



Network of Education Policy Centers

## COORDINATION OF DEMONSTRATION PROJECTS

Report #3

March-April/2018

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

Three professional networks (Facebook based) on three vocational sectors (SHARE-Economy; SHARE – Thermo-plumbing and SHARE – Hostelry) continue to operate and continuously increase the members, the activity and the impact. During March and Mid-April, the membership in three professional networks increased (compared with February), particularly in the Economy sector:

- SHARE-Hostelry consist of 52 active members (+ 10 members)
- SHARE-Thermo-plumbing consist of 29 active members (+ 5 members)
- SHARE-Economy consist of 57 active members (+4 members)
- In total, the SHARE – VET forum is currently followed by 138 teachers, instructors and other VET specialists (+19 members, about 16% increase) and this number is in continuous increase.
- The forum members continue to be more and 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 confirmed by the teacher leaders and active teachers).

Four information and dissemination workshops were carried out in Tirana, Durrës and Elbasan (about 100 participants in total):

- One information and dissemination workshop was carried out in Tirana, at the premises of Economical school, with the participation of about 25 teachers of this school.
- Two information and dissemination workshops were carried out in Durrës, at the premises of “Beqir Çela” vocational schools and “Isuf Çela” vocational school, with the participation of about 45 teachers for both schools.
- One information and dissemination workshop was carried out in Elbasan, at the premises of “Ali Myftiu” vocational schools, with the participation of about 30 teachers of two vocational schools
- The project consultants and teacher leaders have presented the SHARE – VET forum, have emphasized the advantages, have illustrated the layout and have explained the use of this network through Facebook (see photos attached).
- The participants were also invited and promoted to be active members of this forum.

The SHARE – VET platform is monitored by the project coordinator and consultants:

- 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.

## Challenges

- The activity of forum members needs to be enhanced.
- Small vocational schools distributed in the regions should be more represented in the SHARE – VET Forum.
- There is a need to enhance promotion of the SHARE – VET forum and possibly to add another vocational sector as part of this forum.
- The quality of materials exchanged needs to be further improved.

## Changes

Some activities planned for March are not implemented during this month and are postponed to April 2018 (dissemination event at the national level; publication of project documentation; preparation of the analytical document, preparation of follow up instruments).

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

- SHARE-Hostelry consist of 61 active members (+ 9 members)
- SHARE-Thermo-plumbing consist of 31 active members (+ 2 members)
- SHARE-Economy consist of 60 active members (+3 members)
- In total, the SHARE – VET forum is currently followed by 152 teachers, instructors and other VET specialists (+14 members, about 10% increase compared with March) and this number is in continuous increase.
- Referring to the data collected through monitoring process, it results that the forum members continue to be more and active in receiving and posting written materials, videos, comments and other relevant information.
- There are also 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 in the final dissemination workshop).

The final dissemination workshop was carried out on 17 April, in Hotel Mondial, Tirana, with the participation of more than 30 participants (project staff, consultants, teacher leaders, active teachers, VET teachers, representatives of Ministry of Finance and Economy, NAVETQ etc.), from Tirana and Regions:

- The project consultants and teacher leaders have presented the SHARE – VET forum and respective statistics regarding its attendance and impact. They have emphasized the advantages of this platform and have explained the technical aspects for using this network through Facebook (see photos attached).

The monitoring by the project coordination of the SHARE – VET platform continues

### Changes

Some activities such as publication of project documentation, final evaluation report, follow up instruments and increasing the SHARE – VET vocational sectors will be implemented during **May**.

## MACEDONIA, Harvest Knowledge

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

The project already started in early December 2017 and it therefore came to its operative end in February. The following months were dedicated to the issue of the final/evaluation report.

## SERBIA, Center for Education Policy

*Project name: Networking for Agricultural Schools in Serbia*

In March/April 2018, the following activities were implemented.

### Activity 1. Delivery of training (March 1 - 25)

*Duration: 1-day face-to face and 2-week online training*

*Participants: 33 participants in face-to-face and 32 participants in online training from 28 schools*

*Objective: to improve teachers' competences for using the digital teaching materials, networking, as well as the concept of flipped classroom*

*Results: based on the questionnaire, participants greatly changed their perceptions for using, making, adjusting and sharing digital materials.*

Delivery of training was twofold - first part of the training was conducted as a face-to face one-day event, organised in the premises of the Institute for Improvement of Education (IIE), while the second part was done online, via CEP Moodle platform

(<http://ereflect.cep.edu.rs>), and it lasted for two weeks. Consultations between IIE and CEP were held about the final preparation and organisation of the training.

First part of the training was held on March 6 and it gathered the representatives of 28 agriculture schools from different parts of Serbia, i.e. 32 participants in total. At the beginning, the aims of the project and the training were introduced, following the presentation of concepts of professional networking and the open educational resources. Next two sessions were dedicated to learning about digital teaching materials (how to search for it, assess its quality, adjust it or create one), and how digital teaching materials can support the concept of “flipped classroom”. At the end, Moodle course was presented, and participants got familiar with the credentials, logging in, working environment, teaching materials, main activities and tasks to be done in the following weeks. Additionally, participants were asked to fill in the input questionnaire at the very beginning of the training.

As for the online part of the training, a total of 32 participants enrolled the online course and 29 successfully completed it (90.6%). Ten tailor-made videos have been developed for the purpose of the training. During the first week, participants were able to use following resources and conduct following activities: “Flipped classroom - the concept” lesson, “Flipping the classroom” lesson, “Flipped classroom - pros and cons” forum, “Platform Sophia” lesson, and “Flipped classroom” assignment - teachers had to develop a tutorial for students which contains digital learning materials, using the platform Sophia, and to fill in the document for teachers’ preparation. During the second week, participants used the following resources: “SAMR model” lesson, to “Feedback to students” page, “Homework alternatives” page, and a forum “Recommended flipped classes” which was used for assessing the quality of developed materials by other participants (based on the developed criteria) and giving feedback. At the very end, participants filled in the output questionnaire.

Concrete conducted activities are:

- 1.1. Final preparation of the training (online materials and hard copy materials)
- 1.2. Communication between IIE and CEP on the training organisation
- 1.3. Delivery of face-to-face part of the training
- 1.4. Delivery of the online part of the training
- 1.5. Communication with schools during the online training delivery (email, phone, skype)
- 1.6. Collecting information using the input and output questionnaires

## Activity 2. Sharing of training in schools (March 20 - April 7)

*Duration: half-a-day event in schools*

*Participants: 357 participants from 26 schools (4 schools reports are missing)*

*Objective: to share knowledge gained in AgroNet training*

*Results: so far, 357 participants from 26 schools gained knowledge on the training and online platform AgroNet Serbia. 2 more schools are expected to report on the sharing activity.*

After the training completion, schools shared their experience with the rest of the school staff and reported to IIE, sending the photos and short reports. Training participants, with the role of lead networkers, presented the concept of flipped classroom, their experience with using and development of digital materials (Sophia platform), as well as the online open recourse that other teachers can use (<https://agronetsrb.weebly.com/>). So far, 26 out of 28 schools delivered evidence about the sharing event.

Concrete conducted activities are:

2.1. Training participants organised sharing events in their schools

2.2. 26 schools reported on the sharing event

### **Activity 3. Sharing of good practice material (March 1 - 25)**

*Objective: to create open educational recourse teachers can use (AgroNet Serbia platform)*

*Content: so far, 29 online lessons and 29 documents on teachers' preparation available at the platform (<https://agronetsrb.weebly.com/>)*

Along with the training delivery, training materials as well as the training outputs, i.e. teaching materials developed by teachers, have been imported to the online platform, called AgroNet Serbia (<https://agronetsrb.weebly.com/>). These materials are categorized by school grades (1<sup>st</sup> to 4<sup>th</sup>) and they contain online lessons including respective documents for teachers' preparation. So far, 29 lessons and respective documents have been placed, in total (8 in 1<sup>st</sup> grade, 11 in 2<sup>nd</sup> grade, 3 in 3<sup>rd</sup> grade and 7 in 4<sup>th</sup> grade).

Bearing in mind that this is an open educational source, every teacher from Serbia can use it.

Concrete conducted activities are:

3.1. AgroNet Serbia online platform developed and designed

3.2. Training participants developed their own digital materials

3.3. Digital materials uploaded into the platform

#### Activity 4. The results of VET pilot are evaluated and available to the public (March 25 - April 15)

*Content: analysis of the results of input and output questionnaires, information available to the public using the partner websites*

*Results: the analysis showed that there has been a great increase in teachers' assessment of their abilities to use, make, adjust, apply and share digital materials in teaching, prior to and after the training. Information is also available on CEP website.*

Analysis of the training effects have been conducted using the input and output questionnaire for training participants. They were asked, prior to and after the training, to assess the level of their engagement in applying modern technologies in teaching, finding digital material and using such material in teaching, in adjusting it to their needs, in making their own digital material and sharing the prepared digital material with colleagues. Results of the two questionnaires are presented in the Annex below. In addition, the results of the project have been promoted on partners' websites and made available to the public (IIE link - <http://zuov.gov.rs/obuka-agronet/>; CEP link - <http://www.cep.edu.rs/news/project-networking-for-agricultural-schools-in-serbia/75>)

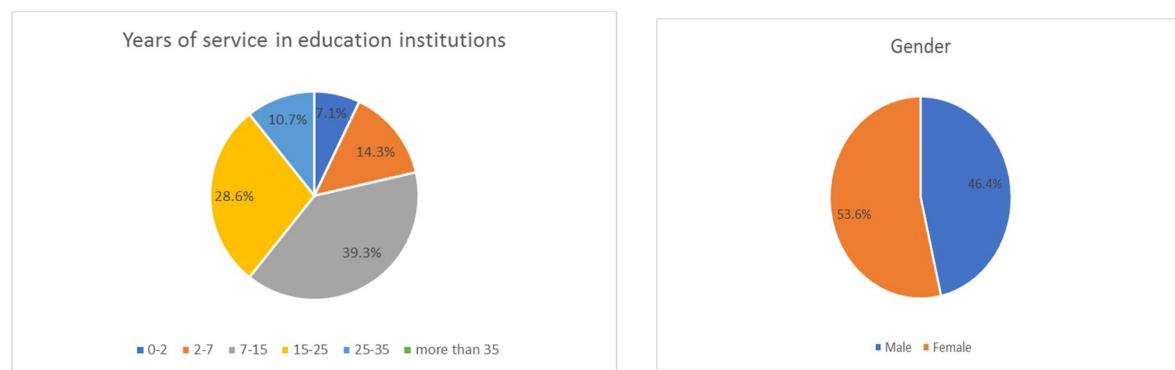
Concrete conducted activities are:

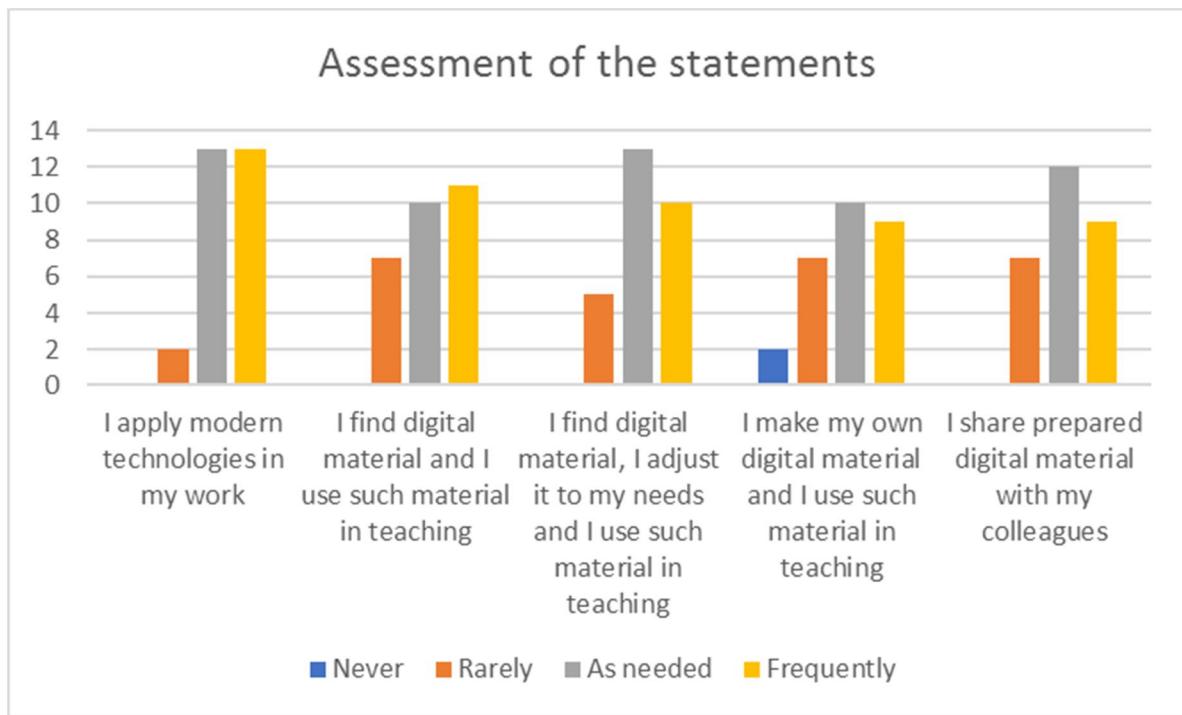
- 4.1. Conducted analysis of the results of the two questionnaires
- 4.2. Posting the information on partners websites

#### Annex

##### **Results of the input questionnaire**

The input questionnaire was filled in by 28 training participants.





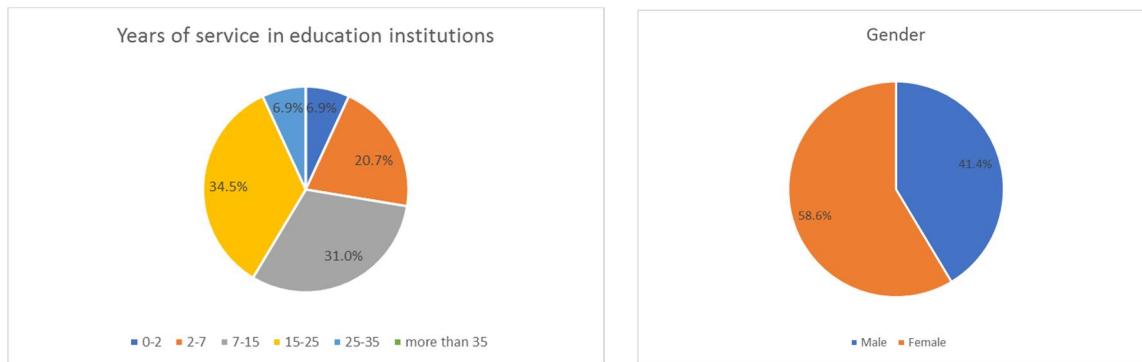
I expect from this training:

- ... to improve competence in the area of digital teaching. ICT applying in teaching
- ... to help me and make easier for me to find and use digital materials.
- ... guides to learn the importance of making digital material and to learn unknown techniques for development of such materials
- ... raising awareness on how to bring closer digital classroom to my students
- ... an active network of agriculture schools in Serbia with the platform which we can use for placing the teaching resources - teaching preparation in digital forms, forums, possibilities for further professional development
- ... to learn new things and to get help in improving my work with students
- ... to learn how to make my own digital materials and apply it in my work
- ... to learn something new which I can apply in my school
- ... to learn how to use digital materials in teaching
- ... better networking with other agriculture schools to exchange materials and experiences
- ... help in using digital materials and improvement of teaching
- ... building digital competencies
- ... new knowledge
- ... to learn more
- ... to improve my digital skills and adjust it to my work in teaching

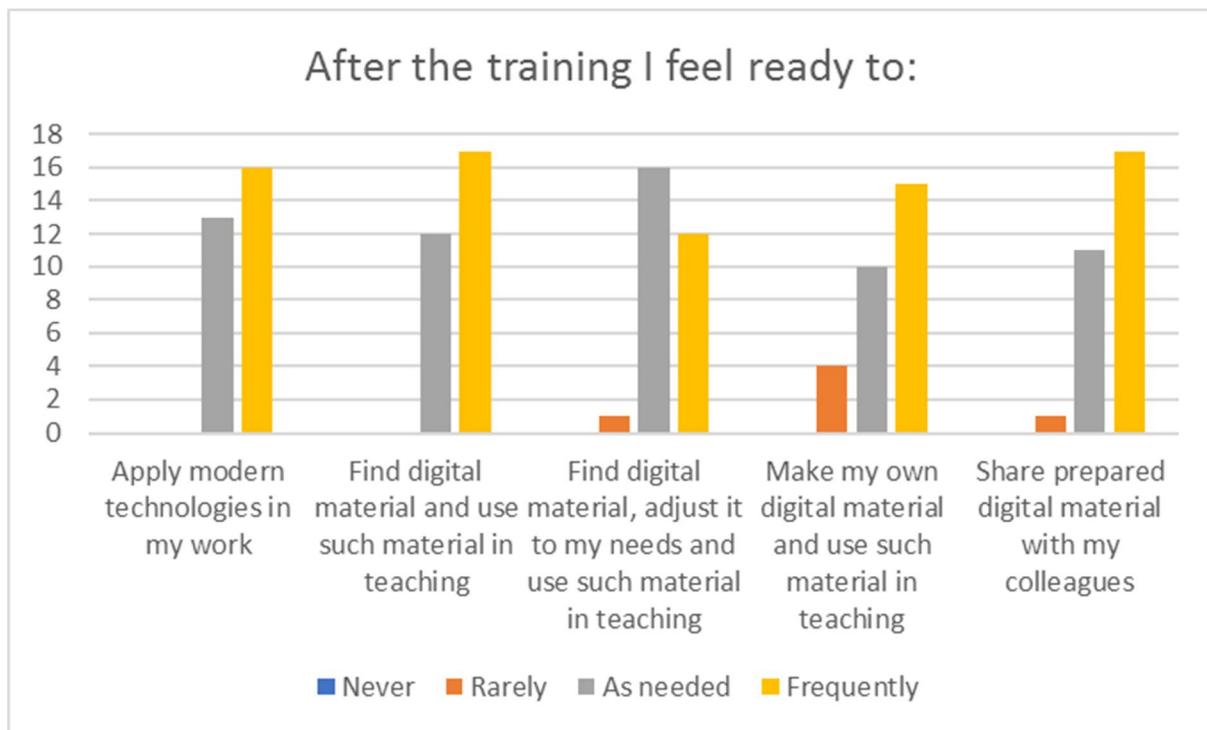
- ... to gain new knowledge and experience which I can use in teaching
- ... better applicability of the tools for using digital materials in teaching
- ... to improve my digital competences - exchange of experiences with colleagues from other agriculture schools
- ... to improve my knowledge about digital materials which I will use in teaching and improve digital competences in life
- ... to improve digital competences

## Results of the output questionnaire

The output questionnaire was filled in by 29 training participants.



Assessment of the statements - After the training I feel ready to:



I would recommend this training because:

... students learn faster and easily. They find it interesting.

... it gives greater possibilities for using new technologies in teaching. Also, it allows us to exchange our materials with colleagues from different schools and creates new kind of connection between us.

... it is different.

... it gives another possibility for us to motivate students.

... it allows us to exchange teaching materials and improvement of teaching process which students find interesting.

... I will do the same thing I have been doing - I have already been using digital teaching material very often. Kind regards.

... I think that any kind of relation, work and spending time together which this training provided, affected positively on us as teachers in terms of finding, exchanging and building knowledge which we can apply in teaching.

... on the one hand, it is useful, on the other hand it is interesting, and it contributes to more successful teaching implementation.

... teachers will learn about new, innovative, useful and very applicable concept.

... it contributes to working atmosphere, greater engagement of students who are mostly inactive and not concentrated during classes.

... my expectations to improve competences and skills for using digital materials in teaching were fulfilled, training is well organized, trainers are open for cooperation and they want to provide answer to our questions and solve our doubts.

... training is interesting, useful and applicable. It motivates teacher to pass new knowledge into the classroom. In every moment, we had the full support of moderators.

... students easily accept every change as well as the teaching methods and this is the one of the most efficient methods to apply innovative technologies.

... it allows easy exchange of teaching materials and creates greater connection between us.

... gaining new knowledge and skills contributes to our greater functionality and it eases the process of learning and working for students.

... interesting theme, not too overwhelming, it allows us to try something new in order to make students more interested and increase our digital competences.

... they will expand their knowledge and applicability of digital materials in teaching and they will connect more easily with colleagues and exchange their teaching resources.

... relevant, reliable and verified teaching material is missing on the internet or it is unavailable to the greater public.

... it offers a method which is very efficient if used adequately and gives concrete tools (Sophia, Screencastomatic) which can be applied in work.

... it allows improvement of teachers' digital competences and gives good guides for networking with colleagues and exchange of experiences. Trainers are very professional and committed and the training was creative and very applicable in everyday work. Thank you for understanding and patience you showed during the problems solutions.

... it allowed me to apply new digital in teaching.

... very interesting for professors and teachers.

... it can allow teachers to improve their work in their field, and to ease working with students.

... it is useful, and it encourages the work of students and teachers as well as their development.

... one can learn about new platforms which one can use to put and find teaching materials.

... it is innovative and very useful!

... after the training one can gain new knowledge and competences for using the digital teaching materials, trainers are more than ready to explain and help participants on the right ways to apply gained knowledge and improve the existing one, organization was excellent.

... it is very useful and practical, and it eases the process of teaching.

... offers creativity to teacher.