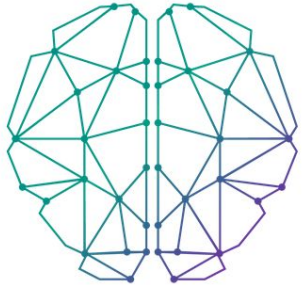

DEAL WITH DIGITAL WBL

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

# IO2.2 Blueprint for VET trainers' development of digital competences to design, deliver, evaluate and certificate blended courses

SISTEMI FORMATIVI CONFINDUSTRIA

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# The Digital WBL Blueprint: your opinion matters!

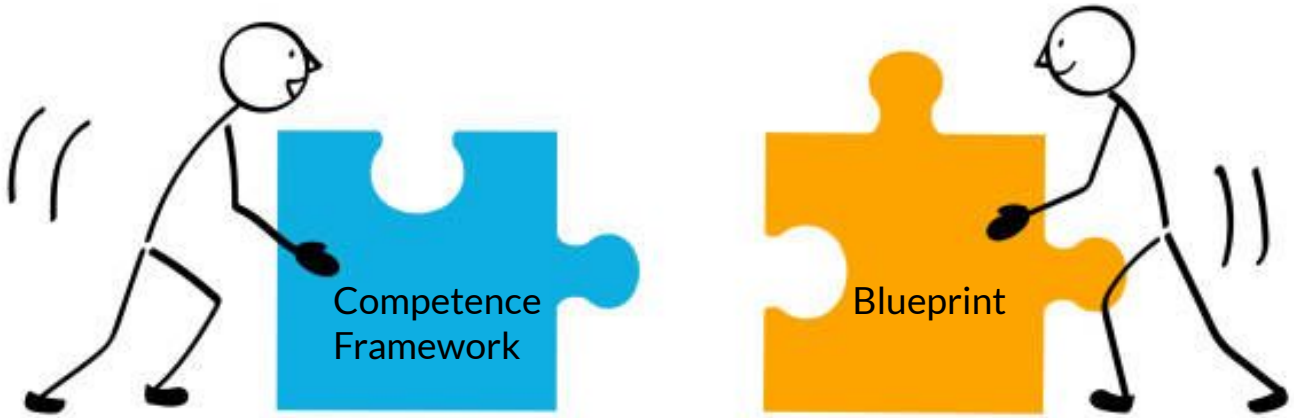
This slide presentation serves as a condensed version of the 'IO2.2 Blueprint' report. The comprehensive, updated edition until December 2023 is accessible on our website.

The Digital WBL blueprint document is dynamic and treated as a 'Live Document.' This implies that it will evolve in tandem with the outcomes achieved during the further project activities, including the testing phase of Digital WBL training course, and the formulation of a toolkit to advance digital innovation in WBL work-based learning experiences.

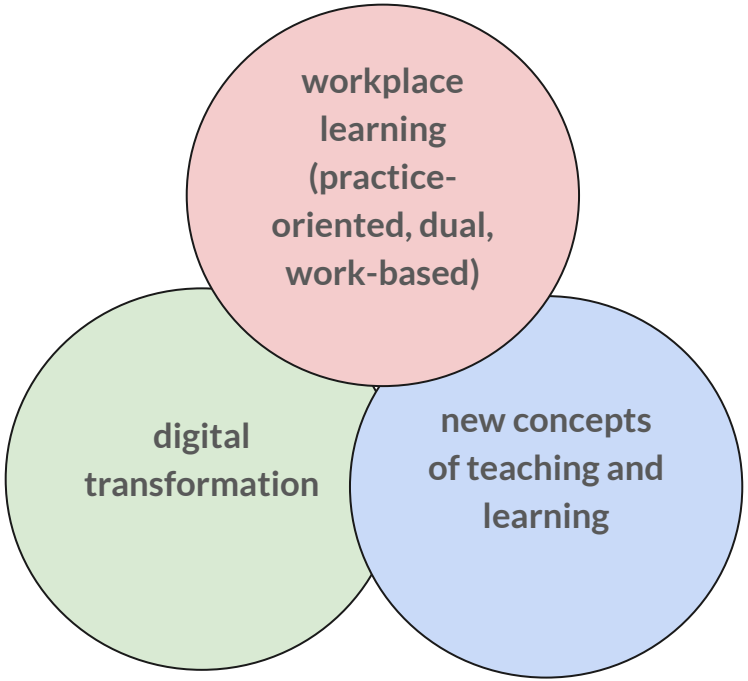
We encourage you to peruse the report and welcome your comments and suggestions to foster digital innovation in Digital WBL across diverse learning environments.

For any comments, please write to: **sfc.internationalprojects@gmail.com**

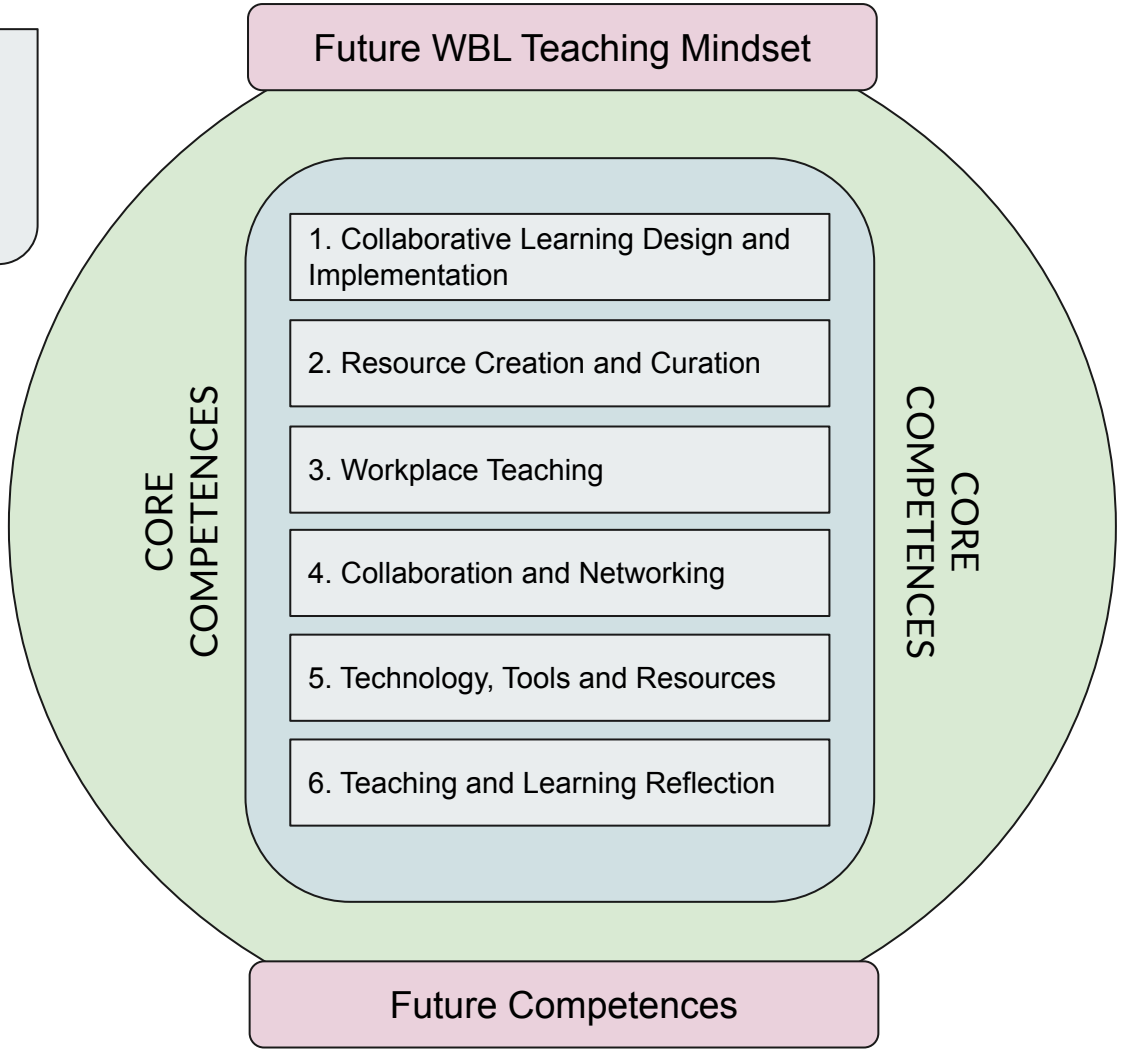
# The Blueprint: a strategic framework to complement the competence framework



# Reference points DEAL with Digital WBL



Digital WBL Teaching Competences




The future WBL teacher has the ability to guide professionals in open learning spaces to become autonomous lifelong learners while making valuable use of digital technologies.

Free report download:

SCAN ME

# What is a Blueprint?

- **Blueprint = a strategic framework to complement the competence framework**
  - identify the potentials and challenges and the strategic domains to take into account in order to design a learning environment for Digital Work-Based Learning
  - provide recommendations according to different design dimensions and categories
- **For whom?**
  - mostly educational designers, institutional leaders, professionals in institutional infrastructure, professional training, but also teachers, trainers and learners themselves
- a **living and growing document**
  - feedback is welcome!
  - will be used, discussed, revised in the next steps of the DEAL with Digital WBL initiative
- **Full Blueprint download** on the website: digitalwbl.com

# strategic framework for Digital WBL

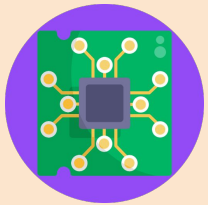
challenges & potentials

## Didactical Dimension

- Pedagogy: supports and resources
- Pedagogy: implementation in the classroom
- Assessment pratices

## Technological Dimension

- Infrastructure and Equipment



## Economic Dimension

- Finances

## Organisational Dimension

- Leadership & Governance

## Socio-cultural Dimension

- Continuing Professional Development
- Collaboration and Networking

icons: flaticon by Dighital

# Digital WBL practices, technologies and forms

| Digital WBL domain, tool, practice | Details and examples |
|---|---|
| Artificial Intelligence | - e.g. Chat GPT |
| Immersive Media | - e.g. Augmented Reality, Virtual Reality |
| Videos | - e.g. (animated) video case studies |
| Online/blended training formats | - e.g. webinars, MOOCs and related training formats |
| Simulations | - e.g. simulation-based training |
| Tools for enhancing teaching and learning | - e.g. digital tools for enhancing on-site learning, e.g. voting apps/audience response apps and tools |
| ePortfolio | - e.g. documenting and reflecting practice experiences |
| Virtual constructors, Remote maintenance, Digital Game-Based Learning, Open Educational Resources/OER, Learning Analytics, FabLab/Maker Space | |

# strategic framework for Digital WBL

## potentials

| Domain | Description |
|---|---|
| **General Advantages of Digital Work-Based Learning** | - e.g. fast and ‘easy’ training opportunities |
| **Accessibility** | - e.g. other target groups can be reached: people in rural areas, with mobility impairments, who prefer digital social interaction to on-site social interaction, … |
| **Active, Flexible and Engaging Learning Experiences** | - e.g. facilitating more personalised, flexible and engaging learning experiences |
| **Collaboration and Social Learning** | - e.g. promoting learners’ collaboration |
| **Learning Outcomes and Analysis** | - e.g. tracking and analysing learning activities |
| **Safety and Sustainability** | - e.g. practising and learning in safe settings |
| **Technology Advancements** | - e.g. making digitalization and educational opportunities available to all |

# strategic framework for Digital WBL

## challenges

| Domain | Description |
|---|---|
| **Adaptation and Implementation** | - e.g. awareness for Digital WBL solutions and their relevance is not high<br>- high support (staff) need |
| **Accessibility** | - e.g. new methods and technology are not accessible and usable for all teachers<br>- not all technologies are inclusive for all learners (e.g. VR and AR in case of eyesight problems) |
| **Technology and Privacy** | - e.g. high costs of new software and hardware<br>- privacy rights and data security |
| **Integration of Digital Tools in Work-Based Learning** | - e.g. challenge to determine if digital tools are needed/useful for a specific learning setting - or not<br>- diversity of tools makes it difficult to stay up-to-date and to decide which ones are useful and relevant |
| **Training Needs** | - e.g. (continuous) training courses for teachers are needed, but also for in-company trainers and professionals<br>- training and awareness for integrating theory and practice in Digital WBL |

# strategic framework for Digital WBL

## challenges & potentials

### Didactical Dimension

- Pedagogy: supports and resources
- Pedagogy: implementation in the classroom
- Assessment pratices

This dimension comprises all areas and elements which are directly related to the teaching and learning experiences happening on site, in the school and at the workplace or in hybrid and remote scenarios.

**Pedagogy: supports and resources**
- Digital Competence is promoted, benchmarked and assessed
- A rethinking of roles and pedagogical approaches takes place
- Awareness for a new Digital WBL pedagogy is promoted
- Experimenting is encouraged: Teachers have time and space to try out new tools, technology and methods and also to fail

**Pedagogy: implementation in the classroom**
- Digital Content and OER are widely promoted and used
- Curricula are redesigned or re-interpreted to reflect the pedagogical possibilities afforded by digital technologies
- An engaging, but empathetic pedagogical approach is employed
- Awareness for student well-being, needs and challenges

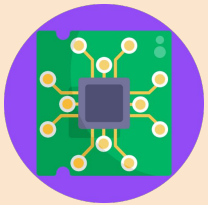
**Assessment pratices**
- Assessment Formats are engaging and motivating
- Informal and Non-Formal Learning are recognised, especially in Work-Based Learning settings
- Learning Design is Informed by Analytics

# strategic framework for Digital WBL

## challenges & potentials

### Technological Dimension

- Infrastructure and Equipment



This dimension comprises all areas and elements which are directly related to technological issues: hardware, software, licensing, support structure and infrastructure within an institution, which can be crucial for successful Digital WBL practices.

**Infrastructure and Equipment**

- Physical and Virtual Learning Spaces are designed for digital-age learning
- The digital infrastructure is planned and managed and known by teachers, trainers and learners
- Accessibility of infrastructure and equipment to trainers and learners

# strategic framework for Digital WBL

## challenges & potentials

**Economic Dimension**

- Finances

This dimension comprises all areas and elements which are directly related to financial aspects such as financing new hardware, software and licences, training and maintenance of infrastructure to promote Digital Work-Based Learning.

**Finances**

- Long-Term Funding
- Accessible Funding Opportunities

icons: flaticon by Dighital

# strategic framework for Digital WBL

## challenges & potentials

**Organisational Dimension**

- Leadership & Governance

This dimension comprises all areas and elements which are directly related to organisational issues such as managing and governing Digital Work-Based Learning both in educational institutions and at the workplace.

**Leadership & Governance**

- Integration of Digital-age Learning is part of the overall mission, vision and strategy
- Strategy for digital-age learning is supported by an implementation plan
- A Management and Governance Model is in place
- There is strong leadership on trends and topics such as AI in education and sustainability
- The specific local and disciplinary educational and professional ecosystems and contexts are considered

# strategic framework for Digital WBL

## challenges & potentials

### Socio-cultural Dimension

- Continuing Professional Development
- Collaboration and Networking

This dimension comprises all areas and elements which are related to social and cultural dynamics and developments within and across the institutions and stakeholders involved in Digital Work-Based Learning.

**Continuing Professional Development**
- Learning and training opportunities are provided to educational stakeholders
- Teachers and trainers have time and space to experiment and reflect on Digital WBL experiences

**Collaboration and Networking**
- Networking, sharing & collaboration is promoted
- Teachers and trainers are part of a supportive professional community
- A strategic approach is taken to communication
- Partnerships are developed
- Collaboration activities are also encouraged on an international level
- Networking and collaboration are easily and digitally accessible