



Digital Methods in
Work Based Learning in
Vocational Adult Education



"It is not the strongest of the species that survives, not the most intelligent that survives. It is the one that is the most adaptable to change."

Charles Darwin

Background of the DigiWBL Project

Context and Partnership

In this project, Central Ostbothnia Vocational College (Kpedu, FI), Myerscough College (UK) and Joniskis Agricultural College (LT) built a network to exchange experiences and benchmark how digital tools and methods are used in work based learning (WBL) periods of adult students in vocational education.

Project partners have worked together in youth education projects (developing blended learning, ECVET and student exchanges) and the cooperation has been good. Partners recognised common need to develop adult education and in particular the utilisation of digitalisation in work based learning (WBL).

In all partner organisations work based learning has significant role in adult education and guidance, monitoring and documentation require lot of resources. Better utilisation of digital tools and methods would improve the quality and the efficiency of the studies. Using digital tools would also improve the cooperation between colleges and working places and engage work place instructors more in designing education.

Learning from Other Countries

During this project partners will learn how organisations are using digital methods and tools in guidance, monitoring and documentation of WBL periods of adult students.

They will also identify good practices and have ideas on how to develop their own WBL delivery models. Participating adult education professionals will increase their knowledge and professional skills as well as language and international skills.

Long-term aim is to have a learner-centered, efficient and high-quality way to use digital tools and methods to guide, monitor and document adult students' WBL periods.

Final report and all other material project produces will be freely available in Epale platform.



DigiWBL - Project Facts

Financier: Erasmus+ Strategic partnerships for adult education

Project time: 1.9.2017-28.2.2019

Budget: 31 800 €

Partners: Kpedu, Myerscough College (UK), Joniskis Agricultural School (LT)

Contact

Finland: Katri Kulkki
katri.kulkki@kpedu.fi

United Kingdom: Andrea Gardner
andrea@myerscough.ac.uk

Lithuania: Vaida Aleknaviciene
aleknaviciene.v@gmail.com

Myerscough College (UK) 13.-14.12.2017

Diverse Land Based and Sports Education

Some six miles north of Preston in the UK, Myerscough College is a land-based Higher and Further Education college dating back to the 19th century. The original college was agricultural, but various other Myerscough Centres have been added since - in Blackburn, Burnley, Liverpool and Manchester. Each offers a variety of land-based and sport courses. In addition, in Dorset there is The Lynwood Veterinary Hospital.

The College currently employs over 700 staff, 300 of which have teaching status. There is around 7000 students, of whom 2500 are full time, and more than 1000 studying Higher Education degrees in partnership with the University of Central Lancashire (UCLan).

Subjects include motorsports, machinery engineering, sports and leisure, golf, arboriculture, landscape design, animal care, equine studies, horticulture, and farriery. There is also a significant number of short courses for industry delivered to over 1500 active employers.

Apprenticeships are delivered by the College on a national basis to over 1500 learners utilising a wealth of technology via a pure work-based delivery model.

Experience in Virtual Learning

In providing vocational education, Myerscough College utilises digital methods and tools in all stages.

To attract new students, digital e-marketing is done on Twitter, Facebook and Instagram. There is also live chat system via the college website. Myerscough College's e-portfolio OneFile and virtual learning environment Canvas are used to engage learners on the apprenticeship framework and therefore monitoring work completed for a timely achievement.

During the transnational meeting partners learned what information was required by the English partners from their employers



to satisfy Information, Advice and Guidance (IAG) about an apprenticeship programme.

Related assessments such as observations, videos uploaded by learners and knowledge answers are also part of OneFile. The system allows for the tutor to provide feedback to the learners on their knowledge.

Work based assessor James Fare demonstrated a link to a video which showed a learner providing evidence around health and safety prior to use of a rotary mower. This video can also be used as evidence for the e-portfolio. Canvas as a virtual learning environment is now hosting units of Landscaping for the horticulture tutors. Currently a total of 17 units with different outcomes for each.

Assistant Principal Apprenticeships & Quality Paul McGrail explained that the qualifications have now changed from frameworks to standards where changes have been introduced for example units are now graded as pass merit or distinction, whereas before it was just a pass. Also instead of an end point assessment there is now either an exam or a synoptic assessment. Canvas is used as teaching and learning and revision. Results don't go to OneFile as this is tested separately.

New things to come are e.g. paperless enrolment of new students, internal digital newsletter for team communication, interactive newsletter to employers and prospective new employers and improved GDPR compliance in e-portfolio.

Cooperation with Employers

The use of employers throughout the delivery of apprenticeships was embedded throughout the tour to demonstrate the unique relationships with employers that are captured as a College.

The skills of the European Partners were tested with the 'Mini Digger Challenge.' This skill is one of many used at trade events and The World Skills Show to demonstrate apprenticeships at Myerscough College to invite further IAG from employers.

Workplace Visits

Allan Hargreaves Plant Engineers (<http://www.ajhplant.com>) are based at Thornton-Cleveleys near Blackpool. AJ Hargreaves is a mechanical engineering business supplying the road rail industry and employs 40 to 50 staff.

Allan have successively employed apprentices from Myerscough College for a number of years and boasts that he was also an apprentice with the College. Allan commended the College for its excellent teaching facilities but acknowledged that not all training can be delivered at College. To meet the further training needs of his individuals Allan has onsite training rooms and uses Protec PME 500 video tutorials to assist with training in the work place.

At Fleetwood Town Football club (<https://www.fleetwoodtownfc.com>), the partners met with Assistant Groundsman Ashley Roche. Ashley had completed his level 2 and level 3 apprenticeship with the College and is now employed by the Football Club. Ashley talked about his apprenticeship and the invaluable lessons that he had learnt and how OneFile and Bloom had been instrumental in his studies. Ashley's tour took the group around the training ground and to view some of the grounds maintenance equipment used on a daily basis by Ash.

In the campus area there is a Business Incubator which has several tenants. One of the tenants is Levity Crop Science (<https://levitycropscience.com>). SEO David Marks and partner Anna Weston shared the work that Levity does to reduce the environmental impact of agricultural inputs with fruit and vegetable growers. They also shared how Myerscough College supports this by providing state of the art glass house and office space. Levity Crop Science regularly brushes shoulders with Bayer and Syngenta.

Advice and Guidance to Employers - Creating a Digital Experience

Employer Services Manager Lee Price described the extensive information, advice and guidance (IAG) now given to employers prior to engaging with an apprentice. This process is going to become confusing and complicated because traditional frameworks of qualifications assigned to an apprenticeship are now becoming Employer led Standards.

An interactive session commenced where an

email was shared amongst partners which contained IAG to employers who wished to appoint an apprentice. Partners worked together around flip chart paper using pens to scribe ideas around how given IAG could be turned into a digital experience. Ideas were forthcoming and included e.g.: include max 5 min videos, have a method of assessing competence at the end of tutorials, upload videos of employers to demonstrate the parts that they play, deliver of IAG through Skype and Facebook, weekly apprentice hour, scheduled live chat.

Digital Tools in All Stages of Learning Path

Myerscough College is using digital tools in all stages of the students learning paths.

Assessment: Sn ignite e-sign up system is used to provide real time 3-way interaction between learner, employer and College. It is hoped this will make the process more efficient and speed up the delay between sign up and enrolment down to 21 days.

Guidance: When student is at the work place he/she has access to VLE system - Canvas which then gives them 24/7 access to a range of learning resources and interactive packages to supplement their studies.

Monitoring the progress of the student: Learner progression is monitored using a range of packages linked to our funding and tracking systems. We use a real time monitoring system called Power-BI that allows us to produce a range of dashboards to track learner progress and also highlight any potential issues before they occur.

Documentation of the work-based learning period: The documentation of the learning period on programme is tracked using our one file e-portfolio system which allows us to track all learner progress down to a unitised granular level.

Assessment: Myerscough College is using a range of digital resources to capture and feedback on learner assessments. These can be done using video resource and capture and also using more straightforward photo story type tools. We are also now beginning to use VR as a tool within our training resources.

Watch the Video from the Visit!

<https://www.youtube.com/watch?v=vRKcVfVMxDI&feature=youtu.be>

Joniskis Agricultural College 15.-16.5.2018 (LT)

Opening New Adult Education Programmes

Joniskis Agricultural College provides vocational education for young and adults. Young students can study a degree in construction, agriculture, agricultural technology, information technology, green building, floristry, shop assistant and catering.

Adult Education department started by organizing various short courses and now it also provides degrees to adults. First there were study programmes in book keeping and floristry. The studies were very popular and at the moment adults can study a degree also in painting and tiling, and multimedia.

In addition, college still arranges short courses for farmers, bookkeepers, builders and shop assistants and they are very popular among adult people. Adult students have diverse backgrounds and also their age varies from 25 years to pensioners.

At the moment Joniskis Agricultural College has about 500 students (about 360 young students) and 100 staff members.

School System in Lithuania

Teacher and project manager Vaida Aleknaviciene told the group about the school system in Lithuania. Children start school at the age of 7 and compulsory education is ten years. At the 8th class students choose either general upper education or vocational education.

In vocational education two first years is mainly theoretical studies, but students also spend four hours a week to visit different study programmes. Drop out rates are close to zero and almost all students get the degree. This maybe due to the possibility to familiarise different study programmes before choosing one's own.

As in other Baltic countries, the population of Lithuania is decreasing which is affecting also education providers. The amount of students in Joniskis region has dropped from about 5000 to 2300.

Lithuania became EU member in 2004 and since then the education providers have



applied EU project funding or developing work. The problem is that most of the funding goes mainly to companies and bigger cities and not to rural areas. Minimum wage in Lithuania is about 400 €, average wage about 640 € and income tax of 30 %.

Modern Farms as Work Based Learning Places

First the group visited a modern very large crop farm. The company started as family farm in 1990's and the yield was 2,5 tons per hectare. Today the farm is 3000 hectares and the yield is around 16 tons per hectare. They grow mainly rapeseed, peas and beans. Production is mainly imported.

The farm has 10 permanent employees and in high-season they hire 5 more. Maintenance and repair of the machines is outsourced to other company. Agricultural machines and equipment are very modern, including e.g. autopilot combine harvesters. Also tractors are working in autopilot.

The farm is taking student from Joniskis to do their work based learning periods. However, the machines are so high-tech that the students are mostly doing some assistant duties.



Another workplace where group visited was a dairy farm with 900 milking cows, 900 young cattle and almost 2000 hectares of field. The farm will expand and is building a new cowshed for 400 cows.

Taking Care of the Students' Welfare

All schools over 300 students must have a psychologist and Davidas Beirgeas is holding this position at Joniskis. According to him the drugs or alcohol are not a major problem in country side, but the mental issues and social relationships.

College has built so called outdoor studying place near the campus. It is used during the summer to have the theory lessons in open air.

Digitalisation Has Started

Utilising digital methods and tools have started at Joniskis Agricultural College.

All study programmes include 2 months and 1,5 months work based learning periods every year. Digital methods or tools are not yet implemented in work based learning.

Students and employers write diary and employers grade the students' skills on scale from 1 to 10. Manager of the study programme is monitoring work based learning.

College is also looking for new ways of teaching adults. Digitalisation is one of the ways to make the learning more convenient and useful for adults

At the moment the theoretical studied are delived to adults via Moodle learning management system. Adult students also return their tasks using Moodle. Practical studies are arranged as face-to-face in two week day evenings and full day in Saturday.

In Lithuania students enroll to vocational schools through LAMA BPO online system.

When a students signs the agreement with a school, s/he is registered in centralised data forwarding system "KELTAS". It is one system for all schools.

In Joniskis, students who combine work and studies are registered in virtual learning system "Moodle". In "Moodle" they get their learning material and teachers are monitoring progress of the studies and evaluating tasks.

Watch the Video from the Visit!

<https://www.youtube.com/watch?v=cHxt4vFQeFE&feature=youtu.be>



Central Ostrobothnia Vocational College 27.-28.11.2018 (FI)

About Kpedu

Central Ostrobothnia Vocational College, Kpedu, is a multidisciplinary educational organisation owned by region's municipalities. It arranges vocational upper secondary basic and additional education, preparatory education for vocational education, apprenticeship training, folk high school education, short courses and tailored education for companies. Kpedu has about 5000 degree students and 420 staff members (about 270 teachers).

Education is arranged in seven sectors: technology and transport, construction, food and cleaning services, business, ICT, healthcare and welfare, and natural resources.

Natural resources, or land based, studies are arranged in agriculture, agricultural technology, animal care, equine sector, forestry, fur farming, and nature and environment study programmes.

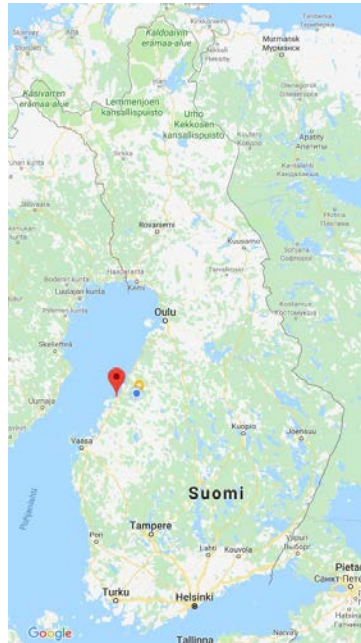
Previous knowledge, skills and goals are the starting point when planning an individual learning path for each student. In addition to professional skills, productivity, entrepreneurship and internationality are emphasized in studies. Digital learning services are also used extensively.

Kpedu actively promotes and develops cooperation between the companies and the vocational education. Working life cooperation ensures that education provides students with skills needed in current and future working life.

Investing in Digitalisation

In recent years Kpedu has invested in developing digitalisation and digital skills of staff and students. Head of IT and media sector Mika Väisälä presented the group Kpedu's digital strategy.

The digitalisation process has been going on for a long time taking following steps:



- 1997: The first project for producing e-learning materials.
- 2000: Participating national virtual learning projects.
- 2005: Starting work with e.g. blended learning, videos, e-portfolios and open educational resources.
- 2010: Games, simulators, 3D-printing, mobile learning, social media, online lessons, video communication tools.
- 2020: Robotics, learning analytics?

At the moment IT and media department has 18 staff members. eTutor teachers are helping other teachers to develop

their digital skills and learning materials. Digitutor students are offering peer support to other students in using digital learning systems and materials. IT support team of 6 professionals help other staff with technical issues.

Kpedu is using variety of digital platforms and tools in education. Learning management system Itslearning is integrated with student management system. Now the students have only one password to log in all the programmes and applications they need during their studies.

At the moment Kpedu is focusing on eTutor teachers helping teachers to develop their digital skills, digitutor students helping other students to use digital learning tools and equipments and collaborative teaching to encourage cooperation between teachers.

Robotics is a new thing that Kpedu is developing mainly by different projects. Special interest is in using robots in language teaching of immigrants.

Working Life Services

Director of development Jarmo Matintalo told the group that Kpedus working life services have been evolving a lot in recent years. The services provided include: Osuvakoulutus Ltd, education for unemployed people and

jobseekers, education for companies and public organisations, apprenticeship training, folk high school, and international activities and projects.

OsuvaKoulutus Ltd is company owned by Kpedu and it was established for providing services for education market which are private or put to tender. It also arranges licence or permit education courses (first aid, occupational safety etc.), employment courses (tenders from public employment services) and recruitment services. See introduction of OsuvaKoulutus Ltd: <https://www.youtube.com/watch?v=8e9Dx1EIKqA>

Learning Management System and Open Badges

Isto Hakala presented the group Kpedu's new learning management system Itslearning. Main reasons for choosing this LMS is that it can be integrated in existing programmes (O365, Google, Wilma student management system, e-portfolio Kyvyt.fi etc.), it works well in mobile devices, it is visual, it allow individual learning paths, it supports peer learning and communication, and it provides learning analytics.

The development work started in a project in May 2018, integrations and train the trainers were done in June 2018 and teacher workshops and start-up training started in autumn 2018.

Future development areas are: cooperation with working life, e-portfolios, encouraging teachers sharing and "co-writing" materials, and learning analytics to support quality assurance.

Kpedu has started a pilot project related to open badges. See here what is a badge: <https://www.youtube.com/watch?v=HgLlq7ybDtc>

Kpedu is using Discendum Oy's Open Badge Passport where open badges can be received, organized, and shared. Service is free for individuals. Badges will be piloted with workplace instructor badge and student digitutor badge.

Land Based Studies and Work Based learning Abroad

Head of the natural resources and environment sector Hanna-Mari Laitala and internationality coordinator Heidi Jokinen told the group about land based studies and work based learning abroad.

Agriculture is important source of livelihood in Central Ostrobothnia region. The region produces about 10 % of milk, 11 % of beef and 20 % of potatoes of the whole country.

Study programmes have about 600 students in three units around the region. Staff is about 80 persons. Each degree includes about 6 months of work based learning done mainly in private companies. At the moment natural resources and the environmental studies have a database of about 600 working places.

Kpedu is cooperating with about 30 countries and have about 20 international projects running. Annually about 120 students and 80 staff members travel abroad, and 60 foreign students and 50 teachers or other staff members visit Kpedu. Kpedu also has 150 immigrant students.

About 120 students do part of their compulsory work based learning somewhere in Europe. Almost all WBL periods are funded by Erasmus+ programme. Average duration of the period is 1-3 months and they are done mainly in companies but also in other vocational colleges.

Student exchanges are always part of the degree and don't prolong the study time. Students are quite free to choose the country and the placements. Coordinators help to find a suitable places and teachers are checking that the placement offers tasks suitable in student's curricula.



Digitalisation in Work Based Learning

Work-based learning (WBL) is included in all degrees and all WBL periods are tailored individually. E.g. the duration and objectives of the period are discussed between teacher, student and employer and documented in student management system "Wilma".

All WBL periods are related to the learning outcomes of certain study module. At the end of the WBL period a practical skills demonstration is arranged and degree is documented in Wilma.

In guidance, monitoring and reporting WBL periods, there is no organisational level policy. Teachers are choosing the tools and methods they want to use.

Some teachers are using Office365 tools in guidance and reporting. Students are reporting their work tasks in e.g. Class Notebook, OneDrive Group or Teams. There is also teachers that prefer similar services provided by Google.

Itslearning is Kpedu's new learning management systems and not all teachers utilise that yet. But more and more teachers are using it to providing materials and tasks to students.

For urgent communication, most teachers have found WhatsApp to be the best way to reach students.

Vlogging is new method for monitoring and reporting WBL periods and it is piloted by few teachers and their students. By watching these video reports, teacher can monitor the students and advice them or send new instructions and tasks. Also teachers can send their comments etc. as video clips rather than email or other written documents.

Teachers have found video reports or vlogs a good way to monitor WBL periods. Videos are especially good when working with students with special needs (often difficulties with reading and/or writing).

As a result of "Video for Education" project, Kpedu has had a possibility to test and pilot Panopto video management programme. The programme is YouTube type of system for internal use in organisation. Panopto allows teachers and students to film, store and share video material with their mobile devices.



Good Practices and Development Ideas

Good Practices Identified

During the transnational meetings partners discussed good practices they identified and are interested in adopting to their own organisations. During the last transnational meeting a Padlet was opened and partners named following good practices they identified in different countries.

Myerscough College (UK):

- Short teaching videos which students can use whenever they want to (also in Kpedu). Adding interactive elements, specially quizzes, in the teaching videos.
- Efficient guidance tools for students and especially work place instructors.
- Versatile use of video tools in learning and assessments.
- Good co-operation with companies.
- In Myerscough "shooters" / work place tutors can focus on student guidance at work places & cooperation with employers.
- Myerscough's OneFile e-portfolio has nice layout and it is easy for both students & teachers to follow student's progress. (MY)
- Active usage of OneFile-ePortfolio and it's graphic user interface shows student's progress.
- The use of Virtual Reality which was demonstrated at the meeting. This has so many possibilities in teaching without leaving the classroom.
- Use of digital tools and media in promoting programmes to learners and employers.
- Using the H5P programme and vlogging were very interesting.

Joniskis Agricultural College (LT):

- In Lithuania students have possibility to try practical work in different study programmes and after that make the choice what they want to study. This probably decreases the amount of "drop outs".
- Visited work based learning places (farms) are using the newest technology (i.e. GPS navigation) and machines (i.e. driverless tractors). The forward thinking culture of the Lithuanian arable farmer and his use of digital equipment. His need for manual labor on farm was minimal compared with

the number of hectares that he farmed. Leading technology!

- Adult students' theory is in Moodle for self-study and they come to school for learning by doing = practical studies.
- Use of virtual learning environment for training and assessing students on distance programmes.
- Using part time adult VET learners.
- Cut away of equipment as learning tools in the engineering buildings.

Kpedu (FI)

- Use of Open Badges to enhance and log skills attained (learned at the school, work or free time). This would be good topic for international project in future.
- Use of simulators (e.g. the welder, mini differ, forest harvester, tractor, truck) to give learners practice time prior using real machines in safer setting.
- International student exchange program to enhance employability and soft skills.
- Self-study videos added into Itslearning.
- Use of QR codes linked to video technology within the classroom to engage and motivate the learners. This was an effective way to embed video technology via a QR code that the learner could scan and watch the process/task being carried out or demonstration on how to use a piece of equipment.
- Tailoring provision to industry sector needs with the new construction building.
- Robotic technology was interesting.



Ideas to Share with Others and Development Needs

Also in the last transnational meeting partners were asked to comment what ideas they would like to share with others and what kind of development needs they recognised in their own organisation or work.

Joniskis Agricultural College (LT):

- Created teaching videos could be shared with partners at international level.
- We are very interested in using simulators in our education in future.
- Using Kahoot programme / app (available for free) for students' self evaluation.
- Edpuzzle has been good programme for making videos for students' distant learning. <https://edpuzzle.com>
- It seems like developing WBL is common goal around the EU and countries could cooperate more with issues related to this.
- Developing Moodle system further for adult students. (MY and Kpedu)

Myerscough College (UK):

- We have good experiences in creating case study / promotial videos for Apprentices in the workplace and shared these across social media during National Apprenticeship Week 2018. See example: https://www.youtube.com/watch?v=oqfzZLjYk44&feature=youtu.be&list=PLI_0zyqOGxIHSU-xFgch84pznzOXqgFkk
- Using VR and AR to enhance future case studies to give prospective students an insight into what it's like to be a workbased learner.
- Live Chat facility Myerscough UK. Use of live chat service on college website to provide real time advice and guidance digitally to those looking to study with Myerscough College. Access is via the home page of the website.

- Use of Ignite digital sign-up system to engage learner and employer onto programmes.
- Increased use of VLE – Canvas to allow learners 24-7 access to cloud-based learning materials and resources.
- Use of Apps to promote teaching and learning in the workplace plus the capturing of assessment.
- Use of H5P interactive resources – instructional interactive videos.
- New electronic staff induction on the Canvas system.
- Use of Power-BI dashboards to track real time data for progress and financial reporting.
- Use of VR learning packages that have been recently trialled in some subject areas.
- Use of cloud based enquiry systems using Microsoft Forms to allow us to capture information on new enquiries in a digital way when at industry and learner events.

Kpedu (FI):

- Different study programmes and teachers can choose the tools they want to use quite independently. Because of this, we need better descriptions of work based learning process (guidance, monitoring, assessment etc.) to better assure the quality of the delivery model.
- From Myerscough College, we are interested in adopting the method of using e-portfolio at work based learning and work guidance.
- Common challenge in all countries seem to be how to get workplaces to use digital tools more (especially on student monitoring, assessment and reporting).

Organisational level impacts will take more time, but the good practices and new ideas found during the project will be communicated inside partner organisations by participants.



Impact on Participants

The main objective of the project was to give participants a change to learn about different education systems in other countries and to get new ideas on how to utilise digital tools in their own work.

We interviewed the participants during the transnational meetings and here are the answers we got.

What New Things Did You Saw or Learn During the Project?

- While visiting other countries I have got a lot of experience how to teach / learn without leaving working place. In England we got acquainted with interactive online creating tool H5P (I hadn't known about it before). I have learnt how to create teaching material enriching it with interactive opportunities.
- In Finland Lithuanian group liked practical education with simulators, it is really good experience before going to real work.
- We have got acquainted with education at working place in partner countries. It is quite new for Joniskis and we have a plan to do the same in our school.
- In order to reach more productive teaching at working place, we need general national policy in Lithuania. Schools should be provided with the newest technologies and tools. Right now the success of teaching at school depends on only from teacher's personality, enthusiasm.
- We would like that in Lithuania, as in partner countries, we would get more resources for digitalisation. Now the success of teaching depend only on teacher's personality, preparation in advance and enthusiasm.
- It's good to hear new ideas and "outside" opinions on how I could develop my own & my organisations work.
- In Lithuania students have possibility to try practical work in different study programmes and after that make the choice what they want to study. This probably decreases the amount of "drop outs".
- Common challenge in all countries seem to be engaging workplaces to use digital tools more (especially on student monitoring, assessment and reporting). This could be discussed more in future, maybe a new project?

- I've had new professional contacts that I can utilise when looking for international work based learning places and planning new projects.
- This project has been a good change to practice my English skills & learn about international project work.
- It has been nice to visit work places and see how proud people are about their own work and how college and work place both respect each others' work and cooperation (especially MY & Allan Hargreaves).
- The idea of using Badges and Gamification with learners and employers is a great one. Embedded digital skills training programme for staff and learners.

What Tools / Methods / Ideas You Could (or Would Like to) Utilise in Your Own Work?

- Augmented reality, robotics, artificial intelligence.
- More use of QR codes in practical facilities around college. We have since adopted this technology for college open mornings in order that attendees can scan the code and complete registrations.
- The simulated welder would be most useful. The savings on metal and on rods would improve efficiencies.
- Gamification Further enhanced use of VR and Digital Media More use of E Platforms to support employers in future activities e.g. Health and Safety, Funding compliance, Learner programme sign up.
- I will further develop the vlogging. I want more cooperation between teacher and student.
- I'm going to learn how to use new tools, such as ThingLink, H5P and 360 images, in my teaching.
- I'm going to develop my teaching more towards the digital methods and tools.
- Digital diary for learning in work places. Not for reporting every day but for reporting how you have learned different competence qualifications.
- In Myerscough we would like to incorporate the use of simulators within several of our subject areas, in particular welding and machinery operation.