

Best practices ASTEL

The aim of the Astel project is to exchange good practice, knowledge and information on innovation and curriculum development in secondary vocational education (VET) between partner schools from Belgium, Estonia, Finland, The Netherlands and Portugal with regards to:

1. Implementation of digitalization and the information systems used in the education system.
2. Flexible individual study pathways, teachers new role. Digital guidance and support services.
3. Flexible and innovative study environments, work based learning.

Workshop week 4 Belgium: Aalter – Emmaus Aalter

3rd – 7th February 2020

Estonia

A lot of **different digital solutions** in classrooms (Wooclap, Bookwidge, ForAllRubics)
Paper free school

A lot of choices – free for choices – choice can be stressful

challenges with migrant students (easy losing), psychosomatic challenges

@help address for teachers

Digital material for general subjects (versatile materials including videos)
own group for special need students, many projects, sport etc

Good solution for moving from lower level to higher – all in the ‘same’ school, guidance for all (different level) pupils), easier to get to know each other

Integration of different subjects (history, math etc) to English lessons

inspiring learning environments, teaching of digital skills

Finland:

1. SmartSchool solutions Feedback via digital platforms, quick intervention to absences good support team for migrant groups/pupils.
2. Student guidance team with 'educational coordinator' – much more 'participation' .
3. A lot of different digital solutions in classrooms (Woodclap, Bookwidge, ForAllRubrics) Paper free school.
4. A lot of choices – free for choices – choice can be stressful.
5. challenges with migrant students (easy losing), psychosomatic challenges.
6. @help address for teachers.
7. Digital material for general subjects (versatile materials including videos) own group for special need students, many projects, sport etc.
8. Good solution for moving from lower level to higher – all in the 'same' school, guidance for all (different level) pupils), easier to get to know each other.
9. Integration of different subjects (history, math etc.) to English lessons.
10. Inspiring learning environments, teaching of digital skills.

Portugal:

BYOD
Introducing digital education

THE EDUCATION OF THE FUTURE

- Skills based in multidisciplinary competences and talent
- Personalized learning
- Knowledge by life experience/contextualized
- Diversification of education with apprenticeship training

1 Student + 1 device + Software with digital content

The students have the same device and software, provided by the school (purchased or by leasing), and they can be used at home and in the classrooms

The teachers are trained for the management and handling of software and they have 2 IT in prevention (repair and assistance)

Objective
- PAPER/BOOKS + DIFFERENTIATE FEEDBACK ASSIGNMENT

Digital tools in the classrooms

Parents/tutors can **collaborate** in the learning process of their children's

Promote **teamwork** (e.g creation of random groups) and regulates the behaviour of the students and stimulate their own **motivation**

Give individual and group **feedback**

Differentiated **teaching methods** (e.g multiple choice questions; word clouds; identification of the steps, objectives and visible tasks)

Presentation of the percentage of the work done by students and **skills that they have to work with**

MAKE LEARNING INNOVATIVE, INTERACTIVE AND INCLUSIVE

THE STUDENT IN THE CENTER OF LEARNING

CLASS MANAGEMENT
Captivating your learners, your greatest challenge!

WOOLCLAP

- Boost your lectures and your conferences
- Measure the understanding of your learners
- Stimulate your students to increase your audience
- Improve learning & collaboration

CLASSDOJO

Group Master
How many students per group?

Digital tools in the classrooms

Microsoft improve new tools of teaching methods, in a way for **learning through knowledge construction** (in office, e.g power point, word and teams), such as:

Technology that supports learning to both (students and teachers)

- REHEARSE WITH COACH
- IMMERSIVE READER (DYSLEXIA TRAINING AND READING COMPREHENSION)
- CLASS NOTEBOOK (GIVE FEEDBACK)
- HOME DICTATE
- FULL DOCUMENT TRANSLATION
- OPPORTUNITIES OF DIGITAL INK (ONE NOTE FOR MATH AND WHITE BOARD)

Microsoft
Empowerment begins with inclusion

BUILD ALSO A COLLABORATIVE CLASSROOM MORE DIFFERENTIATED AND INCLUSIVE

CLIL: CONTENT LANGUAGE INTEGRATED LEARNING

WHY IS A BEST PRACTICE

Improve the understanding of foreign languages and/or enhance the level of domain of the language

WHY? (MAIN GOAL)

- Promote education and a better integration on the labor market through more technical vocabulary introduction
- Add 2 hours of CLIL (in the chosen language) to the school schedule (in classroom) in some subjects

HOW?

- Clearly identification of objectives and content, as a learning strategy
- Offering linguistic support guidance (with translations, if necessary, and material support)

SMARTSCHOOL: INTRADESK PLATFORM

Student management/follow-up (e.g absence, grading, homework, tasks to be developed by the class and additional information)

Resource to improve parent involvement

School care business (e.g calendar to scheduling with parents and classrooms reservation)

Guidance for employees (all staff have access to school information (e.g meetings, birthdays; conferences and activities)

MORE COMMUNICATION

TEACHERS

PARENTS/TUTORS

STUDENTS

PUPIL GUIDANCE

The Netherlands:

1. *Implementation of digitalization and the information systems used in the education system.*

We saw several ways of digital inclusion. For instance the classroom management through a digital dojo. Apart from that we got very useful ways to let (VET) students practice their language and how to present in Office with possibilities for feedback and immersive reading of their text. Further we saw language and other feedback tools in ICT products for instance subtitles while we speak during a lesson.

2. *Flexible individual study pathways, teachers new role. Digital guidance and support services.*

In Flanders and our country the learning paths are not that flexible. Very interesting was the byod (bring your own device) approach which was very customized: not for the individual but for the whole school so that IT and teachers do not waste time on unequal or not so useful equipment.

After the (very interesting) presentations on Wednesday afternoon we are aware that we should have some future scenarios at our disposal with regard to the technical developments affecting daily life and the way students learn with or use technology. Are we sufficiently aware of the implications of the changes taking place? And if so: do we have enough (digital) knowhow and managerial skills to adapt to these changes? For most of us the answer is negative...

3. *Flexible and innovative study environments, work based learning.*

Emmaüs has a lot of impressive contacts with companies, car companies for instance for the development of the electric car for the Australian ...???

We have observed future teaching and supervision for completely individual pathways and digitalized guidance.