COORDINATION OF DEMONSTRATION PROJECTS

Report #2

February/2018

ALBANIA, Center for Competitive Skills

Project name: Using of social platforms by VET teachers for sharing experience and teaching and learning materials

During February, the membership in three professional networks increased (compared with January), particularly in the Economy sector:

- SHARE-Hostelry consist of 42 active members (+ 3 members)
- SHARE-Thermo-plumbing consist of 24 active members (+ 1 member)
- SHARE-Economy consist of 53 active members (+31 members)

In total, the SHARE – VET forum is currently followed by 122 teachers, instructors and other VET specialists (+35 members, about 40% increase) and this number is in continuous increase.

The forum members are becoming more active in receiving and posting written materials, videos, comments and other relevant information. There are clear evidences that the structure and quality of materials exchanged is in gradual improve (this is also stated by the teacher leaders and active teachers).

One information and dissemination workshop was carried out in Korça, with the participation of about 30 teachers of 3 vocational schools.

One information and dissemination workshop was carried out in Fier, with the participation of about 20 other teachers of 2 vocational schools and 1 training centre (not participating in the previous workshop).

One information and dissemination workshop is carried out in Berat, with the participation of about 20 teachers of 2 vocational schools from Berat and 1 vocational school from Lushnja (not participating in the previous workshop).

The project consultants and teacher leaders presented the SHARE – VET forum; they emphasized the advantages, they illustrated the layout and they explained the use of this network through Facebook.

The participants were also invited and promoted to be active members of this forum.

The project activities are coordinated and continuously monitored by the project staff.

The SHARE – VET forum activity is also rigorously monitored in terms of participation, intensity, frequency, types of information exchanged, the quality of materials and other parameters. The Report and other feedback information are carefully analysed by the Project staff, the findings are shared with the teacher leaders and active teachers and have served to plan the next steps.

The forum members are becoming more and more active but still some of them are not engaged enough. They have a tendency to benefit and not to contribute with materials for other teachers.

The membership is concentrated in big vocational schools of Tirana and membership from regions is still limited.

There is a need to enhance promotion of the SHARE – VET forum and possibly to add another vocational sector as part of this forum (maybe Auto-mechanic sector, as one of the most populated qualification).

The quality of materials exchanged improved but there is still room for further ameliorations (some materials downloaded from Internet are in English and not easy to be used by most teachers and students).

It was not possible to implement during this month some activities initially planned for January and postponed to February. They are postponed to March 2018 (dissemination event at the national level; publication of project documentation; preparation of the analytical document, preparation of follow up instruments).

MACEDONIA, Harvest Knowledge

Project name: Embedding the use of digital tools in vocational schools

In February 2018, the following activities were organized and carried on:

Functioning and sustainable repository (VETNet) contains digital instructional materials, which have relevance to other vocational teachers

- There are 65 user accounts at VetNet repository
- Repository have 14 sections for teachers' materials – for every vocation from participating school and one for general subjects

Relevant digital educational content developed and shared between vocational teachers and instructors

- Teachers share the materials there as well as to the Facebook groups that are created for each vocation from the participating schools

Monthly meetings LTN and recruits

- Lead Teacher Networkers are having regular meetings with their recruits to discuss possible difficulties in using new digital tools in the classes

Reporting – LTN are sending monthly reports to master trainers

- Lead Teacher Networkers are sending regular monthly reports to master trainers
- Reports include activities, meetings, performance, photos

SERBIA, Center for Education Policy

Project name: Networking for Agricultural Schools in Serbia

In February 2018, the following activities were implemented.

Activity 1. Selection of vocational pilot schools and Lead Networkers.

Schools were selected on the base of a set of criteria (number of occupational profiles in respective sector, school size, school equipment, cooperation with IIE, etc.) and invited to participate in the project. Out of all VET agriculture schools (31 schools), 24 schools fit the criteria. Therefore, 24 schools were pre-selected and invited to participate in the project. Schools were also invited to participate in the training. Additionally, the schools were asked to give their opinion on the best option for a platform for placement of teachers' materials.

Concrete conducted activities were:

1.1. Designing the invitation letter

1.2. Designing criteria for selection of school

1.3. Selection of schools

1.4. Contacting schools' directors to make agreement on the best option for platform for placement of teachers' materials

1.5. Designing the registration form for the training

1.6. Sending the registration form to schools

1.7. Communication with schools regarding the project and the training

1.8. Making the final list of the training participants

Activity 2. Preparation of training programme building upon and adapting past resources.

The training programme was prepared, based on past recourses and adapted to the needs of agriculture schools. The training programme was developed in a way that contains practical and theoretical elements. Firstly, training agenda and conditions for selection of participants were defined, as well as the logo. Secondly, a training programme was widely developed i.e. a Moodle course with three core sections was designed. These sections include 1) general section, 2) section on digital materials in teaching, and 3) section on technology contribution to the teaching process. General section contains *Notifications forum* (a place where moderator puts general information) and a *Chat room.* The section on digital materials in teaching contains "Flipped classroom" lesson (theoretical background and explanation of the pedagogical model), "Flipping the classroom" lesson (algorithm for creation of teachers' class preparation), "Flipped classroom - pros and cons" forum, "Platform Sophia" lesson, and "Flipped classroom" assignment. The section on technology contribution to teaching process includes *SAMR model* lesson, page dedicated to *Feedback to students* and *Assessment of recommended flipped classes* forum. In addition, the designing template for creation of teachers' class preparation and designing framework for the assessment of "Flipped class", the preparation for live presentation for the face-to-face part of the training, and the migration of the Moodle course into the selected schools' platform were completed. Additionally, input and output questionnaire (see the questionnaires at the end of the section) for training participants were developed in order to assess participants attitudes prior to and after the training.

Consultations between IIE and ETF and between IIE and CEP were held about preparation and organisation of the training programme. Follow up and support activates are envisioned with participants in need (skype meetings).

Concrete conducted activities were:

2.1. Defining agenda

2.2. Defining conditions necessary for selection of teachers for training participation

2.3. Training logo designing

2.4. Designing the Moodle course with three sections - 1) general section, 2) section on digital materials in teaching and 3) section on technology contribution to teaching process

2.5. Designing "flipped classroom - pros and cons" forum and the themes for discussion

2.6. Creation of content for "Flipped classroom" lesson and for "Flipping the classroom" lesson

2.7. Creation of content for "Platform Sophia" lesson (includes making the video tutorials)

2.8. Designing the input and output questionnaire for training participants

2.9. Designing template for creation of teachers' class preparation

2.10. Designing framework for assessment of "flipped class"

2.11. Preparation for live presentation

2.12. Migration of the Moodle course into the selected school's platform

2.13. Consultations between IIE and ETF

2.14. Communication between IIE and CEP on the training organisation

Activity 1. Selection of vocational pilot schools and Lead Networkers.

- 24 schools were pre-selected

Activity 2. Preparation of training programme building upon and adapting past resources.

- As the project activities are now mostly related to the preparation of the training, there is no such data available now, but it will be included in the next report.

INPUT QUESTIONNAIRE FOR TRAINING PARTICIPANTS

1. Years of service in education institutions: 0-2   2-7   7-15   15-25   25-35   35 and more

☐   ☐   ☐   ☐   ☐   ☐

2. Gender: Male ☐ Female ☐

Please assess the following statements and make a circle on a value on a scale from 1 to 4 (1 - never, 2 - rarely, 3 - as needed, 4 - frequently)

3	I apply modern technologies in my work	1	2	3	4
4	I find digital material and I use such material in teaching	1	2	3	4
5	I find digital material, I adjust it to my needs and I use such material in teaching	1	2	3	4
6	I make my own digital material and I use such material in teaching	1	2	3	4
7	I share prepared digital material with my colleagues	1	2	3	4

8. I expect from this training:

_____

_____

_____

OUTPUT QUESTIONNAIRE FOR TRAINING PARTICIPANTS

1. Years of service in education institutions: 0-2   2-7   7-15   15-25   25-35   35 and more

☐   ☐   ☐   ☐   ☐   ☐

2. Gender: Male ☐ Female ☐

Please assess the following statements and make a circle on a value on a scale from 1 to 4 (1 - never, 2 - rarely, 3 - as needed, 4 - frequently)

After the training I feel ready to:

3	apply modern technologies in my work	1	2	3	4
4	find digital material and use such material in teaching	1	2	3	4
5	find digital material, to adjust it to my needs and to use such material in teaching	1	2	3	4
6	make my own digital material and to use such material in teaching	1	2	3	4
7	share prepared digital material with my colleagues	1	2	3	4

8. I would recommend this training because:

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