



## Multidisciplinary, Project-based Digital Learning Content for VET

# Study on 21st Century Relevance of Textbooks and Learning Content

VETProfit project is aimed at decreasing the skill gaps between VET and the labour market and preparing teachers for 21st century education by collaborative development of learning materials for VET with involving teachers, students and companies.

In the first working phase, the partnership completed a thorough analysis of learning outcomes, curricula, learning materials and applied methods in the initial/basic training of two sectors: Agriculture and Forestry, Information and Telecommunications, in all partner countries.

The results of the data analysis were summarized in country reports, and the conclusions were integrated into a comparative study which includes a short summary of the existing vocational education systems as well, to reveal the similarities and differences between them.

The research was based on face-to-face interviews with the representatives of the stakeholders and an online survey that was carried out by involving teachers as the main target group of the project.

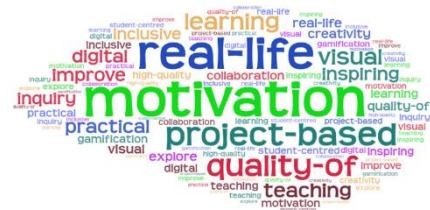
The partners conducted 44 interviews in the three countries, and altogether 20 students, 12 teachers and 12 companies were involved in the survey. The questions that we wanted to get the answers for with the surveys are shown below.

### Students

On what basis do the students learn? What tasks, practical exercises can help them to develop practical competences? What tools do they use to support their learning? What are the teaching and assessment methods that their teacher applies? What are their suggestions for improving their learning?

### Teachers

What kind of learning content, methods do they use for providing knowledge, developing skills to achieve the learning goals of their students? Do they use open educational resources? To what extent do they apply digital tools in the classroom? What are the gaps in terms of textbooks and digital learning materials (in general and for a given subject)? Do they use project-based teaching method? What are the assessment methods they use regularly for measuring the performance of their students?



### Companies

What do they expect from a new employee just having graduated from vocational education? What are the competences and skills missing after young people have obtained their qualifications? What are the suggestions of the company for ensuring young people be better prepared for their professions? Are they open for taking part in developing curricula together with teachers? Are they open to define project tasks for students which make clear what their expectations are against the new employee?



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### The conclusions in short

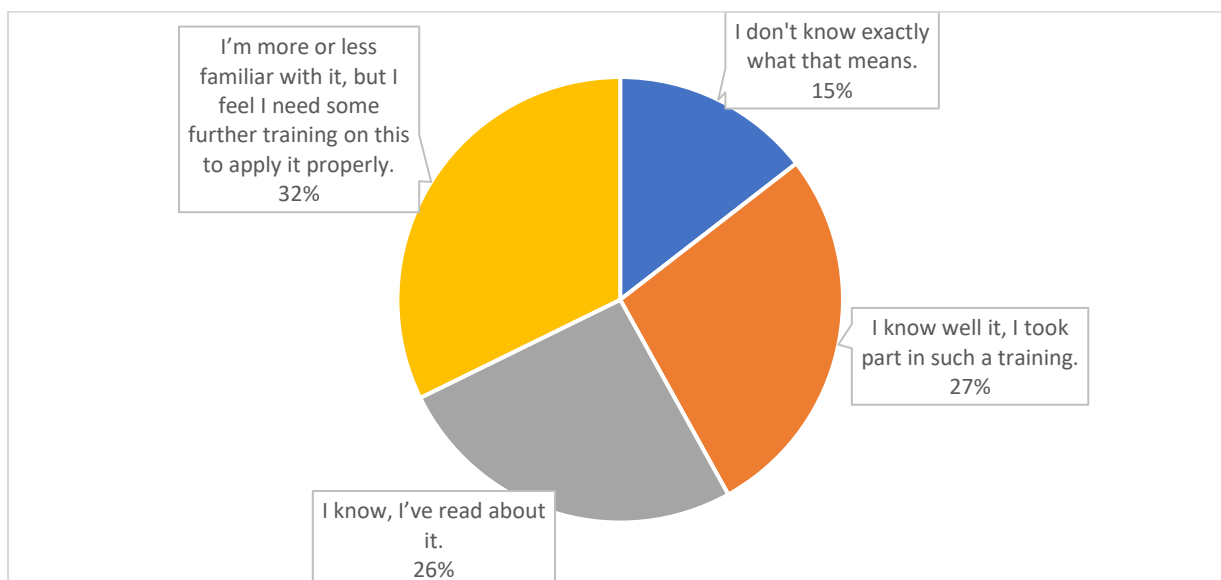
The conclusions have come from the two selected sectors, however recent studies complain about similar problems in other sectors.

Most of the textbooks are obsolete and not applicable for providing the knowledge relevant for companies working in the rapidly changing technological environment. The learning content is not always motivating for the students, few examples are practical or real-life and it does not always correspond to the needs of the labour market (new technologies are not reflected in the curriculum).

The surprising result was that all employers, from micro to large enterprises complained about the lack of soft skills among young people. Soft skills such as communication, reliability, interest in personal development, critical thinking, retention, leadership skills etc. are highly needed rather than factual knowledge that is in a constant change anyway and can be taught by the company staff in the workplace.

As regards to the teachers, one of the most important conclusions was - connected to the needs reported by the companies - that they were not prepared for developing soft skills of the students. This result is in accordance with the conclusions of the recent studies like the one published by the OECD in 2021.

### How well do you know project-based learning / teaching method?



Furthermore, teachers are struggling with time to meet the requirements of the standard curricula, while they are aware of the need for developing their own digital skills and turning the traditional teaching and assessment tools into active learning. More information about the conclusions is available in the comparative study on the [project website](https://vetprofit.itstudy.hu/en).

<https://vetprofit.itstudy.hu/en>



## Project basics

**Title:** Multidisciplinary, Project-based Digital Learning Content for VET

**Acronym:** VETPROFIT

**Project ID:** 2021-1-HU01-KA220-VET-000025350

**Partner countries:** Germany, Italy, Hungary

**Coordinator:** iTStudy Hungary Ltd.

**Duration:** 01 November 2021 – 31 October 2024.

**Target groups:**

VET- schools' leadership

VET teachers/trainers

Companies (Agriculture and IT sectors)

**Beneficiaries:**

VET students

Employers

## Aim of the project

The aim of the project is to reflect the needs of the labour market in vocational education and training, to prepare teachers to work with companies to develop project tasks for students and future employees to solve real problems proposed by them. To achieve this objective, the partnership:

## Objectives

- *review the curriculum, learning materials and teaching methods used in the initial training of IT and Agricultural sectors in the partner countries;*
- *train VET teachers of these sectors about the project method, related digital tools, innovative assessment practices and digital content creation;*
- *assign real-life project tasks for VET students, in close collaboration of teachers and labor market representatives;*
- *create a repository of project-based, re-usable, high-quality, motivating digital learning contents with an interdisciplinary approach;*
- *prepare students for successful project implementation by designing and delivering mini-courses for them;*
- *create a model to be published as a guide for teachers of other VET institutes.*

## Partners

iTStudy Hungary IT Education and Research Centre. Hungary

DEULA - Nienburg GmbH, Germany

Fondazione ITS – JobsAcademy, Italy

Association of Hungarian Horticultural Vocational Training Institutions, Hungary

Premontre Vocational High School, Technical School and College, Hungary

Discovery Center Nonprofit Ltd., Hungary