

T4SVEN

TRAINING 4 SKILLS IN THE DIGITAL ENVIRONMENT

Challenges in Education due to Covid-19 Creating a vivid online learning experience and the question of quality in e-learning

Project number 2020-1-HR01-KA226-VET-094781

KA2 - Partnerships for Digital Education Readiness in Vocational Education and Training



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*By Theodor Grassos
Secretary General - EVBB*



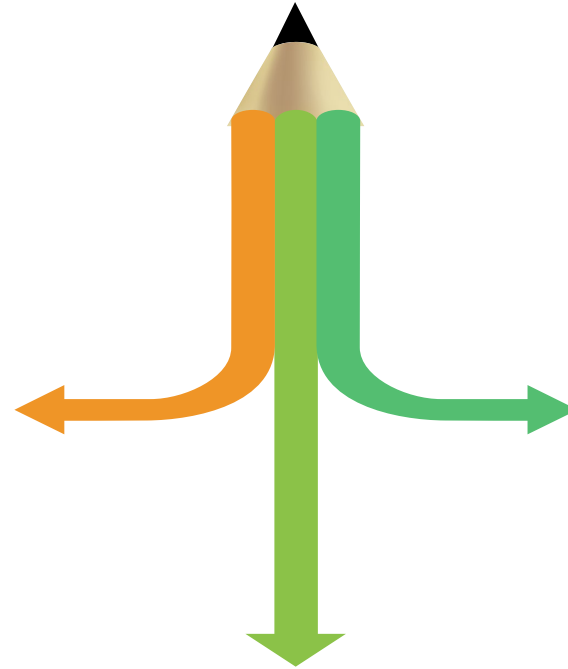


EVBB

EUROPEAN ASSOCIATION OF
INSTITUTES FOR VOCATIONAL TRAINING

Objectives

Promote networking and cooperation on employment and education at the EU level



Liberal education in terms of social & economic issues – empower individuals to be a **responsible citizen** as well as to live a **self-determined life**

European network of educational training providers, higher education institutions active at national or regional level → which have the joint goal to **assure quality & foster Excellence** in education and training at a European and international level

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Members

- More than 120 VET and Higher Education institutes
- From 35 European countries, Africa, Israel, Vietnam and Sri Lanka



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Working with / Partner of:



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Education in the *e-learning* era

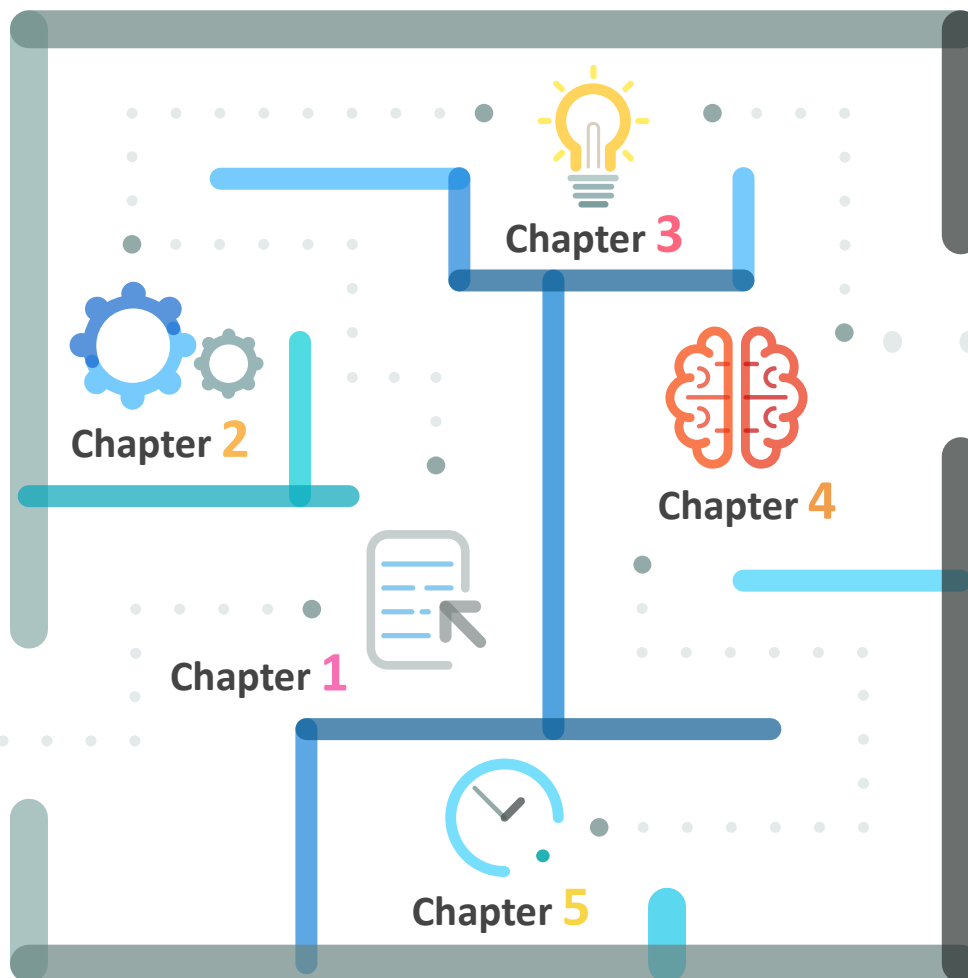
Chapter 4
The Question of Quality

Chapter 5
What's to be done?

Chapter 1
The Pandemic

Chapter 2
Impact on Education

Chapter 3
Challenges for Teachers /
Trainers



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Chapter 1 - The Pandemic

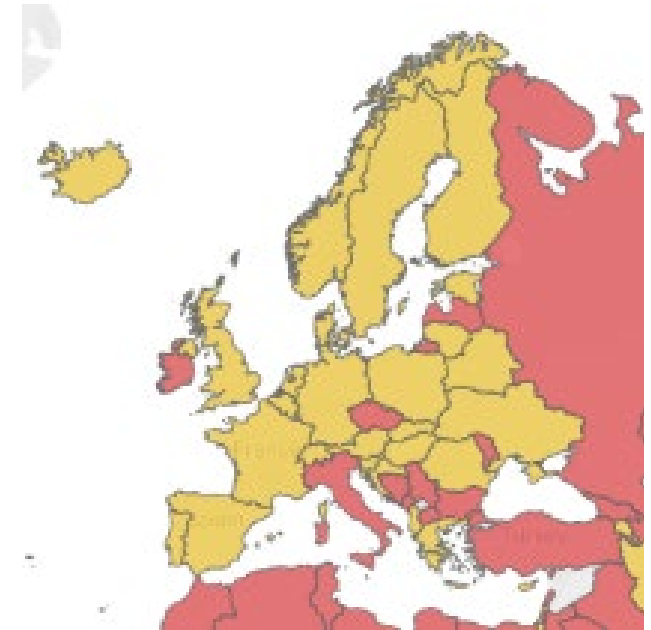
• Covid-19 Pandemic Affects:

- More than 200 countries
- 94% of learners
- 1.5 billion students
- 63 million educators

We had to instantly modify our f2f academic practices

• According to PISA, in European Countries:

- > 95% of students report that they have a computer to use for studying at home
- About 91% reports that they have access to a quiet place to study



Screenshot of interactive dashboard
created by World Bank

Chapter 2 – Impact

➤ Disruption in Education

- **Social distancing and travel restrictions.** Students, including WBL, are not able to learn in classrooms, school workshops or workplaces
- **Practical aspects cannot be effectively delivered** because of a lack of access to tools, materials, equipment and machinery
- In health care, where some medical schools are being advised to **diminish training intensity** because of health risks **while nursing students to graduate early** to fulfill immediate labour market demand

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Chapter 2 – Impact

➤ Cuts in Employment / Practical Training offers

- **Some professions are unable to work. Challenges in sectors** such as hospitality, tourism, aviation and leisure services where demand is reaching historical lows
- **Unable to offer or maintain practical training** due to not only a lack of staff to provide training, but also a lack of financial resources.

Chapter 2 – Impact

➤ Inequalities arised

- **Large Educational Providers have been able to adapt rapidly** increasing their online content and upskilling their teachers.
- **Regional / Local Institutes** have not been able to follow the trends and support their students due to social distancing.

Chapter 3 – Challenges for Teachers / Trainers

1

In-class training challenges to be **transferred in an e-learning environment** (i.e. collaboration, research, tolerance, bullying)

2

Use of new **communication tools**:



3

Preparation and distribution of **online material**



4

Upskilling in the area of **Digital Skills**

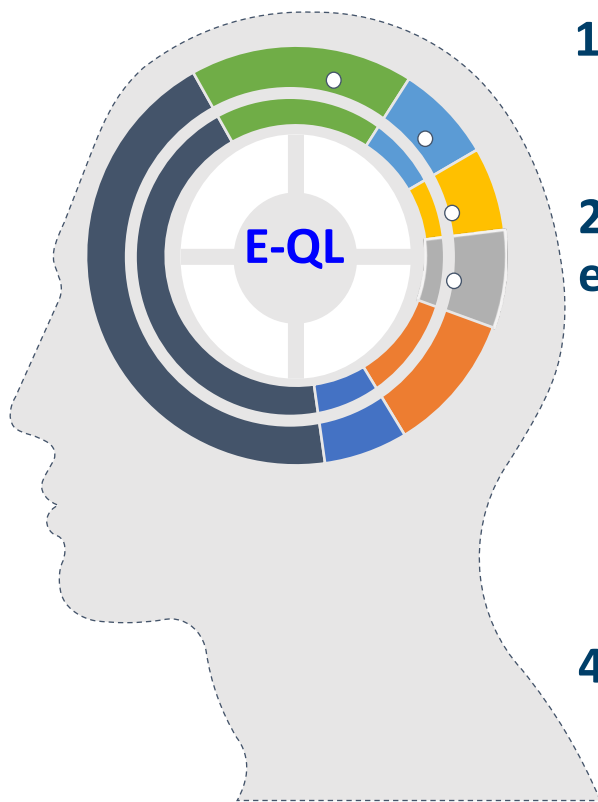
Chapter 4 – The Question of Quality

Some HEIs use distance learning for a longer period. But most of the Educational Systems are not used deliver online

The design and delivery of in-class trainings have been subject of Quality Frameworks but e-learning is not widely covered, creating a gap that affects the delivery of training in the covid and post-covid period.

The direct transfer of QA mechanisms used can not be achieved, since HE Trainings include also Technical Professions and are complicated, including WBL and other variables that need to be taken into consideration when designing and delivering training courses online.

Chapter 4 – The Question of Quality

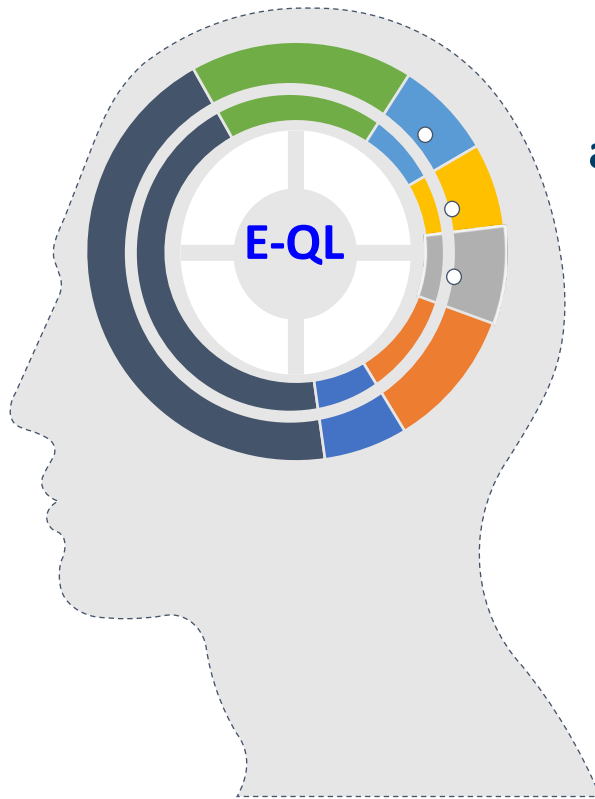


- 1- Material/content**
 - Material must be authentic, clear and appealing
 - Guidelines for the selection and production of material have to be established
- 2- Structure/virtual environment**
 - On-line learning experience based on pedagogical needs and aligned to the Institutions Technical Capacity
- 3- Communication, cooperation and interactivity**
 - Cooperation / collaboration techniques to be used (synchronous / asynchronous)
- 4- Students Assessment**
 - Creation of a fair, flexible and pedagogically justified assessment encouraging creativity, critical thinking and in-depth knowledge of the subject

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Chapter 4 – The Question of Quality



5- Flexibility and adaptability

Flexible features (time of access, number of participants, etc.) based on students' needs and demands

6- Support (student and staff)

Access to services (i.e. library and mentoring)

7- Staff qualifications and experience

Upskilling in the use of ICT and the understanding of how students learn through different media

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Chapter 5 – What's to be done?

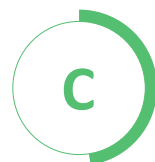
A new Quality Framework for
online delivery of education



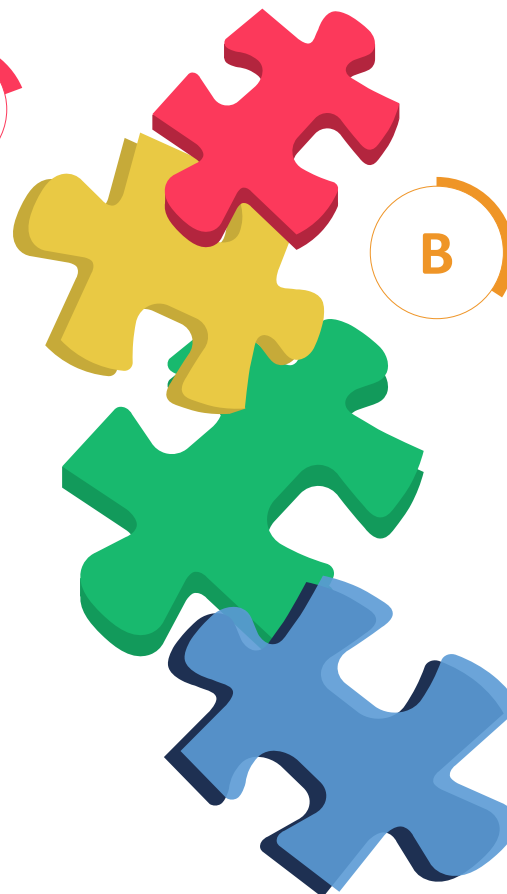
Initiatives that will focus on upskilling
Teachers / Trainers
*Peer Learning - Creation and delivery of
OER*



Introduction of e-solutions
(i.e. e-research / e-practical
trainings etc)



Training breaks or extensions



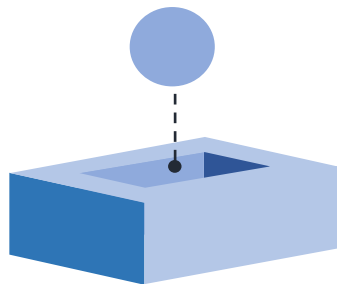
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Chapter 5 – What's to be done?

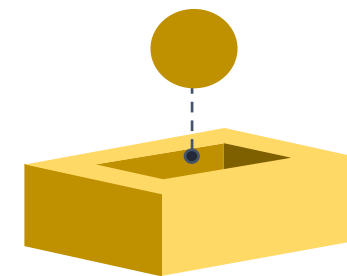
Umbrella Organizations to create and deliver solutions

Encouraging and supporting Educational providers in making use of distance-learning tools wherever possible to ensure the continuity of learning.



Use if DigiComp2 in the delivery of trainings to Teachers/Trainers

1. Information and Data Literacy
2. Communication and collaboration (all target groups)
3. Creation of Digital Content
4. Safety
5. Problem solving in digital environments



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Thank you

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