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Network of Education Policy Centers

COORDINATION OF DEMONSTRATION PROJECTS

Report #9

September/2017

ALBANIA, Irisoft Education

Project: "Knowledge Management & Implementation during the Teaching Process for Vocational School Teachers"

In August 2017 the following activities were implemented:

School	Date	N. of teachers	Title
Gjergj Canco School	03.09.2017	16	Counselling meetings and practical training
Gjergj Canco School	09.09.2017; 3 hours	19	Training platform
Gjergj Canco School	15.09.2017; 3 hours	19	Monitoring "soft skills"
	18.09.2017; 3 hours	16	Training
Gjergj Canco School	22.09.2017; 3 hours	8	Training platform
	22.09.2017 – 30.09.2017 3 times x 2hours		Monitoring

Objective of trainings:

- Using the online portal

- Encouraging teachers' involvement and increasing their research competences to find the resources and to simplify them for publishing on the portal.

- Testing training materials

- Monitoring of the learning process

The portal with teachers materials has been created http://portali.irisoft.al/shpjegimi-i-zerave-te-planifikimit-ditor/ it will be launched on November 11th.

Thus far 30 trianig lessons have been created by the launch another 100 is expected.

Bosnia and Herzegovina, Agency for Pre-primary, Primary and Secondary Education

Project name: Model for establishing the system of accreditation programmes for continuing professional development of VET teachers

Organizational preparations for the Workshop III were continued in September. The aim of the workshop is to finalize the documents that have been drafted needed for the

accreditation process, conduct a trial accreditation and consultation with teachers on the process and documents from.

Schools that will participate in the consultations during Workshop III have been selected all together 10. The schools have been appointed by the ministry and teacher training agencies from the Tuzla and Una-Sana cantos as was agreed in the signed protocols of cooperation. The APOSO requirements were that they are Vocational schools in which most teachers are working according to the modular teaching plans.

Tuzla canton schools:

- Građevinskogeodetska škola Tuzla
- Mješovita srednja škola Tuzla
- Mješovita srednja škola Srebrenik
- Mješovita srednja škola Gračanica
- Mješovita srednja škola Živinice

Una-Sana schools:

- Medicinska škola Bihać
- Mješovita srednja škola Ključ
- Mješovita srednja škola Bosanski Petrovac
- II srednja škola Cazin
- II srednja škola Velika Kladuša

Representatives of pedagogical institutes work on the preparation of the programs for trial accreditation.

The Workshop III will take place in Banja Luka on 17th, 18th and 19th of October 2017.

KOSOVO, Institute for training and economic development

Project: Continuing Professional Development for VET - CAPACITY BUILDING OF VET TEACHERS THROUGH NEW TECHNOLOGICAL APPLICATIONS

Training in AutoCAD 2D

Duration – 15 hours for each groups, 2 groups in total

Number of school: 12

Number of trainees: 119

AutoCAD Essentials level of training includes basic themes or core learning AutoCAD program. Learning strategy starts with some basic commands that allow the student to create and change

simple drawings, which then continue with perfecting techniques using commands. The next stage is the use of more advanced commands. Not all commands are taught, because the idea is that within this training to learn commands and essential concepts, such as:

- Understanding of the working space in AutoCAD users (User Interface).
- Use basic commands for drawing, editing and drawing his inspection.
- Organize drawing on Layer.
- Inserting symbols or reusable blocks.
- Preparation of "sheets" (layouts) to print.
- How to add text, splines and quotas in the drawing.

Results of evaluation conducted with participants

ITED together with AVETAE have developed a draft plan for dissemination of the training in August, however due to some changes in school program of the schools, the plan is being redrafted and it will start in October.

MACEDONIA, Harvest Knowledge

Project name: Improvement of the professional competencies of the teachers and achievements of the students in VET schools by establishing new concept for digital learning and teaching (E-school concept) − Phase 2

- Migrating the digitalschool.mk platform to a new server
  - Master trainers have evaluated the need of better hosting plan for the increased needs of server power due to a large number of users in this phase of the project
  - New VPS hosting was bought
  - The subdomain was created for each school

- Upgrading users and cohorts with new students and classes for new school year
  - Teacher trainers from all of the schools involved have prepared a list of students and classes to be added as users/cohorts to the web platform
  - Master trainers and administrators of the digitalschool.mk platform have uploaded those users/cohorts
  - Teachers will enrol their students/cohorts in their courses
- Monthly meetings − teacher trainers and teachers trainees
  - 16 teachers trainers with their colleagues trainees from their schools
  - Trainers were evaluating the performed tasks of their colleagues.
  - Trainees put their teaching materials on the platform according to the training modules
  - Trainers sent evaluation tables to master trainers
- Upgrading closed Facebook group with new members for sharing practices

- o Master trainers and administrators of the Facebook group digitalschool.mk have upgraded the group with new members from 8 schools (teachers trainees) for sharing practices.

MONTENEGRO, Ministry of Education

Project: VET teachers as learners in industry sector 2017 - VETtLIS 2017

The third round of teacher' placement, was implemented from 18th to 22nd September.

In this cycle, 29 teachers from 13 schools participated in these placements. The fields that covered these placements are: shipping, accounting and finance, veterinary medicine, hotel industry, tourism, forestry and mechanical engineering, electronics, traffic, trade, production, computer graphics, metallurgy, chemistry, healthcare, construction, interior designer, culinary and electrical engineering.

Evaluation visits were organized according to the following schedule:

- Monday, 18.09. – Vocational school in Bijelo Polje
- Tuesday, 19.09. – Vocational school in Nikšić
- Wednesday, 20.09. – Vocational school in Tivat
- Thursday, 21. 09. – Vocational school in Budva
- Friday, 22.09. – Vocational school in Podgorica

Each visit included meeting with the school principal and the coordinator of practical classes where placement and choice of teachers were discussed. Following the school meetings, coordinator and team from the Ministry of Education visited the employers who were training teachers. The requirements of a particular job, the plan according to which the training was conducted, and the benefits of this training for both, employers and teachers, as well as for students and schools were discussed.

SERBIA, Centre for Education Policy

Project: Supporting VET teachers' Continuous Professional Development through ePortfoilo

Following activities tool place in September 2017.

1) Training for teachers - introductory live meeting
   - Length: 1 day
   - Number of participants: 20 selected teachers from 7 schools and 3 trainers

The training was delivered by Ms. Katarina Aleksić, Ms. Milica Grahovac, with the support of Ms. Danijela Šćepanović (MoESTD of the RS). After the face to face training, teachers started the online training. Ms Katarina Aleksic and Ms Jelena Radisic are providing participants with the feedback for the online course.

Summary of the agenda and learning objectives:

The goal of the training was developing the capacity of secondary vocational schools to target and continuously review their practice and beliefs about teaching and learning on which their everyday work is based, to learn from their own experience and feedback from colleagues, and to share lessons learned with the intended public members of educational community through the creation and updating of personal electronic portfolio.

During the training, participants were introduced with the project objectives eReflect, objectives and concept of training; Several selected e-portfolios were presented and participants discussed on the following topics: What is e-portfolio, what their personal experiences and expectations are, why they need to work on electronic portfolio and what challenges they see. After that, they were introduced to the sequence of steps that need to be met in the creation of an electronic portfolio. They were invited to propose the structure of an electronic portfolio for the VET teachers (their answers were recorded, commented and amended). Consequently, they were presented with the Moodle platform in the context of OER and platform for online training. Participants got acquainted with the objectives and dynamics of online training and communication channels with trainers. Finally, they were introduced with the Moodle platform: logging on to the platform, navigation through the online course, studying of teaching materials, making assignments and participation in forums.

This meeting was also devoted to the long term perspective of the ePortfolio development for CPD – personal and school dimension, possible difficulties in the process and role of the participants as mentors. In the end, the participants were informed about the presentation of ePortfolio development process at live event – Moodle Mot conference at the end of October in Belgrade and the agreement on the next steps was achieved.

Training Scenario, Agenda and List of Participants are available on request.

2) Questionnaire for teachers

In order to adjust the support of the project team to the needs of participants, a questionnaire for teachers was prepared. The questions referred to their professional development, ePortfolio application and use of ICT.

Summary of their answers is available on request. .

3) Evaluation of training

Evaluation of the training, including face to face and online part, will be done upon the completion of the Moodle course by all participants. The results will be submitted with the October report.

Project: Training of VET Teachers for Blended Learning and LMS (VET-LMS)

The report refers to both August and September 2017 since we received them both in October only.

The Sakai manuals were published and distributed to teachers. They can be downloaded from the project website; http://vet-lms.com .

Training on "LMSs and Creating Online Learning Materials" has been realized between 11-15 September with the participation of 74 teachers from 27 schools and 12 branches.

The topics covered within the course were:

1. Digital-Age Teaching and Learning

Electronic technologies to access educational curriculum outside of a traditional classroom.

2. Becoming a Blended Learning Teacher

The Changing Role of the Classroom Educator.

3. Blended Learning at the School

Roadmap for Implementation of Blended Learning.

4. Content, Instruction and Assessment

Creating instructional goals, methods, materials, and assessments

Curriculum resources: How these resources are selected, created, shared and delivered.

5. Universal Design

Universal design principles for curriculum development

6. Innovative Learning Design

The course goals and objectives, delivery format, services, and potential pedagogical, media, and instructional technology solutions

7. Course Development

Creating the instructional content, identifying technology tools, and readying learning environment (Sakai CLE).

Best practices in developing an online course.

The training was also combined with the In-service Training Course: "Distance Learning Techniques" so that participants also got a valid certificate from MoNE.

A survey has been sent to participants to evaluate the course and compare their knowledge and use of LMSs and digital materials.

The main challenged faced was that the VET department manager in İzmir Provincial Directorate of National Education has changed for the third time since the beginning of the project. Although there was an agreement with the former managers, there was a problem with getting permission for teachers to attend since it was also the "seminar" (in-service training) period. In order to overcome this the course was combined an in-service training course as a solution and calls were made to all the district managers to get the permission for the teachers.