iv4j

BEST PRACTICE EXAMPLES

Innovation in VET for Jobs and Employment

IV4J Best Practice Guide

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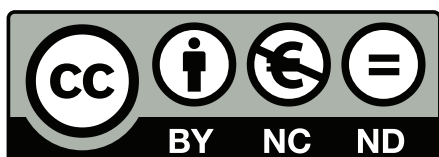University of Utrecht | Utrecht, Netherlands

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Contents

About the project

IV4J is a project funded with support from the European Commission under Erasmus+ Programme - Key action 2 – Strategic Partnerships for vocational education and training - Development of Innovation.

Background

There is an urgent need to introduce new models of innovation in VET and in all educational system, especially if they are connected with the achievement of the EU 2020 goals defined and declared in the Europe 2020 flagship initiative An Agenda for New Skills and Jobs(ensure that people acquire the skills needed for further learning and the labour market through advanced and innovative VET) but also in ET2020 strategy, Opening Up Education policy and Erasmus+ horizontal and VET-specific priorities.

Reason For The Proposal

The proposal is in line with the above mentioned policies/strategies.

The elements the proposal is based on are:
• Introduce strong innovation in the VET system thanks to alternative and successful methodologies and approaches to the learning environment, in order to create a novel system aimed at job-oriented learning: the partners are aware of the lack of an effective system to transfer knowledge and provide learners of skills necessary for self-employment or employment

• The selected methodologies/approaches are: Entrepreneurship education, Work-Based Learning, Creative Problem Solving Methodology, Web 2.0 tools for VET, Gamification, Simulation and Digital storytelling, Open Educational Resources, ECVET implementation.

The PROJECT PROPOSAL is about innovation in VET and would like to explore innovation in VET in Europe and create several guidelines (interactive, practical and easy-to-use tips) about the ways to introduce a revolution in a job-oriented VET system.

Outputs/Results

The project aims to:

- Research, explore and discover from across EU successful GOOD PRACTICE examples about innovation in VET

- Promote the development, testing and implementation of INNOVATIVE PRACTICES/METHODOLOGIES in VET: Entrepreneurship Education, Work-Based Learning, Creative Problem Solving Methodology, Web 2.0 tools for VET, Gamification, Simulation and Digital storytelling, Open Educational Resources, ECVET implementation.

- Transfer the knowledge about the METHODOLOGIES through a large series of interactive GUIDES describing the methodologies, explaining in detail how to implement them in VET, introducing tips and providing a suggested quality management system

- Create a WEBSITE integrated with Wiki, Blog and Social Networks containing a DATABASE OF MATERIALS TRANSLATED into all partners' National languages to promote and encourage extensive exploitation and dissemination

- Stimulate ENTREPRENEURSHIP and WORK and JOB-ORIENTED LEARNING

Document background

The document contains the result of the Good practice (GP) research under the project lifetime.

The research about good practice examples is based on the Preliminary research about available tools, websites and activities that support IV4J present and available in each partner own country.

It is composed by the Best example (selected by project partners) from each country out of 7 topics below.

Topics:

1. Entrepreneurship education
2. Work-based learning
3. Creativity and CPS Methodology
4. Web 2.0 tools for VET
5. Gamification of learning, simulations and digital storytelling
6. Open Educational Resources (OER)
7. ECVET

CRITERIA used to select GPs:

- Transferability
- Transformative
- Sustainability
- Availability
- Usability

Gründerkids

How it works

Gründerkids supports schools and students in founding and running own businesses: so called school-companies.

How do they do that?

Gründerkids has a small project team, which goes out into the schools and offers different support to the kids and their companies. First of all they provide qualification. They offer 9 units which are separated in:

Unit 1: basic knowledge about school companies
Unit 2: creativity and business model
Unit 3: finances and legal aspects
Unit 4: business organization and team aspects
Unit 5: management
Unit 6: presentation and communication
Unit 7: Networking
Unit 8: Management of knowledge and
Unit 9: personal Skills and certification

Participants of the units are the students themselves, but also teachers and pedagogical staff. After the qualification, the members of the project Gründerkids support the founding of school companies by consulting.

GEOGRAPHICAL AREA
Germany, Sachsen-Anhalt

CATHEGORY
Entrepreneurship Education

CRITERIA:
Sustainability, Usability

WHAT:
Project, co-financed by ESF and the federal state Saxony-Anhalt

IMPLEMENTATION:
German federal Level

REASONS FOR SUCCESS:
Appropriate mix of knowledge and practical support

LINKS:
www.gruenderkids.de/

http://www.domgymnasium-magdeburg.de/de/schulleben/schuelerfirma/

https://www.youtube.com/watch?v=w-86M2gaHv8g&feature=youtube

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GRÜNDER KIDS
Schülerfirmen Sachsen-Anhalt

Logo of Gründerkids - Copy 28.02.2017, www.gruenderkids.de/

The "employees" of Fair World Company are selling their products - Copy 28.02.2017 http://www.domgymnasium-magdeburg.de/de/schulleben/schuelerfirma/ ©Ökomenisches Domgymnasium Magdeburg

Which effects are expected?

Small companies which are run by students have different positive effects to the personalities: They improve various skills like corporate thinking and -acting, the ability to solve problems; they improve communicational skills and support the autonomy of young individuals. The Project also helps to create the feeling of success and improves the orientation for further profession choices.

One good Example of such a school company is the "Fair World Company", which belongs to the Ökumenisches Domgymnasium (secondary school) in Magdeburg.

"Fair Word Company" was founded in 2010 and is actually run by 14 students in the age between 14 and 18. They organize a café where they sell fair traded goods and local products mostly in their school breaks but also at various events. Furthermore they sell fair traded cloth for students and teachers.

"Fair World Company" is a good example for successful activities of "Gründerkids". Since 2009 the project supported 100 school-companies only in Saxony-Anhalt.

InnoOmnia

InnoOmnia: One solution that fits the students' and entrepreneurs' needs

How it works

InnoOmnia is a lifelong learning hub located on the VET school campus, offering a unique combination of services, including:

- Entrepreneurship support for present/would-be entrepreneurs, mainly from arts and crafts or the service sector

- Work-based/on-the-job learning programs for the vocational education and training (VET) of upper secondary students

- Innovation and piloting for new pedagogy for vocational teaching and learning, e.g. gamification, mobile learning, entrepreneurial teaching methods

- Teacher and school leader professional development for K-12 and vocational sectors

Problem:

The project combats educational and social problems such as unemployment, especially among young people across the world, the lack of appeal from which vocational education usually suffers, failures in the training of teachers and school leaders for 21st century learning and the difficulties encountered by prospective entrepreneurs. The project began in 2011 on the campus of educational development center Omnia Kirkkokatu in the city of Espoo in Finland. Its aim is to train and empower teachers,

students and entrepreneurs, stimulate innovation and ensure high quality professional training. Hands on learning opportunities are also provided for students from 16 years of age and support is offered to entrepreneurs. The enterprise's main sponsor is the National Council for Education in Finland.

Solutions:

The project is the first learning center in Finland in which the reality of work forms a daily part of vocational education, with entrepreneurs running their businesses jointly with students and teachers. The space is an open and collaborative one, in which everyone can interact and choose where they would like to study and learn. It offers different programs such as education, vocational training and support for entrepreneurship, especially for startups in the areas of arts and services. For students in their final years of high school, innovative teaching methods such as gamification and mobile technology are used. Professional development for teachers and educational leaders relating to all areas of basic and vocational education is also promoted.

At the school, teachers, students and entrepreneurs serve as a community and regularly share their experiences. The students develop a personalized learning plan with teachers, in which the world of work forms part of their day-to-day studies. Business owners sign up to be part of this community and receive daily support for their business. Students and teachers collaborate with the entrepreneur to seek out and create innovative solutions to help each business succeed. This activity gives students an opportunity to get their hands dirty and learn by doing.

Outcomes:

Students, teachers and entrepreneurs develop skills necessary for careers in today's world and also that of the future. They also relate to each other as members of a community by developing and sharing knowledge. With its joint activities, the school promotes a new approach to commercial work. The institution is extremely appealing for high school students and the learning environment and educational development opportunities are very attractive to educators. Since 2011, the project has supported at least 110 would-be entrepreneurs in setting up sustainable businesses and around 600 students have also benefited from on the job learning. Additionally, a total of 742 teachers and school leaders have been trained in methods of teaching entrepreneurship and educational technology. Seven hundred campus employees have now had contact with this new pedagogical approach, along with 2,700 visitors. The project has also received national and international awards for educational innovation.

Vocational education and training at Volkswagen Group

GEOGRAPHICAL AREA

Germany

CATHEGORY

Work-Based Learning

CRITERIA:

Transferability, Sustainability, Availability

WHAT:

Work based learning

IMPLEMENTATION:

German National Level

REASONS FOR SUCCESS:

Volkswagen Group pursues in its vocational education and training high standards in all areas. The creation of these standards secures the quality and transports a consistent perception of vocational education and training

LINKS:

http://www.volkswagen-karriere.de/en.html

http://www.volkswagen-karriere.de/en/tools/navigation/meta/download_centre.html

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How it works

Volkswagen Group has different training programs as work based learning:

8. StartUp Direct and StartUp Cross

Volkswagen offers university graduates two structured trainee programs for joining the Company: StartUp Direct and StartUp Cross. In addition to working in their own department, trainees in the StartUp Direct program (24 month) get a good overview of the Company and attend supplementary training seminars over a two-year period. University graduates interested in working internationally can take part in the 18-month StartUp Cross program.

Over this period, they get to know Volkswagen through assignments in a variety of specialist areas throughout the value chain and, in addition, they broaden their knowledge and experience at different Volkswagen Passenger Cars locations at home and abroad.

Volkswagen took on 346 trainees under one of the two programs in 2015; around 30% of them were women.

9. Mentoring program

The objectives are: transfer of informal knowledge resources, exchange of experience, extension of networks, boost to profile and personal development.

There are three key elements to the mentoring programme:

- The one-on-one relationship between the mentor and the mentee: the personal exchange between a high-potential female employee and an experienced member of management.

- Schedule of supporting seminar, informational and dialogue events.

- Candidates work through a project task and then present it in their own department.

10. Vocational group qualifications

Training at Volkswagen is organized systematically on the bases of vocational groups. A vocational group includes all employees whose work activities are based on similar technical skills and who need related expertise in order to perform their job. The skills profiles lay down the functional and interdisciplinary skills for each job. On this basis, a broad offering of qualifications is available to employees.

Employees continue to develop throughout their working lives and continuously deepen their knowledge. In this process, they also learn from more experienced colleagues, who act as experts in the vocational group academies – the learning centres of the vocational groups – and pass on their knowledge to others.

The dual vocational training and a university degree are the basis for professional development in the vocational groups at Volkswagen (For example, electronics, logistics,

marketing, or finance. A new teaching and learning culture is gradually being established by promoting training in the vocational groups.

The specialists are actively involved in the teaching process by passing on their skills and knowledge to their colleagues.

Employees then obtain further qualifications throughout their working lives. To always meet current requirements, the broad offering of qualifications is continuously being enhanced. For example, employees are prepared for the changes associated with the advancing digitalization and the use of new technologies under Industry 4.0. An important pillar of this strategy is the transfer of knowledge and experience by experts to other staff.

Qualifications are provided in the form of dual vocational training and classroom education that closely integrate theoretical and practical forms of learning.

11. Internship

Internship will last between eight weeks and six months. We work with you to set the schedule and duration of you internship, taking into account your conditions of study. Where possible, we recommend completing a six-month internship with us, as this gives you sufficient time to learn about Volkswagen, familiarize yourself with your topic, and start to network.

At Volkswagen: it is payed the full statutory minimum wage without exception, whether you are a voluntary intern, a compulsory intern or writing a dissertation.

After Volkswagen internship: Once trainees have completed their internship at Volkswagen, they get the option of joining the pool of academic talent, which can make first choice when they come to apply for a job.

12. Dual vocational training

Dual vocational training, where theory and practice are closely interwoven, provides the basis for first-class performance that meets the Volkswagen Group's high standards of expertise and quality. Vocational education and training are offered based on the expertise required within each vocational group.

Volkswagen has introduced dual vocational training at many of the Group's international locations in the past few years and is continuously working on improvements. As of December 31, 2015, the Volkswagen Group had trained 18,651 young people worldwide in approximately 60 trades and 50 dual study programs.

After completing their vocational training, young people at the start of their career have the opportunity to take part in the "Wanderjahre" (Years Abroad) program, spending twelve months at one of the Group's international locations. In the reporting period, 38 Volkswagen Group locations in 17 countries took part in this development program,

Volkswagen agrees Charter on Vocational Education and Training

The "Volkswagen Group Charter on Vocational Education and Training" adopted in June 2015 shows the high value Volkswagen places on education and training.

The charter covers basic issues such as the selection process to choose the most suitable applicants, the duration and quality of vocational education and training, material, facilities and infrastructure for teaching learning content. In addition, the charter sets out provisions regarding monetary and non-monetary support for apprentices, their operating time and break time, vacations, the transition to a post-apprentice employment, and representation.

Hellerup Skole

How it works

Hellerup Skole (http://www.hellerupskole.dk) is an existing initiative of Creative Classrooms.

What are Creative Classrooms? 'Creative Classrooms'1 (CCR) are conceptualized here as innovative learning environments that fully embed the potential of ICT to innovate learning and teaching practices (Bocconi, Kampylis & Punie, 2012). The term 'creative' refers to the innovation of learning and teaching processes through technologies (e.g. collaboration, personalization, entrepreneurship, etc.). Likewise, the term 'classrooms' is used in its widest sense to include all types of learning environments: formal, non-formal and informal.

Hellerup Skole (http://www.hellerupskole.dk) is a primary and lower secondary school near Copenhagen. This public school is one of three pilot schools in Denmark (operating since 2002) and has up to 750 students and over 60 teachers.

Though the school follows the national curriculum, several cross-disciplinary projects4 are also carried out each year, enabling students to form positive relationship (fostering emotional intelligence), while carrying out activities in authentic context (meaningful activities) and developing transversal soft skills (e.g. problem-solving, collaboration, etc.). This also contributes to keeping the curriculum creative and dynamic.

GEOGRAPHICAL AREA
Denmark

CATHEGORY
Creativity And Cps Methodology

CRITERIA:
Transferability, Transformative, Sustainability, Availability

WHAT:
Creative Classrooms in primary and lower secondary school

IMPLEMENTATION:
Local

REASONS FOR SUCCESS:
Innovation in providing e-learning for start-uppers including creativity learning and gamification

REASONS FOR SUCCESS:
Pilot experimen

LINKS:
www.hellerupskole.dk

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Hellerup Skole
Gentofte Kommune

Hellerup Skole logo -
http://hellerupskole.skoleporten.dk/sp

copy 19.05.17 from http://www.skub.dk/images/base.jpg

Focus is on the individual learner (personalized learning), facilitating active and engaging ways of learning such as learning by creating and learning by playing. More than in other schools, students learn for themselves individually (learning by exploring) and with their peers (facilitating peer-to-peer collaboration).

Students are also constantly challenged to take responsibility for their learning (empowering self-regulated learning). Innovating timetables are also applied: students start together for about 10 to 15 minutes and then they can choose to work alone or with their peers according to their needs.

A broad spectrum of evaluation methods is used, including logbooks, individual (digital) portfolios and student plans (engaging assessment formats). The aim is to help students aware of their progress and future goals, as well as of how they learn (embedding formative assessment). ICT-based national tests are also part of the evaluation.

The teachers also work in small (5 to 6) and autonomous teams, designing activities that address individual students' interests and learning styles. In order to develop their professional practices, school staff participate in university-based training programmes on a regular base. The autonomy of teachers' teams reflects the distributed leadership approach adopted by the school.

The children work in constantly changing environments and collaborate with others. For two weeks of every year, children of all ages work together on a special creative art project, providing opportunities for mixed age learning and reinforcing the school community.

Spaces are shaped to accommodate children and the way they learn: there are plenty of different corners, private/collective, quiet/playful which allow children to seek their own preferred space that best fit their learning styles.

VET4Start-Up project

GEOGRAPHICAL AREA
Europe

CATHEGORY
Creativity And Cps Methodology

CRITERIA:
Transformative, Transferability, Sustainability, Availability, Usability

WHAT:
e-learning MOOC platform

IMPLEMENTATION:
European Level

REASONS FOR SUCCESS:
Innovation in providing e-learning for start-uppers including creativity learning and gamification

LINKS:
www.vet4startup.eu

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Euro-net | Potenza, Italy

How it works

VET4Start-Up is a project funded under Erasmus+ Programme – Key Action 2 -Strategic Partnerships for vocational education and training.

The project aimed to educate and train anyone interested in start-up thanks to an e-learning platform MOOC (Massive Open Online Course) and other useful and tailored materials and resources.

The project aimed to:
• Research and in-depth analyse from across Europe successful GOOD PRACTICE examples about start-up activities;

• Promote the development, testing and implementation of INNOVATIVE PRACTICES and METHODOLOGIES in VET such as MOOC (Massive Open Online Course), interactive presentations, workshops, creative problem solving guide exercises and simulations;

• Create the profile of an "EUROPEAN START-UP ADVISERS" thanks to an intensive training and support based on ECVET system and then recognised and validated by a specific Memorandum of Understanding;


Copy 2017 01 30, http://www.vet4startup.eu/

- Create a WEBSITE with a DATABASE OF MATERIALS TRANSLATED into all partners' National languages to promote and encourage an extensive exploitation of results;

- Encourage entrepreneurship (including social entrepreneurship) creating an e-learning Massive Open Online Course (MOOC) FOR START-UPPERS with animated videos in 3 modules both practical and theoretical about mind-set and skills necessary, design of the new enterprise, risks, challenges and opportunities including acceleration and incubation methodologies, creative problem solving technology, testing and simulation games –the MOOC is going to be tested and improved during 7-day intensive sessions called Joint Staff Training Event – an APP for mobile device is going to be released in order to ensure the accessibility in innovative way;

- Disseminate the project outputs and results throughout Europe with a DATABASE OF MATERIALS AND EBOOKS available through open licenses (ref. Creative Commons) and through a series of MULTIPLIER EVENTS organised in each partner's country in order to present in 1-day seminar the project intellectual outputs.

The CREATIVE PROBLEM SOLVING METHODOLOGY was used intensively during the project in order to promote the development, testing and implementation of innovative practices/methodologies in VET.

In effect, the CPS is an important part of the project and it is present within project outcomes as:

- Guide for CPS for Business Start-ups in 4 different languages (English, Spanish, Danish and Italian)

- Part of the MOOC as units in the e-learning lessons as follows:

  - Unit 105: Introduction To The Creative Problem Solving Methodology For Start-Uppers

  - Unit 106: Creative Thinking Training, Exercises And Tools

  - Unit 205: Creative Problem Solving Methodology For Start-Uppers Ref: Challenges!

  - Unit 206: Piloting And Driving The Creative Thinking In Several Different Contexts

- Workshop about CPS during the 5 Multiplier Events used to disseminate the project results at the end of the project.

Copy 2017 01 30, http://www.vet4startup.eu/

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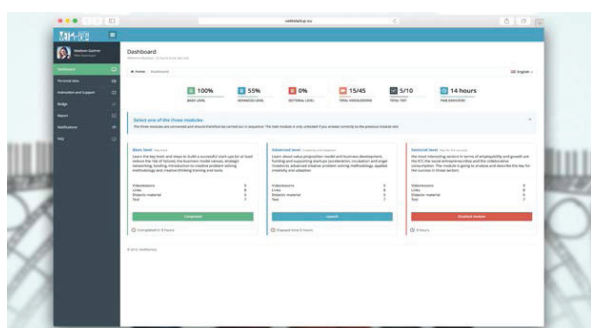
Learning Toolbox (LTB)

GEOGRAPHICAL AREA
Training centre Bau-ABC in northern Germany

CATHEGORY
Web 2.0 Tools For VET

CRITERIA:
Transferability, Transformative

WHAT:
Web2.0

IMPLEMENTATION:
German National Level

REASONS FOR SUCCESS:
It has been developed in the context of the construction industry in close cooperation with the construction-training centre Bau-ABC in northern Germany but the Learning Toolbox can be used to support learning in any context – across sectors and across businesses, in small and medium enterprises, large companies and in networks.

LINKS:
http://ltb.io/

http://odl.learning-layers.eu/learning-tool-box-ltb/

https://my.ltb.io

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FA-Magdeburg | Magdeburg, Germany

How it works

Learning Toolbox (LTB) – the integrative toolset that provides a digital environment to enhance informal learning at the workplace.

The LTB is based on two parts – the mobile app and the Tilestore. In the LTB users can create, store and share their own content and access material created by other. The app operates on a system of stacks and tiles. Each tile leads to a learning tool or online resource; a specific collection of tiles is called a stack.

Tiles and stacks are created and stored in the Tilestore. The Tilestore is web based and accessed using a computer. You can find the Tilestore following this link: https://my.ltb.io.

It is part of the EU-funded Learning Layers project aims to develop a set of modular and flexible software for supporting workplace practices in small and medium sized enterprises (SMEs).

Partners:

- The practical partner is the Bau-ABC, a training centre which provides basic skills for apprentices in construction occupations as a service for companies.

- The role of the Bau-ABC is that of a multiplier: what apprentices learn here, they can (theoretically) as well apply at their work places;

The research partners work at the Universities of Bremen and Karlsruhe and in design companies in the UK (additional research and design institutions from other countries were peripherally involved in the cooperation).

The Bau-ABC's motivation to join the project was to develop Personal Learning Environments (PLEs) which are connected institution-wide and responsive to different contexts and processes of learning. Researchers and developers together with managers, trainers and apprentices from Bau-ABC work on this issue since October 2012 until October 2016.

The idea to install a PLE is connected with the wish to improve learning processes, to find a better way of communicating with the young people and to stay competitive on the training market.

The first ideas for tools which could be developed to support vocational learning derived from interviews, two-day visits at the Bau-ABC and design workshops with the trainers and with apprentices from Bau-ABC.

The Learning Toolbox is a free app that can be downloaded for Android or iOS here: https://play.google.com/store/apps/details?id=com.raycom.ltb&hl=de
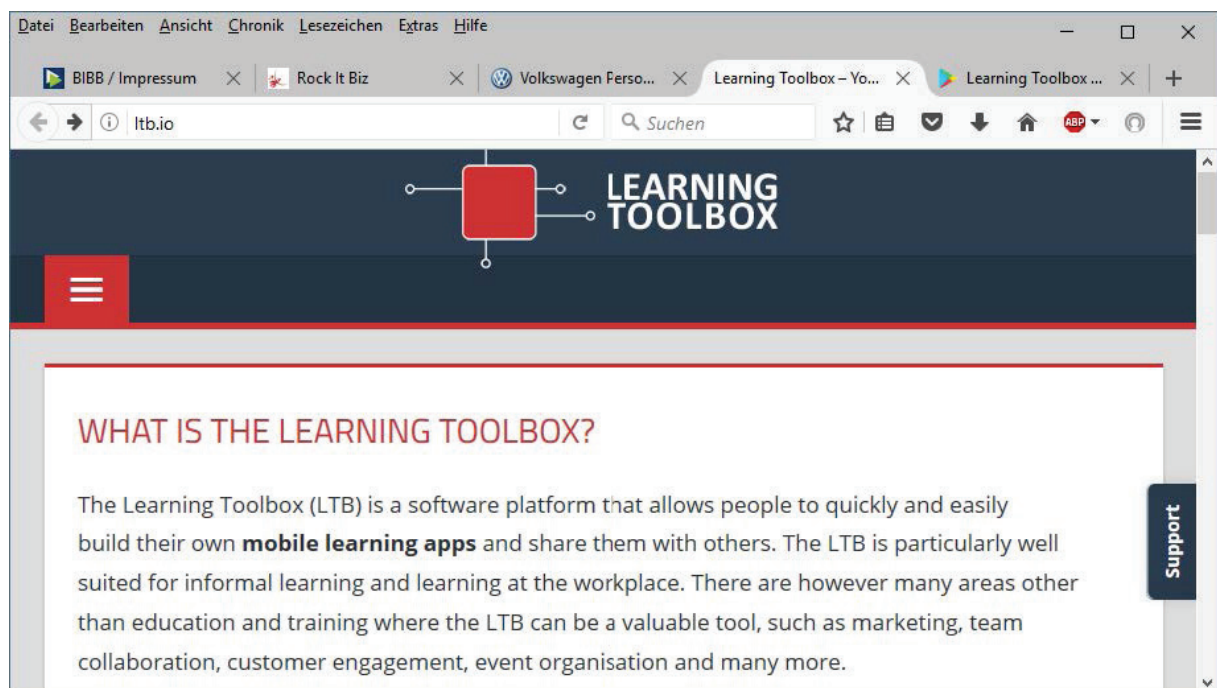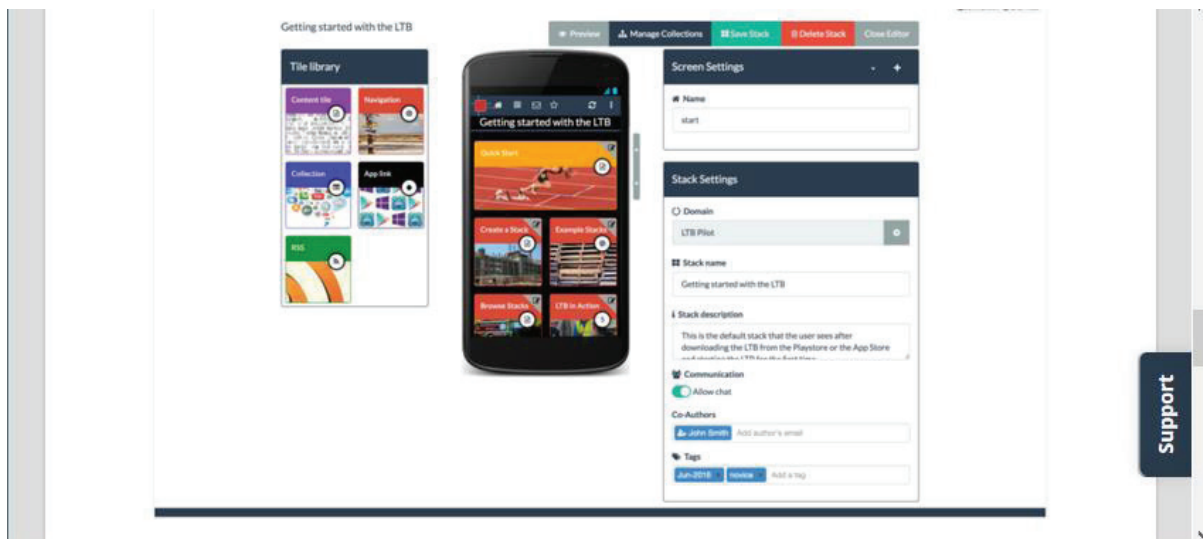
A light-weight framework was proposed for the management of commonly undertaken activities with the help of mobile devices. With the help of touch screen displays and large tiles, the users can manage and share documents, record videos or audios and access online resources.

Parallel to the development of design ideas, training events to promote know-how on multimedia and web took place in the Bau-ABC. They addressed trainers and managers. Researchers and managers from the Bau-ABC also joined these multimedia workshops: some of them needed to learn how to use modern digital tools;

This experience had a healing disillusioning effect on both groups: the possibilities of new media were re-evaluated. It became clearer how learning in the Bau-ABC in the framework of a digitalised society could look like.

This learning process was supported by a survey in which over 200 apprentices were asked which digital devices and which apps or software they use.

Therefore the Bau-ABC is rethinking its strategy of volunteer participation in the multimedia workshops and plans to develop a training program in which (to lower the barriers) the more capable trainers train their colleagues.

Copy 29.3.17 from http://ltb.io/wp-content/uploads/2016/06/Screenshot-2016-11-16-19.30.34-768x492.png

To support the multimedia workshops and to provide functionality for sharing ideas and learning materials, the project launched a social networking platform, BauBildung. net, based on Wordpress and Buddypress.

The multimedia workshops developed the capacity of the organisation as a whole for creatively using technology for learning, but also the researchers' attitudes towards digital media changed.

Blended Learning to Support Experts in new Didactic Roles

GEOGRAPHICAL AREA

The Netherlands

CATHEGORY

Web 2.0 Tools For VET

CRITERIA:

Blended Learning

WHAT:

The Dutch Language Kit

IMPLEMENTATION:

Dutch National Level

REASONS FOR SUCCESS:

The commodity of blended learning as a flexible interface between traditional VET teachers, domain experts and apprentices has been transformed into the more general solution that we expect to survive for a longer period from now.

LINKS:

https://www.youtube.com/watch?v=8_Fg-vMMieBg

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How it works

In The Netherlands, vocational education and training has become an export product. **CINOP** provides VET expertise to developing countries through its **projects**. For the domestic market CINOP creates a large number of blended courses. One of the most successful ones is **Taal-Kit-Dutch**. The Language Kit is heavily used by volunteers to train refugees in their compounds and libraries in the local Dutch language. This **video illustrates** the didactic view that underpins the vocational practice. Its many disruptive effect is that it allows volunteers without didactic training to convey the learning between apprentice and learning resources. This innovative idea can be seen as a Copernican swivel in VET. The

Taalkit DUTCH

Home   materials   Practice

workout   News   Contact
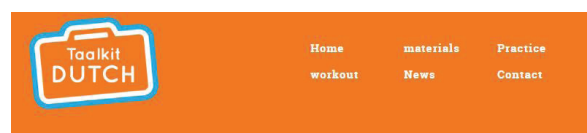
Practice

Getting started with language from day one

Meanwhile DUTCH language kit is widely used by volunteers in libraries, refugee centers and other institutions where refugees who are newly arrived in the Netherlands supported in learning the Dutch language.
Promoter Foundation Expertise Oefenen.nl and CINOP a reason to be proud that their social initiative actually benefit the target without refugee status.

More information for libraries.

To get an idea of how the language kit DUTCH works in practice, you can watch a video here and read interviews.
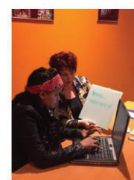
Its essence is that like the Taal-Kit-Dutch, (2nd Language Training for Refugees) many new-emerging fields will be conveyed from cutting-edge domain specialists who have no particular didactic competencies. Rather than training dedicated trainers these blended learning support systems will allow the mere experts to "teach" the wide-scale audiences directly. - Copy 30 01 2017 http://taalkitdutch.nl/de-praktijk/

Taalkit DUTCH in de bibliotheek

1:16 / 4:04

https://www.youtube.com/watch?v=8_FgvMMieBg

final remark of the Taal-Kit-Dutch is: " … If a refugee wants to exert himself further he can account Oefenen.nl create. He can always and everywhere continue online exercise programs. It is recommended that the first two to Taalklas.nl fully create programs and then Taalklas.nl Plus." Its innovation is that 2nd language learners can integrate the rehearsing in their own rhythm and speed; it is seamlessly woven into the learner's use of social media, agenda and email correspondence.

Clear Cyber Bullying

GEOGRAPHICAL AREA

Potenza - Catania

CATHEGORY

Gamification Of Learning, Simulations And Digital Storytelling

CRITERIA:

Transferability; Transformative; Sustainability;

WHAT:

Gamification of learning, simulations and digital storytelling

IMPLEMENTATION:

One of the most concrete and most successful products, project deliverables, is undoubtedly the creation of four games against cyberbullying

REASONS FOR SUCCESS:

The proposed activities for dissemination and made ict, were of great interest to young people involved and therefore awareness-raising has been very successful

LINKS:

http://www.clearcyberbullying.eu

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GoDesk | Potenza, Italy

How it works

The project aims at finding solutions to the problem of cyber bullying, nowadays rapidly increasing among teenagers and younger.

The project idea is to use the Drama Education for creating awareness on cyber-bullying among students and then develop an education video-games exploiting traditional "Puppet characters" or "shadow theatres" coming from the six partners countries.

During these two years (2015-2016) groups of students among pilots schools are selected by a structured survey process in order to test their knowledge of what cyber bullying is and how it can be enforced unconsciously. After that, the targeted students group are involved in a eight stage drama training and in a multi-section educational video game pathway to up-rise their understanding of cyber bullying behaviour.

At the end of this education and interactive awareness rising process, targeted students will reply the same survey in order to measure achievements and progress.

Project's logo - copy 22.05.17 from https://i0.wp.com/ www.clearcyberbullying.eu/wp-content/uploads/2015/10/ CyberBullying-e1444203920869.png?fit=200%2C117

Among the outputs produced by the project, there are the Manual of the Drama Training Method Developed Against Cyber Bullying and four video-games against cyber-bullying, developed in order to prevent cyber bullying and create awareness about it. The developed drama training method has been applied to 9 groups of 140 students. 60 of the students are Turkish, 16 are students Czech, 32 are students are Italian, 16 are Portuguse and 16 are Spainish. The 6 of the groups (98 sudents) are aged between 11-14 and the 3 of the groups (42 students) are aged between 15-17. In order to measure the effect of the drama training method in creating awareness of cyber bullying and tendency for cyber bullying Cyber Bullying Attitude Scale and Cyber Bullying Sensivity Scale have been applied before and after the training. The results have shown that the developed drama training method has been effective in order to create an awareness of cyber bullying and decrease the tendency for cyber bullying for the students aged 11-14. However, we have reached the solution that the training has not been significantly effective in order to create an awareness of cyber bullying and decrease the tendency for cyber bullying for the students aged 15-17.

About the video-games, they have been developed in the Clear Cyber Bullying project by AIJU in accordance with the rest of Project partners.

One of the Video Games - copy 22.05.17 from http://is1.mzstatic.com/image/thumb/Purple18/v4/f8/98/82/f89882b5-4548-5ab5-5c4f-8e1e2456e1d3/source/750x750bb.jpeg

Alison OER

GEOGRAPHICAL AREA
Ireland / UK

CATHEGORY
Open Educational Resources

CRITERIA:
Impact/ Sustainability/ Innovation

WHAT:
An Open Educational Resource providing free certified vocational training programmes to 9 million registered users.

IMPLEMENTATION:
National Ireland/ Global Level

REASONS FOR SUCCESS:
Ability to attract advertising revenue to pay for the online facilities, resources etc.

LINKS:
www.alison.com

COLLECTED BY
Partas | Dublin, Ireland

Underlying Needs

In respoce to the need for free/ low cost certified online learning ALISON (Advanced Learning Interactive System Online) is an e-learning provider and academy founded in Galway, Ireland in 2007 by serial entrepreneur, Mike Feerick, the majority of its programmes being vocational in nature.

Its stated objective is to enable people to gain basic education and workplace skills. Contrary to other MOOC providers with close links to American third level institutions such as MIT and Stanford University, the majority of ALISON's learners are located in the developing world with the fastest growing number of users in India. ALISON registered its 5 millionth learner in February 2015, making the online education provider one of the biggest MOOCs outside of the US.

Description of the Best Practice

ALISON invites publishers to put some of their courses on the platform, some who wish to do so for no monetary return, others in turn agree to provide their content for free on ALISON's website due to the shared revenue gleaned 'mostly from advertising and sales of certificates. According to The Economist, the company seeks to drive education through advertising in the manner of television and radio. Through the online pay per click advertising revenue model, ALISON has founded a business model whereby

'learners in the developed countries are essentially paying for those in developing countries' while providing the learning materials free.

Promotional Logo Alison.com - Copy 30 01 2017 https://alison.com/

Effect – Impact of practice

ALISON now provides training to over 9 million registered users, offering over 750 courses across certificate and diploma level in ten languages. The certificate level courses necessitate 1–2 hours study with the more rigorous diploma level offerings requiring 9–11 hours study on the part of the learner. ALISON note on their website that 'there is no time limit on completing a course, so learners can study entirely at their own pace' and that some of the courses such as the Microsoft Digital Literacy Program may take up to 20 hours to complete.
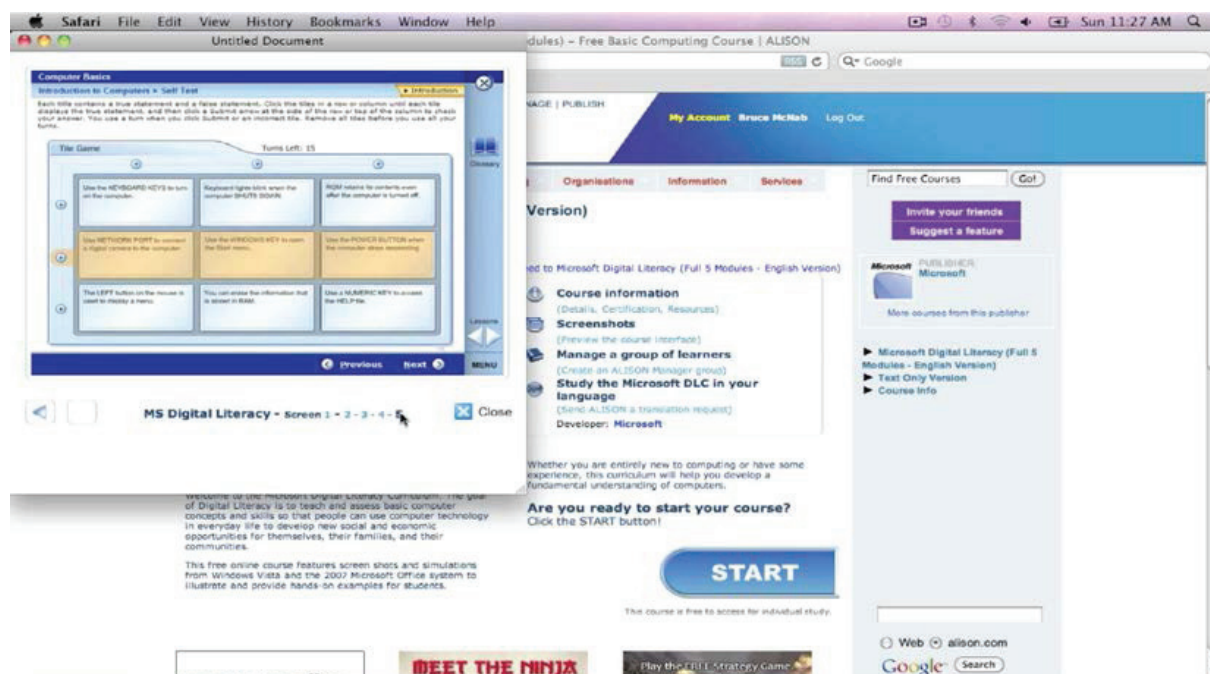
Getting Started Page on Alison.com - Copy 30 01 2017 https://alison.com/

Live Experience – Learners' and Educators' perspectives

Some educators have argued for the ineffectiveness of the MOOC model of this kind in delivering real educational impact, highlighting the lack of personal interaction with educators and the high drop-out rate of users with no incentive to commit without any material investment of their own. Naturally, the learners regard the free aspect of the learning as highly attractive, despite the drawbacks of learning remotely.

Other sources have noted the 'sustainable' manner of ALISON's operating procedure, The Economist suggesting that ALISON generates 'plenty of revenue' on its website while still providing its learning materials of 'mostly vocational education' for free.

In response to challended form educators that the Alison course are not accredited and therefore of limited valu e in the external market, ALISON states in its website-

"In an effort to keep programme costs down, ALISON has not sought to be, nor has been approved by any accrediting body and does not represent itself as an "accredited" programme of any of these organisations.

ALISON has built a reputation around the world for providing high-quality learning services. ALISON courses are devised in accordance with best practices worldwide. Standards applied mirror those instituted by the Microsoft Corporation (IT Literacy), the Health and Safety Authority (Health & Safety) and the Australian High School standards (our school curriculum courses). ALISON Certificates of Completion provide evidence that the learner has acquired the relevant knowledge/skill-set.

ALISON offers an additional feature, not available from traditional course providers. The ALISON Test feature enables the testing of the knowledge level of ALISON graduates online, anywhere, at any time. The facility is used by employers, organisations and institutions around the world. No other method of learning offers such a dynamic validation of competence and knowledge."

QUAKE Project

GEOGRAPHICAL AREA
Ireland / Europe

CATHEGORY
ECVET

CRITERIA:
Innovative / Transferable
Transformative / Sustainable

WHAT:
Development of a Methodological
Framework and Guide to assist
Teachers and Students

IMPLEMENTATION:
Irish National Level Irish / European

REASONS FOR SUCCESS:
Standardisation of approach and
ease of transfer of knowledge

LINKS:
www.mic.ul.ie

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ECVET Methodological
Framework And Guide
(Quake Project)-Mary
Immaculate College,
Limerick

Underlying Needs

To further the capacity for Educators
using the ECVET process, the QUAKE
project involved a strategic partnership
between seven partners from five European
countries (Belgium, Bulgaria, Spain, Ireland
(Mary Immaculate Project, Limerick) and
France aiming to develop the capacity
of teachers working in the vocational
education and training (VET) sector in the
implementation of ECVET.

Description of the Best Practice

The good practice arising from the
project is the ECVET Methodological
Framework for learner mobilty and teacher
development and a Methodological Guide
to help schools and teachers to implement
ECVET.

Quake.
QUALIFICATION KNOWLEDGE ECVET

Project Quake Logo

Employment   Best Practice Guide

The objectives of the Quake Project were:

1. Carry out and review the current state of play in ECVET implementation in the five countries of the partnership;

2. Plan and implement ECVET in several VET settings across Europe;

3. Design and deliver a program of training for teachers, targeting their knowledge and skills in ECVET ;

4. Write and publish a methodological framework and guide to help schools and teachers to implement ECVET .

5. To achieve these objectives, the project will carry out a review of ECVET implementation to date, conducting a needs analysis of schools and teachers in the use of ECVET. Certain VET modules from agriculture-nased programmes will be chosen as the basis for an experimentation with ECVET.

How it will be implemented (Project Ongoing)

A programme of CPD training for teachers has been developed incorporating ECVET in the assessment learning outcomes. Once the first training programme for teachers has been put in place, the mobility of a small number of learners will be organized, and subsequently evaluated through a survey of participants. This will be followed by further professional development (both onsite and online).

A methodological guide for teachers has been prepared and is being published. In this way, the Quake project targets not only learner mobility and permeability between education and training systems in Europe but also, and especially teacher professional development and the engagement of VET institutions. The work of the project has been supported by contributions from national ECVET experts, and incorporates various quality assurance activities. This will ensure appropriate compliance with agreed schedules, including the regular production of technical and financial reports by partners.

In addition, national dissemination seminars for the presentation of the work done (reviews of existing practice, needs analysis, methodological guide, training curriculum, and other tools) have cpm,mmenced and will enhance the dissemination of knowledge. Dissemination will be an important part of the work and will be supported through the use of a project website, social media, digital publications and videos. The final dissemination event will be a European conference in Paris in 2017. This will be the last step before submission of the final project report.

Project Quake Team

Get in touch with us

iv4j.eu