

UPSKILLING TRAINING FOR TEACHERS

The second intellectual outcome - O2 Upskilling Training for Teachers - is a multilingual Learning Management and Learning Content Management Systems platform for delivering the upskilling course for teachers. The English learning contents was translated into the national languages and implemented together with further course components (set of competences, exercises, assignments, web 2.0 tools, etc.). The platform supports social learning and collaboration, the graphical design and house styles, and standard, user friendly navigation tools.

Teachers

for Reactive and Responsive Vocational Education



Reacti-VET Upskilling course for Teachers is available in Moodle in four European languages

4. ÖPHIOIAKUD



Pildid kujutavad olukordi on tuttav lihtsalt. Tänapäeva põlv- ja keskkoolilapsed mood Z põlvkonnas, mida tuntakse ka digipõlvkonnana, kasutavad infotehnoloogilisi tehnoloogiasid ja digitaalset seadmeid enesekindlalt ja oskustult, olles lähenemistelefonide keelki üles kasvanud. Nende jaoks on igapäevane digitaalvõrk osa enesestmõistetavast.

Nad kasutavad telefonit väga paljudes tegevustes: pilvite arvutamine, sõprade jagamine, toidu tellimiseks, uudiste jagamiseks, linnavalitsuse vastamiseks, mängude mängimiseks, ingliskeelsetele sõnade vastamiseks - misel on lõputu ja kindlasti tuleks sellisele lihtsaks ka õppimisele.

Õpetajad peavad oskama neid õpilaste omaid seadmeid õppetööks ära kasutada. Seeläbi võivad nad paljude õpilaste õpinäiveteid suurendada.

Õpilaste veevõrkude suure osa ajast veedab, nad kuuluvad virtuaalsetesse kogukondadesse ega suuda maailma ilma mobiilse Interneti või sotsiaalmeediata ettegi kujutada.

Seetõttu pole üllatav, et sotsiaalne läbimine on nende jaoks oluline nii klassiruumis kui ka vabal ajal. Niisuguse suhtlemise võib ka nende õppedokumente kaasa võtta, ette mõeldud koolis, millele tuleks tänapäevane noorte hariduse painde eriline rõhutada.

Õppimine on katkematu protsess, õpilased õpivad midagi kõigi seaga, ka väljaspool klassiruumi.

3. TANULÁSI SZOKÁSOK



A képen látható felvétel nemcsak mindannyiunk számára, hanem a mai köznevelés diákjai számára is. Z generáció digitális világba, magabiztosan és gyakorlatlan használják az infokommunikációs technológiát és a digitális eszközök segítségével találkoznak szociális hálózatokkal, mobiltelefonokkal, amelyek segítségével a mindennapi életük során elválasztják.

Üzemi tevékenységüket a telefonjukon végzik (previdenciát, beszélgetést, képmegosztást, ételrendelést, hirtelenséggel, játék, egy angol szó jelentésének a kikérdezését... a lista végtelenül hosszú), és a tanulást is mindenképpen ezek közel a tevékenységük közé kell sorolni.

Ismeretlenül rájuk a folyamatos online jelenlét, virtuális közösségekben élnek, a világotól töltött szabadidőjük nagy részét, és kapcsolataikat is alapvetően az Interneten költött időjükről építik ki - más nem is tudják elképzelni a világtól való elszakadást vagy közösségi média nélkül.

Nem meglepő tehát, hogy a tanulás Interakció "világában" az osztályban, a tanteremben, a szabadidőjükről is fontos számukra, ezért minél több a kapcsolatuk a tanulás megosztott lehetősége, és a csapatmunka kölcsönösen nagy hangsúlyt kell, hogy kapjon az oktatásban.

Hogyan tudjuk mindezt a jövőnk, fejlődésünk fontosságát?

A diákoknak ez az új generáció kihívások elé állítja a tanárok többségét. Már nem az a kérdés, hogy használják-e az oktatásban a technológiát vagy sem: a kérdés az, hogy mely online eszközöket érdemes használni és hogyan?

"Tegyük" diákok
forrás: [S&P Education](#)

Estonian



4. ATTITUDINE ALL'APPRENDIMENTO



Il fenomeno nella foto è familiare a tutti. Gli studenti delle scuole superiori sono nati in una generazione digitale e usano tecnologie di informazione, comunicazione e dispositivi... competenza visiva che computer e telefonati cellulari fanno parte integrante della loro vita quotidiana fin dalla nascita. La loro abitudine per fare praticamente tutto: guardare un biglietto, chattare con gli amici, condividere una foto, ordinare cibo, guardare le notizie e le previsioni del tempo, giocare, cercare una parola sconosciuta... la lista è infinita e dovrebbe quindi includere l'istruzione.

Gli insegnanti devono essere in grado di sfruttare questi dispositivi per aumentare la motivazione all'apprendimento degli studenti. Gli studenti sono online la maggior parte del loro tempo, fanno parte di comunità virtuali, non possono immaginare un mondo senza cellulari, internet mobile o social media. Con questo background non è sorprendente che l'interazione sociale sia fondamentale per loro in classe, così come nel loro tempo libero. Queste relazioni possono generare l'apprendimento, in particolare attraverso il lavoro di gruppo a cui deve essere data particolare enfasi nella loro educazione.

L'apprendimento ora è continuo, gli studenti imparano sempre, anche al di fuori delle aule dell'aula. Come si può sfruttare tutto ciò a loro favore? La risposta di questa nuova generazione di studenti rappresenta una sfida per la maggior parte degli insegnanti. Per continuare a preparare gli studenti ad una vita di successo, gli insegnanti devono modificare i loro metodi di insegnamento. La domanda non è più "gli insegnanti dovrebbero o non dovrebbero usare la tecnologia?", ma è "quasi sicuramente gli insegnanti dovrebbero usare nell'insegnamento e come?".

Teens' Cell Phone Use
Image source: [S&P Education](#)

Italian



4. LEARNING ATTITUDES



The phenomenon in the picture is familiar to all. Today's secondary school students are members of a digital generation who were born into a digital world. They use information technologies and digital devices as part of their everyday lives from childhood. They take digital devices for granted and use them for almost all activities: watching a video, chatting with friends, sharing a photo, ordering food, etc. The list is endless, and should therefore include education.

Teachers have to be able to take advantage of the devices that the students use with them. Students are online most of the time, they are part of virtual communities, they cannot imagine a world without mobile internet or social media. With this background it is not surprising that social interaction in the classroom is important for them in the classroom, as well as in their free time. These relationships can be the generator of learning for them, particularly through team work which must be given particular emphasis in their education.

Learning happens all the time, students learn all the time, even outside classroom walls.

Teens' Cell Phone Use
Image source: [S&P Education](#)

English



After completing the online versions, we tested the platform by involving staff members from the partners, who are the mentors in piloting the course with teachers. The pilot started in December 2019 in Hungary, in February 2020 in Italy with more than 100 participants in blended form, the first face-to-face training days was connected to multiplier event in in Hungary and Italy.

TEACHERS FOR REACTIVE AND RESPONSIVE VOCATIONAL EDUCATION

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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
Acronym: Reacti-VET
Program: Erasmus+ KA2
Project type: strategic partnership
Participant countries: Hungary, United Kingdom, Estonia, Italy
Start date: 1 September 2018.
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Coordinator: iTStudy Hungary
Project manager: Mária Hartyányi
Contact: maria.hartyanyi@itstudy.hu
In Estonia:
BCS Koolitus AS, Triin Kagur: Triin.Kangur@bcs.ee
In Italia
AICA: <mailto:progettieuroppei@aicanet.it>
JAC: <mailto:international@fondazionejobsacademy.org>
In the UK
CAPDM Ltd: kwc@capdm

PROJECT PARTNERS

iTStudy Hungary Ltd. (Hungary) – coordinator,
AICA - Associazione Italiana Informatica e Calcolo Automatico (Italy)
Fondazione ITS per le nuove tecnologie del Made in Italy – JobsAcademy (Italy)
BCS Koolitus AS (Estonia)
SZÁMALK-Szalézi Szakgimnázium (Hungary)
Veszprémi Szakképzési Centrum Öveges József Szakgimnáziuma, Szakközépiskolája és Kollégiuma (Hungary)
CAPDM (United Kingdom)