



virtual Work-Based Learning
to simulate real experience
in VET digital training

Handbook for VET teachers/ trainers on best use of the competencies acquired through the course vWBL course 'Virtual WBL for VET teachers'

This handbook addresses to support the VET teachers better understand how the high level digital skills achieved through the course '**Virtual WBL for VET teachers**' could be successfully applied to virtual WBL and simulations of work-based experiences.



Index

Impact of emerging technology on jobs and lives	3
Benefits of mutual cooperation	4
Collaborative and comprehensive assessment.....	5
Online tools to receive feedback from learners.....	6
Distance learning strategies for education leaders.....	7
Online forum as tool for interaction and communication.....	8
Online forum as tool for interaction and communication.....	9
Objectives and plans of learning activities	10
Formative assessment in more personalized learning	11
Teachers' professional development.....	12
Variations in learning tasks and assessments.....	13
Digital solutions for individual consultation	14

Lesson 1

Impact of emerging technology on jobs and lives

How this Lesson accounts to the topic of virtual WBL?

This lesson focuses the attention on emerging technologies used in global education during and after the Covid-19 pandemic, in addition to how they could be used as a useful and helpful tool in the simulation of online WBL.

While distance learning has become a new trend since the break of the Covid-19 pandemic, emerging technologies have also had a significant impact on WBL, revolutionising students' and learners' learning processes, thus reshaping not only education but also work experience.

How the methodology/tools proposed in this Lesson are suited to simulate real work-based experience in VET digital training?

The application of emerging technology tools will lead to a transformation of educational models and will completely reimagine the way teachers and trainers provide competencies and how students and learners get a different learning approach with the aim to improve their distance learning experience in virtual WBL.

Appropriate use of advanced VET teachers'/trainers' digital skills in WBL could allow students and learners to compete in a rapidly changing labour market, as digital skills have become an essential part of personal competencies, providing not only challenges during the pandemic period, but also opportunities that should be implemented in the WBL.

Benefits of mutual cooperation

How this Lesson accounts to the topic of virtual WBL?

The focus of this lesson is on collaboration between teachers. Improved cooperative learning should ensure a better understanding of topics in virtual WBL, which require a wider range of skills provided by different teachers, who could join forces to deliver more comprehensive teaching.

Teachers and trainers can identify new avenues together to put into practice in the digital world through collaboration with colleagues with the aim to improve cooperative learning in WBL. As the digital environment facilitates communication, teachers' and trainers' preparation will support digital learning, making it as interactive as possible.

How the methodology/tools proposed in this Lesson are suited to simulate real work-based experience in VET digital training?

The aim of this lesson is to provide teachers and trainers the chance to use virtual WBL, since online teaching became almost universal in lots of countries since 2020, in order to improve the offer of better learning and achieve more benefits in the practical skills of students and learners.

Collaborative and comprehensive assessment

How this Lesson accounts to the topic of virtual WBL?

This lesson emphasises the importance of assessments in education and learning processes and how these create tailor-made results to achieve the aims of virtual WBL. The goal of the lesson is to identify, measure and keep records on the progress and learning level of students in education. Through the assessments, formal and informal structures for the learning processes can be developed which will improve learning and help students achieve their goals.

Through the assessment methodology, the students will be introduced to teamwork which will result in new innovative teaching and assessment methods that will improve students' experience. To sum up, the assessments will help the educators and trainers identify the problems, needs, or risks of their education and learning processes and help them introduce new methods to achieve their goals.

How the methodology/tools proposed in this Lesson are suited to simulate real work-based experience in VET digital training?

The methodology introduced refers to the comprehensive assessment. This is a blend of multiple assessment strategies and tools, such as multiple-choice papers, oral exams, written essays and exams, projects, etc. The important difference between this methodology is that students will be involved in selecting the tools, setting the goals, providing feedback, creating exercises, etc.

This method will lead to group discussions and debates which could lead to increased conceptual understanding, retention, problem-solving, and critical thinking skills. This methodology and its outcomes will provide the appropriate information to improve digital training and enhance the virtual WBL experience.

Online tools to receive feedback from learners

How this Lesson accounts to the topic of virtual WBL?

This lesson introduces the benefits and challenges of the online feedback process that can be used to improve virtual WBL in digital VET training. Firstly, feedback plays a crucial role in the educational and learning processes as it evaluates people's performance. However, the need to adapt the feedback process is enforced to fit with the new reality.

Online feedback is an inevitable part of this new reality and more beneficial as it is quicker, it creates a personal portfolio, and it is anonymous and collective. This lesson also warns of the challenges and dangers of online feedback as it creates the absence of the interpersonal relationships and interaction between receiver and giver and increases the trolls and spam.

How the methodology/tools proposed in this Lesson are suited to simulate real work-based experience in VET digital training?

There are plenty of online tools that can be used for online feedback from learners:

- Google Forms - a free, user-friendly tool;
- Slido - which is interactive, multifunctional, and also user-friendly for both trainers and learners,
- Mentimeter - which is associated with Zoom and has multiple advantages,
- Padlet.

These tools can be used by learners to evaluate the performance of the educators and achieve the best possible results, given that they are appropriate for the digital experience of virtual WBL.

Distance learning strategies for education leaders

How this Lesson accounts to the topic of virtual WBL?

The lesson focuses on current trends making the learning process more accessible and flexible. It provides practical solutions by using technology to deliver teaching, to support and assist students and to provide new forms of student assessment.

The lesson provides a practical approach and advice on how to share the power between the instructor and the student, by using web-based applications.

It explains the smooth changing of the instructional role, towards more support and negotiation over content and methods, and a focus on developing and supporting student autonomy. From the students' side, this will lead to an emphasis on supporting students through new social media, discussion groups, online study groups with guidance, support and feedback from learning and content experts.

How the methodology/tools proposed in this Lesson are suited to simulate real work-based experience in VET digital training?

The lesson provides a flexible approach to content choice, delivery, assessment, and other factors within the virtual classroom. At the same time, it aims to educate students to take responsibility for their own learning. The lesson approaches this as a skill to be taught and learned in order to simulate real work-based experience in VET digital training.

Lesson 6

Online forum as tool for interaction and communication

How this Lesson accounts to the
topic of virtual WBL?

The lesson focuses on the question of how online discussions can expand learning opportunities and how instructors' presence can affect discussion quality.

It evaluates a list of strategies that promotes high quality online discussions and provides hands on strategies for creating online discussions.

How the methodology/tools proposed
in this Lesson are suited to simulate
real work-based experience in VET
digital training?

The lesson provides an online discussion tool to fuel student engagement as 'Now Comment', 'Yo' and 'Backchannel Chat'.

It aims at giving students a chance to connect with each other and be heard in real work-based experience in VET digital training.

It supports using online discussion tools as a great way to help students to build these skills, to develop ability to engage in online discussions responsibly. We believe that this is a great 21st-century skill.

Online forum as tool for interaction and communication

How this Lesson accounts to the
topic of virtual WBL?

This lesson provides key competencies on the VET context of online learning, which is a major requirement for implementing successful digital training in VET education and training simulating real work-based learning experience.

How the methodology/tools proposed
in this Lesson are suited to simulate
real work-based experience in VET
digital training?

It is important that VET teachers and trainers are familiar with the following:

- Types of online learning, such as, means of transmitting lessons and experiences to learners, for example the advantages, so you can be more effective in your mission and achieve your goals.
- Use the challenges found in a traditional classroom and in an online environment to improve your skills. When we want to simulate, train/provide a real experience, of a situation or knowledge, acquired or transmitted in online format, we must consider the factors that conditioned it.
- During practical exercises that require teamwork, the concept of inclusion comes into play, which in turn, in the online aspect, requires, for example, the use of specific tools, the workspace and the necessary materials must also be adapted. You should also consider whether the technologies will be available to everyone. After these concepts, the exercise will become more realistic, and work-based learning will be easier.

Objectives and plans of learning activities

How this Lesson accounts to the topic of virtual WBL?

The organisation and planning of work, learning, and training has always been a very important step whether in face-to-face or online format, however with the pandemic situation we have been going through recently, it had to be adapted to the online format.

Work-based learning in an online format requires a more specific organisation, so the objectives you want to get out of that lesson are met. In this lesson tips will be expressed to facilitate/perform that planning.

How the methodology/tools proposed in this Lesson are suited to simulate real work-based experience in VET digital training?

To make the real simulation on work-based learning more inclusive and accessible there are several strategies explained throughout this lesson with which VET teachers should be familiar:

- Topics to write in a work-based learning session plan: what issues/ goals are behind the plan created;
- Activities for online classes, such as online discussions, among others, to use and enhance virtual reality in WBL.
- During the planning of work-based learning it is necessary to define the schedule, timing, duration and even the evaluation method, which could be found in many ways to leave the trainers and students comfortable with this topic/activity and work.

Formative assessment in more personalized learning

How this Lesson accounts to the topic of virtual WBL?

How the methodology/tools proposed in this Lesson are suited to simulate real work-based experience in VET digital training?

Learning, including Work-based Learning, is becoming more and more personal, each learner learns at their own pace and achieves different results, as well as applying learning outcomes in different ways.

Personalized virtual work-based learning and support for learner development requires formative assessment in its various forms. This Lesson provides an overview of personal learning and the formative assessment that supports it.

In this Lesson, to support virtual Work-based Learning you must consider the following:

- the importance and characteristics of personalized learning, must be taken into account by teachers and students, in addition to how personal learning is related to technological developments;
- principles of formative assessment and its usefulness for students and teachers in virtual Work-based Learning;
- how to use self-assessment and peer assessment in virtual Work-based Learning, what are its characteristics, how to implement them and how teachers can support a student's self-assessment and peer assessment;
- recommendations for providing feedback that supports virtual Work-based Learning and learner development.

Teachers' professional development

How this Lesson accounts to the topic of virtual WBL?

In order to enable high-quality and innovative virtual Work-based Learning, it is important to support the professional development of teachers, create a school culture that supports innovation and cooperation, and enables necessary resources.

The implementation of new technological solutions in virtual Work-based Learning presents great challenges for teachers and requires constant professional development. This Lesson offers a variety of opportunities to support the professional development of teachers in Vocational Education and Training.

How the methodology/tools proposed in this Lesson are suited to simulate real work-based experience in VET digital training?

In this Lesson, to support virtual Work-based Learning it is necessary to know:

- how to support the professional development of teachers and make it more effective for virtual WBL;
- recommendations for more effective use of reflection practice in the learning process and in the development of virtual Work-based Learning;
- implementation of effective coaching and mentoring and learning circles in the professional development of teachers;
- principles and opportunities for creating a school culture that supports innovation and development of virtual WBL.

Variations in learning tasks and assessments

How this Lesson accounts to the topic of virtual WBL?

It is highly significant to engage VET students in online classes since VET lessons should be as practical as possible for students to gain specific knowledge connected to their field of study.

This lesson provides information about active learning methods, the use of gamification elements in distance learning and e-learning platforms, which are adapted to VET students in virtual work-based learning.

How the methodology/tools proposed in this Lesson are suited to simulate real work-based experience in VET digital training?

There are a few methodologies and tools in this lesson that can be used to simulate real work-based experience in VET digital training:

- The e-learning platforms presented in the lesson can be easily used in VET institutions;
- Gamification is very practical for VET students in distance learning and can be applied by them;
- Online quizzes check theoretical knowledge in the field of VET;
- The project method allows the use of practical exercises (in professions such as hairdresser or mechanic) – it makes it possible to check the students' progress.

Digital solutions for individual consultation

How this Lesson accounts to the topic of virtual WBL?

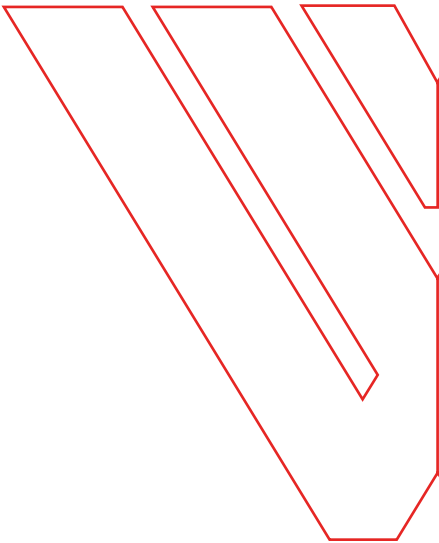
Each specific field of VET requires individual approach from the teachers and VET experts. This lesson presents methods for conducting individual consultations online in VET in work-based learning.

It describes problems, challenges, and solutions on how to conduct individual consultations, as well as practical tools to conduct such consultations within the virtual WBL environment.

How the methodology/tools proposed in this Lesson are suited to simulate real work-based experience in VET digital training?

There are a few methodologies and tools in this lesson that can be used to simulate real work-based experience in VET digital training:

- Specific platforms for conducting individual consultations presented in the lesson are user-friendly and can be used by VET teachers;
- The communication between VET teachers and students as well as students and their peers are very important and should be held on a regular basis as VET consists of very specific activities and tasks which should be strictly monitored.



The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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