

T4SVEN

TRAINING 4 SKILLS IN THE DIGITAL ENVIRONMENT

O1 – A1 presentation Concept framework – Survey analysis

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KA2 - Partnerships for Digital Education Readiness in Vocational Education and Training



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*By Samir Cheriaa
Project Manager - EVBB*



Needs analysis

- EVBB along with its partners performed a survey on both students and trainers to have a thorough overview of how VET reacted to the introduction of ICT during pandemic
- Some figures:
 - Students survey received 47 answers: 26 from Croatia (55,3%), 20 from Cyprus (42,6%) and 1 from France (2,1%).
 - Trainers survey received 60 answers: 5 from Belgium (8,4%), 21 from Croatia (35%), 18 from Cyprus (30%), 10 from Italy (18,4%), 3 from Greece (6,1%) and 1 from the Netherlands (1,7%).

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Students results

- First thing to notice is that, against the stereotypes, younger people are not so eager to experiment: 42,6% would rather use more familiar ICT tools for learning, with 31,9% inclined to use both new and familiar tools.
- This has probably to do with the fact that younger people are more social-dependent and love to spend more time on social platform; this is something that we need to take into account.

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Students results

- A total of 66% of interviewed students said that Work-based Learning (WBL) can be implemented online “**only to a point**”. It is important because results from trainers match with those of students, pointing to the need for face-to-face WBL to be maintained.
- There is also a very tiny share of answers (2,1%) of students who declared **they did not even try to use ICT tools for learning** during pandemic; so, there is a small risk of leaving and dispersion implied by online learning which must be addressed somehow.

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Students results

- As for the **most liked digital tools**, answers point to zoom, teams, moodle
- However, we can notice that limitations of the same tools are also the most disliked thing in online learning
- Now this is understandable as those tools are easy to get for free, but only with not-professional accounts, so the majority of students are using tools which are intended for a starting experience – *with many missing features*
- VET institutions may want to offer professional accounts to their students

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Students results

- As for suggested changes and improvements, we are faced here with three orders of problems:
 - **Psychological**
 - **Organisational**
 - **Technical**
- Let's examine them one by one as there are observations to be made on every point, even though they are connected

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Students results

- **Psychological problems**

- Students are generally more maladjusted to online learning than one could think. They get really tired - really quick, attention decreases in a matter of few hours, focus is diminished, comprehension is impaired

- **Organisational problems**

- Mostly, the freedom granted by internet let teachers and trainers go totally uncoordinated and flexible, resulting in lack of a proper training framework which affects students with overlapping tasks and random time lessons

- **Technical problems**

- Unfortunately, connection speed, interoperability and compatibility of software and file formats are still a great barrier to online learning

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Trainers results

- Good news is 58,3% of trainers, more than half, had already tried online learning before the pandemic
- Another 68,3% are totally into using even more ICT tools in the future
- Unfortunately, 30,4% who failed to get any success trying to use them during lockdown
- Note: there is 1,7% of trainers who are absolutely allergic to the use ICT in the future

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Trainers results

- It is interesting to notice that what students perceived as problems, it is often seen as an ***advantage*** by trainers:
 - **Flexibility**
 - **Working from everywhere**
 - **Saving time**
 - **Removing cultural/physical barriers**
- This is made even more evident by the fact the one of the two biggest issues of online learning is deemed to be **the need for self motivation and self-management** > the other one being the **lack of social interaction**
- We can conclude that trainers faced the stress coming from the new situation through an exercise of “freedom” which impacted on the online learning

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Trainers results

- It cannot be ignored that results strongly indicate **a need for greater ICT literacy** in trainers and that they are aware of that
- Not only 46,7% of answers affirms the lack of literacy as one of the biggest problem of online training, but **computer literacy is also widely mentioned as a required improvement**
- Among the improvements, there a number of suggestions which seems to suggest that trainers would try to **recreate a physical environment online**; this is another clue that ICT generates difficulties and stress in non-digital native people
- Generally speaking, trainers are obviously much more aware of the issues related to ICT training; this can happen because of their lack of confidence in the tools, so this is something that must be definitively addressed

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Trainers results

- Even a cursory review of the answers makes immediately clear that WBL trainers are skeptical about the chances of WBL to be totally digitized
 - Not only 69,4% think that this can be done “*only to a point*”, but 8,2% are totally against it

Conclusions & recommendations

- Digital pedagogy is not just pedagogy made digital: it is a totally new way of living the training and as such must be still **shaped and refined** to be really functioning
- Traditional classes must evolve with their time - we need a new order - but it is important to keep in mind that it is not possible to keep people for hours in front of a screen.
New schedules (shorter and more frequent) must be arranged in a regular way, without much room for flexibility.
- The variety of instruments is a problem: Many companies are currently competing to impose their standards. So, until one of them prevails, it is necessary to have a general knowledge of all and chose carefully the tool that suits best the training needs

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Conclusions & recommendations

- Sociability must somehow enter the training; this is very hard because older trainers are not even remotely aware of how to deal with this; from another hand, there is risk of mixing training and non-training socialisation if usual social media are involved
- WBL won't ever be totally digitized; there is also a number of field where digitisation requires new technology that are – nowadays - not available, such as very realistic and interactive VR. The competence of knowing how and when introduce ICT is probably a fine-tuning skills which trainers will need to develop
- As a general rule, new soft skills required by lack of normal social interaction (expression reading, context inference) will have to be better understood and taught

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Proposal for a draft concept framework structure

- The framework should be arranged to meet both students and trainers needs
- Skills to be developed should be:
 - **Social**
 - **ICT-related**
 - **Organisational**
- The core of the framework should be in the capacity of the course to help trainers develop each skills as covering all three aspects: social skills mediated by ICT instruments and targeted to the improvement of organisational aspects of training

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Thank you

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