

HANDBOOK FOR WORKPLACE TUTORS - LEARNING PROCESS GUIDE

ENGLISH



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1. Aim of the handbook

The present handbook aims to provide experienced in-company trainers and tutors with resources to guide, implement and assess workplace and work-based learning processes in order to respond to individual and organisational training requirements. In contrast to many tutors and trainers, workplace tutors often take on learning and training-related tasks in addition to their day-to-day work activities, and training programmes are developed to professionalise the work being done.

This handbook aims to be a practical and accessible support to workplace tutors in their daily work, by providing a good balance between theoretical and practical suggestions for methods and processes to be applied during the work process. It will cover specific innovative tools, methods and emergent learning approaches, like problem-based and micro learning, providing practice examples and resources to be applied in any training context.

Like many other education and training roles and professions, workplace tuition is changing, with increasing calls to professionalise this important role. Responding to this need, and building on existing profiles such as the workplace tutor, special attention must be given to the workplace as a place of learning, as well as to the fact that adults and young people learn in different ways.

This document is mainly addressed to in-company trainers, tutors, learning representatives and other in-company actors involved in formal and non-formal training processes in organisations, and/or experienced trainers looking for continuous training and update.

Research in this area shows that there are many trainers who are provided with great qualifications in training, but are continuously looking for new approaches, methods and materials. This handbook intends to focus on this target group, trainers who are not completely new to the issue of training and already have some form of qualification or experience, but who would like to gain new insights and methods.

2. European workplace tutor

According to a recent study carried out by the Cedefop TT network¹ the responsibilities delegated to trainers are increasing and associated to higher quality levels. New responsibilities include training needs analysis, guidance and counselling, quality assurance and networking with a broad range of private and public institutions. The workplace tutor is someone from the company that is at the front line of current initiatives aiming to upgrade the skills of the workforce. Among other responsibilities, this professional trains, coaches, supervises and assesses employees on-the-job, based on his or her own technical knowledge. In addition, he or she analyses learning needs and opportunities on the work floor, arranges and develops training programmes, and is authorized to issue training certificates which are recognized within the company and/or the sector at hand.

The European Workplace Tutor competence profile includes all competences required for high-level in-company training positions in the different countries participating in the project (including the analysis of individual and company qualification needs, the design, planning and implementation of training measures as well as learning process guidance and the assessment of competence development and the evaluation of training provided). The main characteristics and competences for this professional will be presented below.

Profile

The European Workplace Tutor is the professional with a specialised biography and a qualification, with responsibility to:

- independently plan, implement and evaluate in-company education processes in initial and further training;
- advise individuals regarding training and education;
- guide in-company learning processes.

Activities

As main activities, the European Workplace Tutor is able to:

- plan, implement and increase the quality of initial and continuing vocational training / personnel development within his/her company economically and according to demand;
- assess qualification needs of both the company/institution and individual workers and based on this to develop qualification offers tailored to the needs of the target group;
- consult his/her company/institution with respect to qualification needs and necessary organisational changes for the implementation of qualification offers;

¹ The TTnet is a Pan-European forum for practitioners and policy-makers, dealing with the training and professional development of VET teachers and trainers.

- support the development of professional, social and methodical competences within the company/institution; to develop and implement personnel development projects and to be able to formulate and initiate the necessary processes of change within the company/institution;
- develop specific qualification offers for target groups that require additional psychological, pedagogical and/or cultural support
- manage and coordinate the above-mentioned areas including the verification of strategic effort of groups and the synergy of knowledge of various relevant areas.

Qualification requirements

Brief introduction to EQF and NQF Frameworks

The European Qualifications Framework (EQF), implemented in 2008, is a common European reference system which links different countries' national qualifications systems and frameworks (NQF) together. In practice, it works as a translation mechanism, making qualifications more readable. As an instrument for the promotion of lifelong learning, the EQF encompasses general and adult education vocational education and training as well as higher education. It is structured in eight qualifications levels where each level is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

The eight levels cover the entire span of qualifications from those achieved at the end of compulsory education to those awarded at the highest level of academic and professional or vocational education and training and are described in terms of level descriptors for the expected knowledge, skills and competences for each level of qualification.

As statements of what a learner knows, understands and is able to do, the learning outcomes descriptors for all levels of qualification are defined in terms of knowledge, skills and competences, relevant to qualifications at that level in any system of qualifications and understood as shown in the following table:

Knowledge	Skills	Competence
In the context of EQF, knowledge is described as theoretical and/or factual .	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking), and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy .

Based on the competences profile and learning outcomes associated to this qualification, the complexity, range and the level of learning expected from learners, the European Workplace Tutor competence profile targeted the European Qualification Framework (EQF) Level 5², allowing though, depending on each country needs, a further development into a higher qualification level:

EQF Level	Knowledge	Skills	Competences
5	comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others

The settlement of the EQF level 5 for the **European Workplace Tutor** Competence Profile allows partners to establish the correspondence between the European Qualification levels and their National Qualification Frameworks (NQF):

EQF Levels	DE NQF	PT NQF	ES NQF	FI NQF	HU NQF	IE NQF
5	5	5	5	5	5	6

By making the correspondence between the partner countries' NQFs and the EQF, the achieved outcomes become more readable across Europe, allowing learners' mobility inside or between countries and facilitating their lifelong learning processes, and contributing for a better recognition of training outcomes.

Apart from the above specified, extra entry requirements can be required, according to each country's specifications:

	DE	PT	ES	FI	HU	IE
European Workplace Tutor Entry requirements	For fully qualified trainers: Qualified professional and trainers aptitude test	Having 3 years of work experience in training provision, or related functions	—	—	—	—

² Developing descriptors for level 5 can be challenging in many countries as it is considered to bridge VET and HE.

3. European Workplace Tutor Competence Profile

This qualification profile was developed in the EWT project, the forerunner of the Level-up project and spans qualification contents for trainers as well as considering the training needs identified by companies and organisations in all of the following countries: Finland, Netherlands, Germany, Hungary, Romania, Spain and Portugal.

Unit 1: Analysing the learning needs of the learner(s)

Task 1.1 He/she is able to collect and analyse basic information about the learner(s); identify and discuss the learning needs of the learner and jointly agree on learning objectives		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ understand the specific needs of the target group ▪ assess the needs and potential of individual learners in the context of work and VET 	<ul style="list-style-type: none"> ▪ analyse the learners' entry level, learning style and developmental needs ▪ identify training needs and potential of different individuals ▪ identify possible learning difficulties / barriers in learners 	<ul style="list-style-type: none"> ▪ advanced knowledge of different needs of specific target groups (special psychological, pedagogical, cultural support), socio-economic contexts and their impact on learning ▪ advanced knowledge of interview and questioning techniques for assessing the learner/the learning needs
Task 1.2 He/she is able to analyse training environment		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ collaborate with other institutions where applicable (e.g. vocational school, university, etc.) ▪ keep the balance between the interests of learner, company and, if applicable school / university 	<ul style="list-style-type: none"> ▪ consider objectives, strategies, work processes and methodologies and the company's framework conditions when advising learners 	<ul style="list-style-type: none"> ▪ comprehensive factual knowledge of the VET system (syllabus, occupational profiles, legal aspects) ▪ advanced knowledge of competence requirements of specific occupations, functions and tasks in his area ▪ advanced factual knowledge of entitlements and obligations for learning at the workplace (incl. legal frameworks of traineeships, apprenticeships, etc.) ▪ advanced knowledge of training and learning opportunities within and outside the organisation (e.g. training cooperations)

Task 1.3 He/she is able to provide guidance and advise to learners (career planning), to perceive individual learning behaviours, barriers and obstacles

Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ personalise learning processes, taking ▪ into consideration possible learning difficulties as well as a different cultural and social background ▪ provide guidance and advice to individuals, taking into account opportunities inside and outside of the company ▪ apply social, communication and intercultural competencies to appropriately respond to the learner 	<ul style="list-style-type: none"> ▪ identify own and others' learning styles ▪ offer target group-specific guidance, orientation and support for individual learners ▪ draw-up and use a PDP 	<ul style="list-style-type: none"> ▪ advanced knowledge of curriculum / syllabus creation ▪ advanced knowledge of different needs of specific target groups (special psychological, pedagogical, cultural support), socio-economic contexts and their impact on learning ▪ advanced knowledge of the professional competences required by the labour market in his field of specialisation ▪ advanced knowledge of the sources there are of materials and courses for self-study/refreshment (lifelong learning) ▪ advanced knowledge of different ways to detect individual learning behaviours, barriers and obstacles (testing, interviewing, observations)

Unit 2: Analysing organisational needs and creating training opportunities

Task 2.1 He/she is able to analyse the vocational situation / labour market situation in his sector / profession, the situation of his / her company in terms of competence requirements;

Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ assess the possibilities of education within the company 	<ul style="list-style-type: none"> ▪ analyse (changing) work processes and resulting competence requirements ▪ assess the vocational situation in the field (trends, new developments, etc.) 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of the professional competences required by the (changing) labour market ▪ advanced knowledge of the own company and / or department and its needs in terms of competence / training ▪ advanced knowledge of competence requirements of specific occupations, functions and tasks in his area

Task 2.2 He/she is able to consult his/her company / institution with respect to qualification needs and necessary organisational changes for the implementation of qualification offers and to support the build-up of subject-specific, social and methodological competences within the company in cooperation with the personnel department

Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ support the development of professional, social and methodic competences within the company / institution ▪ develop and implement personnel development projects and to formulate and initiate the necessary processes of change within the company / institution ▪ to design and implement appropriate projects for personnel development, if needed by working together with the company's HRD department (where applicable) ▪ apply negotiation techniques when negotiating for means and time needed to implement training offers ▪ act as an agent of education in his company applying self-initiative and self-direction 	<ul style="list-style-type: none"> ▪ consult his/her company / institution with respect to qualification needs and necessary organisational changes for the implementation of qualification offers ▪ design learning activities that match the learning goals ▪ develop appropriate learning environments at the workplace (e.g. learning islands) ▪ find the balance between the training needs and the chances offered by the companies ▪ calculate, procure, and manage the budget needed for the training measure ▪ write funding proposals based on planned training measures, cooperating with the appropriate internal and external interfaces 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of possibilities to obtain funding / other kind of support for training measures, how to update his / her knowledge in that respect ▪ theoretical knowledge of characteristics and goals of different learning activities: for example opportunities of training in networks, learning islands ▪ factual knowledge of entitlements and obligations for learning at the workplace (incl. legal frameworks of traineeships, apprenticeships, etc.) ▪ advanced knowledge of organisational and decision-making procedures of the own company ▪ advanced knowledge of official and unofficial structure of the company

Unit 3: Planning and preparing training measures (ongoing training programmes or specific measures) economically and according to needs / framework conditions of the company and the learner

Task 3.1 He/she is able to choose and plan task assignments, learning steps and arrangements under consideration of (pre-determined) requirements, to design and negotiate appropriate learning paths and agreements, compose suitable learning groups and to plan the evolution of the training measures and intervention plans and criteria

Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ choose learning tasks, arrange and formulate those and pass them on to learner for independent planning and implementation ▪ making decisions regarding learning arrangement and conducting handover talks ▪ be aware of the importance of social / personal development and how to encourage this (including aspects of democratic / civil education, critical thinking), especially when dealing with young workers 	<ul style="list-style-type: none"> ▪ develop a training / work plan based on the identified training needs ▪ personalise learning processes according to the specific needs of the learner ▪ establish clear learning objectives and communicate them effectively, taking into account the learner's views ▪ plan learning activities that match the objectives ▪ identify which learning goals can be achieved through which means of learning (including the use of e-learning) 	<ul style="list-style-type: none"> ▪ factual knowledge of the VET system (syllabus, occupational profiles, legal aspects) ▪ advanced knowledge of requirements of specific occupations, functions and tasks in his area ▪ advanced knowledge of company structure and workplaces (incl. requirements) ▪ specialized knowledge of cost calculation of learning activities/ arrangements ▪ theoretical knowledge of characteristics and goals of learning activities

Task 3.2 He/she is able to ensure the smooth commencement of training measures by providing necessary space, time slots, training personnel and material / equipment)

Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ understand, what kind of possibilities and challenges work represents as a learning environment ▪ coordinate the training measure with the appropriate colleagues, departments 	<ul style="list-style-type: none"> ▪ use the workplace as a learning environment ▪ calculate costs for training measures 	<ul style="list-style-type: none"> ▪ advanced knowledge of sources of training materials and courses for self-study / refreshment ▪ specialized knowledge of cost calculation of learning activities/ arrangements ▪ advanced knowledge of company structure and relevant competencies

Unit 4: Implementing training measures and guiding learning processes

Task 4.1 He/she is able to facilitate, moderate and support learning processes and groups, design processes of individual and collective learning, observe and accompany work processes in his area with the aim of identifying problems, need for support

Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ awareness of different learning styles and cultural and social backgrounds ▪ interacting and guiding heterogeneous groups, encouraging a fair and equal dialogue in groups of learners ▪ communicate learning progress to the appropriate places (in-company, with VET schools, etc.) 	<ul style="list-style-type: none"> ▪ facilitate meaningful tasks in real work situations to achieve learning objectives ▪ make use of learning environments at the workplace ▪ document learning processes according to requirements ▪ comply with regulation (documentation, guidance, work hours, etc.) ▪ prepare learning materials, instruct students in their use ▪ collaborate with the appropriate educational institution (school, university), if applicable 	<ul style="list-style-type: none"> ▪ comprehensive knowledge of technical / subject-specific knowledge in their area ▪ advanced theoretical knowledge of learning theories ▪ factual and theoretical knowledge different didactical methods, their advantages and disadvantages ▪ theoretical and advanced knowledge of the principles of learning guidance ▪ theoretical and comprehensive knowledge of how work triggers learning processes ▪ comprehensive knowledge of strategies for creating positive learning experiences ▪ advanced knowledge of development of learning processes in groups and individuals, group dynamics and how to influence them ▪ comprehensive knowledge of necessary documentation, if applicable ▪ advanced factual knowledge of apprenticeship / traineeship regulations

Task 4.2 He/she is able to deal with and respond to conflicts appropriately		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ identify and respond to problems / critical situations ▪ apply good social, communication and intercultural competencies when interacting with the learner on all levels, motivation ▪ apply suitable conflict management and mediation competence 	<ul style="list-style-type: none"> ▪ give and receive feedback 	<ul style="list-style-type: none"> ▪ advanced knowledge of moderation techniques
Task 4.3 He/she is able to observe the learner (working and learning as well as social behaviour) and to get acquainted with the learners (motivations, skills and competencies, background) as well as to get the learner acquainted with the workplace, if applicable		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ connect himself to the level of the learner ▪ act as a link between trainees / apprentices and staff / management 	<ul style="list-style-type: none"> ▪ apply different methodologies of teaching / training / coaching according to the needs of the situation and learner(s) and to switch between them ▪ comply with regulation (documentation, guidance, work hours, etc.) ▪ give and receive feedback ▪ advise learners, specifically non-permanent staff, with regard to career / further training opportunities ▪ offer guidance and support within the work process 	<ul style="list-style-type: none"> ▪ theoretical and advanced knowledge of the principles of learning guidance ▪ comprehensive knowledge of strategies for creating positive learning experiences ▪ advanced knowledge of different ways to detect individual learning behaviours, barriers and obstacles (testing, interviewing, observations, e.g.)

Unit 5: Assessment and documentation of learning processes of individuals

Task 5.1 He/she is able to prepare the assessment organisationally and develop appropriate assessment tools prepare the learner(s) adequately for their assessment / examination and then assess the learning progress of the learners using different methods and indicators keeping assessment situations close to working practice		
Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ to assess the learner's progress, learning outcomes and needs for further training against the learning objectives ▪ apply adequate evaluation / assessment methodologies when evaluating vocational skills and know how ▪ devise sound evaluation and assessment instruments and techniques 	<ul style="list-style-type: none"> ▪ use observation techniques ▪ give and receive (instant) feedback in appropriate situations ▪ identify needs for further training and advise the learner on this ▪ communicate with co-workers about the learners' progress ▪ create / select real / realistic evaluative assignments (e.g. real work orders) and span a breadth of competencies to be assessed 	<ul style="list-style-type: none"> ▪ advanced knowledge of assessment methods and instruments and their advantages and disadvantages ▪ advanced knowledge of assessment criteria (occupation / job profiles) ▪ factual knowledge of examination and assessment standards in the relevant vocational field ▪ factual knowledge of applicable regulations and documentation that is required for formalised measures

Task 5.2 He/she is able to conduct evaluation talks / appraisal interviews (interim and final); support the learners to reflect and evaluate their progress, strengths, weaknesses and learning needs, including documentation of progress

Competence	Skills	Knowledge
<ul style="list-style-type: none"> reflect upon own perceptions and allow students to reflect on their progress themselves 	<ul style="list-style-type: none"> use progress interviews and appraisals encourage and guide the learner in self-assessment 	<ul style="list-style-type: none"> comprehensive knowledge of benefits of self-assessment

Task 5.3 He/she is able to document learning activities, progress and results

Competence	Skills	Knowledge
<ul style="list-style-type: none"> reflect upon learning progress and results 	<ul style="list-style-type: none"> document learning process throughout, guide the learner in self-documentation 	<ul style="list-style-type: none"> factual knowledge of applicable regulations and documentation that is required for formalised

Unit 6: Quality assurance and improvement - Evaluation of training measures (interim and final)

Task 6.1 He/she is able to assure and improve the quality continuously by assessing and evaluating training offers, methods, own attitudes, monitoring changes in the field and updating own knowledge and skills, reflect and receive feedback on own work, recognise progress and set new goals

Competence	Skills	Knowledge
<ul style="list-style-type: none"> the ability to reflect upon his approach to teaching/tutoring/training set and pursue own learning goals, including ability to take action to improve self-reflect and self-evaluate awareness of personal strengths and weaknesses in learning processes assess and, if applicable, adapt the own behaviour and attitude in order to support the learner to develop and improve the own work community using self-initiative and direction 	<ul style="list-style-type: none"> use SWOT analyses use evaluation tools and techniques interpret and transfer evaluation results (identify causes for problems / success) 	<ul style="list-style-type: none"> theoretical and comprehensive knowledge of evaluation methods and tools (formative and summative) theoretical and comprehensive knowledge of methodologies for evaluating learning processes

Task 6.2 He/she is able to analyse the impact of the training under consideration of the needs analysis and the planning, to adapt the learning arrangement / set revised learning goals for individuals and institutionally, if applicable; and to update, secure and pass on of knowledge that is of general interest, develop the professional, social and methodical competences within the company / institution

Competence	Skills	Knowledge
<ul style="list-style-type: none"> ▪ cooperate effectively with other relevant departments and colleagues, e.g. management, HR department, workers' representation) ▪ communicate the information gathered to the appropriate target groups ▪ willingness to update their competencies by keeping informed, participating in training in a self-directed manner 	<ul style="list-style-type: none"> ▪ prepare and develop evaluation tools that suit the needs (questionnaires, case studies, etc.) ▪ research possibilities for improvement and continuously update their knowledge / skills ▪ identify factors and elements conducive / obstructive to successful learning at the workplace ▪ interpret and transfer evaluation results (identify causes for problems / success) ▪ adapt offers according to the results of evaluation ▪ communicate effectively training results, findings, difficulties to the appropriate places (e.g. management, HR department, workers' representation) ▪ compile evaluation reports and disseminate them appropriately ▪ create, improve and evaluate learning environments in the company 	<ul style="list-style-type: none"> ▪ theoretical and comprehensive knowledge of valuation methods and tools (formative and summative) ▪ comprehensive knowledge of research methods and sources for updating knowledge ▪ comprehensive knowledge of resources and decision-making processes for implementing change ▪ advanced knowledge of external impacts on the quality of training (e.g. company culture) ▪ advanced knowledge of factors conducive to learning at the workplace ▪ comprehensive knowledge of official and unofficial structure of the company

4. Supportive resources

Irrespective of whether you are designing a training course for one person or twenty you will go through the same five stages of development:

- Analyse the need
- Develop the course
- Design the Lessons
- Deliver the course
- Evaluate the course

These five stages were covered extensively during the training course delivered in Ireland and are also included in the online Moodle course created for this project. They are based on the book “The Workplace Tutor – Professional Training in the Modern Workplace. In this chapter, different innovative learning approaches, methods and exercises will be presented, designed as supportive resources ready to be used by in-company trainers and VET trainers in general.

‘From the perspective of organisational development, trainers’ familiarity with modern approaches to learning methods and didactics offer them a possible role of ‘change agents’ within the companies’ innovation processes. All this points to the crucial need for continuing training giving the trainers the needed competences to solve the challenges at hand and meet the demands from the company, the industry, and local labour markets. Nowadays, the trainer has an increasingly personal tutoring role with guidance, support and counselling functions. This attaches great importance to the pedagogical skills of the trainer. As such, it seems quite alarming that only a few trainers have a pedagogical knowledge to plan alternative educational approaches and use pedagogical tools to support the learner’ (Volmari et al., 2009, p. 34).

While in the past, trainers were mainly playing the roles of instructor and mentor, nowadays trainers may be required to assume broader and more complex training-related functions, such as identifying training needs, designing training plans, and establishing synergies with different actors.

The presented resources were selected according to the key units (grouped) of the European Workplace Tutor Competences Profile, intended to support in-company tutors and VET trainers in the practical application of the knowledge, skills and competences designed for this qualification profile. Extra collected resources related to digital and transversal competences will be also presented, due to their relevance in this professional field.

Analysing learner's and organisational needs

Learning Approaches

1. Cooperative Learning

Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. Cooperative learning may be contrasted with competitive and individualistic learning. The key difference between these teaching approaches is the way students' learning goals are structured. The goal structure specifies the ways in which students will interact with each other and the teacher during the instructional session. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. In competitive learning students work against each other to achieve an academic goal such as a grade of "A" that only one or a few students can attain. Finally, in individualistic learning students work by themselves to accomplish learning goals unrelated to those of the other students. In cooperative and individualistic learning, student efforts are evaluated on a criteria-referenced basis while in competitive learning teachers grade in a norm-referenced basis.

DIMENSIONS OF COOPERATIVE LEARNING

Learning strategies/theoretical models: cooperative, positive interdependence.

Learning modality: classrooms or similar suited for several smaller groups.

Resources: depending on subject, pen and paper, creative tools.

Time: more time on preparation the first time

2. Bring your own device (BYOD)

Bring your own device (BYOD)—also called bring your own technology (BYOT), bring your own phone (BYOP), and bring your own Personal Computer (BYOPC)—refers to the policy of permitting employees to bring personally owned devices (laptops, tablets, and smart phones) to their workplace, and to use those devices to access privileged company information and applications. The phenomenon is commonly referred to as IT consumerization. The term is also used to describe the same practice applied to students using personally owned devices in education settings for use in programs such as Mentimeter. BYOD enables students to make use of their personal devices in school. They can ask questions and evaluate anonymously, if necessary. It can also be used to guide student to recourses in their subject.

DIMENSIONS OF BYOD

Learning strategies/theoretical models: evaluative, contribution

Resources: personal phone, tablet or computer

Time: 10 minutes or less for preparation

Supportive Exercises

Name	The adult learner in paintings
Theme	The adult learner
Aims	Identifying the characteristics of adult learners
Training method(s)	Visual and Artful Thinking
Unit	Unit 1: Analysing the learning needs of the learner(s) Unit 2: Analysing organisational needs and creating training opportunities
Duration	120 minutes
Group size	7 groups of maximum 4 participants
Resources	Paintings, paper and pen, laptop and video projector
Activity and conclusion procedures	<ul style="list-style-type: none"> ▪ Participants form groups by choosing the painting they like the most. ▪ They analyse the painting by following these instructions: <ol style="list-style-type: none"> 1. Invent a headline for the painting that captures an important aspect of it. 2. Answer each of the following questions in one sentence. <ul style="list-style-type: none"> ▪ What do you see? ▪ What do you think about what you see? ▪ What do you find challenging or confusing? 3. Look at the painting quietly for at least 10 seconds. Let your eyes wonder. List ten words or phrases about any aspect of the painting 4. Chose a person in the painting and step inside that point of view. Consider: <ul style="list-style-type: none"> ▪ What can the person perceive and feel? ▪ What might that person think or care about? ▪ Improvise a monologue. Speaking in the first person talk about who you are and what are you experiencing. 5. If this art of work is the beginning of a story what might happen next? <ul style="list-style-type: none"> ▪ If this art work is the middle of a story what might have happened before? What might be about to happen? ▪ If this art work is the end of a story what might the story be? 6. Brainstorm a list of at least 12 questions about the painting. Review your brainstormed list and star the questions that seem more interesting. Then select one of the starred questions and discuss it. Ask this question from the other groups. 7. Make a claim about the painting / the topic of the painting. <ul style="list-style-type: none"> ▪ Identify support (what you see, feel and/or know) about your claim. ▪ Ask a question about your claim. ▪ Work form: <ul style="list-style-type: none"> ▪ Participants work individual and share their results with the small group ▪ Participants work in small groups and share their results with the whole group.
Content	<p>Paintings used:</p> <p>Betty Pieper: Susan B. Anthony Teaching in Canajoharie</p> <p>Christophe Legris: Buddha Teaching</p> <p>Edgar Degas: The Dance Class</p> <p>Grant Romney Clawson: Boy Jesus in the Temple</p> <p>Nicolas Guibal: Socrates teaching Pericles</p> <p>Robert Harris: A Meeting of the School Trustees</p> <p>Ted Gorka: Joseph Teaching</p>

Name	From manager to professional box fighter
Theme	Chancing career as an adult
Aims	Discussing the difficulties and advantages of chancing career as an adult
Training method(s)	Six Thinking Hats
Unit	Unit 1: Analysing the learning needs of the learner(s) Unit 2: Analysing organisational needs and creating training opportunities
Duration	60-90 minutes
Group size	5 groups of 2-4 participants
Resources	Laptop, video projector, flipchart paper, markers
Activity and conclusion procedures	<ol style="list-style-type: none"> 1. Introduction of the topic by showing a picture of Nicole Wesner - a manager who became professional box fighter at the age of 32 2. Short presentation of the technique "Six Thinking Hats" – these are six metaphorical hats and each defines a certain type of thinking. This technique cultivates the creative thinking that is the ability to approach an issue or a problem from a different point of view leading to a deeper and more complete understanding of the situation. 3. Participants are divided into 5 groups – each of them wearing one of the metaphorical hats and discussing the topic from this point of view. The trainer supplies each group with additional questions, which will help them to adopt the correct point of view. 4. Each group present their result and discuss them with the others.
Content	<p>Six Thinking Hats</p> <ul style="list-style-type: none"> ▪ The Blue Hat: The blue hat is the overview or process control. It is for organizing and controlling the thinking process so that it becomes more productive. The blue hat is for thinking about thinking. In technical terms, the blue hat is concerned with meta-cognition. (It is worn by the trainer) ▪ The White Hat: Calls for information known or needed – gathering just the facts. The white hat covers facts, figures, data and information. Too often facts and figures are embedded in an argument or belief. Wearing your white hat allows you to present information in a neutral and objective way. ▪ The Yellow Hat: Calls for optimism, positive aspects. The yellow hat is for optimism and the logical positive view of things. Wearing the yellow hat allows you to look for benefits, feasibility and how something can be done. ▪ The Black Hat: Judgment, caution and evaluation. Wearing the black hat allows you to consider your proposals critically and logically. The black hat is used to reflect on why a suggestion does not fit the facts, the available experience, or the system in use. ▪ The Red Hat: The red hat covers intuition, feelings, hunches and emotions. Usually, feelings and intuition can only be introduced into a discussion if they are supported by logic. Often, the feeling is genuine but the logic is spurious. Wearing the red hat allows you to put forward your feelings and intuitions without the need for justification, explanation or apology. ▪ The Green Hat: The green hat is specifically concerned with creating new ideas and new ways of looking at things: creative thinking, additional alternatives, putting forward possibilities and hypotheses, interesting proposals, new approaches, provocations and changes. The green hat makes time and space available to focus on creative thinking. Even if no creative ideas are forthcoming, the green hat asks for the creative effort. Often green hat thinking is difficult because it goes against our habits of recognition, judgment and criticism.

Name	Proposal for innovative cooperative editing resource: use of Etherpad
Theme	transversal competences
Aims	<ul style="list-style-type: none"> ▪ promote collaborative writing ▪ promote a responsible use of resources and awareness of sustainability initiatives ▪ Adopt entrepreneurial and creative thinking ▪ Time management ▪ Develop Critical thinking skills and Self-reflection for improvement
Unit	<p>Unit 1: Analysing the learning needs of the learner(s)</p> <p>Unit 2: Analysing organisational needs and creating training opportunities</p>
Duration	1 hour
Group size	20-25 learners
Links/materials	Computer, Projector / TV, Internet connection and Smartphones / Tablets / Laptops / Computers for learners. Etherpad.org
Activity and conclusion procedures	<ul style="list-style-type: none"> ▪ Edit your written productions in real-time ▪ Give feedback ▪ Ask students to multiply the use of such a tool
Content	<p>Example of ETHERPAD Creation</p> <p>Go round the group asking to write on a prepared document:</p> <ul style="list-style-type: none"> ▪ “a value “is like ▪ “a color” ▪ “an animal” ▪ Which ... ▪ “a value” is like ▪ Adjective ▪ “An object” <p>We unfold the papers and read aloud and simultaneously write on ETHERPAD the various productions.</p> <p>you can have a view of the different poems as they are written down and highlighted in different colours.</p>

Planning and preparing training measures

Learning Approaches

1. Problem Based Learning

PBL is a training method in which learners gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. PBL is an effective and enjoyable way to learn – and develop deeper learning competencies required for success.

The PBL process was pioneered in medical school programs McMaster University in Hamilton by traditional medical education disenchanted students, who perceived the vast amount of material presented in the first three years of medical school as having little relevance to the practice of medicine and clinically based medicine. The PBL curriculum was developed in order to stimulate learning by allowing students to see the relevance and application to future roles. It maintains a higher level of motivation towards learning, and shows the importance of responsible, professional attitudes with teamwork values. The motivation for learning drives interest because it allows for selection of problems that have real-world application.

Problem-based learning has subsequently been adopted by other medical school programs and adapted for undergraduate instruction and training. The use of PBL has expanded from its initial introduction into medical school programs to include education in the areas of other health sciences, math, law, education and training, economics, business, social studies, and engineering.

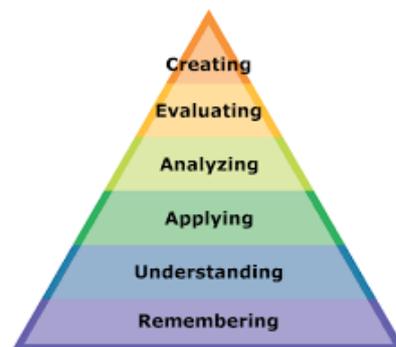
PBL includes problems that can be solved in many different ways depending on the initial identification of the problem and may have more than one solution:

- **PBL makes learning more engaging.** In PBL, trainees are active in the center of learning process; a project / problem purposed engages their hearts and minds, and provides real-world relevance for learning.
- **PBL improves learning.** After completing a project / problem, trainees understand content more deeply, remember what they learn and retain it longer than is often the case with an expositive method. Because of this, learners who gain content knowledge with PBL are better able to apply what they know and can do to new situations.
- **PBL builds success skills.** Trainees are able to take initiative and responsibility, build their confidence, solve problems, work in teams, communicate ideas and manage themselves more effectively.
- **PBL helps address standards.** PBL emphasize real-world application of knowledge, skills and competences. PBL is an effective way to development critical thinking, collaboration, communication in a variety of media, and speaking and presentation skills.
- **PBL provides opportunities for learners to use technology.** A variety of tech tools are perfect to fit with PBL. With technology, trainers and trainees can not only find resources and information and create products, but also collaborate more effectively, and connect with experts, partners and audiences around the world.

- **PBL makes training more enjoyable and rewarding.** This approach allows trainers to work more closely with active, engaged learners doing high-quality, meaningful work and, in many cases, to rediscover the joy of learning alongside their trainees.
- **PBL connects learners and VET centers with communities and the real world.** This approach provides learners with empowering opportunities to make a difference, by solving real problems and addressing real issues.

One of the central features of high quality problem-based learning is the pedagogical relationship between the “Driving Question” and the “Need to Knows” that stem from it.

Instead of starting at the bottom of the pyramid - understanding and remembering - focusing on the learning of content prior to moving up; the PBL considers flipping that approach by starting at the top and asking learners, for example, to create an authentic product with a strong Driving Question. Doing this can help the trainer facilitate deeper learning of the content and skills we find at the lower level as learners identify and pursue what they need to know, remember, and understand to create and meet the challenge of the problem purposed.



DIMENSIONS OF PROBLEM BASED LEARNING

Learning strategies/theoretical models: cognitivist, constructivist.

Content: specific topics or transversal lectures.

Curriculum: part of curricular settings, parts of modules.

Implementation: situated or integrated activities, appropriated for awareness levels (getting into or being in a process), etc.

Learning modality: e-learning or classroom learning.

Resources: print media, electronic media, multimedia, etc.

Time: medium to higher effort (it depends of the problem purposed)

2. Micro learning

Micro-learning processes often derive from interaction with micro-content, which takes place either in designed (media) settings (e-learning) or in emergent micro-content structures like weblog postings or social bookmark managers on the World Wide Web (Mosel 2005).

Micro-learning can be an assumption about the time needed to solve a learning task, for example answering a question, memorizing an information item, or finding a needed resource (Masie 2006). Learning processes that have been called “micro-learning” can cover a span from few seconds (e.g. in mobile learning) up to 15 minutes or more. There is some relation to the term microteaching, which is an established practice in teacher education.

Micro-learning can also be understood as a process of subsequent, “short” learning activities, i.e. learning through interaction with micro-content objects in small timeframes. In this case, the design, selection, feedback and pacing of repeated or otherwise “chained” micro-learning tasks comes into view.

In a wider sense, Micro-learning is a term that can be used to describe the way more and more people are actually doing informal learning and gaining knowledge in micro-content, micro-media or multitasking environments (microcosm), especially those that become increasingly based on Web 2.0 and wireless web technologies. In this wider sense, the borders between micro-learning and the complementary concept of micro-knowledge are blurring.

DIMENSIONS OF MICRO-LEARNING APPLICATION

Learning strategies/theoretical models: cognitivist, constructivist.

Content: small or very small units, narrow topics, rather simple issues, etc.

Curriculum: small part of curricular setting, parts of modules, elements of informal learning, etc.

Form: fragments, facets, episodes, “knowledge nuggets”, skill elements, etc.

Implementation: situated or integrated activities, appropriated for awareness levels (getting into or being in a process), etc.

Learning modality: distance learning (e-learning, m-learning), classroom learning.

Resources: print media, electronic media, multimedia, etc.

Time: relatively short effort

Supportive Exercises

Name	Analysing an Evaluation Experience
Theme	Learning Assessment
Aims	Identify errors and the tools of the summative learning evaluation
Training method(s)	Case study analysis / Workgroup
Unit	Unit 3: Planning and preparing training measures
Duration	1 hour
Group size	3 to 6 elements
Resources	Pen and paper
Activity and conclusion procedures	<p>Provide the group the Case-study analysis script and instructions</p> <p>Ask all groups to conduct the following analysis:</p> <ul style="list-style-type: none"> ▪ Major errors spotted in her attitudes; ▪ The chosen instrument to assess the work of the groups (pairs); ▪ The choice of the instrument to for the final assessment of learning (do you agree? Why?) ▪ Final learning outcome evaluation tools that the trainer could have prepared. <p>In the end, conduct a round table in large group focused on the points covered above.</p>
Content	<p>CASE-STUDY ANALYSIS</p> <p>“Trainer Sara is responsible for delivering a training session on ICT to a group of senior adults. The session will have 8 hours with a full day duration, after which the trainees will continue the course with other trainers covering other topics.</p> <p>When she arrives to the room, she notices that there are only 10 elements in the room. So before starting, she decides to write on the white board the objectives of the session:</p> <ul style="list-style-type: none"> ▪ Understand the importance of ICT in today’s society; ▪ Know the advantages and disadvantages of ICT; ▪ Know basic rules for Internet use; ▪ Exploring some Internet sites adapted to the audience. <p>After the initial presentation and giving out some content and curiosities about ICT, Sara introduced a group work (in pairs) with a duration of 30 minutes, where the goal would be to explore a poem on the Internet, which should be after integrated in a Word document, to incorporate a postcard and then to print it out.</p> <p>While the groups developed the activity, Sara remembered that she had not prepared the evaluation instruments. Then she began to think in what she wanted to evaluate, for instance, the behaviours to be observed:</p> <ul style="list-style-type: none"> ▪ How to search the Internet; ▪ Interest in research; ▪ ICT skills; ▪ Creativity of the final postcard; ▪ Involvement between the trainees. <p>She also decided to create a grid for group differentiation. Since she had not thought in the final evaluation of learning, she quickly decided to create some topics for oral questions to the trainees.</p> <p>Instructions</p> <p>Analyse the trainer performance according to the following points:</p> <ul style="list-style-type: none"> ▪ Major errors spotted in her attitudes; ▪ The chosen instrument to assess the work of the groups (pairs); ▪ The choice of the instrument to for the final assessment of learning (do you agree? Why?) ▪ Final learning outcome evaluation tools that the trainer could have prepared.

Name	What's your favourite learning style?
Theme	Cognitive styles and cognitive factors of learning; Psychology of learning
Aims	Understand what kind of learning style trainees prefer or are more likely to prefer
Training method(s)	Questionnaire
Unit	Unit 3: Planning and preparing training measures
Duration	15 to 20 minutes
Group size	Individual
Resources	Pen and questionnaire on paper Video: http://www.engr.ncsu.edu/learningstyles/ilsweb.html
Activity and conclusion procedures	<p>Provide the group the questionnaire that aims to discover the preferred individual learning style.</p> <p>This quiz will help you discover the learning preferences of your trainees so that in the future you will select the learning experiences that best suit their style.</p> <p>According to this model (revised in 2002) there are four dimensions of learning styles. Think of these dimensions as a continuum with one learning preference on the far left and the other on the far right.</p>
Content	<p>The diagram illustrates four dimensions of learning styles, each represented by a box with a description of learner preferences. The dimensions are arranged in two columns, with a double-headed arrow connecting the boxes in each row, indicating a continuum between the two styles.</p> <ul style="list-style-type: none"> Sensory (Blue box): Sensory learners prefer concrete, practical, and procedural information. They look for the facts. Intuitive (Orange box): Intuitive learners prefer conceptual, innovative, and theoretical information. They look for the meaning. Visual (Blue box): Visual learners prefer graphs, pictures, and diagrams. They look for visual representations of information. Verbal (Orange box): Verbal learners prefer to hear or read information. They look for explanations with words. Active (Blue box): Active learners prefer to manipulate objects, do physical experiments, and learn by trying. They enjoy working in groups to figure out problems. Reflective (Orange box): Reflective learners prefer to think through, to evaluate options, and learn by analysis. They enjoy figuring out a problem on their own. Sequential (Blue box): Sequential learners prefer to have information presented linearly and in an orderly manner. They put together the details in order to understand how the big picture emerges. Global (Orange box): Global learners prefer a holistic and systematic approach. They see the big picture first and then fill in the details. <p>Questionnaire and scoring sheet: http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/ILS.pdf</p>

Name	Test your entrepreneur and creative spirit
Theme	Pedagogical Creativity, Entrepreneurship
Aims	Develop and reflect on strategies of entrepreneurship and promotion of creativity
Training method(s)	Workgroup
Unit	Unit 3: Planning and preparing training measures
Duration	45 minutes
Group size	3 to 6 elements
Resources	Colour sheets, cards, colour pens, glue, cotton, plastic bottles, ... (other options may be at the discretion of the trainer)
Activity and conclusion procedures	The group should think of a strategy for sale a training course at their choice.
Content	<p>You must take into account the points below:</p> <ul style="list-style-type: none"> ▪ Choose a training course to sell; ▪ Create a brochure / disclosure pamphlet; ▪ Think about a strategy of selling and advertising the product; ▪ Present the product / brochure (estimated time: 2 to 4 minutes per group). <p>The trainees should hold a discussion with the entire training group on:</p> <ul style="list-style-type: none"> ▪ More attractive products; ▪ Product that demonstrated greater entrepreneurial strategy; ▪ Suggestions to improve the various products presented.

Name	Developing methods and pedagogical techniques
Theme	Methods and pedagogical techniques
Aims	Identify trainees' knowledge of pedagogical methods and techniques. Prepare a training session where at least two pedagogical methods and techniques are evident.
Training method(s)	Questionnaire and workgroups
Unit	Unit 3: Planning and preparing training measures
Duration	45 minutes + 45 minutes
Group size	3 to 6 elements
Resources	Test, paper and pens
Activity and conclusion procedures	<p>1st step: Distribute the questionnaire. For each statement trainees must choose the best method for corresponding.</p> <p>2nd step: In small groups prepare a training session using four training methods / techniques:</p> <ul style="list-style-type: none"> ▪ Expository method ▪ Inquiry method ▪ Demonstrative method ▪ Active method <p>3rd step: Each group should identify the vantages and disadvantages of adopting this methods / techniques.</p>
Content	<p>Questionnaire:</p> <p>A) One of the roles of the trainer is to pass the information and demonstrate how it is done in practice.</p> <p>B) Ideal for increasing feedback and reflection.</p> <p>C) The receiver has a passive attitude.</p> <p>D) The trainer usually promotes the initiative.</p> <p>E) The trainer presents contents without requesting the opinion of the trainees.</p> <p>F) Ideal for reviewing contents.</p> <p>G) Developing a PowerPoint is my general goal, which method should I choose?</p> <p>H) The trainer promotes role-play situations to simulate behaviours.</p> <p>I) I have a large group of trainees and lots of information to work with. What is the most appropriate method?</p> <p>J) With this method, I immediately obtain feedback in terms of the evaluation of my trainees.</p> <ul style="list-style-type: none"> ▪ Expository method ▪ Inquiry method ▪ Demonstrative method ▪ Active method <p>2nd step:</p> <ul style="list-style-type: none"> ▪ Choose a free theme; ▪ Prepare a small training session based on this theme, evidencing this four pedagogical methods / techniques; ▪ Present orally (5 to 10 minutes) the work done to the other groups. <p>3rd step</p> <ul style="list-style-type: none"> ▪ The chosen options of pedagogical methods / techniques: vantages and disadvantages; ▪ Suggestions for improvement in the situations created; ▪ Most positive aspects of each group.

Name	Analysis of a training module
Theme	Training Modules; Training programs
Aims	Identify the components of a Training Module.
Training method(s)	Case-study analysis
Unit	Unit 3: Planning and preparing training measures
Duration	60 minutes
Group size	3 to 6 elements
Resources	Paper and pens
Activity and conclusion procedures	<p>Provide the group the Case-study analysis script and instructions.</p> <p>Ask all groups to conduct the following analysis taking also into account EU tools (EQF and ECVET):</p> <ul style="list-style-type: none"> ▪ Training Module theme ▪ General description of the training module organization ▪ Duration ▪ Competences Goals ▪ Program contents ▪ Methods and pedagogical techniques ▪ Pedagogical resources ▪ Assessment and evaluation
Content	<p>Case-study analysis</p> <p><i>Hello! I'm Sara and I was selected to prepare a training course on Distance Learning. Today I will work on the first sub-module related to the introduction. I think that the trainees must acquire some competences about distance learning, knowledge about their evolution, about computers and the Internet; and also the current and legal perspective on e-learning.</i></p> <p><i>In addition, I think it is important to take into account what I was required to do in terms of the duration of the training module (10 hours). I think it will be enough time to develop these themes and many others - perhaps in different parts - such as the learning factors and motivation of the trainees for such kind of training.</i></p> <p><i>I have already had the opportunity to verify that the training will be developed after work hours (from 18h to 22h) and all trainees are full-time workers. I have to start in a more playful way and think of strategies that encourage their constant participation, it may be to organise them in small groups to discuss real cases or to develop part of the action leading the trainees to experience in practice a distance learning.</i></p> <p><i>Of course, for a matter of systematizing concepts and some key ideas, I will design some slides and deliver / recommend some supporting documentation.</i></p> <p><i>I cannot forget to develop some evaluation sheets. I will have to think of the best way to evaluate this more introductory module. Perhaps, for learning assessment, a knowledge test on a platform? Organise online tasks to enhance web contact? I will also have to evaluate the trainees, creating a sheet of evaluation of their performance throughout the module. The training school that hired me already mentioned that the sheets for training evaluation (including my performance) are already created. So, I do not have to worry about that.</i></p>

Name	Start a Collaborative Learning Community
Theme	Collaborative platforms; online networks and associations related with VET
Aims	Identify useful networks, associations and communities related with VET
Training method(s)	Collaborative learning
Unit	Unit 3: Planning and preparing training measures
Duration	60 minutes
Group size	During the training course
Resources	Computer with internet access
Activity and conclusion procedures	<p>Create an on-line forum and ask to your trainers to register.</p> <p>Ask all individuals to take part of this on-line forum: start a virtual community of trainers to be continued after the training course.</p>
Content	<ul style="list-style-type: none"> ▪ Search and share the latest EU tools (EQF and ECVET) ▪ Search and share training contents, create online-debates, feed the exchange of knowledge and collaborative learning solutions. ▪ Search and share for other online networks, associations and communities related with VET, nationals and internationals: list them, share their address and identify their strengths and opportunities.

Implementing training measures and guiding learning processes

Learning Approaches

1. Action Learning

Action learning is a process through which participants learn with and from each other as they work on real issues or practical problems in real conditions. This method was developed by professor Reginald Revans in the 1940s. Working with a talented group of scientists, he noted the importance for each member of the group to describe their own ignorance, to share their experiences and to reflect on their learning process. He expressed this learning process with a formula: L (learning) = P (Programmed learning) + Q (questioning insight). Programmed learning is knowledge codified in formal forms, like books, magazines and experts. Questioning insight is the ability to analyse, to ask the right questions, to create an insight into what people see, hear or feel. He even considered that asking the right question is more important than giving the right answer.

The team learning dimension is crucial. The members of these learning groups called action learning sets address a common problem; offer each other support, advice and criticism. The process therefore fosters team learning skills and a co-operative, collaborative culture.

From the individual point of view, the action learning:

- improves the learning competence
- develops the ability to work in team
- improves social and communication skills
- improves the problem learning competence

Action learning involves:

- the integration of work and learning;
- experiential learning;
- team learning;
- action undertaken by the group to solve a real problem;
- reflection by the group on both the problem and the learning process.

A key element of Action Learning is the set advisor. His/her role involves managing time and space, keeping a balance between project task and learning, facilitating the self-development of set-members, assisting in resolving tensions and conflicts.

The implementation of Action Learning can be best achieved when:

1. Students are divided into smaller groups of 4-8 members.
2. They are presented with a topic, an issue or a problem based in a real context.
3. All the participants get involved in solving this problem. They share their experiences and facilitate the result by asking questions, setting assumptions and sharing knowledge.
4. The participants pay attention to the learning process. They gather feedback, draw conclusions and reflect on the learning process by considering the barriers they have been addressed, the insights and the knowledge derived from the process.
5. The evaluation of the Action Learning project addresses both the task outcome (a report or a presentation) and the learning process (how the group members learnt together)

2. Experiential learning

This method explicitly leads trainees through the cycle of action-reflection and observation/generalization/theorizing-application, to enable them not only to grasp the practical and theoretical aspects of the intended objectives, but also to experience them in practice. The Experiential Learning is based on the work of David Kolb in works such as *Experiential Learning: Experience as the Source of Learning and Development* (1984) which in turn is based upon the works of Dewey, Piaget, Rogers and Jung.

Fields of application

In Experiential Learning, the cycle can be entered at any stage. For example, a training session might begin with an experience (either real or simulated), from which the trainer asks questions designed to lead participants through the cycle – from observation/reflection, through generalizing to application and taking actions based on the experience. Similarly, the cycle could begin at the theoretical point, where participants study the theory of something, think about how they might apply it to a real situation, then have the opportunity to test it out, and then reflect upon the experience.

Competences addressed

- Analytic thinking
- Initiative competence
- Immersion
- Active participation
- Critical thinking and reflective thinking
(the processes of analysing and making judgments about what has happened)
- Problem solving.

Outcomes

Intentionality Experiential Learning, specific kinds of experiences are caused (or encouraged) to happen as deliberate means to achieve particular learning objectives.

Engagement Experiential learning is active, not passive. It means really learning a theory, method, or procedure, not just learning about it. It means putting knowledge to the test, not simply holding it in one's memory bank. A critical extension, especially for Ryerson, is the notion that EL should frequently take students beyond the boundaries of their academic discipline, enabling them to actively explore the ways in which that discipline engages with and acts upon the external world.

Iteration Experiential Learning is most effective when there are opportunities to apply what has already been learned. Many kinds of experiential learning achieve their potential value most effectively in the context of a series of related opportunities or, at the very least, a reasonably sustained period of engagement.

Experiential Learning can exist without a trainer and relates solely to the meaning making process of the individual's direct experience. However, the gaining of knowledge is an inherent process that occurs naturally, for a genuine learning experience to occur, there must exist certain elements. According to David A. Kolb, knowledge is continuously gained through both personal and environmental experiences.

Integration "One-off" learning experiences can add wonderful value and variety to a student's education, but a principle of EL is that potential is wasted in varying degrees if these experiences occur in complete isolation from one other and from the larger academic context. To be fully effective Experiential Learning has to be integrated to a student's education, not an occasional add-on.

Reflection One of the most popular but dissatisfying definitions of EL is "learning by doing". Doing surely has to be accompanied by thinking if it is to contribute towards deeper understanding and inform subsequent action. Moreover, the thinking component has to be integrated into the learning experience.

Supportive Exercises

Name	"I will never forget this presentation"
Theme	How to give a good presentation
Aims	Sharing and interpreting experiences about presentations using the storytelling method.
Training method(s)	Storytelling
Unit	Unit 4: Implementing training measures and guiding learning processes
Duration	90 minutes
Group size	Groups of 3-4 participants
Resources	Laptop, video projector, pen and paper, flipchart, pictures
Activity and conclusion procedures	<ol style="list-style-type: none"> 1. Participants are divided into groups of 3-4 persons. 2. The members of each group discuss their experiences regarding presentations. 3. The participants look at the pictures on their table and chose at least 15 of the 20 pictures to include in their story. 4. Each story should end with the sentence: "I will never forget this presentation" 5. Each group present their story to the whole group. 6. Participants vote for the best story. 7. End discussion: Experiences resulting from this activity.
Content	<p>Pictures showing:</p> <ul style="list-style-type: none"> ▪ bored people ▪ a video projector ▪ a whiteboard ▪ clapping hands ▪ sweating hands ▪ a glass of water ▪ taking notes ▪ rain ▪ an empty room ▪ a shirt ▪ chocolate ▪ a baby smiling ▪ a stage ▪ a paperclip ▪ an enter button ▪ a bottle of perfume ▪ a flower bouquet ▪ a dictionary ▪ a calendar ▪ a watch

Name	Training in the 21st century
Theme	Getting acquainted with the use of technology in the classroom
Aims	<p>Find out which media is suited to aim which target.</p> <p>Learn that it's not the media themselves that are suited or not but the way they are used.</p> <p>Learn about the variety of learning media and experience that they find some of them really funny.</p> <p>Learn that learning media often are easily available and even free of charge.</p> <p>Acquire the competence to make use of different media depending from the learning target and the own learning styles base</p>
Training method(s)	Group work or workshops in a cooperative
Unit	Unit 4: Implementing training measures and guiding learning processes
Duration	60 minutes
Group size	10 participants
Resources	Laptop, video projector, pen and paper
Activity and conclusion procedures	<ol style="list-style-type: none"> 1. The participants are divided into two groups of 5 2. They are shown a video about the future classroom 3. At the end of the video the two groups will discuss their impressions and thoughts on the video and share their own experiences on technology and its use in their everyday life 4. After looking at the websites below the participants discuss again as a group whether they have found these useful for their future work, and they can also share their own favourites
Content	<p>www.youtube.com/watch?v=uZ73ZsBkcus</p> <p>www.youtube.com/watch?v=UCFg9bcW7Bk</p> <p>https://education.microsoft.com/GetTrained/simplek12/uncommon-creativity-work-smarter-not-harder</p> <p>https://education.microsoft.com/courses-and-resources/quick-tip-videos</p> <p>https://education.microsoft.com/Story/Course?token=D514AA08</p> <p>https://education.microsoft.com/courses-and-resources/quick-tip-videos/teachers-tips-on-skype-in-the-classroom</p> <p>https://www.khanacademy.org/coach/dashboard</p> <p>https://openeducationalresources.pbworks.com/w/page/27045418/Finding%20OERs</p> <p>https://www.schoology.com/https://www.schoology.com/resources</p> <p>https://www.teachingchannel.org/videos?default=1</p> <p>https://www.education.microsoft.com</p> <p>https://www.weforum.org/</p> <p>http://www.bbc.com/</p> <p>http://www.bbc.co.uk/makeitdigital</p> <p>https://www.udemy.com/integrating-technology-into-a-business-english-course/learn/v4/content</p>

Assessment and quality assurance

Learning Approaches

1. Training through Simulations

Simulations and games have been used in education and professional training for decades, but they have been particularly popular in the fields of business and economics. Simulated learning is connected to role-playing and hands-on learning bringing it close to the key principles which govern active learning.

It is argued that carefully designed simulations may help build decision-making, critical thinking, interpersonal and communications skills and competencies amongst learners. Simulations may also provide learners and instructors alike with opportunities to shift from the conventional classroom environment to a more interactive and communicative learning context (Brozik and Zapalska, 2002).

In the contemporary classroom environment, the prevailing teaching methodology addresses the individual learner needs, analyses group roles and group dynamics enhancing collaborative decision-making and authentic-like role-playing. The aim is to ensure that learners are systematically provided with opportunities to put into practice what they have been taught in the classroom; in other words, through simulations learners replicate real-life situations and experiment with those. In the work of Brozik and Zapalska (2003), simulations highlight the need for a strong relationship between perceived realism and the perceived contribution of simulations to learning. Thompson and Dass (2000) argue that simulations enhance learner self-efficacy and increase written communication competencies.

Through simulated learning, learners take on an active role, they gain insight into the nature of the process which is being simulated, become more competent in the formulation of new concepts and are guided to learn how to resolve issues and crises in a realistic yet controlled learning environment.

Simulated learning is 'deep learning' as it runs deeper than the surface requiring critical thinking rather than memorization. Learners in such a context learn the importance of model building and how to use a model to predict outcomes, transfer knowledge to new problems and situations, understand and refine their own thought processes and see social processes and social interactions in action.

DIMENSIONS OF TEACHING THROUGH SIMULATIONS

Learning strategies/theoretical models: active learning, experiential learning

Content: the topics and units depend on the learners' needs and field (examples are displayed below).

Curriculum: integral part of modules and curricular setting

Form: role-plays, dialogues serving different purposes

Implementation: two or more people act out a scenario which might range from a familiar to an unfamiliar or more difficult situation.

Learning modality: classroom learning, synchronous distance learning through teleconferencing.

Resources: script, print or electronic media, multimedia.

Time: ranging from a short to a longer period depending on the needs and circumstances – relatively short, part of the lesson

Technology and Simulated Learning

Technology may also contribute significantly to the effectiveness of simulated teaching and learning. A classroom environment equipped with the necessary technological infrastructure and designed architecturally to allow for synchronous and uninterrupted communication and collaboration enhances both group and individual active learning.

Examples of simulated learning

- Learners are assigned roles as buyers and sellers of some good and asked to replicate a business transaction, learning about market behaviour by simulating a market.
- Learners take on the roles of party delegates to a political convention, learning about the election process by simulating a political event.
- Learners design an electric circuit with a special software, learning about physics theory by simulating an actual physical environment.

2. Active learning through technology

Active learning requires learners to develop their understanding of content through the active construction and implementation of the solving of a problem. Active learning is based on the research of world famous scholars like Dewey, Wenger and many others. Bonwell & Eison (1991) define active learning as “anything that involves students in doing things and thinking about the things they are doing” (p. 2). Further, Felder & Brent (2009) label active learning as “anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes” (p. 2).

Instructional strategies which promote active learning include draft writing, role-playing, gaming, simulating, observing, and discussing. The length of active learning instructional strategies may vary from a few minutes to whole sessions, and they can be an integral component of a lecture or of an

interactive seminar and workshop. It could be thus argued that active learning encourages students to participate in their own learning, regardless of what specific activity is involved. Active learning is thinking brought to the surface, with emphasis on evidence in the analysis, synthesis, and evaluation of a decision. Active learning presupposes learners who are no longer passive recipients of pre-fabricated knowledge, but instead they create their own knowledge.

Research suggests that audience attention span in lectures diminishes significantly after 10-20 minutes. Infusing active learning strategies once or twice in a 50-minute session will encourage and sustain student engagement and involvement. In such an interactive learning context, learners can understand complicated concepts through systematic exposure to constructive feedback which accommodates different learning styles. Learners are provided with opportunities to think about, talk about, and process new content, practice important skills and increase their motivation to learn. Active learning builds self-esteem and develops in learners a sense of community and belonging.

Technology has the potential to enhance, intensify and strengthen active learning. For example, open source software, web apps, and Web 2.0 tools can be used to empower and engage students as they design, construct, and disseminate knowledge which represents and reinforces their learning. These technologies, especially in eLearning, or virtual environments provide opportunities for simulation, experimentation, research, and self-expression. Web 2.0 tools such as blogs, wikis, journals and the like increase interactivity and collaboration and facilitate access to information, to alternative perspectives, and to multiple audiences establishing active communities of practice.

DIMENSIONS OF ACTIVE LEARNING

Learning strategies/theoretical models: draft writing, role-playing, gaming, simulating, observing, discussing

Content: the topics and units depend on the learners' needs and field

Curriculum: integral part of modules and class sessions

Form: role-plays, dialogues serving different purposes, games, written texts

Implementation: two or more people act out a scenario which might range from a familiar to an unfamiliar or more difficult situation.

Learning modality: classroom learning, synchronous or asynchronous distance learning, online courses, computer-based distance learning, hybrid distance learning

Resources: script, print or electronic media, multimedia.

Time: ranging from part of or whole class session depending on the learning modality

Supportive Exercises

Name	Collecting data for program evaluation
Theme	Program evaluation / monitoring
Aims	Collect data from the trainees and evaluate the effectiveness of the training program.
Training method(s)	Group discussion / pair work
Unit	Unit 5: Assessment and documentation of learning processes of individuals Unit 6: Quality assurance and improvement
Duration	5 hours (250 minutes)
Group size	Average: 12
Resources	Access to online material available through the Web
Activity and conclusion procedures	<p>Make a list of the tools / instruments you consider important for the evaluation of the program.</p> <p>Announce the tools / instruments to the group and justify your choice:</p> <ul style="list-style-type: none"> ▪ questionnaire; ▪ interviews; ▪ focus groups. <p>In the end, and after you analyse your findings, present them to the public.</p>
Content	<p>Tools / instruments for the evaluation of the training program</p> <p>The trainer is responsible for delivering an evaluation session to a group of adults. The trainer needs to collect information / data from the trainees regarding the effectiveness of the program. To this end, they will use the above instruments (questionnaire, interviews, and focus groups). In this session, the trainer discusses the tools with the group and justifies their choice. The trainer should ensure that all ethical and good practice standards are met.</p>

Name	Designing a questionnaire
Theme	Instrument for program evaluation
Aims	To stress the importance of the questionnaire as an instrument, to evaluate a training program, and to discuss the different factors that should be taken into consideration while designing one.
Training method(s)	Group discussion / pair work
Unit	Unit 5: Assessment and documentation of learning processes of individuals Unit 6: Quality assurance and improvement
Duration	8 hours (400 minutes)
Group size	Average: 12
Resources	Access to online material available through the Web (for example online survey software)
Activity and conclusion procedures	Design a questionnaire with primarily quantitative orientation to collect information from your group. Discuss the sections of the questionnaire, the types of questions to be asked, the types of answer choices which are most appropriate for each section and group of questions.
Content	<p>QUESTIONNAIRE</p> <p>The questionnaire is an instrument which provides researchers with data for a quantitative analysis. While designing one, the trainer needs to group the questions into thematically linked sections. Examples of sections could be the following:</p> <ul style="list-style-type: none"> ▪ educational material (handouts / notes / PowerPoint presentations/ online material, etc.) ▪ trainer (knowledge / expertise / delivery / friendliness) ▪ venue (technological equipment, access) ▪ topics / modules of the program (how relevant they are and how they meet the trainees' needs)

Name	Designing and conducting an interview
Theme	Instrument for program evaluation
Aims	To stress the importance of the interview as an instrument, to evaluate a training program, and to discuss the different factors that should be taken into consideration while designing one.
Training method(s)	Group discussion / role-play between participants
Unit	Unit 5: Assessment and documentation of learning processes of individuals Unit 6: Quality assurance and improvement
Duration	4 hours (200 minutes)
Group size	Average: 12
Resources	Access to online material available through the Web
Activity and conclusion procedures	Organize and implement an interview session with selected members of two different target groups. Record the differentiating characteristics of each target group. Describe the steps prior to, during, and after the interview session.
Content	The interview is an instrument which provides qualitative data. The interviewer may ask questions which cannot be fully answered in a questionnaire and achieve a triangulation of their collected findings.

Name	Designing and managing a focus group
Theme	Instrument for program evaluation
Aims	To stress the importance of the focus group as an instrument, to evaluate a training program, and to discuss the different factors that should be taken into consideration while designing one.
Training method(s)	Group discussion / role-play between participants
Unit	Unit 5: Assessment and documentation of learning processes of individuals Unit 6: Quality assurance and improvement
Duration	4 hours (200 minutes)
Group size	Average: 12
Resources	Access to online material available through the Web
Activity and conclusion procedures	Design, organize and manage a focus group comprising 8 members of one target group. Record in detail the procedures involved in the design and management of the focus group. Ensure smooth interaction, comprehension and coherence amongst all members of the focus group.
Content	A focus group is a tool for qualitative research. It is directed by the trainer and the trainees are invited to discuss their perceptions and opinions of the training program.

Name	Analyse and present evaluation findings to the public
Theme	Analysis and evaluation of the findings
Aims	To analyse and evaluate the findings of the various forms of research and then present them to the public.
Training method(s)	Individual activity combined with presentation before a live audience
Unit	Unit 5: Assessment and documentation of learning processes of individuals Unit 6: Quality assurance and improvement
Duration	4 hours (200 minutes)
Group size	Average: 12
Resources	Access to online material available through the Web
Activity and conclusion procedures	Select the findings of a questionnaire, an interview session, or a focus group and present them publicly. Ensure that your analysis is accurate, concise, concrete, coherent, and specific. Make sure that your discourse is audience appropriate.
Content	The aforementioned activities are based on the study and analysis of the following working documents: A) Conducting an Interview: Theory and Practice B) How to Design a Questionnaire: Tips and Suggestions C) Organizing and Conducting a Focus Group: The How To D) Reflecting on the Likert Type Response Scale: A step-by-step Suggestion Teaching note: This material will be presented, analysed and distributed during the simulation session to be held in January 2017 in Portugal.

Digital competences

Learning Approaches

1. Gamification of Learning

The gamification of learning is an educational approach to motivate students to learn by using game elements in learning environments. Gamification in education, or gamification in learning, is sometimes described using other terms: gameful thinking, game principles for education, motivation design, engagement design, etc.

The goal is to maximize enjoyment and engagement through capturing the interest of learners and inspiring them to continue learning. Gamification, broadly defined, is the process of defining the elements which comprise games that make those games fun and motivate players to continue playing, and using those same elements in a non-game context to influence behaviour. In educational contexts, examples of desired student behaviour which gamification can potentially influence include attending class, focusing on meaningful learning tasks, and taking initiative.

Distinguishable from game-based learning, gamification of learning does not involve students in designing and creating their own games, or in playing commercially produced video games. Some authors contrast gamification of learning with game-based learning, claiming that gamification occurs only when learning happens in a non-game context, such as a school classroom, and when a series of game elements is arranged into a system or “game layer” which operates in coordination with the learning in that regular classroom. Others include games that are created to induce learning, or indicate learning achievements

Some elements of games that may be used to motivate learners and facilitate learning include:

- Progress mechanics (points/badges/leader boards, or PBL's)
- Narrative
- Player control
- Immediate feedback
- Opportunities for collaborative problem solving
- Scaffolded learning with increasing challenges
- Opportunities for mastery and levelling up
- Social connection
- Fun
- Challenges
- Music

When a classroom incorporates the use of some of these elements, that environment can be considered “gamified”. There is no distinction as to how many elements need to be included to officially constitute gamification, but a guiding principle is that gamification takes into consideration the complex system of reasons a person chooses to act, and not just one single factor.

DIMENSIONS OF GAMIFICATION OF LEARNING APPLICATION

Learning strategies/theoretical models: cognitivist, constructivist

Content: specific skills.

Curriculum: Small part of the curriculum: gamified parts of modules, evaluation of specific activities, etc.

Form: structure a learning activity if the form of a game...etc.

Implementation: integrated activities of a curriculum, informal learning, CPD...etc.

Learning modality: face to face or distance learning (e-learning, m-learning).

Resources: it depends of the game to be designed and implemented.

Time: it depends on the option it may range from a relatively low effort to a higher one.

Three key ways in which a classroom, course, or unit can be gamified are through changing the language, adapting the grading process, and modifying the structure of the learning environment:

- With regard to LANGUAGE, instead of referring to academic requirements with the typical associated terms, game-like names may be used instead. For example, making a course presentation might be referred to as “embarking on a quest”, writing an exam might be “defeating monsters”, and creating a prototype might be classed as “completing a mission”.
- In terms of GRADING, the grading scheme for a course might be adapted to make use of experience points (XP) as opposed to letter grades. Each student can begin at level one with zero points; as they progress through the course, completing missions and demonstrating learning, they earn XP. A chart can be developed to illustrate how many XP is required to earn a letter grade. For example, earning 1500 XP might translate to a C, while 2000 would earn a B, and 2500, an A. Some teachers use XP, as well as health points (HP) and knowledge points (KP) to motivate students in the classroom, but do not connect these points with the letter grades students get on a report card. Instead these points are connected with earning virtual rewards such as badges or trophies.
- The STRUCTURE OF A COURSE or unit may be adapted in various ways to incorporate elements of gamification; these adaptations can affect the role of the student, the role of the teacher, and role of the learning environment.
- The role of a student in a gamified environment might be to adopt an avatar and a game name with which they navigate through their learning tasks. Students may be organized into teams or guilds, and be invited to embark on learning quests with their fellow guild members. Students tend to express themselves as one of the following game-player types; player (motivated by extrinsic rewards), socialiser (motivated by relatedness), free spirit (motivated by autonomy), achiever (motivated by mastery) and philanthropist (motivated by purpose).
- The role of the teacher is to design a gamified application, embedding game dynamics and mechanics that appeal to the target group (i.e. students) and provide the type of rewards that are attractive to the motivation of the majority. Therefore, it is important teachers

know their students well. The teacher also needs to responsibly track student achievements, define the parameters of the “game”, giving the ultimate learning goal a name, defining the learning tasks and specifying the rewards for completing those tasks and encourage and guide learners as they navigate the gamified environment.

- The role of a gamified learning environment may be structured to provide an overarching narrative which functions as a context for all the learning activities.

2. Live Online Classes or Synchronous Learning Events

Live online classes or synchronous learning events refer to a group of students that are engaged in learning at the same time. Before learning technology allowed for synchronous learning environments, most online education took place through asynchronous learning methods. Since synchronous tools have become available, many people are using them as a way to help decrease the challenges associated with transactional distance that occurs in online education. Several case studies found that students are able to develop a sense of community over online synchronous communication platforms.

While many online educational programs started out as and with the advent of web conferencing tools, people can learn at the same time in different places as well. For example, use of instant messaging or live chat, webinars and video conferencing allow for students and teachers to collaborate and learn in real time.

A lecture is an example of synchronous learning in a face-to-face environment, because learners and teachers are all in the same place at the same time. Another example of a synchronous learning event would involve students watching a live web stream of a class, while simultaneously taking part in a discussion. Synchronous learning can be facilitated by having students and instructors participate in a class via a web conferencing tool such as Blackboard Collaborate, Adobe Connect, WebEx, or Skype. These synchronous experiences can be designed to develop and strengthen instructor-student and student-student relationships, which can be a challenge in distance learning programs.

DIMENSIONS OF LIVE ONLINE CLASSES OR SYNCHRONOUS LEARNING EVENT APPLICATION

Learning strategies/theoretical models: cognitivist, constructivist.

Content: specific topics, all kinds of lectures.

Curriculum: any kind of curricular setting, parts of modules, elements of formal learning, etc.

Form: online lecture, live web stream of a class...etc.

Implementation: integrated activities of a curriculum, informal learning, CPD...etc.

Learning modality: distance learning (e-learning, m-learning).

Resources: web conferencing tool such as Blackboard Collaborate, Adobe Connect, WebEx, Skype ...etc.

Time: relatively short effort

Tips from elearningindustry.com for trainers to implement virtual classroom training³

- 1. Determine your goals and objectives well in advance.** The first thing you'll need to do is to define learning objectives. This will help guide you through the design and development of your virtual classroom training strategy, as you will be able to select the learning materials, tools, and methods that will serve these goals and objectives.
- 2. Choose the ideal method of delivery.** In order to gather the tools, you will need to produce your virtual classroom training, you must first decide how you will be delivering your content. Consider how the learners will be accessing the virtual training classroom. Will they need to be able to learn on-the-go or during work hours? Will the content be delivered to them in a physical classroom environment as part of a traditional blended learning strategy? This will enable you to select the most ideal learning activities that you will need to integrate into your virtual training classroom.
- 3. Pair visuals with explanations that prompt learner discussion.** Pairing visuals with detailed explanations that are thought provoking is always a good idea, especially if you want to boost learner engagement. This is due to the fact that it can spark discussion, as learners will be encouraged to interact with the subject matter and their colleagues, remotely or otherwise. To trigger employee discussion, you may want to integrate some form of online collaboration, such as Google Chat.
- 4. Create interactive learning activities that encourage active participation.** Active learner participation is key to a successful virtual classroom training experience. The most effective way to achieve this is to create learning activities that engage learner and prompt them to think about how the subject matter relates to their own lives and experiences. So, consider creating activities that immerse them, such as scenarios, games, or rich learning presentations. It's often best to keep your virtual classroom training under an hour long, and to encourage interaction, in any form, every five minutes, or so. This will prevent boredom and trigger engagement throughout the duration of the virtual training. You can also break the class up into small groups. This can be done virtually by asking them to use Google apps such as Google Hangouts or Project management platforms, and complete group collaboration assignments.
- 5. Give it a test run.** Even if you think that you've perfected and polished every aspect of your virtual training classroom, you should always give it at least one test run in a realistic environment to make sure that everything will run smoothly after launch. Conduct a focus group or have the facilitator conduct a "mock" session, where you can iron out any issues and ensure that there aren't any glitches that can hinder the overall success of the virtual training classroom. Make sure that everyone is able to log-in to the platform, and that all of the content is accurately displayed, so that there aren't any surprises when you hold the first training session.

These virtual training classroom tips can offer you the chance to develop deliverables that provide your audience with the best possible virtual training experience, so that they can hone their skills, expand their professional knowledge base, and boost on-the-job performance.

³ Adapted from: <https://elearningindustry.com/6-tips-design-interactive-virtual-classroom-training>

Supportive Exercises

Name	Gamification for learning with quizup
Theme	Digital competences
Aims	<p>Some authors like Piaget (1945), Vygotsky (1966), Erickson (1950), or Freud (1908) spoke in his theories and different approaches to the importance of play for learning development.</p> <p>Hence, the game has been established in various methodologies and strategies during learning and development well in school as well as in adult education or training within companies.</p> <p>The term gamification was coined by Nick Pelling in 2002, who defined it as the application of metaphors game for real-life tasks that influence the behaviour and improve the motivation and commitment of people.</p> <p>With this activity with quizup we intend to engage the students in an entertaining way while working knowledge and content within the curriculum. For example, with quizup we can change the perspective of the subject and establish a closer and playful link, motivate students, we can reward and evaluate with the positive development of games by using quizup, promote participation and social communication with other people from the rest of the world.</p> <p>Whit Quizup we can develop different areas, for example we can put focus on with the area of “mental calculus” which is in general a complicated area that needs exercises and reinforcement. QuizUp is set up to like any other basic trivia/quiz game. Unlike most limited games, QuizUp has unlimited categories ranging from basic math facts to your favourite television shows. Your score is based on accuracy and speed. Students can play and respond to different questions, they can play with themselves or with a classmate or even with other people around the world. They can respond a lot of questions and go up to different levels</p>
Objectives	Promote digital competences
Duration	1 hour
Group size	20-25 learners
Links/materials	Computer and Internet, mobiles phones
Activity and conclusion procedures	<p>With the application of quiz up in our mobiles or in the computers we can develop a very entertaining and engaging activity:</p> <ul style="list-style-type: none"> ▪ explain to students what QuizUp is about ▪ they will have to create a profile ▪ the students must inform the teacher of the user with whom each student has registered ▪ explain what the rules of the game are, in our case: play “mental calculation” quizzes during half an hour and get to reach the maximum possible level and achievements. <p>The teacher may follow and compare results by visiting the history of each student’s game and progression. The objective is that the students may obtain an extra score to the total score of the subject depending on the different scores and thus motivate them to be interested in it.</p>
Content	Example: play QuizUp and show how it works.

Name	Creating information with twitter
Theme	Digital competences
Aims	<p>Introduce new forms of communication like social networks can be very useful Supplied tools with large teaching resources because they offer multiple educational possibilities for educational purposes.</p> <p>For example, using twitter in the classroom. Today is one of the main sources of news for young people. With this platform we can encourage student interaction, search content and information, foster communication, participation, motivation to raise questions online, etc.</p> <p>Use twitter in the classroom can be very interesting when dealing with complex or very specific topics as political themes, characters or historical stages. One of the exercises we raised with twitter is:</p> <ol style="list-style-type: none"> 1. While performing a master class (with the same teacher or visiting professional) of any content or specific topic within the curriculum, students are encouraged to record the lecture and share it on twitter under a hashtag (previously agreed). Students must retweet with comments or related information in order to create different views and make discussion. 2. They can also ask direct questions or doubts to the trainer via twitter. The trainer once the session ends, may review and respond the using the hashtag. In this way, students do not interrupt the speakers while they are talking and, what is more important still, social communities of students who are not present in the class becomes involved. 3. Then, each student has to design a moment (storify) in your profile twitter collecting the most interesting information that has been retweet and can add content related to the topic. 4. At the end, the trainer may serve as a way to make a short evaluation, conducting a test using twitter with one or more questions, where each student has to answer and get a score. <p>This proposed activity includes 4 small tasks that could also be used individually to any subject.</p>
Objectives	Promote digital competences
Duration	1 hour
Group size	20-25 learners
Links/materials	Computer. Projector. Internet connection and wifi. Mobile phones.
Activity and conclusion procedures	<p>The trainer/s will need to:</p> <ul style="list-style-type: none"> ▪ Provide students with the explanation of a specific content within the curriculum of the course ▪ Ask students to tweet and reply about what they're learning, difficulties they're facing, tips, resources, questions... Use Twitter as an online logbook during the lecture. ▪ The explanation in the class must be carried out between 30 and 40 min. The rest of the time will be used to answer questions posed by students via twitter. ▪ Finally, around the last 5 minutes of the lecture, the trainer will explain to the students the activity to be performed (the design of a moment in their profiles) and the short test that the trainer will implemented via twitter and that everyone will have to respond.
Content	<p>Example</p> <p>This video explains some of the benefits of using twitter in the classroom. Explains the example of using twitter to facilitate discussions on a particular topic.</p> <p>https://www.youtube.com/watch?v=6WPVWDkF7U8</p> <p>Dr. Rankin, professor of History at UT Dallas, wanted to know how to reach more students and involve more people in class discussions both in and out of the classroom. She had heard of Twitter... She collaborated with a graduate student, Kim Smith, from the Emerging Media and Communications (EMAC) and reached out to EMAC faculty for advice.</p>

Name	Proposal for innovative evaluation online resource: use of Kahoot
Theme	Digital competences
Aims	Evaluate the knowledge acquired by playing
Objectives	Promote digital competences
Duration	1 hour
Group size	20-25 learners
Links/materials	Computer, Projector / TV, Internet connection and Smartphones / Tablets / Laptops / Computers for learners. Created online formative evaluation game by using the free platform Kahoot (https://kahoot.it/).
Activity and conclusion procedures	<ul style="list-style-type: none"> ▪ Create a Kahoot game to be used as evaluation instrument. Questions will be based on the evaluation indicators chosen by the trainer ▪ Provide the learners with the game pin and the instructions to access to the game room ▪ Play the game going through all the questions prepared and give feedback to the wrong answers ▪ Ask students to rate the evaluation tool and give ideas for improving the method <p>In the end, conduct a round table with the class as a whole on the points covered above.</p>
Content	<p>Example of kahoot creation and play</p> <p>“Trainer Carmen is responsible for delivering a training session about employment counselling to a group of young adults. The lesson is expected to cover one day (6 hours).</p> <p>She needs a tool to implement formative assessment as she is concerned about contents of the lesson not being completely related with the profile of the learners, so the evaluation tool should be entertaining and engaging in order to increase the pedagogical impact of the training session. Therefore, Carmen decides to use Kahoot to create a game based upon multiple choice questions where you can add videos, images and diagrams. Such game/questionnaire can be played in a group setting, like a classroom, and players answer on their own devices (with an internet connection) while the game/questionnaire is displayed on a shared screen. This tool seems to be the right one as it allows you to create a game based evaluation tool in minutes and does not need setup time, as no player accounts are required.</p> <p>Instructions</p> <ul style="list-style-type: none"> ▪ Trainer Carmen uses the following link to learn the basics of this tool for training assessment: https://www.youtube.com/watch?v=PYfoRRtLXys ▪ Carmen chooses the evaluation indicators based on her lesson plan and translate them into a quiz ▪ In order to create her kahoot tool, she watches the following video and selects media to embed to the questions making the quiz more attractive: <ul style="list-style-type: none"> ▪ https://www.youtube.com/watch?v=Gt_TGblnRQ ▪ Once she finishes her lesson, provides students with the game pin and the instructions to access to the game room ▪ At the end of the quiz, our trainer asks students to evaluate the formative evaluation tool ▪ Finally, she downloads the results of the questionnaire by clicking the link to the Excel file and uses the scores to find the weak points of the training session delivered or directly to grade the learners.

Name	Discover open educational resources (OER) to use in training sessions
Theme	Digital competences
Aims	<ul style="list-style-type: none"> ▪ Foster awareness in order to promote the understanding and use of OER ▪ Introduce the main OERs repositories and initiatives online ▪ Facilitate the searching of OERs by providing instructions and tips on how to find OERs related to our education or training field
Objectives	Promote digital competences
Duration	1 hour
Group size	20-25 learners
Links/materials	Computer / Smartphone / Tablet / Laptop and Internet connection.
Activity and conclusion procedures	<ul style="list-style-type: none"> ▪ Learn the basics of OER from a Guide available online ▪ Provide a list of services and facilities available online related organized by categories of OER ▪ Use an OER Search Engine
Content	<p>Example of discovering and searching oers</p> <p>“Trainer Anna is planning her next lesson and is not able to find free of charge updated and innovative contents to implement with her learners. She has listened the definition of OERs (<i>educational resources designed for teaching and learning purposes like curriculum mappings, course materials, textbooks, manuals, guidelines, multimedia applications, videos, audios, etc. that are openly available for being used by educators and students, with no royalties or licence fees to be paid</i>) and has seen a short video (https://youtu.be/Yfl1B6Qmp5g) on OERs but definitely needs some more information about OERs before deciding its use and/or adaptation for her next training session.</p> <p>Instructions</p> <p>Trainer Anna will download the Basic Guide to Open Educational Resources (OER) (http://unesdoc.unesco.org/images/0021/002158/215804e.pdf) prepared by the Commonwealth of Learning & UNESCO and will read the first section (from pages 5 to 20), in order to be provided with an introduction to OERs and some of the key issues to think about when exploring how to use OER most effectively</p> <p>After that, Anna will read Appendix Six of the above mentioned OERs Basic Guide (from page 88 to 114) with the aim of discovering an extensive catalogue of OER-Related services and facilities available online</p> <p>Once our trainer has the basic knowledge on OER and has learned about its characteristics and categories, it is time to use an OER Search Engine in order to find quality educational contents. For such purpose she will use OER Commons (http://www.oercommons.org/) because it offers over 30,000 OERs and has efficient search options. Anna will find all the necessary instructions and tips on how to implement a succesfull search by watching the following video: https://www.youtube.com/watch?v=JXFUOVxv0gY</p>

Transversal competences

Learning Approaches

1. Learning by playing

The practice of the game (playing) is widespread in training of adults, obviously much more than in the schools and Universities. The pedagogy of the game promotes the development of autonomy, the expression of creativity and adaptability among young people. It also allows trainers to easily conduct training in groups. The game can be performed in a conventional classroom based format (role-playing game, quiz, trivial pursuits...) or online (Serious games, Apps, augmented reality, social media...). In the context of training, games can meet various needs. The thematic content of a game can be used to inform, illuminate, illustrate, react, do understand, share opinions, argue and look for solutions. The danger in the game is to confine the participants in a passive position. The classic formula, trainees are tested on their knowledge or their ability to memorize information but they are rarely put in a situation of critical thinking regarding the transmitted information. To avoid these situations, the trainer must focus on games that require search of information rather than those where it is simply given to the participant in a binary schema "you know / you do not know". Another possibility is to co-construct the game with the participants. The simplicity of the rules or the fact that they are known by all, makes easier to develop them

The "Play" is set in most of the current language dictionaries current as a not imposed physical or mental activity, purely free of charge, usually based on the convention or fiction, which has no end in the consciousness of the involved participants other than itself and the pleasure and fun it provides. The characteristics of "playing" include those of free and fun, making this activity moving away from constraints and obligations of social life. The objective is not to win anything, but to participate in a structured interactive activity which has a specific purpose, and which allows to achieve a goal. 'Play' helps building high quality trainings, while being «zero PowerPoint» They allow the trainer to move out the usual 'top-down' scheme.

But, what is a good playing session/game?

Must be related to what is studied and a content that is meaningful to the participants contain clear objectives (training objectives or other) and an understandable goal, have a pleasant and friendly appearance, having clear rules and concise instructions, be playable within an hour and almost without cost, involve all participants at the same time, give participants the opportunity to make interesting decisions, contain elements of surprise, resorting to physical activity, movement, It is easy to make a debriefing, having easily understandable rules by any trainer, without special training.

DIMENSIONS OF LEARNING BY PLAYING

Learning strategies/theoretical models: active learning, experiential learning.

Content: all kind of contents.

Curriculum: any kind of curricular setting, parts of modules, elements of formal learning, etc.

Form: Face-to-face activities needing space and contact, role-plays.

Implementation: integrated activities of a curriculum, informal learning, etc.

Learning modality: face-to-face...except for online games (serious games)

Time: adaptable regarding the needs and the circumstances.

Photo-language

A photo-language is a collection of very varied photographs or drawings put at the disposal of the trainees as “intermediate object” to facilitate the speech on a given subject (The author of this method is Alain BAPTISTE). The photo could be general as well as specific one (for example related to a specific domain such as math, physics...). All these “intermediate objects” aim to show the trainer/teacher how “the discipline” that he teaches is itself an “intermediate object” between him and the trainees and how could it used efficiently to communicate with them.

It is useless to buy a ready-made set of photos. It is recommended to do it yourself by collecting photos cut out of various magazines and putting them in plastic sleeves; They could be searched by several people to broaden the choice! They must be as diverse as possible. It is necessary to have a sufficiently large number of photos which depends mainly on the number of trainees and the type of planned exercises. Ideally, you should have at least 4 or 5 photos per trainee.

The question “what would I like to achieve this summer” can serve as an example. In a first step, a picture is chosen and associations evoked by the picture are stated. In a second step, a second question is raised, such as “What could help me to achieve this goal?” The card is flipped and the person in question tries to answer with the help of this card. This way, focus is deliberately set on the solution or the available resources. PT represents a resource and solution oriented tool for a variety of settings.

The photo is a projection object. The one who chooses it, by privileging certain details, attributes to it properties which are in him (self-reflection). In a way the photo will become an extension of ourselves while remaining an external object to ourselves.

This process will allow the “half-saying”, to speak of himself in same time that to talk about the photo.

DIMENSIONS OF PHOTO-LANGUAGE

Learning strategies/theoretical models: active learning, experiential learning.

Content: all kind of contents but mainly emotions related contents.

Curriculum: any kind of curricular setting, parts of modules, elements of formal learning, etc.

Form: Face-to-face activities needing space and contact.

Implementation: integrated activities of a curriculum, informal learning, evaluation...etc.

Learning modality: face-to-face in group

Time: adaptable regarding the needs and the circumstances.

Supportive Exercises

Name	Don't break your egg
Theme	Transversal competences
Objectives	Develop interpersonal competences
Objectives	<ul style="list-style-type: none"> ▪ Develop social and interpersonal competences ▪ Resolve Conflict and problems ▪ Adopt Leadership ▪ Maximise Teamwork
Duration	1 hour
Group size	10-16 learners
Links/materials	Eggs, Movie clips: Appolo 13 (available online)
Activity and conclusion procedures	this collaborative activity aims at creating a solution together to reach a goal. Students must develop a methodology of work as well as communication skills and reporting in order to lead successfully their project.
Content	<ul style="list-style-type: none"> ▪ you should invent a material to protect your egg when dropping from the 1st floor ▪ break into 4 teams ▪ Use anything in the room to prevent your egg from breaking ▪ 10' to conceive the project (design) ▪ 10' of reporting to the rest of the groups ▪ 10' realization/implementing the project ▪ 5' testing ▪ feedback ▪ Debrief > leadership values / efficient teamwork

Name	Who's guilty?
Theme	Transversal competences
Aims	<ul style="list-style-type: none"> ▪ develop interpersonal competences ▪ develop adequate communication and cooperation ▪ teamwork ▪ sense of leadership ▪ creative thinking ▪ problem solving
Objectives	<p>Develop social and interpersonal competences</p> <p>Resolve Conflict and problems</p> <p>Adopt Leadership</p> <p>Maximise Teamwork</p>
Duration	1 hour
Group size	10-16 learners
Links/materials	Newspaper article (fait-divers)
Activity and conclusion procedures	<p>The trainer/s will :</p> <ul style="list-style-type: none"> ▪ Provide the learners with the article and encourage them to classify the characters by order of responsibility ▪ Conduct the 15-minutes talk alive and synchronously ▪ Ask the students to conduct a judgment on court in order to train their communication skills ▪ In the end, conduct a round table focused on the points covered above
Content	<p>Read the text (article)</p> <ul style="list-style-type: none"> ▪ Classify the characters by order of guiltiness/responsibility (1 being the most responsible and 6 the least) ▪ make a list of arguments which support your classification ▪ break the class into groups of lawyers (husband's lawyers(defendant)/ wife's family prosecutor/jury members/ lover's lawyer/madman's lawyer/ seducer's lawyer ▪ feedback (deal with contradictory points of view/ lead the negotiation/ make decision) <p>Questions for Discussion:</p> <ul style="list-style-type: none"> ▪ What did you experience while playing this game? ▪ How did you relate to people who wanted something else? ▪ Did you cooperate, persuade, argue, fight, or give in? ▪ If you confronted others, how did you do this? ▪ Did you follow the instructions? ▪ Why did you interpret the instructions as you did? ▪ Did you feel that the instructions must be carried out no matter the cost and to the exclusion of others? ▪ In what way are your feelings about instructions influenced by your cultural background? ▪ Did your culture influence the way that you behaved in this situation? ▪ Can you relate what happened here to real life situations? ▪ How is this exercise relevant to peer-mediation?

Name	Picturetelling©
Theme	Transversal competences
Aims	Communication and interpersonal competences
Objectives	<ul style="list-style-type: none"> ▪ Develop social and interpersonal competences ▪ Resolve Conflict and problems ▪ Develop Critical thinking skills and Self-reflection for improvement
Duration	1 hour
Group size	10-15 learners
Links/materials	collection of pictures
Activity and conclusion procedures	<p>Picturetelling is a creative method used to work with groups.</p> <p>The aim is to explore by means of explaining, communicating and telling a story based on a picture.</p> <p>Picturetelling is based on the Language Technique. Language is a well-established method used to work with groups and was originally developed to help people communicate in a group. The advantage of this method lies within the picture taking over the role of a mediator. The picture is part of the description and not the person him or herself. This enables the narrator to talk about personal issues without feeling exposed</p>
Content	<p>the Picturetelling method</p> <ul style="list-style-type: none"> ▪ The question “How do you feel after a week of practise and tools sharing?“ can serve as an example. ▪ all the pictures are set randomly on the floor ▪ students walk round the classroom and pick a picture which illustrates his/her state of mind. ▪ Roundtable: The card is flipped and the person in question tries to answer with the help of this card. This way, the focus is deliberately set on the picture and makes it easier to communicate when emotions or feelings are at stake. ▪ PT represents a resource and solution oriented tool for a variety of settings

Name	Creating win-win solutions
Theme	Transversal competences
Aims	<ul style="list-style-type: none"> ▪ maximize active listening and teamwork ▪ problem solving ▪ build trust and team cohesion by asking everyone to work together on a challenging task ▪ communication
Objectives	<ul style="list-style-type: none"> ▪ Develop social and interpersonal competences ▪ Resolve Conflict and problems
Duration	30-45'
Group size	10-15 learners
Links/materials	A room without tables but with a chair for each participant, copies of each instruction (see below) for one third of the participants
Activity and conclusion procedures	To demonstrate how to manage conflict by turning it into cooperation you should give 3 incompatible instructions to each 1/3 of the participants and see how they manage to solve the problem.
Content	<p>Procedure:</p> <ol style="list-style-type: none"> 1. Give each participant one set of instructions (A, B, or C), distributing equal numbers of the three different instructions. Tell them not to show their instructions to other participants as this will defeat the purpose of the exercise. 2. A. Put all the chairs in a circle. You have 15 minutes to do this. B. Put all the chairs near the door. You have 15 minutes to do this. C. Put all the chairs near the window. You have 15 minutes to do this. 3. Tell the participants that they can start the exercise and to follow the instructions that they were given. Give the participants 15 minutes and see what happens. 4. Discussion: The instructions cannot be carried out unless people with identical instructions cooperate. The sub-groups cannot carry out all of their instructions unless they cooperate. There are several possible solutions: <ul style="list-style-type: none"> ▪ Putting all of the chairs in a circle, between the door and the window ▪ Consecutively putting all the chairs in a circle, then near the door, then near the window ▪ Disobeying part of the instructions, by putting one third of the chairs in a circle, one third near the door and one third near the window ▪ Reframing the situation by hanging two signs in the middle of the room – one that says “door” and one that says “window” ▪ Disobeying the instructions entirely

5. Project framework

The project “Level-up! Workplace Tutor goes Europe” is an Erasmus+ KA2 project, implemented between September 2015 and August 2018, by a consortium of eight partners from seven European countries: IGMETAL – Germany, BFW – Germany, CORVINUS – Hungary, DIE BERATER – Austria, IFES – Spain, ISQ – Portugal, NORESIDE – Ireland and SALPAUS – Finland.

The project aims to promote and increase professionalization and improved qualification of in-company VET personnel as one of the key actors of vocational education. Furthermore, the project aims to initiating a forum for a European stakeholder debate on issues concerning VET policy, thereby contributing to the professional development of VET personnel, improved vocational education and training at the workplace, a crucial place of learning in vocational education, both in terms of initial as well as continued training and creating better conditions for transparency and recognition of VET personnel qualifications in Europe.

The Level-up! project results from two previous European projects – “It’s Time” and “European Workplace Tutor” – in which the following key-products were developed:

- development of a common European qualification profile for the Learning Process Guide and the European Workplace Tutor (based on the compared qualifications for trainers in the partnership countries);
- development of a training programme for in-company trainers;
- promotion of training courses in the partnership countries;
- promotion of long-term implementation of better quality training for trainers.

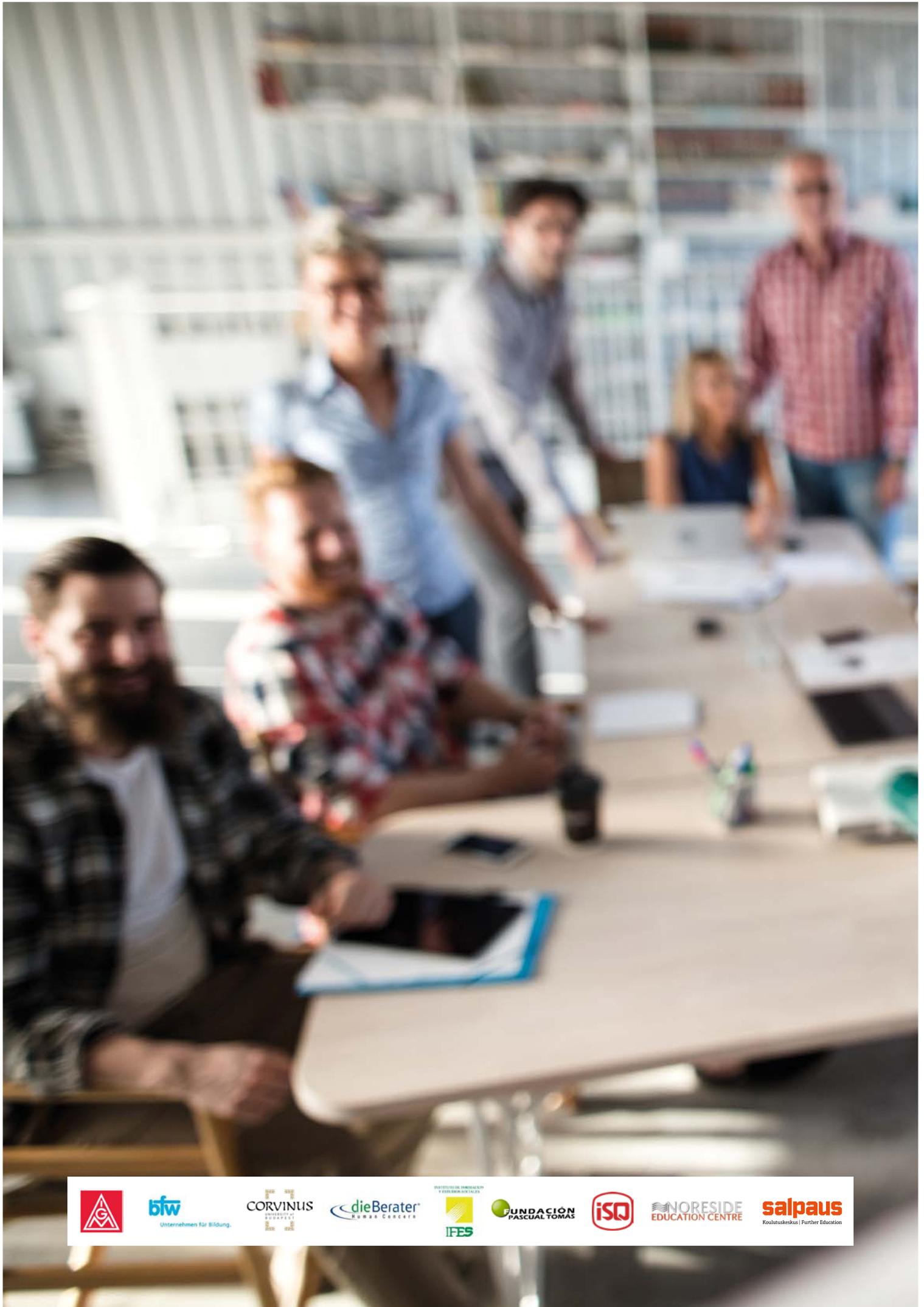
The previous projects’ experience will now be implemented through the development of the European training course “European Workplace Tutor” in which learners from six different European countries will participate. Furthermore, the Level-up! project will work at two levels, a) the practitioners’ level and b) the political level. At the practitioners’ level, it will provide an outstanding example of innovative training for “in company” training personnel that enables a high-level qualification as well as a peer-to-peer exchange at European level. At the political level, Level-up! pursues the establishment of a pan-European multi-stakeholder dialogue on current debates surrounding European VET policy.

More information on the project can be found on our weblog and website:

- workplacetutorblog.wordpress.com
- workplace.tutor.eu

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