Continuing Professional Development in Vocational Education and Training

Health & Work

Inspiration for online teaching

COVET

In the COVET project, we have collected many great examples of teaching that have been transformed from the classic off-line version into a modern online learning method.

These sample lessons have been created by VET teachers from different EU countries. We present them to you as inspiration for your work.

The lessons are particularly suitable for vocational teachers, but can also serve as a training tool for teachers, trainers and lecturers in other educational settings.

All sample lessons, training materials as well as all information about the project are available at:
https://www.covet-project.eu/

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Offline version of the lesson

(A brief introduction to the subject, general situation, type of lesson. What the aim of the lesson would be and how the lesson would be used.)

The aim of this lesson is to learn about the relationship between work and health and how they influence each other, both positively and negatively. In this lesson students will learn about various risk factors, risks and eventual harms.

Usually we start by explaining the topic we are going to study. The students offer their ideas and knowledge to add into the topic of the lesson. This part takes place at the beginning of the lesson.

Then we divide into smaller teams to participate in different activities enabling us to put the topic into practice. For example: One team represents a company and the other team represents its employees. And we discuss job-related health issues. Through this experience, we hope that the students will understand - in a practical way - the different functions and obligations they will have depending on the position they will occupy in the future.

My opinion is that the offline lesson leads to good learning results and to better interpersonal relationships.

Online version of the lesson

(What had to be taken into account, the reasons for the changes that were made, the new applications and tools that had to be incorporated into the lesson.)

To turn it into an online lesson, I had to change the lesson. It is much harder to work as a team online than it is offline.

I had to prepare some extra exercises because, in my opinion, it is more difficult to understand the explanation via online platforms. That is why I am deeply convinced that it is absolutely necessary to include additional exercises to support the explanation.

I decided to change my exercises from teamwork to work with individuals. And I also decided to change my way of teaching the lesson because the students had problems paying attention to online presentations.

I opted to use websites like Kahoot, Genially and Youtube. **Kahoot** helped me to review using the game. **Genial.ly** enabled us to work as a remote team. And **Youtube** provided us with a lot of useful information to support our activities. I had to learn how to use Genial.ly and found some information and videos on Youtube. I already knew Kahoot, so I just had to dig a little deeper on the web.

I used all the websites and apps in the free version, which meant we just had to download the apps and we could start working immediately. The only thing I had to pay for was Kahoot. I did this because it gave me the opportunity to prepare some high quality exams for my students.

Final result

I prepared PDF notes on the lesson to give to the students. We used Kahoot to introduce various labour-related risks. I had a presentation on the topic of health and work done in Genial.ly. We included competitions – we drew and mimed some keywords. We discussed different labour risks and management of occupational risk prevention.

The learning outcomes were similar in the offline and online versions.

Feedback on the lesson

There was no connection between the participants themselves. At the beginning I thought that the online lessons would be much more interactive because we had prepared material for it. I used interactive games like Kahoot or team games that simulated the risks of working remotely through their own experiences. I also tried games that involved whole class interaction, such as writing a risk that you think your partner might have in their daily work and then discussing it.

But the reality was a bit different. Most of the participants felt quite disconnected from the group as they did not see each other in person and their enthusiasm vanished. The participants seemed to be much more motivated during the offline lesson because they were able to create real interpersonal relationships and friendships and the general atmosphere was more enthusiastic. Also, the fact that they were not forced to have the camera on often made it difficult for us to know if they were actually connected. I think that the online lesson caused a bit of disappointment on both sides.

In the case of the online lesson, I have to admit that the interpersonal relationships were diminishing and hardly any bonds were created between the students. In the end, we ended up not knowing each other throughout the year. I admit that I might prefer offline teaching as I prefer creating direct relationships with my students.

I focused my effort on creating a bond between the participants and facilitation of learning through fun in the online lesson. On my side it required lots of effort, but the results were, in my opinion, not as satisfactory as I expected. I think we were able to immerse ourselves in the world of new websites and skills, but unfortunately in the end I think it was not as effective as I expected. However, we were able to pick out a lot of helpful elements to use even in face-to-face lessons.

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