



Continuing Professional Development
in Vocational Education and Training

Labour Law

Inspiration for online teaching



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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Co-funded by the
Erasmus+ Programme
of the European Union

Labour Law

Offline version of the lesson

In this lesson, students will learn the basics of Spanish labour law: what law is, more specifically labour law; how labour courts work; and what the types of law exist, and how they are applied.

When teaching this lesson in an offline learning environment, not too many methodological innovations are necessary, since the content is mainly theoretical, so a blackboard and a marker would suffice.

Therefore, the first thing to do is to take some notes to support the teacher's theoretical explanation. In my opinion and experience, it is better to hand them out after the explanation so that the students pay attention to the teacher and do not read from the notes.

Once the notes have been prepared, it is necessary to plan the lesson, i. e. determine or estimate the time needed to explain each part of the lesson.

The next step is to prepare the explanation by making a plan for each part of the lesson.

Finally, the plan is put into practice by checking what was planned and what was actually done.

Online version of the lesson

I had to consider a lot of different things, for example I had to look for websites that could be useful for the students and videos on YouTube. I also had to try and find an application or a website and prepare pdf notes with the theory. I had to decide whether to record myself explaining the lesson and buy a digital blackboard and learn how to use it. I had to be prepared to learn how to use the software to record the computer screen and edit the videos.

I decided to give them PDF notes because I think it is better for the students to have these terms written down. They would be preparing for a theoretical exam, so they need these notes for that.

I had to study the different online applications and programmes to create infographics and videos, because I think it is better than just preparing pdf notes to explain practical concepts.

In this particular lesson, I did not consider it necessary to record myself explaining the content, as it is theoretical. It is not too complicated, and just by reading the notes, the students should be able to carry out the proposed activities and acquire the necessary competences to pass the course.

I chose Genial.ly, an interactive application whose purpose is to create interactive lessons and gamification activities to help students understand using visual and interactive content. With the paid Genial.ly Premium Plan, students get engaged with visual content and involve themselves with interactivity, allowing them to discover information on their own.

I also used Educaplay, an online platform for creating games to test the content.

And I also looked for videos on YouTube, because there are a lot of options and really good videos to help students visualise the theoretical concepts.

Final result

During the online meeting, the first thing I did was to tell the students that they already had the notes in PDF format uploaded to Moodle, as well as the different images and explanatory presentations. While I told them about the topics we were going to learn in this lesson, I explained the most important and complex concepts that they needed to know in order to carry out the activities.

The most important or complex concepts that they need to know in order to do the activities were explained and they were reminded that they could contact the teacher whenever they needed to.

Since these are theoretical concepts, they usually did not have many doubts about this lesson, although sometimes it was difficult for them to identify the different types of existing labour relations in practical examples, so it was necessary to give them examples that they could understand during the online explanation.

Afterwards, they were able to work independently and carry out the proposed activities and online quizzes.

These are the resources I used or created:

[Pdf](#) notes.

[Evolution of labour law](#). This is an infographic related to the evolution of labour law, from the Industrial Revolution, through the workers' movement, to the present day in Spain.



[Division of law](#). This is an infographic explaining what both public and private law are and setting out the different parts of each of these divisions.

[Labour and labour law](#). It is a dynamic presentation of genial.ly where you can see the different labour relations that exist in Spanish law, as well as the most important labour law regulations and the labour administration.



[Labour courts](#). It is a dynamic presentation of genial.ly where you can see the Spanish judicial pyramid and where it is explained how it works and which are each of the judicial levels.

[Sources of law](#). This is a dynamic presentation of genial.ly where the sources of Spanish labour law can be explained and where the principle of hierarchy of norms is explained, according to which lower-ranking norms cannot contradict higher-ranking norms.

[Principles for the application of labour standards](#). In this last file you will find a Genial.ly game for students to be able to identify the different principles of application of labour standards.



Then, the activities were uploaded on the school application (Moodle) and they were corrected online.

An online exam. An online questionnaire (short or multiple questions) about the concepts they have studied.

Final feedback

This teaching system will always depend on the involvement of both the students and the teachers.

This subject is part of an intermediate level course, so the students are younger and more immature than in a higher level course, so it was difficult for me to keep them motivated and get them to follow the lessons and do the exercises. In this case, not only because of the lack of intrinsic motivation of the students, but also because not everyone had the same means to have a computer or a stable Wi-Fi connection that would allow them to follow the classes.

One of the best things I can say is that, during my time in confinement, we had an online schedule every week, which allowed me to keep in touch with the students and see if they were following the lessons and if they were struggling with the subject. However, Spanish data protection law does not allow us to force the students to turn on the camera to know if they were really connected or if they had just turned on the app to appear on the list, so sometimes instead of teaching it seemed like we were having séances because you were trying to get a person to answer (orally or through the app's chat) and there was no contact; sometimes because of the poor internet connection and at other times because of the students' own lack of interest.

Anyway, I think that in general I managed to get them to follow this lesson, although for the future I think that in addition to presentations, images or YouTube videos, it would be good to prepare my own videos to create my own video library, and that the theoretical explanations of the notes could be better supported by an oral presentation.



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2020-1-CZ01-KA226-VET-094350

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