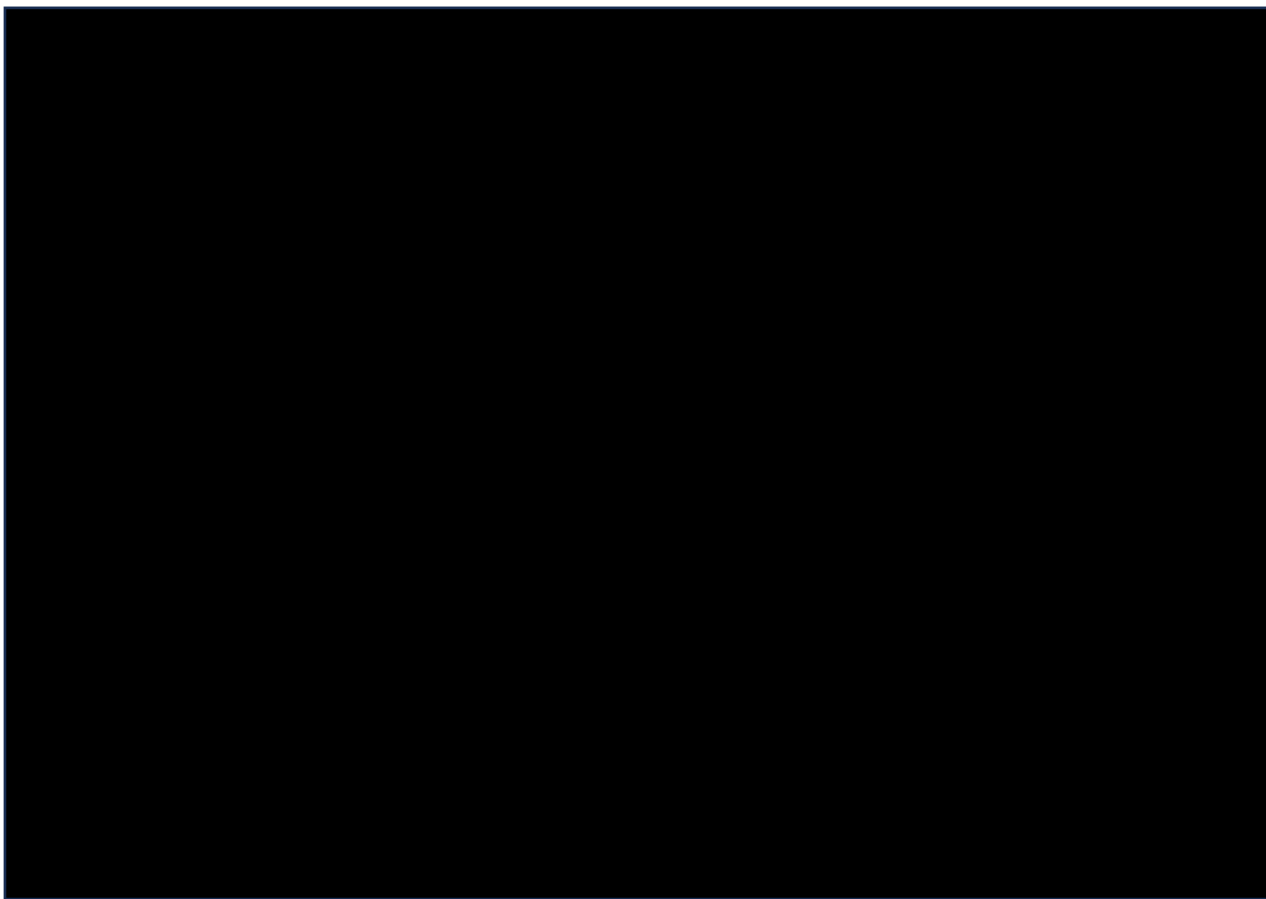# Exploring Digital Competences and Attitudes for Effective Online Learning in VET

Presenter: Dr. Natia Andguladze, Ilia State University

Background

- National e-learning platform development
  - Objectives:
    i. "increase and diversify learning opportunities for VET students
    ii. provide capacity building and guidance for teachers and educational content creators
    iii. create a user-friendly digital environment for VET students and teachers, and
    iv. build the capacity of teachers to implement online learning and collaboration possibilities. "
  - Tasks:
    - Learning management system
    - Two blended and one self-paced courses

Background

Objective

- Digital competences
- Attitudes towards online learning
- Teaching and learning practices
- Organizational practices

Purpose

- Accommodate the LMS features and courses to its users' needs
  - e.g. Blended or online

- Identify support needs and measures:
  - e.g. training, incentives for teachers or colleges etc

Methodology

- Case study
- Two colleges
- Semi-structured interviews - 30 participants in total

  - Teachers – field of study, experience
  - Students – specialization, program level, age group
  - Administrative staff

Key Findings

Teachers:

- Teacher digital competences vary by specialization and age
    1. IT teachers – Active users of available online platforms (e.g. CISCO)
    2. Civic education, Entrepreneurship, English: create basic online learning tools
    3. Field specialization teachers – facebook, basic tasks in microsoft word and powepoint, youtube for personal learning
- Online learning "not suitable to VET because VET is about hands-on and directly supervised training"
- Online learning = Emergency remote teaching with accompanying technological and studenet engagement challenges
- Teachers (except for IT) have stopped using everything online since getting back to normal

Key Findings

Students

1. Digital competences and attitudes towards online learning vary by specialization, experience with ERT, and age

2. The most challenging cluster - >50 group

3. Younger students lack autonomous learning skills

Key Findings

Colleges

1. Strong culture of collegial support and informal support measures

2. Local resources for supporting digital skills for using LMS

3. Limited application of ICT in administration tasks

Some of the key insights and takeaways

- Focus on blended learning

- Focus on teachers, students will follow

- Engage teachers in creating online learning resources

- Digital competences for LMS ≠ Digital competences for learning

To be continued…