



Erasmus+ project: Continuing professional development in digital education for VET

Digital Training Delivery in Vocational Education and Training

Guide to the CPD program

2023



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Introduction

The purpose of this instructional material is to furnish information regarding the training program and offer guidance on how to effectively utilize it to maximize its benefits.

The Guide is one of several outcomes of the Erasmus+ project **named “Continuing professional development in VET”** and it was created to help teachers across Europe to address the challenging situation of urgent need for online raining delivery in VET.

All project outputs have been produced by seven partners from seven European countries working together:

ProEduca z.s., Czech Republic

Archivio della Memoria, Italy

Asociatia Pentru Sprijinirea Initiativelor Educationale, Romania

Solution Based Training & Consultancy (SBTC), Turkey

CEBEM FORMACIÓN PROFESIONAL SL (Daniel Castelao), Spain

TUS Midwest, Ireland

Northern Regional College, UK

Project COVET – Continuing professional development in vocational education and training– is an Erasmus+ co-funded international project. All information related to the project can be found on the [project website](http://www.covet-project.eu)¹.

¹ Link: www.covet-project.eu

Digital Training Delivery in VET

The complete CPD program consists of four parts:

- Digital training delivery in VET: Curriculum
- Digital training delivery in VET: Training modules
- Digital training delivery in VET: Instructional set of sample online lessons
- Digital training delivery in VET: Guide to the CPD program (this document)

All four parts of the program have been built upon the results of the Analysis of teacher's needs.

Training modules

The COVET CPD program consists of three digital training modules – each in a distinct colour scheme – on three selected core topics. The modules are further divided among eight Units.



Module 1: Competences of the VET Teacher

Unit 1.1: Understanding Competence and Digital Competences

Unit 1.2: Defining the role of the facilitator



Module 2: E-Learning for VET Teachers

Unit 2.1: Exploring E-Learning Environment

Unit 2.2: Developing e-learning resources

Unit 2.3: Digital Learning Technologies for VET Teachers

Unit 2.4: Assessment Process in E-learning



Module 3: Online Resources & Activities

Unit 3.1: Online Resources: (Re)use and Evaluation

Unit 3.2: Design of Online Activities

Unit structure

Each unit is following the same structure. In the top-right corner of each page, you can find pictograms that describe the page's focus.



FOCUS

The first part focuses on the central topic, through an analysis of the Unit key words and an expositive short text.



DELVE INTO

The second part represents a delving into the issue, collecting suggestions, ideas, and more details to explore.



SURF TO FIND OUT MORE

The third part is a collection of videos, testimonials, written documents, cartoons, etc. to explore the focused issue surfing the Internet.



PRACTICE AND REVIEW

The fourth part is a testing section through which you can test yourself and reflect on what you learnt.

Each Module also includes motivational quotes by famous learning and teaching influencers and several test questions to check your knowledge on the content of the units.

Use these training modules for theoretical knowledge acquisition.

Sample lessons

The modules are complemented by a set of 36 sample lessons providing a step-by-step guidance on the process of transformation from offline to online lesson development and training delivery.

Use these lesson examples as inspiration for your own online lesson development.

Access and navigation

The digital training materials can be accessed via the project website: <https://www.covet-project.eu/>

Main project results and outcomes:

The screenshot shows the 'Results And Outcomes' section of the COVET website. At the top left is the COVET logo and the text 'CONTINUING PROFESSIONAL DEVELOPMENT IN DIGITAL EDUCATION FOR VET'. At the top right are navigation links for 'Home', 'Results And Outcomes', and 'Partners'. The main heading is 'Results And Outcomes'. Below this, there are four icons representing different outcomes: 'ANALYSIS OF THE VET TEACHERS' NEEDS', 'CURRICULUM', 'TRAINING PROGRAM', and 'SAMPLE LESSONS'. Each icon has a 'Read More' link below it. Below the icons is a large image of hands typing on a laptop keyboard with digital icons floating around. At the bottom left is a 'Translate' button, and at the bottom center is the copyright notice '© 2022 CONTINUING PROFESSIONAL DEVELOPMENT IN DIGITAL EDUCATION FOR VET'.

Training modules

The screenshot shows the 'TRAINING PROGRAM' section of the COVET website. At the top left is the COVET logo and the text 'CONTINUING PROFESSIONAL DEVELOPMENT IN DIGITAL EDUCATION FOR VET'. At the top right are navigation links for 'Home', 'Results And Outcomes', and 'Partners'. The main heading is 'TRAINING PROGRAM'. Below this is a 'Guide to the CPD program' link. There are three icons representing different modules: 'Module 1: Competences of the VET Teacher', 'Module 2: E-Learning for VET Teachers', and 'Module 3: Online Resources & Activities'. Each icon has a 'Read More' link below it. Below the icons is a large image of hands typing on a laptop keyboard with digital icons floating around. At the bottom left is a 'Translate' button, and at the bottom center is the copyright notice '© 2022 CONTINUING PROFESSIONAL DEVELOPMENT IN DIGITAL EDUCATION FOR VET'.

Sample lessons

The screenshot shows the 'SAMPLE LESSONS' section of the COVET website. At the top, there is a navigation bar with 'Home', 'Results And Outcomes', and 'Partners'. Below the header, a blue banner contains the text: 'As a complementary teaching and training material to the training program we are providing a set of 38 sample lessons describing the transversal key process from offline to online training delivery. The lessons cover a wide range of various topics from several professional families.' Below this text is a search bar with 'All' selected. The main content area displays a grid of 8 lesson thumbnails, each with a title and a small image. The lessons are: 'Handicrafts', 'City of Churches of the Lublinerlands', 'Bread Cakes', 'Unconventional Mechanical Methods', 'Reading and Assessment of', 'General Testimony', 'How to Use Charts in', and 'How to create a collection in'. A 'Thumbnail -' button is visible at the bottom left of the grid.

Download for offline usage

All modules, units and sample lessons can also be downloaded for offline usage in the languages of the project partnership: in English, Spanish, Italian, Romanian, Turkish and Czech languages.

The screenshot shows the 'Module 2: E-Learning For VET Teachers' page. At the top, there is a navigation bar with 'Home', 'Results And Outcomes', and 'Partners'. Below the header, a blue banner contains the text: 'Module 2: E-Learning For VET Teachers'. The main content area features a central icon of an open book with a mouse cursor pointing to it. Below the icon is a list of learning objectives: 'Understand the concept of e-learning', 'Analyze the different elements of e-learning systems', 'Design effective and efficient e-learning systems', 'Evaluate the quality and usability of e-learning systems', 'Design and develop e-learning systems', 'Implement and evaluate e-learning systems', 'Apply e-learning systems in various contexts', 'Design and develop e-learning systems', 'Evaluate the quality and usability of e-learning systems', 'Design and develop e-learning systems', 'Implement and evaluate e-learning systems', 'Apply e-learning systems in various contexts', 'Design and develop e-learning systems', 'Evaluate the quality and usability of e-learning systems', 'Design and develop e-learning systems', 'Implement and evaluate e-learning systems', 'Apply e-learning systems in various contexts'. Below the objectives are two rows of flags representing the languages available for download: 'Unit 2.0: Digital Learning Technologies for VET Teachers' and 'Unit 2.0: Assessment Process in E-learning'. A 'Thumbnail -' button is visible at the bottom left of the page.

Guide for learners

In this chapter, you will find useful tips and information about the continuing professional development, how to learn most effectively, how to apply critical thinking and how to stay focused.

Continuing professional development

CPD, which stands for Continuing Professional Development, is the process of keeping track of and documenting the skills, knowledge, and experience gained through professional activities beyond initial training. It involves recording what has been learned, experienced, and applied. CPD is often referred to as a physical archive or portfolio of one's professional development. However, some organizations use the term to refer to a training or development plan, which is not entirely accurate. This article defines CPD as a process of reflecting on and recording one's learning and development.

What is the purpose of CPD?

The purpose of CPD is to assist in managing one's development on a continuous basis. It is intended to aid in the recording, reviewing, and reflecting on what has been learned. CPD is not simply a document that records training received; it has a broader scope.

What is the distinction between training and development?

Although these terms are frequently used interchangeably, there is a difference between them. Training is usually formal and linear and is concerned with acquiring specific skills and competencies. It may range from basic computer application use to learning to be a pilot. Development, on the other hand, is typically informal and has a more comprehensive application, providing tools for a variety of tasks and related to skills and competencies. It involves progressing from basic knowledge to a more advanced, mature, or complex understanding or broadening the range of transferable skills, such as leadership, project management, or organization of information.

The essential components of the CPD process are:

- Documenting the process
- Self-governance, meaning that one is responsible for one's own development, rather than relying solely on the employer.
- A focus on experiential learning, which involves learning through reflection and review.
- Assistance in establishing development goals and targets.
- Incorporation of both formal and non-formal education.

What are the benefits of CPD for you?

CPD may be a requirement for membership in a professional organization. It can aid in reflecting on, reviewing, and documenting your learning, as well as developing and updating your professional knowledge and skills. Additionally, CPD has numerous other advantages, including:

- Providing a summary of your professional development progress thus far
- Serving as a reminder of your accomplishments and growth
- Assisting with career management and goal pursuit
- Identifying skill and ability gaps
- Revealing other areas for development

- Supplying examples and scenarios for a resume or interview
- Demonstrating professionalism to clients and employers
- Aiding in professional development or career transition.

How can you begin?

Start by keeping a learning diary and documenting your reflections in a format that works best for you. You may find it beneficial to write down detailed notes or simply jot down key takeaways. Writing will prompt you to reflect on your experiences and assist in the planning process. Even if you have a good memory, it is impossible to assess your experiences accurately without recording them.

Consider the following questions to assist you in getting started:

Where do I currently stand?

Take time to review and reflect on all of your learning experiences within the past year or three months. Jot down your reflections on what you have learned, what you could have done differently, and what you gained from each experience. Be sure to include both formal and informal learning activities, such as:

- Peer or network learning
- Keeping up-to-date with new technologies, working methods, and legislative changes
- Observing or assisting a more experienced colleague
- Knowledge and experience gained through coaching or mentoring
- Reflections, insights, and lessons learned from taking on new responsibilities
- Changing organizations or roles
- Temporary replacements within a department or organization
- Covering or filling in for colleagues
- Lessons learned from mistakes or critical incidents

Report on the results of each learning experience and how it has benefited you, your colleagues, your students (if applicable), or your employer.

What are my career aspirations?

Begin by writing down your long-term career aspirations, considering where you would like to be in two, five, or ten years. Then, identify up to three specific and achievable short-term goals that will help you reach those long-term aspirations, and establish a timeframe for achieving them.

What actions do I need to take to achieve my goals?

Consider your overall career goals and think about the actions you need to take to achieve them. This may involve obtaining additional training, seeking a promotion or new job role, or exploring new career paths. For each of your short-term goals, establish a first step that you can take today or tomorrow. For instance, you might schedule a meeting with a supervisor to discuss taking on new responsibilities or seek guidance from a colleague who has expertise in a particular technology or field.

When should I assess my progress?

It is essential to set a date in advance to review your progress towards your goals. You can choose to do this on a rolling basis, from one review to the next, or at regular intervals, such as every three, six, or twelve months. Make sure to mark the date on your calendar and follow through with the review. This marks the beginning of the cycle of continuous professional development.

Important tips for learning

Utilize various modes of learning!

As learning styles vary from person to person, it's important to use different techniques that suit you best. Combining multiple learning modes can enhance your learning experience. There are four primary learning styles to consider:

- Visual: Absorb information by examining visual aids such as graphs, diagrams, charts, and explainer videos.
- Auditory: Grasp knowledge by listening to information or reciting it out loud.
- Reading/writing: Learn using written materials such as texts, reports, handouts, etc., and write summaries or learning cards.
- Kinesthetic: Learn by actively applying theoretical knowledge in practical experiments. Don't limit yourself to just one mode of learning.

Try experimenting with a combination of these styles to discover what works best for you! You can determine your primary learning style by taking the [VARK questionnaire](#)².

Break down the learning materials into manageable chunks!

To avoid overwhelming yourself, it's important to break down learning materials into manageable chunks. Don't try to absorb everything about a topic at once. Instead, focus on one piece of information before moving on to the next. This approach applies to various types of learning materials, such as e-learning courses, history textbooks, or piano lessons. After mastering each piece of information, you can start connecting them to create a cohesive understanding of the topic.

For instance, when reading a training program unit, you can begin by quickly scanning the chapter or reviewing the headings to get an overview of the content. Then, read each paragraph closely and identify the main concepts.

Take notes while you learn!

It can be beneficial to take notes while you are learning to improve your comprehension and retention of the material. Whether you are attending a lecture or reading a book, jotting down key points and concepts can help you better understand and remember the information. Taking handwritten notes has been found to be more effective than typing on a computer, as it encourages you to focus on the most important points rather than trying to capture everything.

Summarize information you have just learned!

Summarizing is an effective method to evaluate your comprehension of a topic and enhance your understanding. Once you learn something new, either through a lecture or reading, take a moment

² Link: <http://vark-learn.com/the-vark-questionnaire/?p=questionnaire>

to jot down a brief paragraph or a few bullet points summarizing the main points. You may also verbally summarize the information and receive feedback from a teacher to assess your grasp of the concept.

Keep your learning sessions brief and frequent!

Rather than dedicating several hours in a day to studying a single subject, try breaking it down into several sessions of 30-60 minutes spread over a few days or weeks. This approach can help you avoid burnout and improve your retention of the material. Additionally, spreading out your study sessions can assist you in overcoming procrastination. By dedicating a small amount of time each day to a task or subject, it becomes less daunting and more manageable, decreasing the likelihood of putting it off.

Discuss what you are learning with other people!

Engaging in discussions about what you're learning can provide fresh insights and facilitate the establishment of connections that may not be immediately apparent when studying in isolation. In addition to inquiring your teacher or peers, sharing your own viewpoint and comprehension of the subject can be beneficial. Teaching others is an effective way to reinforce your understanding of a topic and discover areas where you may need to improve. Consider explaining something you've learned to a friend, relative, or classmate as a means to accomplish this.

Evaluate what you do and do not know!

Being aware of your own thinking process, known as metacognition, is a crucial aspect of learning. It's important to reflect on the subject or skill you're attempting to learn and ask yourself questions like "What do I know about this topic? What aspects of it do I need to improve my knowledge or understanding of?" Once you've identified the areas where you need to improve, you can focus on those. Self-quizzing is an effective way to assess your knowledge. If you're using a textbook or taking an online course that provides self-assessment quizzes or knowledge checks, take advantage of them. Another approach is to write a brief explanation of the subject to help you assess your understanding.

How to apply critical thinking

Ask questions about what you are learning!

To fully engage with what you're learning, it's important to go beyond just memorizing information. While learning, take a moment to stop and ask yourself questions. By exploring these questions and finding answers on your own, you can deepen your understanding of the material. For instance, if you're reading about a historical event, you might ask yourself questions such as "Why did this happen? What are the sources of our knowledge about this event? How would things be different today if this event never occurred?"

Look for connections between concepts!

It's also important to look for connections between concepts. Instead of viewing the information as a set of unrelated pieces, try to find ways in which the ideas and information relate to each other and to your own knowledge and experiences. This will help you put what you learn into context.

Examine sources of information critically!

It's important to be critical of the information you come across when learning. Instead of blindly accepting everything, take some time to consider the source of the information, its reliability, and whether it's current or outdated. Here are some questions to help you examine the information:

- "What evidence supports the author's major arguments?"
- "Is this information current?"
- "What are the sources of this information?"
- "What qualifications does the person presenting this information have? Are there any biases or agendas?"
- "Are there alternative interpretations of this issue that may also be valid?"

Try to identify key concepts in the material you are studying!

When studying, it's helpful to identify the essential ideas and concepts within the material. Whether it's a single lesson or an entire course, pinpointing the main themes can assist in organizing your thoughts and concentrating your efforts as you learn and review.

How to stay focused while you learn

- Break up your study time into 25-minute sessions with 5-minute breaks in between using the Pomodoro Technique, which can help you maintain focus and improve learning. You can also use the Pomodoro Time app.
- Get 7-9 hours of high-quality sleep each night, which is important for both staying focused and retaining information. To improve sleep quality, go to bed early, and consider creating a relaxing bedtime routine.
- Eat nutritious, energizing foods to help you stay focused and absorb information more effectively. Start the day with a healthy breakfast and snack on brain-friendly foods like fruits and nuts while studying. Additionally, staying hydrated is crucial since your brain is mostly made up of water.
- Find a comfortable and quiet study environment, as studying in noisy, uncomfortable, or poorly lit areas can make it difficult to concentrate and absorb information. Experiment with different study settings to determine what works best for you.
- Put away your phone and other distractions while studying to avoid getting distracted by social media, games, or emails. Try turning off your phone or placing it in a drawer or bag to minimize distractions.



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