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FAVET
FACILITATION FOR VET TRAINERS AND TEACHERS

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2021-1-ES01-KA220-VET-000034622

FaVET Facilitator's Guide

Online Engineering Models

English version

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About the project

“FaVET: Facilitation for VET trainers and teachers” is a project in the field of vocational education and training, which aims at helping teachers/trainers who had to adapt their teaching methods to the use of technology and digital tools, develop the 6 competences included in the skills framework for the trainer-facilitator in the digital age.

The COVID-19 outbreak has caused significant disruption to the provision of education/training/mobility opportunities for learners, teachers and educators across the EU. All institutions have had to adapt in order to be able to provide training and education and have turned to online training. Training providers still need to adapt to the implementation of training within the framework of hybrid systems (blended learning combined face-to-face and distance) or completely open/distance learning (ODL) and thus train their trainers to ensure its delivery. This project will provide teachers/trainers with a methodology enabling them to create a favorable learning environment for distance learners; they will learn how to improve the delivery of online contents, to organize distance group work and the rhythm and type of interactions with learners, to develop distance collaborative work, to maintain social links even if learners study remotely, to make learners take initiatives regarding the learning process, to develop a knowledge building approach and challenges.

Project objectives

- To fill in the gap regarding the new required competences of trainers/teachers

- To help them adapt to a new VET environment and new relationships with learners

- To support learners in their learning process with upskilled teams and the delivery of high quality training

- To develop OER with new methods and tools to deliver quality and inclusive education and training through online and virtual means.

The target audience

Our target audience are VET teachers and trainers from a variety of education systems and sectors that want to improve their 6 competences to transmit their knowledge of them to their learners.

We wish to provide teachers/trainers with a methodology enabling them to create a favorable learning environment for distance learners; they will learn how to improve the delivery of online contents, to organize distance group work and the rhythm and type of interactions with learners, to develop distance collaborative work, to maintain social links even if learners study remotely, to make learners take initiatives regarding the learning process, to develop a knowledge building approach.

The 6 competences: E-pathway

The bases of our work will consist of developing a module for each transversal competence as elements of innovation. Each module will have 10 micro-modules where you can find learning activities to cover the knowledge/skills and competences identified previously.

We developed an E-pathway containing all the competences and its micro-modules.

Creativity in online teaching: the key to student engagement Make your online classes more creative and digital learning easier and more engaging. Use different tools that make a difference for all your students.	**Facilitation** Gain the skills necessary to design, organise, engage and manage digital learning sessions, addressing potential barriers and challenging behaviours for effective online facilitation.	**Collective Intelligence** Collective intelligence is only achievable within a group of individuals. Within this competence, you will gain the knowledge of how to effectively manage online groups and apply various techniques to increase the collective intelligence of your teams.
High Quality Communication In this module, you will acquire the skills needed to foster effective communication within student-teacher relationships, as well as among students themselves. The goal is to create an environment that not only promotes interaction but also enhances the online learning and collaborative work experience.	**Shared Leadership** Learn to foster a collaborative environment in online classes, where authority is distributed among all students, Empower your pupils with autonomy, responsibility and involve them in decision-making. Encourage them to engage actively, take initiative, contribute to learning and exhibit leadership qualities.	**Distance interactivity** Learn about the technical requirements for distance teaching or supervision required, what to consider when planning distance learning or tutoring. In addition, you will learn which different tools you can use in your work.

Game based educational tools: Escape Game & Serious Game

In order to complete and vary the training offer designed previously made up of 6 modules, we plan to develop game-based educational materials.

Our goal is to widen the range of content proposed so as to create extra materials that will be more focused on practical situations and enable beneficiaries to put what they have learnt with the e-pathway into practice.

Thus, they will develop transversal skills linked to facilitation. We opted for a game-based approach as we think that gamification can represent an interesting incentive and motivate trainers/teachers to be upskilled on the topic.

Learners are active and take part in the activity, they usually enjoy themselves and it is scientifically recognized that individuals' memorizing abilities are much more important when the activity generates some kind of emotions, in this case, thanks to entertainment and team learning.

We designed an escape game and a serious game that will complement the 6 modules.

The escape game and serious game will be tools to raise awareness on the topic and will tackle basic concepts and situations.

The digital tool is accessible on the website of the project and embedded into the platform.

The Serious Game

Is a digital platform developed as part of FaVET to test the knowledge of the teachers trained through the programme by offering a gamified experience. You will help and try to be the assistant to Amy, the super teacher by answering questions in different levels of the game. Upon completion of the Serious Game, the participant will be awarded a certificate.

The Escape Game

The FaVET's escape game is one of the two tools developed within the project's game-based educational approach (gamification, learning by playing).

The aim of this game is to address the upskilling in the field of online learning processes' planning and execution of VET teachers as well as all persons interested in this field.

The overall aim of the game is TO HAVE FUN playing and at the same time learn new and useful pieces of information about online learning facilitation.
The plot: You are meeting Mr Facil Itator, who is the headmaster of FaVET School. Last two years have been difficult due to the combination of a pandemic lockdown and economic crisis and the school was forced to move to online teaching, something teachers had little or no knowledge about whatsoever.

Mr Itator is looking for a deputy headmaster, who will be responsible for facilitation at his school. He made an appointment with you and... there you start your play.

The task: You follow the game map, which will guide you through different parts of the school premises, find hotspots, solve the riddles, give answers to questions, but first and foremost... LEAVE THE BUILDING!

Technical requirements: The escape game is available online and has been developed using the technology of the Genially Platform,

which offers multimedia tools and frameworks, including escape games, to teach and learn through interactive learning materials. Applying the Genially platform solution makes it possible to use the game both on personal computers as well as mobile devices (smartphones or tablets), on all web browsers. However, in order to enjoy all graphic aspects of the game, it is recommended to use a computer or a tablet.

Guidelines for classroom use: The FaVET escape game is primarily a tool to be played online, both as a part of in-class or blended learning process.

The reasons for choosing this option were manifold, with general and easy 24-7 access to its resources as one of the main. Additionally, developing the game on the basis of the open Genially framework was intentional as it allows trainers and facilitators to adjust and develop it according to their needs.

English language version:
https://view.genial.ly/646e3bd83fea6800183aef97/interactive-content-FaVET-school-escape-game

Resources and materials

Each module belongs to a competence and each competence has about 10 micro-modules where each micromodule contains a learning activity.

In the following table you can find some examples of learning activities and its lesson plans:

Make your presentation a game! Learn how to make your online teaching more engaging with Genially.	**ABCD Model** Manage to create your own learning objectives using the ABCD model.	**Learning Kanbanflow** Kanbanflow is an online tool that manages group tasks. Very useful for team development.
Meaning of self-awareness in communication Learn how to teach self-awareness to students.	**Implementing Shared Leadership in Teams** Understand the concept and benefits of shared leadership as well as learn how to overcome challenges and implement it in your context.	**Learning Mentimeter** Learn how to use a tool to create presentations and get feedback.

Access to the lesson plans:

Learning activities

How to organize an online class

Before

Create a course plan that takes the following into account:
- For whom it is intended for
- How to complete the online course and in what time
- Which pedagogical model is used

Decide which apps to use. Consider the availability of different applications.

Create an online course:
- Create course pages
- Create the course content and objectives
- Create the execution instructions
- Add the course materials
- Add the discussion area for potential student questions
- Add the course evaluation (if needed)
- Add the teacher's contact information

Test the functionality of the course platform and materials before starting.

During

If you are doing live lessons remotely, prepare well. Anticipate potential technical challenges (for example a student can not join the session - how to help her/him?)

Monitor students' progress, offer help if necessary. For example the student may have a lack of time management. The online platform used may be new and strange to the student.

Tell on the course website when and how you are available

Give feedback. The feedback helps students progress in her/his studies.

After

Do the evaluation (if needed).

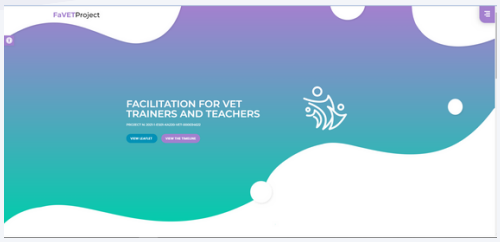
Give feedback with the evaluation.

Ask for feedback. Feedback allows you to develop your course and course material.

FaVET Webpage

The following QR code goes to the FaVET webpage. Before looking at the materials of each competence you will need to register into the platform.

R3 Diagram

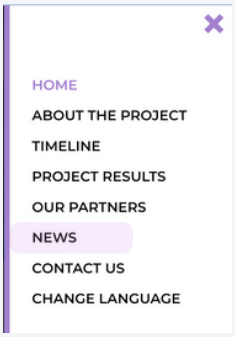


FaVET Website favet.eu

Click

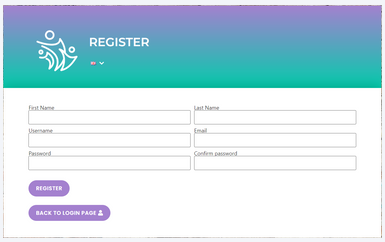
Hamburger menu

Click



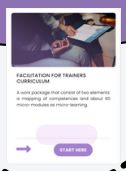
Project results

Click

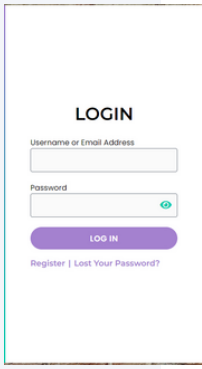


If you are not registered

Under Facilitation For Trainers Curriculum Click **"START HERE"**



If you are registered

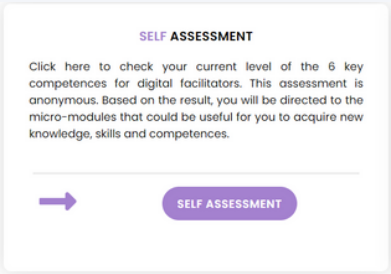


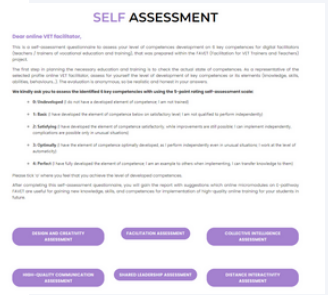
Enter details and click **"REGISTER"**

Enter details and click **"LOG IN"**

Tests not done

Have you done the self-assessment tests?



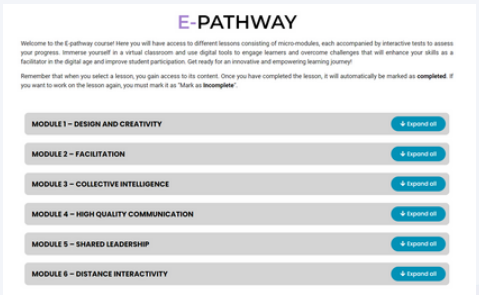


Complete self-assessment tests

Tests completed

Tests completed

Click **"E-Pathway"** to enter lessons



Assessment

Before starting with the E-pathway, an assessment questionnaire has to be done in order to know in which competences you need to improve your skills and knowledge.

After completing this self-assessment questionnaire, you will gain the report with suggestions on which online micro-modules on the E-pathway FaVET will be useful to acquire new knowledge, skills and competences for delivering quality online training to your students in the future.

Every module and micromodule have their own assessment questionnaires. Once you have completed all the questionnaires a certificate will be created.

[an image of a certificate as an example]

Expected impact

The learners will improve their training methods, through the use of facilitation techniques during the online training sessions, fostered by the E-pathway.

They will also have better adaptability and a more appropriate response in terms of hybrid and online learning.

All the participants will have a better use of collaborative digital tools to increase group interactivity online by the trainers, who need to adapt to the role of mediator of learning.

This will create greater job satisfaction for teachers and trainers and a new motivational boost in their work. As a result, enhanced learner well-being, motivation and development.

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Result 3. Online Engineering Models

DOM SPAIN
educational services

ACADÉMIE
DE NORMANDIE
Liberté
Égalité
Fraternité

IFPRA INSTITUT
DE LA
FORMATION PROFESSIONNELLE
EN RÉGION ACADÉMIQUE

Institutul
Bucovina

PRIZMA
Foundation for Improvement of
Employment Possibilities

36,6 CC
Competence
Centre
based in Lodz, Poland

INSTITUT
JULIO ANTONIO
MÓRA D'EBRE

eduko
Kouvola Vocational Institute Ltd.

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