

DEAL WITH DIGITAL WORK-BASED LEARNING.

WP1: Guidelines for designing blended VET training courses

FOCUS GROUP: SELECTION CRITERIA FOR VET DIGITAL GOOD PRACTICES

Welcome to this Focus Group, which is a cornerstone for the Erasmus + project “DEAL WITH DIGITAL WORK-BASED LEARNING”.

The aim of this Focus Group is to collect your opinion about this central question:
How is a VET Good Practice in DIGITAL WORK-BASED LEARNING like?

In this context, Practice is the time that students are working in collaboration with a company and everything that this time entails, seen from our different experiences and from the different roles that we assume in this part of the educational process.

We seek to establish criteria that allow us to design, implement and evaluate a Good Practice.

Based on the literature and on the contributions we have received from participants from different countries, we have defined 6 thematic blocks.

We will try to find the criteria that should guide a GP for each of these blocks.

We recorded the FG to be able to analyze the speech. Each FG is filed with a code to ensure anonymity and some parts will be transcribed into documents also encoded.

If you are ready, we start with a round of presentations:

- *Each participant introduces himself*

BLOCK 1: COMPETENCES IN D-WBL GP for VET

What do you think about how Competences should be integrated in a GP?
You can talk about methodologies, kind of competences or skills, etc.

Key elements for block 1

- *Working by competences is important, necessary, mandatory...*
- *It is essential to work Digital Competence (DC).*
- *It is important to improve other competences or skills such as creativity, critical thinking, working collaboratively, etc.*
- *Finding the right balance between the specific skill need of training companies and the general need to improve the employability of apprentices.*
- *Taking into account european frameworks as DigCompEdu or EntreComp*

BLOCK 2: CONTENT AND RESOURCES

What is your opinion about GP content and the resources to develop them?
For example, which digital resources are more relevant, if the content should be defined by the workplace, the school, the student...?

Key elements for block 2

- *Gamification, Augmented reality, Virtual reality, Simulations*
- *Real life situations are simulated (business, marketing, managing a work problem ...)*
- *Use of technology for specific works, like drones, 3D printers, ...*
- *Use of physical elements facilitate the immersive digital experience (avatars, joysticks, oculus, etc.)*
- *Quality of contents*
- *Usability of technical resources*

BLOCK 3: TEACHING-LEARNING. METHODOLOGIES

Which approach is better to ensure a GP: Study of cases, Research projects...?

In a GP, students work in groups or individually?

Tasks should be focused on employer needs, curriculum, student centered...?

Key elements for block 3

- *Some methodologies improve motivation and engagement?*
- *Meaningful tasks:*
 - *Tasks provide clear value to employers.*
 - *Tasks align with relevant industry/occupational standards.*

BLOCK 4: INTERACTION- NETWORKED COMMUNITY

In a GP, how is the relationship management between all the people involved? This is a more general issue, but which elements should be present in a GP?

Key elements for block 4

- *Future orientation: GPs facilitate career planning or transition to the workforce, for example adding their profile (CV) in platforms where companies can access.*
- *Connecting students directly to the kind of real problems they'll have to deal with in their jobs.*
- *GPs are designed and developed in partnership with employers, students and teachers.*
- *GPs include technologies actually used in the companies.*
- *Synchronous and asynchronous communication.*
- *Include some economical compensation (maybe sharing costs and benefits).*

BLOCK 5: ASSESSMENT

**What about the assessment and feedback? Are they relevant? Who is in charge?
Have influence over the school marks?**

Key elements for block 5

- *Facilitating to get study rhythm: planning*
- *Providing continuous formative feedback: continuous improvement*
- *Student's active role: self and peer-assessment*
- *Diversification of tools and instruments of online assessment*
- *Evidences: documentation of student learning through the development of artifacts or portfolios*

BLOCK 6: GENERAL CHARACTERISTICS

With general characteristics should have a GP? Flexibility, scalability, quality...

Key elements for block 6 - If they didn't be mentioned in the previous blocks:

- Quality control dashboard
- Accuracy of training design
- Increasing the efficiency and effectiveness of learning
- Flexibility: - individual learning pathways for individual learning needs
- Scalability
- Planification
- Usability
- Multiple formats
- Diversified technology,

BLOCK 7: ROLES

Now, try to define the principal characteristics that you expect for the different people involved:

Students

Teachers

Coordinator

Entrepreneur

Administration

CLOSURE AND ACKNOWLEDGMENT

**Well, thank you very much, we are already reaching the end of the FG.
Is there something else you would like to add?**