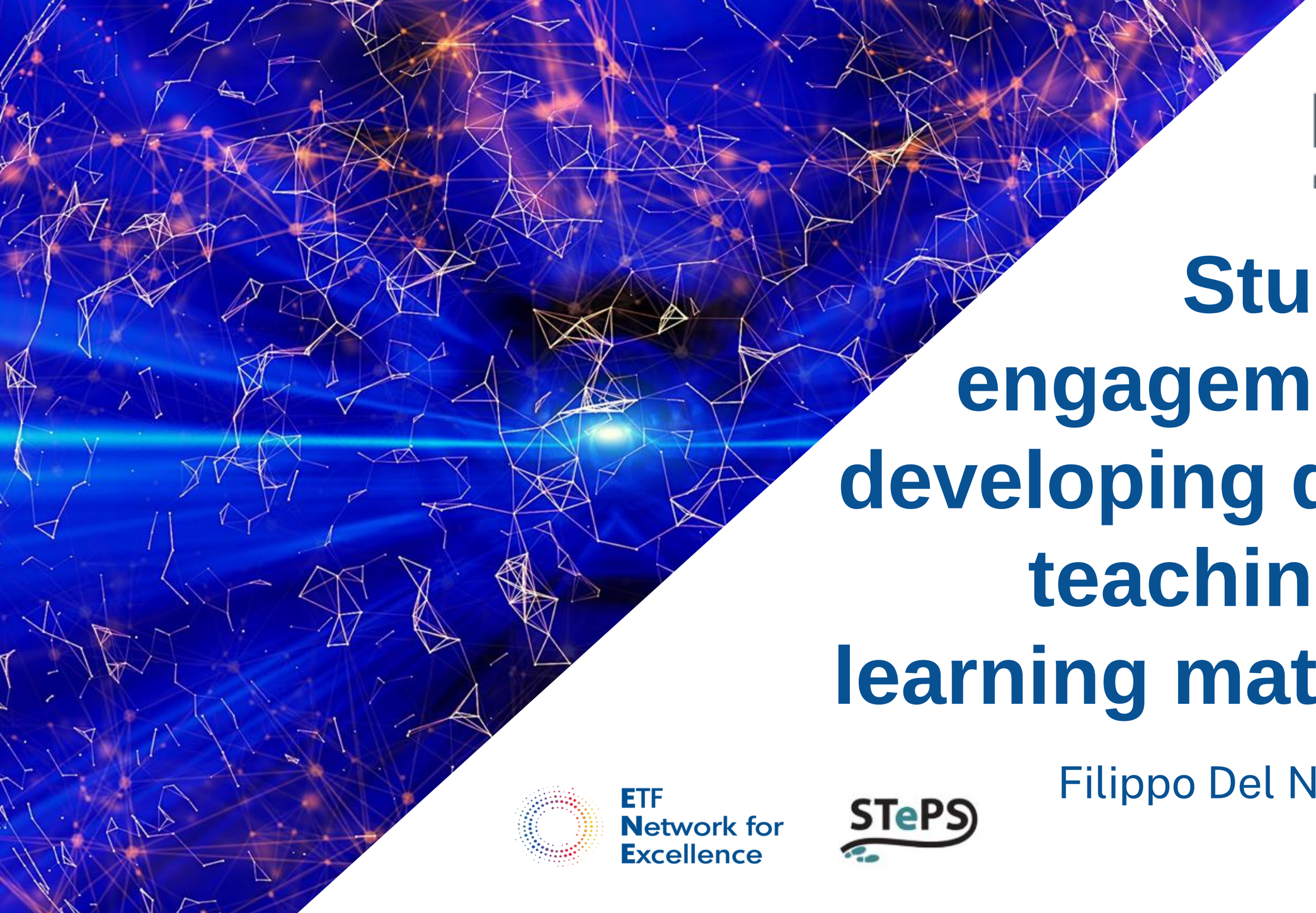

ETF Working together Learning for life

European Training Foundation

Students engagement in developing digital teaching and learning materials

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ETF Network for Excellence

STePS

DIGI ENE Development Project
Centre of Excellence in Energy and Electricity - Moldova

Providing students with the skills to create quality digital content

Involvement of other VET schools

Very innovative - Getting additional resources to further expand it to a wider network of schools

Proposed scenarios

- Students' contribution to revision, improvement and **co-shaping of textbooks**. In this model students have access to online digital textbook in selected subject and provide their feedback on the current content, including assessment components and suggesting improvements directly in the textbooks. Example: www.wikitolearn.org

- **Collection, clustering and structuring digital learning materials**. In this model the students are assigned specific components/modules of the curriculum and tasked to collect relevant learning materials from internet. Students are then guided by the teacher in the clustering and structuring of these materials which can be used for theirs and future students learning process.

- **Development of digital materials** for specific modules of the curriculum. In this case students are tasked with the development of didactical digital materials which will be integrated in the curriculum. Also in this case the teachers maintain a crucial role in the quality assurance process and integration with the existing pedagogical materials

The evolution of teaching and learning materials I Pre-Internet

Textbooks

Additional materials developed by individual / group of professors

Quality Assurance

Students' minutes

Students essays

Students' self made learning materials

NO / very limited sharing

NO Quality Assurance

The evolution of teaching and learning materials II Post-Internet

Explosion of content - initially un-organised, becoming better structured over the years

Different forms of teaching materials (text, videos, audio)

Initial language barriers

Quality Assurance role played by the teachers

Use of computers

Quality Assurance

Students minutes

Students essays

Self-made learning materials

Outcome of individual and group students projects

NO Quality Assurance

Some sharing

The evolution of teaching and learning materials III - AI driven application and tools

Getting easier and faster

More content creation and more customisation of the teaching content

No language barriers

More opportunities for more teachers to get engaged and innovative with teaching material creation

More opportunities of advanced pedagogies (flipped classroom)

students semi-quality assured learning materials shared at different levels (small groups, classroom,)

students quality assured digital teaching materials shared at different levels (small groups, classroom, school, education system..)

Recommandations:

Overall:

- Create confidence, openness to criticism and a culture of sharing, within students as early as possible
- Make sure that students (and teachers) develop the technical competences to use the state of the art software and guide them on how to make the best of it
- Extend Quality Assurance mechanisms to key products developed by students
- Develop different levels of quality assurance to facilitate the sharing of digital teaching materials