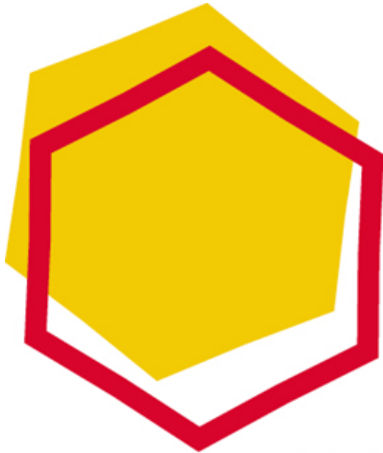




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VETteach

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Project Leadership:

Prof. Dr. Franz Kaiser
Institute for Vocational
Education
Faculty of Humanities
University of Rostock
Germany

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VETteach



Digitalisation of VET and digital competence of VET teachers in Spain

VETTEACH meeting
Linköping, May 10th 2022

Fernando Marhuenda, UVEG

- Digitalisation in education
 - DigCompEdu framework
- Digitalisation in VET
- VET teachers and digitalisation

1

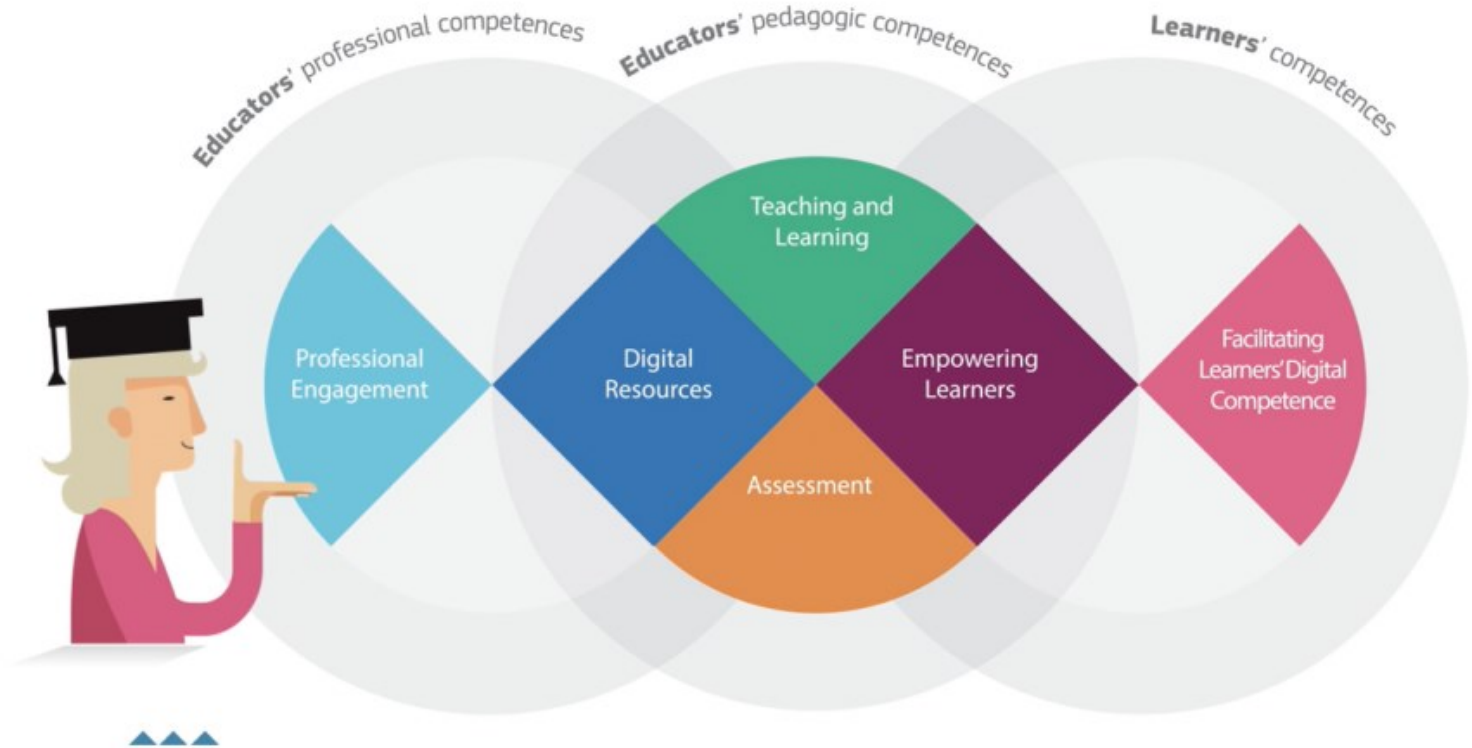
Digitalisation in education

Digitalisation in education

- European Union
 - [Selfie](#)
- Spain
 - [INTEF](#)
- Valencia
 - [PDC](#)

DigCompEdu (2017)

Source: https://joint-research-centre.ec.europa.eu/digcompedu_es



DigCompEdu details 22 competences organised in six Areas. The focus is not on technical skills. Rather, the framework aims to detail how digital technologies can be used to enhance and innovate education and training.

2

Digitalisation in VET in Spain

Digitalisation in VET

- [Work in progress](#)
- [Advanced Innovation and Digitalization Centres](#)
- Digital resources
 - **In the occupational domain**
 - In the pedagogical relation
- Pedagogical approach
 - Digital teaching/training relations
 - **Employing digital tools**
 - **Digitalisation of the organization/communications**
- Digitalisation in assessment

Digitalisation as a choice
Covid-19-forced on-line teaching

3

VET teachers and digitalisation

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Digital competence of VET teachers

(TaccleVET)

- VET teachers
 - Competences they have and lack
 - Competencies they need
- Teaching practice and demands in the professional sectors

Fieldwork

- 11 Interviews in 2019 in Valencia
- Teaching experience between 3-30 years
- 9 men, 2 women
- Occupational fields:
 - social care, child work: 6
 - physical activity: 3
 - FOL (preparation into working life): 2
- Self-assessment
 - Beginner, 3
 - Intermediate, 3
 - Advanced, 5

Pedagogy

- Encouraging active participation of students
- Instructing and assisting in the selection of content
 - accuracy, relevance, ethics and appropriateness
- Bringing a non-digital approach to digital media
 - Authorship acknowledgment
- Combination of audiovisual media with written text
- Collaborative learning enhanced
 - Inherent to the vocational field in social and child care

Technology

- Internet and social networks can be useful
- Frequent use of the mobile phone
 - Yet students have limited search capacity
- Selection of appropriate and accurate content
 - Youtube tutorials
 - Professional websites and podcasts

Assessment

- New assessment domains (or objects)
 - online communicative skills
 - management of uncertainties in the learning processes
 - online chances to increase cooperation in learning
- Assessment as part of the digital pedagogical model of the teacher?
 - Product or process oriented?
 - Use of digital tools to handle evaluation?

Reflections

- Underestimation in self-perception
- Surprise:
 - The more experienced, the less reluctant
- Overall pedagogical framework
 - Key to a meaningful digital perspective
- Pedagogy rather than resources
- Digital dimension not assessed