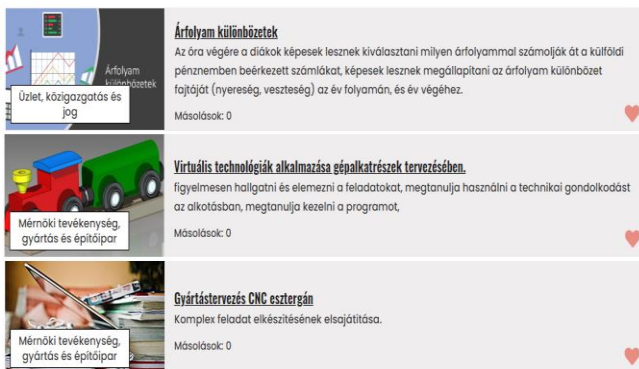




## Digital Culture for the 21<sup>st</sup> Century Vocational Education

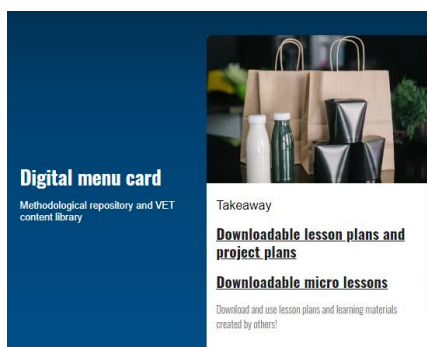
### ICT-based Creative Classroom Work

This project phase was the “test of pudding” in the classrooms: teachers were asked to develop a lesson plan for piloting the knowledge, skills, and digital competences they gained in the collaborative learning phase and on the workshops organised in their school. They designed a class for “doing after learning”, they applied the innovative teaching and evaluation method in the classroom supported by the digital tools they selected from the “Digital Menu Card” online platform, developed by VETWork Consortium.



<https://dmc.prompt.hu/en>

The teachers were also asked to find open educational resources, or create their own interactive, multimedia learning materials for their classroom work and share them with the learning community on the online collaborative platform Digital Menu Card.



**More than 50 teachers took part in the pilot course, and for about 800 students were involved into the classes supported by digital tools that applied one of the innovative teaching methods published on the Digital Menu Card.**

After the lessons the teachers analysed and summarized their experiences in a self-reflection report, including the opinion of their students, who were asked about the new teaching method and the impact of digital tools on their understanding and quality of learning as well.

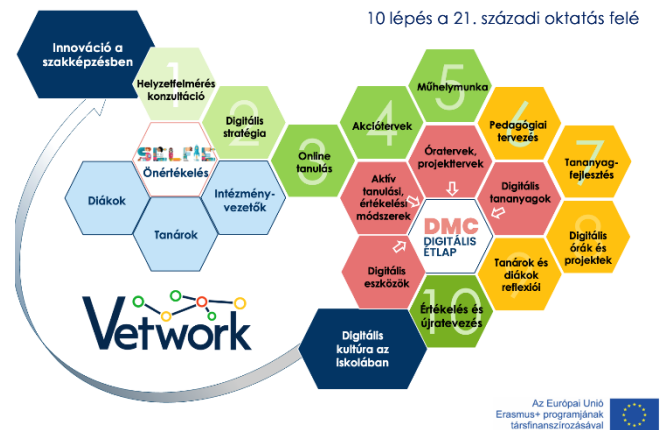
*“I believe that all digital learning materials have measurable pedagogical benefits. Even in the given case, I am sure that if a lesson with the same goal was carried out in the department without a demonstration in GeoGebra, that the students would need more lessons and consolidation in order to correctly learn the behavior of the polynomial graph around its zeros.” (Jože Premru, Biotechnical Educational Centre, Slovenia)*

*“The students participated actively and with full attention in the pilot lesson, the transfer of new knowledge using the flipped classroom method was an absolute success, so much so that they asked for a similar way of introducing new techniques in the future. Their feedback was that they will use the techniques they learned in their private lives for their social media images.” (Hajnalka Molnár Csikós, SZÁMALK-Salesian Post-Secondary Technical School, Hungary)*

*“Not only the students, but also myself enjoyed this class much more, because if the students are active, work well, can solve the tasks assigned, it gives me a sense of achievement, the class is more dynamic and the time passes without everyone having a bad experience. Moreover, the lesson is really “full” and not just passing, i.e. the students gain useful knowledge and develop their skills in data collection and research.” (Kele Tünde, Liceul Teologic Romano Catolic “Szent László”, Romania )*

Teachers' digital competences were reassessed to see the impact of the workshops. Based on the experience gained, partners finalized the Digital Pedagogical Training and Intervention Model.

In the Slovenian school 90 % of all students who participated reported on wanting to have more lessons like the ones that were in the project. Around 60% - 75% of the students reported that the digital material helped the class be more interactive and interesting, which made sure that they were attentively learning. Others reported that the content was easier to understand with the digital learning material or that they could ask additional questions which helped them understand better.



Az Európai Unió Erasmus+ programjának társfinanszírozásával



"Even so, the lesson was definitely better than a non-digital lesson, with two students remarking at the end how quickly the time flew by. In my experience, students are always more motivated when digital tools are used in class or during homework, and the cherry on the cake is that I really enjoy these lessons." (Viktória László, SZÁMALK-Salesian Post-Secondary Technical School, Hungary)

SZÁMALK-Salesian Post-Secondary Technical School, Budapest



Partner meeting (17 April)



Final event (18 April)

As the final event of the project, the results of the ICT-based Creative Classroom Works (O4) were successfully presented in Budapest.

The conference was held in Budapest on 18 April 2023, and was attended by vocational teachers, decision makers and education officials from all over Hungary.

## ○ About the project

The project aims to embed the traditional digital pedagogy teacher training program in a broader context by organizing customized school-based contact training sessions, linking it to organizational development components that enhance institutional digital competence and quality culture.

## ○ Results

Six intellectual outcomes will be realized:

- A toolkit for developing a digital pedagogical strategy for vocational schools.
- Digital Menu Card - an online learning environment for vocational teachers with microlearning elements
- Digital Menu Card - Recommendation of teaching, competence development and assessment methods for pedagogical design and implementation
- Digital learning and assessment content developed during on-site workshops in partner vocational schools.
- Case studies based on ICT-based creative classroom work.
- Digital pedagogical training and intervention model - e-book for use by European VET schools.

## ○ Project basics

Title: Digital Culture for the 21st Century Vocational Education

Acronym: VETWork

Project ID: 2020-1-HU01-KA202-078760

Program: Erasmus+ KA2, Strategic partnership

Target group: VET teachers, trainers, managers

Beneficiaries: VET students

Partner countries: Hungary, Slovakia, Slovenia, Romania

Duration: 1<sup>st</sup> September 2020 – 31<sup>st</sup> May 2023.

Web: <https://vetnetwork.prompt.hu/>,

Digital Menu Card: <https://dmc.prompt.hu/hu>

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