance of textbooks and learning content	MAKESZISZ														
R1-A1: Analysis of curricula and learning materials in the partner countries															
R1-A2: Assess relevance of textbooks and teaching methods by involving stakeholders															
R1-A3: Comparative study, conclusions and recommendations															
R2 –PBL with interdisciplinary approach – blended course for VET teachers	ITStudy														
R2-A1: Curriculum and course design for blended learning															
R2-A2: Content development and review (EN, HU, DE, IT)															
R2-A3: Implementation and testing of the online learning environment															
R2-A4: Piloting the course with VET teachers in three countries (DE, IT, HU)															

### R2 –PBL with interdisciplinary approach – blended course for VET teachers

Result Leading Organisation: iTStudy

Result Production Start Date: 02/2022

Result Production End Date: 12/2022

Result Languages: English, Italian, German, Hungarian

Result Participating Organisations: All partners

Result Type: Course/curriculum – Pilot course/module

The aim of these working phase is to elaborate the resources (curriculum, e-learning environment, learning content and methodology) of the blended course for VET teachers in order to prepare them for applying a new model of teaching integrating labour market-oriented content development and project-based methods in a collaboration with other teachers, students and companies.

Project-based teaching and learning is a priority in VET education, still as our preliminary needs analysis shows, many teachers do not apply this method confidently and regularly. Most of them are aware of the importance of PBL, and have some knowledge about its features but they need practical guidance on how to apply the method, step-by-step, with a lot of examples.

In VET there are many teachers, trainers who have less experience in pedagogy, they will need this kind of instruction surely.

**The target group** is VET teachers.

**An online learning environment will be designed in Moodle in 4 languages (EN, IT, DE, HU).**

**4 online modules will be implemented: 1. Project-based learning, 2. Digital Tools for VET project management, 3. Innovative assessment practices for VET, 4. Creation and innovative use of digital content for VET) which will be followed by a practical session in project management.**

One of the innovative features of the results will be the curriculum aligned with the educational frameworks of the EU, such as European Qualification Framework (EQF or its national adaptation like MKKR in Hungary) and Digital Competence Framework of Educators (DigCompEdu), and applying the EQAVET Quality Assurance recommendations even in designing the curriculum.

The innovative side of the applied blended methodology is that we are going to deliver a practical session after the online part of the training, where we are going to simulate a project. The teachers will take active part in delivering the project results. They will have to work as a project team, using methods and digital tools they got familiar with in the online training. This way they will experience what they will have to do later with their own students.

It means that the blended course will be delivered by applying the methodologies suggested by the Digital Education Action Plan 2021-2027:

- **learning-by-doing;**
- **active learning;**
- **focused on the methods of digital education.**

Another innovative aspect of the training is that a separate module will be dedicated to innovative assessment practices. There is an increased need for instructions, good practices in this field, as online education requires a completely new approach to assessment – many teachers experienced that traditional ways (tests, quizzes) do not always work effectively.

Besides giving grades, new types of assessment have to be implemented in the daily practice of teachers. For example, observation sheets, self-assessment questionnaires, checklists assessing presentation, collaboration etc. Assessment has to focus on soft skills as well, not only on detecting the mastered knowledge. It has to serve as a tool for identifying further development opportunities for the learners. It has to give also feedback to the teacher on where he/she has to develop his/her own teaching process to get improve learning outcomes.

Although our project focuses on initial VET training of 2 sectors, this training programme will be applicable in VET education in general as PBL, digital content creation are topics relevant to all sectors and levels.

Innovative assessment practices will be applicable even outside VET, so the result have the potential of usability in a wide

#### Key performance indicators:

- Curriculum of the PBL-based upskilling course for teachers at least in 10 pages in four languages (EN, DE, HU, IT)
- Digital learning content in 4 modules in 4 languages, in an estimated size of 20 pages per module.
- At least 5 teachers completing the training successfully in Italy, and another 5 in Germany. Min. 15 teachers completing the training successfully in Hungary.
- Successful completion means above 75% overall performance in the online part of the course, plus mandatory participation at the practical session.
- Evaluation of teacher training by participants: min. 80% overall satisfaction
- Accreditation of the training programme in Hungary in the teachers further training system.

#### Activities:

- R2-A1: Curriculum and course design for blended learning
- R2-A2: Content development and review (EN, HU, DE, IT)
- R2-A3: Implementation and testing of the online learning environment
- R2-A4: Piloting the course with VET teachers in three countries (DE, IT, HU)

The curriculum design, the implementation of the e-learning platform and the content development will be led by iTStudy because they have many years experience in applying EU standards (like EQF, DigComp, EQAVET, in implementing e-learning platforms and in development of digital learning contents. However, all partners will be strongly involved into all activities because the final results have to be harmonized with the special needs of the partner countries as identified in R1.

### **R2-A1: Curriculum and course design for blended learning**

For all modules the expected learning outcomes will be defined, and we will refer to the relevant DigCompEdu competencies to show which competences of the participant teachers will the training develop.

### **R2-A2: Content development and review (EN, HU, DE, IT)**

The learning content will be developed in collaboration of all partners, with iTStudy's leadership. For each module a closing assignment will be created which will be graded.

Forum will be operated within the learning environment to ensure knowledge sharing among participants.

First the English version of the content will be prepared, evaluated and finalized.

Once it is accepted by all partners, translation and localization to Italian, German and Hungarian will follow.

### **R2-A3: Implementation and testing of the online learning environment**

The multilingual online learning environment will be based on the open source Moodle framework, what will be customised to the planned active learning methodology by implementing a selection of digital course components, for example videos, forum, e-books, graded assignments, etc. aligned with the project's branding guidelines in each language version as well.

The implementation to the learning environment will start with the approved English version, and it will be followed by the other versions once they are also approved by the relevant partner (DE- DEULA, IT-JAC, HU-iTStudy).

### **R2-A4: Piloting the course with VET teachers in three countries (DE, IT, HU)**

Teachers will be invited to the course during the related multiplier events (E1-E3).

We aim at enrolling at least double the number of teachers than the expected indicators, to make sure we will have at least 25 (5-DE, 5-IT, 15-HU) teachers completing the course successfully.

Mentors will assist participants through the 4 online modules, moderating forum discussions, solving technical issues, grading submitted assignments.

Teachers have to perform above 75% overall in the online part and attend the practical session to complete the course successfully.

The course will be evaluated by the participants, as well as by the project partners.

After the pilot based on the feedback from participants as well as project partners we will review the learning content and amend it and submit the programme for accreditation in Hungary.

In Germany and Italy we will also try to find ways of making the programme available for VET teachers even after the pilot course.



## Project implementation – Deadlines for reporting

[illegible]

<b>1. Progress report</b> <u>1<sup>st</sup> Reporting period:</u> 1 of November 2021 – 31 of October 2022	<u>Deadline of submission:</u> Partners to Coordinator: 30 of November 2022 Coordinator to HNA: 31 of December 2022.
<b>2. Interim report</b> <u>Reporting Period:</u> 1 of November 2021 – 30 September 2023	<u>Deadline of submission:</u> Partners to Coordinator: 31 of October 2023, Coordinator to HNA: 31 of November 2023 The financial reports must prove the the 70% of the 1 <sup>st</sup> 40% was spent.
<b>3. Final Report Report Payment of balance –final payment (expected 20% of the total budget)</b> <u>Reporting Period:</u> 1 of October 2023 – 31 of October 2024	<u>Deadline of submission:</u> Partners to Coordinator: 30 of November 2024 Submission of final report (uploading all outcomes) Coordinator to HNA: 31 of December 2024 + <b>60 days</b>

## Summary – all in one

2022 STUDY-ANALYSIS - PLANNING														2023														2024															
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2022 TRAINING for TEACHERS - PREPARATION														2023														2024															
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2022 PROJECT DESIGN - IMPLEMENTATION														2023														2024															
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2022 DEVELOPMENT'S OF LEARNING MATERIALS-ORS														2023														2024															
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2022 STUDENT PROJECTS - IMPLEMENTATION														2023														2024															
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2022 VETPROFIT METHODOLOGY														2023														2024															
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## Partner meetings and events

### Partner meetings

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M1: Virtual meeting	V																																			
M2: Transnational meeting in Hungary, Gödöllő																																				
M3: Virtual meeting																																				
M4: Transnational meeting in Germany																																				
M5: Virtual meeting																																				
M6: Transnational meeting in Italy																																				
M7: Transnational meeting in Hungary, Keszthely																																				

### Multiplier events

	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10
E1: Consulting/inviting VET teachers - Makeszisz																																				
E2: Consulting/inviting VET teachers - DEULA																																				
E3: Consulting/inviting VET teachers - JAC																																				
E4: Consultation with companies - DRDC																																				
E5: Consultation on learning content development DEULA																																				
E6: Consultation on learning content development - ITS																																				
E7: Promotion of project results - PREMO																																				