

Multidisciplinary, Project-based
Digital Learning Content for VET



Project Method Tailored for Vocational Education

Method & Practice

One of the most important products of the VETProfit project is the new model that expands the scope of traditional project-based learning (PBL) to better fit those unique characteristics that fundamentally distinguish vocational education from all other educational sectors. The project concept has been determined by teachers and a business organization jointly related to new technologies that are already being used within the company, however, they have not yet been included in the curriculum. By solving the project tasks, students can test whether the knowledge and skills they have acquired during the training enable them to solve a problem for which they have not been given a ready recipe. The key components of the multidisciplinary model include:

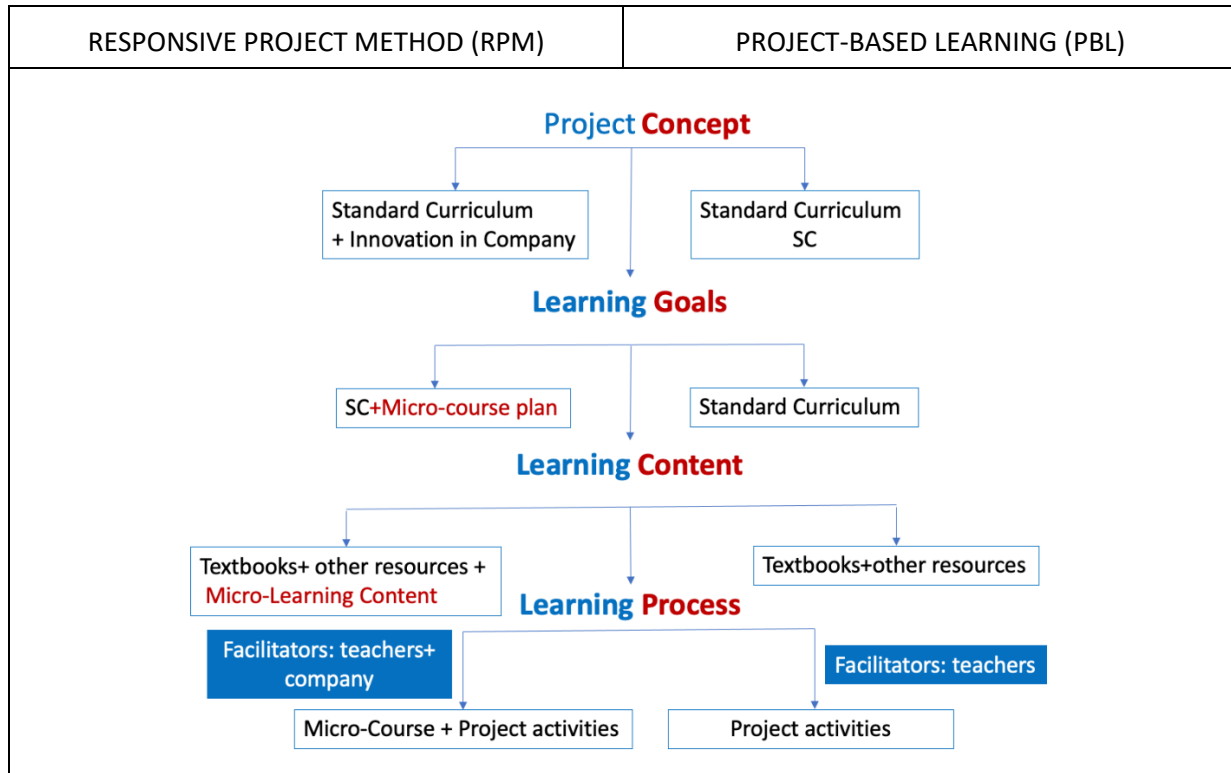
- *The project owner is a company active in the school's professional sector. The representatives of the company develop the project concept collaboratively with VET teachers, involving students in the final decision-making process.*
- *The project scope extends beyond the standard curriculum. Some of the project tasks require the use of a new technology already in operation within the company, and despite the students having basic understanding of it, they need to acquire some specific knowledge and skills, so they need to attend a short micro-course – which is jointly conducted by the teachers and the company.*
- *Teachers and the company collaborate to identify knowledge gaps and co-design and deliver a tailored micro-course for the students, developing micro-learning content and Open Educational Resources (OERs).*
- *A comprehensive plan is prepared, which includes a project plan according to the design aspects of business projects (planned products with indicators, activities, schedule, quality control, risk management methods, communication, etc.), and a pedagogical plan that describes how the pre-defined learning objectives (knowledge, professional and 'soft' skills) will be achieved through the completion of specific activities.*
- *The project evaluation process is a complex one, integrating pedagogical evaluation against the pre-defined learning objectives and assessment of the project products against the planned qualitative and quantitative indicators. During the product evaluation, the company plays the major role, while the pedagogical evaluation is primarily of the responsibility of the teachers, but the students are also active participants throughout the entire evaluation process.*

Responsive Project Method (RPM)

VETProfit partners agreed to name the new model “Responsive Project Method (RPM)”. This name reflects the method's capability to enable vocational schools to effectively respond to the challenges of the 21st century labour market.



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Beyond acquiring professional knowledge and skills, the students delve into fundamental project management methods, they will understand concepts such as the project life cycle, resource allocation, target groups, product development, and quality standards. Through hands-on experience, they will learn the importance of detailed planning and scheduling, the necessity of identifying potential risks proactively, and the role of continuous monitoring to meet the project's key performance indicators.



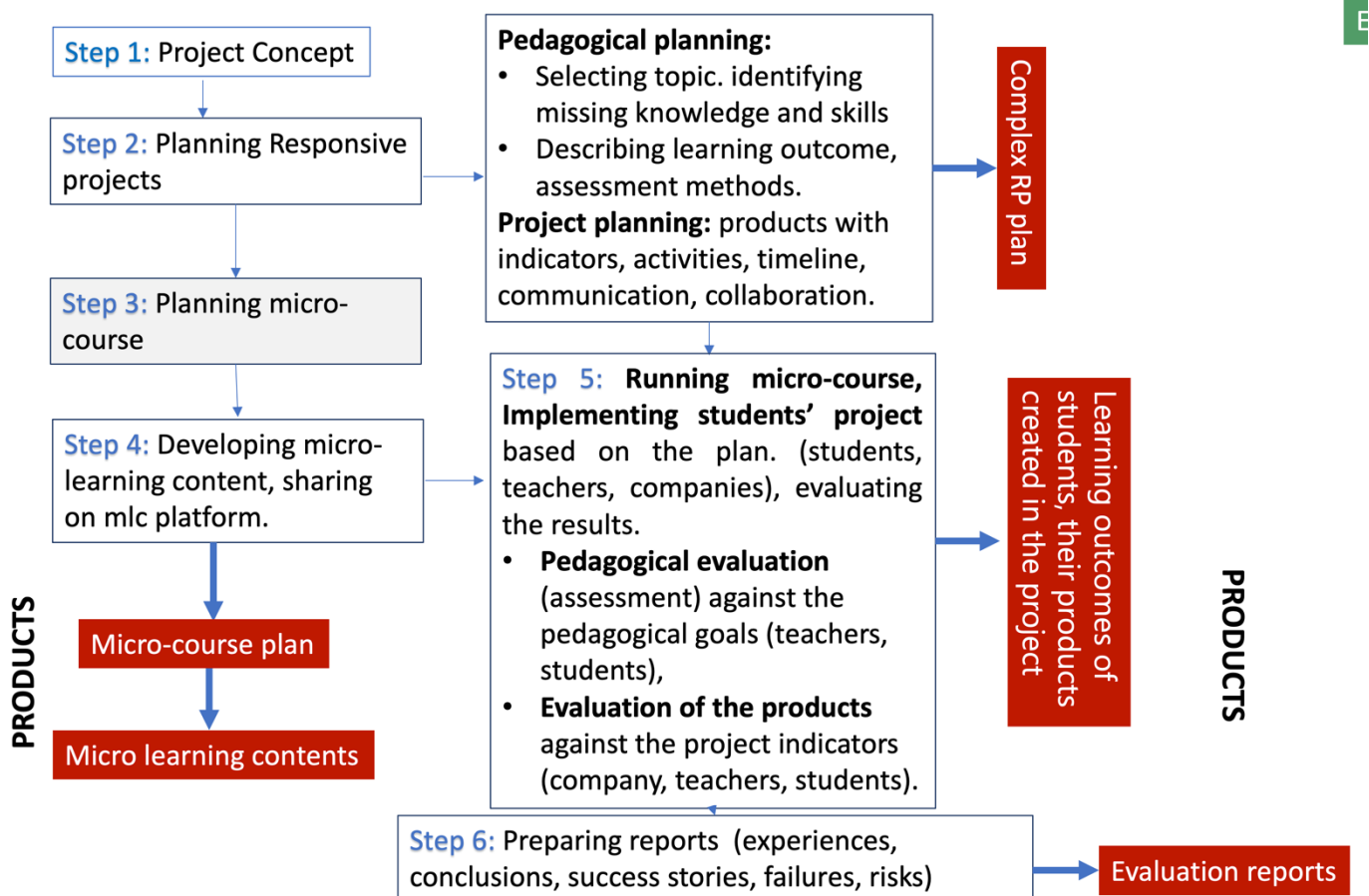
This model goes beyond traditional Problem-Based Learning (PBL) frameworks, thereby boosting their applicability and relevance to contemporary labour market demands.

Students working in Szuvandzsiev Ornamental Gardening, AgriDron Ltd, Hungary.

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Steps of Implementing Responsive Projects



The whole process of the model – presented by the chart above - was tested in 4 countries in 5 vocational schools. The reusable resources developed by VETProfit Consortium, the micro-learning contents created in a collaboration of teachers and companies, the project plans and their evaluation reports together with the e-book presenting the RPM model are freely available online for vocational teachers and schools in four European languages in English, German, Hungarian and Italian on the websites:

Repository of Micro-Learning Contents: <https://mlc.itstudy.hu/hu>

Project website: <https://vetprofit.itstudy.hu/>

E-learning course for VET teachers: <https://course.vetprofit.itstudy.hu/> (You can login as guest to see the course contents).

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

