
WS 6 ONLINE LEARNING AND TEACHING: THE ROLE OF PRACTITIONERS AND CAPACITY BUILDING

Catarina PT
Paolo IT
Liisa FI
1. What is the role of practitioners in this new hybrid and online environment? Is it too different from what it should be in tomorrow’s education systems, post COVID 19?

2. What challenges do practitioners face with hybrid and online learning and teaching?

3. Are practitioners ready to embrace this new transformative challenge? How can we improve teacher capacity building in a sustainable way?
KEY ISSUE 1: What is the role of practitioners in this new hybrid and online environment? Is it too different from what it should be in tomorrow’s education systems, post COVID 19?

REFLECTIONS

The transfer is targeted towards future – blended learning; active methods; more trans-disciplinary encouraging team work, roleplay and other activating and interactive methods

- the teachers role must be adapted to the context
- organizational criteria – connection to strategy
- increase in personal professional responsibility to be more active
- management of ones own professionality
- new leadership approach

New mindset (looking to the future – not looking back)
New role of the teacher – ecosystem (guidance, tutoring and coaching role of the teachers) - mentor – facilitator – curator – co-creator – coach – learning partner

Teachers will not disappear but role is changing (the role becomes even more important)

Teachers as “octopus” or “Swiss knife”

VET is basically Hands on training – how to keep students that are used to very practical work engaged and interested ? - challenge to transfer to blended learning, challenges to have resources to train oneself - how the management is going to solve these challenges?

Students with challenges - how the online learning is transferred to more practical

How to support students online ?

Teachers need to be better equipped both technically and methodically (tools, software etc.)

CONCLUSION

SOLUTION / GOOD PRACTICE
KEY ISSUE 2: What challenges do practitioners face with hybrid and online learning and teaching?

REFLECTIONS

- New role in the educational system - tutor and coach
  - Teaching is aiming at being very individual
  - Ways to share good practices and to build new future strategies and roles for teaching staff is needed → new mindset is needed
  - The human and emotional and social interaction view should not be forgotten in online teaching
  - We have to teach our students to be active also online otherwise teaching will be only lecturing (one-way) → the new roles are needed in order to enhance interaction and dialogue between students and between teacher and students
  - Social dimension of teaching vs. online teaching - how to reach social dimension online?
  - The key issue is how to manage change – how do we as individuals

CONCLUSION

- Good practices:
  - Online lessons following the original schedule (keeping up the routine)
  - Better concentration - the students that are silent in the class can be very active online

SOLUTION / GOOD PRACTICE

- Mentoring programmes for schools (Portugal) - students’ co-agency, identification of students who are prepared to support their peers - CHO – Chief Happiness Officer to strengthen the positive atmosphere in the group
KEY ISSUE 3: Are practitioners ready to embrace this new transformative challenge? How can we improve teacher capacity building in a sustainable way?

REFLECTIONS

1. the future of teacher education - “from fish to octopus”
2. capacity building of teachers: more tools for teachers are needed also on the EU-level
3. - creating a community of practice within the schools and also wider
4. -
5. It has 1. Curriculum Resources, 2. Professional Development Resources and some Tools

CONCLUSION

- Good practices:
  - OECD tools for teachers

SOLUTION / GOOD PRACTICE

- Thematic team initiative: Coaches and Athletes - mentoring help and support to beginners from the more experienced
KEY MESSAGES

Need to change - new mindset for VET colleges also on strategy level, management and teachers - is there a way back to normal? NO

Learner activation and engagement – not forgetting social and emotional issues – social interaction is key in VET in order to manage in working life

Individual solutions - flexible curriculum - ways to adapt teaching to available learning environments and tools – online or f2f

Teacher skills and competences must be developed in a versatile way (not forgetting teacher education) - methods, tools & ability to change - teachers active role to manage their own capacity building

Accessibility - students in the margin (equipment etc.) / VET schools must be equipped with equipment and tools for teachers

Mentoring and tutoring programmes for both teachers and students - eg. CHO Chief Happiness Officer - communities of practitioners

Learning ecosystems to include not only VET colleges, teachers and students but also companies and parents

NOT FORGETTING WHAT WE HAVE LEARNT AND TAKING THE GOOD PRACTICES INTO USE ALSO AFTER COVID 19