

**PREPARATORY MATERIAL for
“THE DIGITAL TRANSITION”
INTERNATIONAL THEMATIC EXPERTS GROUP MEETING
21.09.2022, Bruxelles**

Premises

Focus of the thematic group: ***Accelerating e-learning effectiveness***

Purpose of the meeting: Identifying 5 key recommendations for policy makers based on the debate on the key points for discussion below.

Context to consider: Educators take on the challenge of designing quality distance learning experiences, they're coming face-to-face with a range of equity issues in their school communities. Learning efficiency is typically determined by the money, time and resources that are crucial for obtaining desired results. This means the learning process becomes better if fewer expenses and less time are involved.

The idea here is to formulate an effective approach where both productivity and efficiency can be increased. This approach should be directed to every aspect of online education: curriculum, theory, practice, teaching, administration, technology, and institutional culture to leave a positive impact on the overall method of learning.

Key points for discussion

1. Identification of the main **target groups** involved in the acceleration of e-learning effectiveness in VET.
2. Identification of the **internal and external challenges/threats** that interfere with the acceleration of e-learning effectiveness in VET (declined for the target groups considered).
3. Identification of the **internal and external opportunities** (for the considered target groups) that are opposed or are generated by the challenges/threats to accelerate e-learning effectiveness in VET.

VENHANS – VET European networking Enhancement
Project no. 609023-EPP-1-2019-1-BE-EPPKA3-VET-NETPAR

Suggested documents for possible consultation

1. Digital Education Action Plan – Action 2

Digital Education Action Plan (2021-2027)

The Digital Education Action Plan (2021-2027) is a renewed European Union (EU) policy initiative that sets out a common vision of high-quality, inclusive and accessible digital education

<https://education.ec.europa.eu/focus-topics/digital-education/action-plan>



2. Council Recommendation of 29 November 2021 on blended learning approaches for high-quality and inclusive primary and secondary education (2021/C 504/03)

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32021H1214%2801%29>

3. FUTURIUM group: 2030 Digital Compass: Digital Skills

Futurium | Digital Skills

Digital skills

 <https://futurium.ec.europa.eu/en/digital-compass/digital-skills>



Some shared thoughts

Possible target groups to consider:

1. Student's Family/Parents
2. Students
3. Apprentices
4. Trainers and Educators
5. Tutors (Enterprise)



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Preliminary analysis: How Might We accelerate e-learning effectiveness?

Target	Challenges	Threats/Problem	Opportunities	HMW (Key question)
Family	Allow all families to offer their children the <u>ideal conditions to participate in remote lessons (Blended Learning)</u> .	The problems can be of different types: cultural, dedicated spaces, tools such as PC and non-mobile, etc.	Public resources to improve the conditions of families in the case of distance learning.	<i>How might we improve the enabling conditions at home for full participation in the blended learning system?</i>
IVET student	Increase the active participation and <u>inclusion of students in distance learning</u> .	The teachers do not know how to adopt strategies and digital tools that stimulate the participation of all students, even those with different types of difficulties.	Following COVID 19, numerous <u>remote collaboration tools</u> and methodologies for improving inclusion in distance learning processes have been developed.	<i>How might we guarantee a good level of distance learning to those needing a specific didactic support intervention?</i>
Apprentice	The emergence of the “ <u>dual system</u> ” in vocational training.	The dual system has decreased the hours of training at the school, with a significant decrease in the training in the laboratory. This aspect could decrease the training effectiveness in the presence of companies not prepared for teaching.	New technology like <u>AR/VR for learning</u> .	<i>How might we leverage immersive learning technology to improve the integration between school and workplace learning?</i>
Teacher	There is a growing importance of <u>blended education</u> and flipped classroom models to increase individual and group autonomy and responsibility in lifelong learning.	Pedagogical models and outdated teaching strategies that do not include digital technologies for teaching management (in general a cultural problem).	Great experience gained during the pandemic, in addition to the digital tools developed and tested, etc.	<i>How might we increase the use of digital teaching to develop soft skills such as critical thinking, creativity, cooperation, etc.?</i>
Tutor (enterprise)	An increasingly important role of companies in the training model (dual system).	Poor integration and connection between the two learning contexts.	Different forms of collaboration and integration between school and business (collaboration contract): virtual community; multimedia content support; use of "immersive learning tools"; " <u>virtual mobility</u> " abroad; etc.	<i>How might we concretely develop and implement a new model of collaboration between school and business in the context of blended learning?</i>