

Teachers

for Reactive and Responsive Vocational Education



REACTI-VET TRAINING PACKAGE FOR TEACHERS

The first intellectual outcome of the project focused on developing learning materials for: developing teachers' high-level ICT and networking competences; improving their readiness to integrate active learning approaches into their teaching; and, enabling them to collaborate effectively with industrial partners and other stakeholders.

The training package aims to:

- contribute to the professional development of teachers
- help teachers to transform their traditional teaching using creative and innovative contemporary methods;
- develop teacher competencies to embrace the potential of open educational resources in the rapid development of short, up-skilling training;
- train teachers in effective collaboration, both inside and outside the school.



The learning content developed by the partnership is available in four languages (English, Hungarian, Estonian and Italian) on the Moodle platform:

<http://rvet.itstudy.hu/>

Each language has five modules:

Module 1: Data Collection and Analysis

This module involves a partner company working with teachers and a selected group of students to identify a topic where students require additional skills training to be able to better match future employer needs.

Module 2: 21st Century Teaching Methods

Teachers studying this module are asked to think about relevant active learning methods of instruction that could be applied within their courses and, specifically, within classroom lessons.

Module 3: Open Educational Resources (OERs)

This module directs teacher participants on how to search OERs for, and/or how to readily create, the digital content they will need to put together their training materials – whether this is re-use of material already available (e.g. video tutorials, e-books, quizzes etc.), or specifically created content.

Module 4: Virtual Learning Environments (VLE)

VLEs, if used well, can be a valuable tool to support and enhance learning objectives and outcomes, as well as helping with the development and tracking of competencies to be developed in students through a short upskilling course. This module suggests how best to evaluate and use VLEs.

Module 5: Project Management and Collaboration Online

Participants in this module learn how to plan the delivery of training for the students, considering it as a project. It provides a detailed introduction into project-based learning (PBL) methods and offers online tools for planning and managing projects in collaboration with other teachers, students and representatives of companies.

PROJECT BACKGROUND

VET schools simultaneously have to meet two opposing requirements: to remain true to tradition, delivering stable, tested knowledge approved by relevant parties in society and the economy; and to equip students with a set of skills and competencies relevant to newly emerging demands.

Despite great efforts by national and European policy makers to drive VET schools into ‘rethinking’ their curricula and teaching methods, changes have been slow to keep up with labour market requirements. In most European countries VET qualifications are based on standard curricula that precisely define what is taught, leaving little freedom for teachers and schools to train for just-in-time labour market demands. Most systems also have lengthy and complex accreditation procedures, so the approval of a new curriculum - or even the modification of an existing one – can take a long time.

AIMS & OBJECTIVES

The project aims to provide effective and necessary training and support for VET teachers to enable them to identify and respond to skill-gaps in the labour market, but also involving other relevant stakeholders - students, parents, teaching staff, and particularly employers experiencing difficulties finding skilled workers to fill vacancies.

The consortium will develop, test and deliver standardized, comprehensive toolkits packaged as a set of teaching, collaboration, and communication methods and a rapid curriculum development methodology for VET teachers, to be used in conjunction with potential employers to identify skill-gaps, and to design, develop and deliver up-skilling training for students.

The toolkit will be tested within the IT sector, but the standardized version will be equally applicable to other vocational education subjects.

TARGET GROUP

Teachers and trainers in Vocational Education
Beneficiaries: VET students, industrial partners, companies

PROJECT BASICS

Title: Teachers for Reactive and Responsive Vocational Education
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