

Title of the project: Training of VET Teachers for Blended Learning and LMS (VET-LMS)

Duration: 12 months

Project leaders: Yasin Sancak, Tamer Bilgiç

Please write the report in English filling the following form fields:

1. MAIN ACTIVITIES

Please describe the core activities of the project and some relevant "turning points":

- **Translation and Publishing of Sakai (LMS) Manuals:** These activities were carried as planned
- **Training of the first group teachers:** At the beginning of the project we were planning to make the training right after the end of the teaching year on July. But after having a meeting with 7 school principals we realized that after the end of the education year and start of a 2.5 month break, the teachers are not much eager to participate the trainings. So we moved the first training to September, before the new education year begins. So we did the training in the inservice training period between 11-15 September.
- **Training of the second groups teachers:** The second training took place between 23-27 October, with the attendance of Julian Stanley from ETF, which gave a great motivation to all attendees.

2. DATA ON PARTICIPATION AND ACTIVITIES

Please add the relevant data about the project (number of attendees, number of trainings, number of schools/teachers, etc.):

We did two trainings.

The first training was done between 11-15 September with the participation of 74 teachers from 27 schools and 12 branches.

The second training was done between 23-27 October with the participation of 75 teachers from 34 different schools and 15 different branches.

3. OUTPUTS AND RESULTS

Please present the main outputs/results of the project:

A "how to" manual including training modules for the use of LMS in VET Education has been prepared, published and sent to VET schools in Izmir. Also the PDF format is available on the project web site: <http://vet-lms.com>

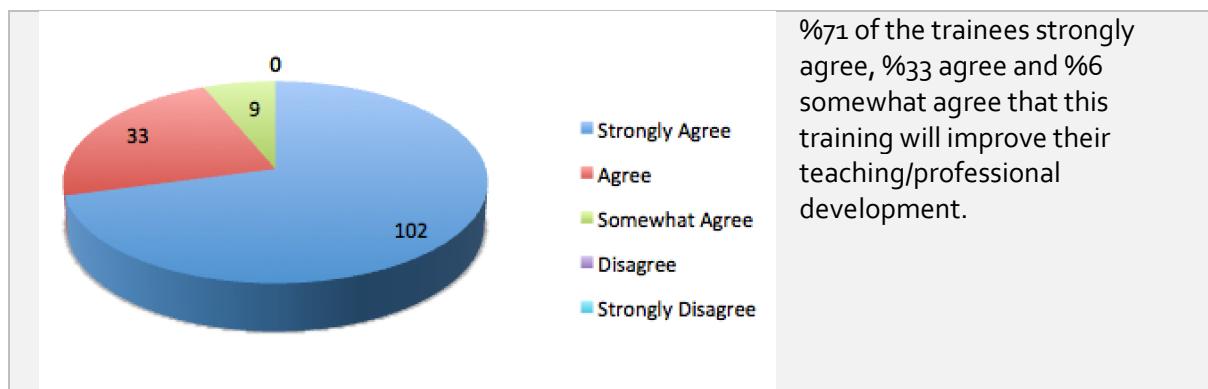
A total of 150 teachers have been trained on using LMS on their classes and they also have experiences on creating online learning materials.

4. FEEDBACK FROM PARTICIPANTS AND ANALYSIS

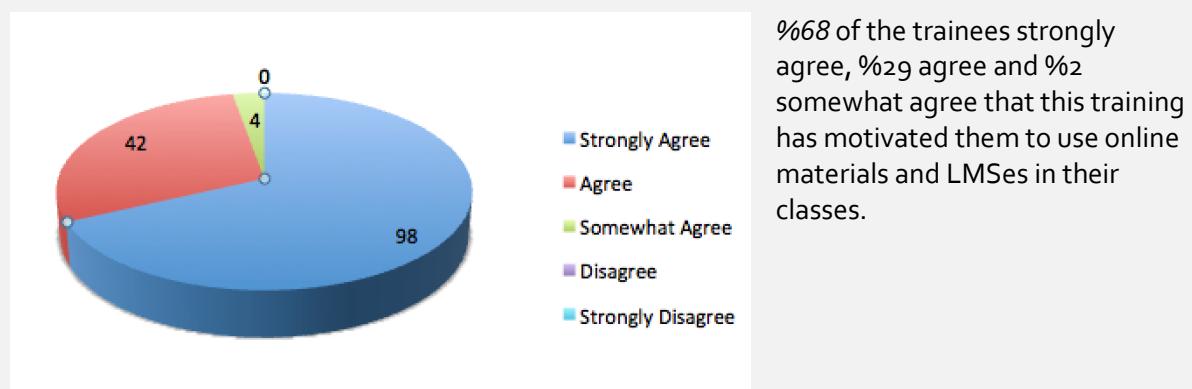
Please provide participants feedbacks about the project or if any evaluation analyses:

We trainees are asked to give feedback with a questionnaire after the trainings. Some feedbacks are:

Q-C1: Will the training improve your teaching/professional development?



Q-C4: Did the training increase your motivation to use online materials and LMSes?



Some written feedbacks are:

- "It was a well designed and helpfull trainig. I've learned new skills that I can use in my classes"
- "It was all great, I'd like to join further trainings and would like to help dissemination"
- "It was a popular/contempoar topic, practicable training. I wish we had more time to make practice during the training"

5. DISSEMINATION

If applicable, please describe the dissemination activities and its results:

We planned to visit schools and do more mentoring on the use of LMS after the trainings. We were able to visit 4 schools. About %25 of teachers are using the LMS and they have been using it mostly for evaluation purposes (hence the system offers useful and practical solutions for exams and evaluation).

After the second training Yasin Sancak has made a presentation in a TAIEX event "Raising the Capacity of Teachers" in MoNE and we got good feedback. Afterwards, the deputy secretary of MoNE, Mr. Hilmi ÇOLAKOĞLU visited our school to learn more about the project. This can be a good opportunity to start similar, local teacher trainings.

6. FOLLOW UP, CONTINUED ACTIVITY, TAKE UP

Please 1) describe activity that will continue. 2) how activity could be continued or replicated 3) prerequisites for continuation:

The plan was to visit schools and do more mentoring on the use of LMS. We were able to visit 4

schools. About %25 of teachers are using the LMS and they have been using it mostly for evaluation purposes (hence the system offers useful and practical solutions for exams and evaluation).

We have done a training after the planned project trainings with the request of İzmir Provincial Directorate of National Education and we plan to keep making more trainings. Since use of LMS in VET is a topic which our school have been working on it for 4 years now, we are looking for options for continuation.

As we already have the manuals and some experience on the topic; putting this training as an inservice training in İzmir Province for VET teachers would be more effective.

7. MAIN CHALLENGES

Please describe the main challenges you encountered during the project implementation:

Since YEGİTEK (Directorate General for Innovation and Education Technologies) is trying to create all the e-learning materials and publish it through EBA (Educational Informatics Network – The biggest educational network under management of MoNE, which all teachers know and use), they seemed suspicious about our project at the beginning.

So we made several visits to EBA and to İzmir Provincial Directorate of National Education and explained that our training focuses on Instructional design and on how to enhance VET Teachers to create learning materials. These skills are platform free; the teachers may use Sakai, Moodle or EBA's LMS... All LMSes have similar features... With this info the MoNE were more interested and supportive in the project.

8. LESSONS LEARNED FOR TEACHERS, TEACHER TRAINERS AND POLICY MAKERS

Please describe what has been learnt from this project – both for practitioners and policy makers:

As teachers we have seen that; using new technologies and digital platforms is easier than we think. The need of the individual has been shifted in a way that he/she must reach the knowledge and information independent from place and time. We must meet the need of an individual for knowledge, increase the efficiency in teaching and learning activities and present teaching and learning alternatives according to individual differences.

One important topic is as teachers we need to re-learn instructional design in terms of new learning needs. Whether it be blended learning, e-learning, or using/creating digital materials. What we could/should do better is dissemination. We come to a conclusion that more people need to be working on dissemination. It seems that teachers need more encouragement and support after the trainings to make best use of the trainings.

Main argument of teachers for limited use of the new skills are mostly workload and not enough time to make use of them.

9. ADDITIONAL INFORMATION

Please add any other relevant information:

Thanks for the support of ETF and special thanks to Julian Stanley. He has been very helpful and a great mentor from the beginning.