PROJECT WEEK REPORT

5th project week | 9 – 11 February 2021
bit schulungscenter, Graz, Austria (ONLINE)

ABSTRACT

Because of the changes in working life, Vocational Education and Training must be able to meet these changes and requirements for education.
A learning environment where learners can study with alignment to their individual progress and needs must be provided.
This is best achieved within a blended learning setting, however, this requires a suitable supportive and granular learning management system and well trained educators.

QUALITY CATEGORY

- ☐ Guidance
- ✓ Learning
- ☐ Examination

QMS4VET Consortium

The partners within the QMS4VET project are:

- Aventus (www.aventus.nl)
- ATEC (www.atec.pt)
- BBS Syke EUROPASCHULE (www.bbs-syke.de)
- bit Schulungscenter (www.bitschulungscenter.at)
- West Lothian College (www.west-lothian.ac.uk)
- Kainuun ammattiopisto (www.kao.fi)

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INTRODUCTION

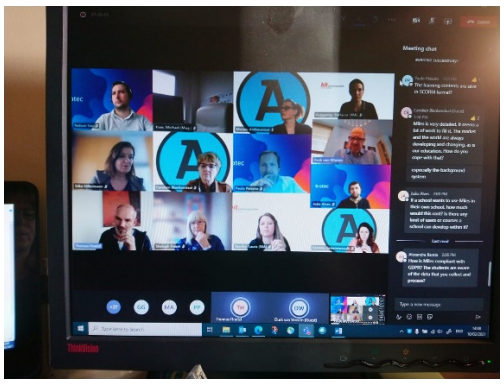
bit (= best in training) **schulungscenter** is a subsidiary of the bit group founded in 1986 and currently employs more than 280 experienced trainers in five Austrian states, with the headquarter in Graz. At the interface between politics, the economy and the job market, we are creating new ways and means of treading them.

Currently we deal with the digitization of learning, blended learning and competence-oriented learning and develop suitable content for digital forms of learning. In this way, we are creating new opportunities for knowledge transfer for a wide range of target groups and promoting the use of education in regional and decentralized structures. Using new media, we challenge traditional teaching methods and compare them with inverted and flipped classroom concepts. Our emphases and goals are always to ensure high quality and to boost innovation in different educational concepts to face the challenges of Industry 4.0 and the related educational issues.

Currently in **bit schulungscenter** there are 2.000 to 3.500 participants per day and annually between 8.000 and 12.000 participants within labour market related courses (e.g. German Language course, Application assistance, New (digital) Skills, Sales training with sales accounting, cash register systems and online trading).

During the 5th QMS4VET project week, **bit schulungscenter** put together a team of staff members and former students to introduce the Project Week Digital Learning Program.

For more information about the QMS4VET project and other project week reports see www.aventus.nl/qms4vet



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OBJECTIVES

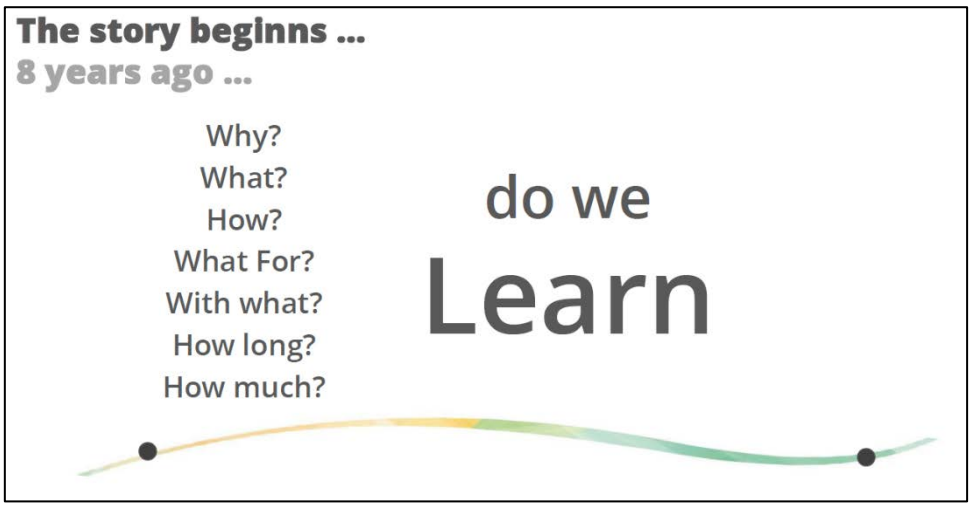
The following objectives were set for sharing best practices with respect to **bit schulungscenter´s** Blended Learning System:

In order to enrich Blended Learning programs, **bit schulungscenter** ensures:

1. Development of individuality, self-efficacy and self-responsibility
2. Time and place independent learning;
3. Filling of knowledge gaps;
4. Easy guidance through the learning process for students;
5. Easier to follow/guide the students through the learning process;
6. Educational success/course completion;
7. Support of students in finding a job.

METHODOLOGY

8 years ago, bit **schulungscenter** developed a new vision to answer the following questions:



And blended learning came up as the solution to complete their vision. The criteria set for a successful program were: Participant Satisfaction, Educational Success/Completion, Job Placement rate and Individual project success factors.

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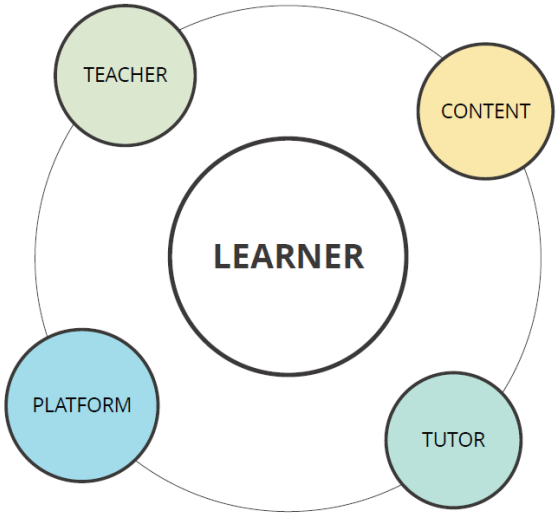
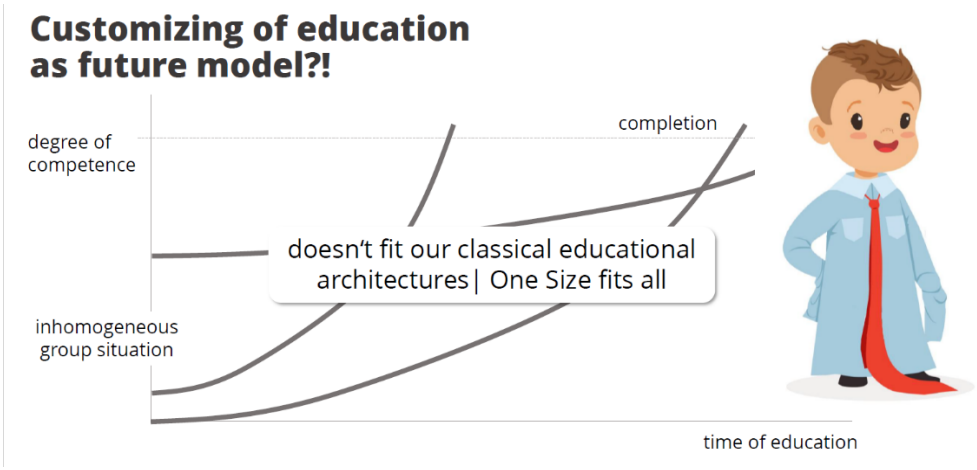
The requirements for the digital learning program were set as:

The Learning concept for the project is “The learner is the guide”, which means the learner is at the centre of the learning process.



The blended learning solution of bit **schulungscenter** is a customizing model, focused on individual learning paths, where “one size doesn’t fit all”:



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Customizing/Individualizing training means:

- Everyone can start the training anytime.
- Each training course is different to the others. (or Each training course is unique to the learner)
- Every educational contract looks different.
- Everyone learns only what is missing.

Technological System

MILES is a learning system based on didactic principles. Fine learning objectives can be considered as synapses of the system. These are “coded” (tagged) with a level of competence and a level of learning objectives. Directly and indirectly, learners interact with these fine learning objectives. The granular structure results in a vast density of data points that can be used to guide the learning process.

Key resources for the project:

- Unemployment public services provide students for the program
- MILES System (virtual learning environment)
- Sales Assistance, Office Administration and Accounting curricula
- Governmental certification of the courses
- Budget or funding

Obstacles:

In the beginning the time spent at the training centre was considered insufficient and it was important to find a perfect mix.

A huge investment in technology and content development had to be made.

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SWOT ANALYSIS

The following analyses the Strengths, Weaknesses, Opportunities and Threats (SWOT) of bit schulungscenter´s case study (the offering and organisation of individual study paths).

Strengths	Weaknesses
• Flexibility/customized learning content for the students • Individual timetable and start and finish dates for the learner, tailored to individual's personal circumstances, and each student is supported on his/her level of competence/individual approach • Ensures a sustainable supply of potential skilled employees for recruitment requirements • Support on completion to get in a workplace/easy access to a job • Top quality on-line tutoring • Ratio of students to trainers is good (1/12) • MILES is very user friendly for students and tutors, cloud based and responsive system (any device) • Students have easy access to Tutors • Programmes are organized in learning outcomes (using Blooms' Taxonomy) • High success rate • Flexibility of course content ensures the learner is always in the centre, including adjusting exercises when evidence shows learners lack of understand/easy to change contents and exercises • Teacher (tutor) takes the role of a guide and study partner • Enhances students' competences making students more employable • Students are more aware of their own competences and learning process / students can see their learning progress • Students can be more motivated by using digital learning • Promotes self-efficacy, self-responsibility and individuality • Works well in COVID time • Deep granularity in detail of contents allows start levels for each student to be accurately set	• This style of learning programme is not widely recognised for vocational subjects, meaning low take up of places • People could take advantage of the system to 'fast track' to a qualification. Real experience takes time to acquire and can't be learned quickly • Lot of time and money needed for planning and development of programme content • Staff must be adaptable and flexible in their approach and may need persuasion to change • Dependent on access to technology and access to Wi-Fi for students • Labour contracts outline work times and content ownership and staff may get queries from students outwith their work time which would cause delays in answering, impacting negatively on student experience • Success rates might drop as group size increases • Programmes lead to a qualification rather than employment • Students with certain learning difficulties may not be supported by this learning environment • Need for extensive training programme to attract flexible new tutors/teachers • Training needed to use MILES platform • Files not available in SCORM format • Required allocation of tutors/trainers/teachers for 12 hour of availability towards students could be too expensive

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• Coaching approach rather than teaching • Fast track to qualifications for students	
Opportunities	**Threats**
• Individual solutions for people with different backgrounds • Market for people with different learning styles • Possibility of obtaining public funds • Extendable to other educational levels • The market for this type of learning is not yet saturated • Collaboration with publishers to turn content into school books • Selling software license nationally and internationally to provide MILES to external organisations as an internal training platform • Cooperation with public organizations e.g. Voluntary Labour Corps which is organizing various forms of combatting unemployment and social pathology to refer their service users as potential students • Promote blended learning to VET schools	• Resistance of tutors/learners/funders (employment service) due to changing contracts/offers from labour market service • As this setting is different, trainers/teachers could be overloaded because of teaching in a different way; lack of skills + motivation/mindset • Possible lack of investment for teacher/trainer development • Compared to open source systems (like Moodle) which are developed and updated every year, “cheaper” - MILES = huge investment • Format of files: SCORM = international shareable standard; MILES would have to specially develop this content • Without internet and a device the whole system won't work: poorest in society will not be able to join if they do not have devices/internet at home • Less or no flexibility within a structured setting (VET schools/schools, colleges) would make blended learning difficult; timetables are needed there • Competition from other blended learning companies/institutions • New competitors/technologies/concepts could make the programme less attractive • Younger students may not be supported and covered by national regulations and funding • Some legal content needs to be continuously updated

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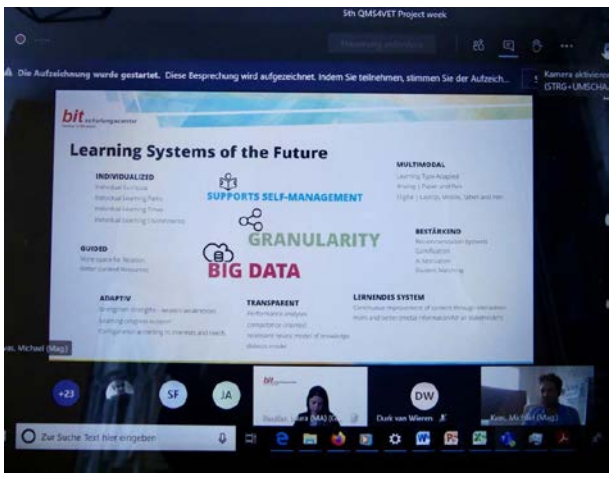
How to deal with the Weaknesses and Threats and to reduce these appropriately

Course Content:
The development of course content is very time-consuming and requires extra preparation for the online setting. A good selection of authors is therefore indispensable to ensure quality. At the same time, a product analysis should be carried out in advance to evaluate which courses should be offered in the blended learning setting and then continuously expand the portfolio. This avoids too much one-time effort and creates continuous development and up-to-date information.

Learning Management System (MILES):
The development of such a system is cost-intensive, therefore collaboration with software development companies is recommended, where existing programs are used and adapted to the needs of the organizations. Continuous development is necessary in today's digital world - this must be considered before implementing such a system.
In order to be able to use the system effectively, it is necessary to first analyse the circumstances of the participants to determine whether they also fulfil the technological requirements for the implementation of the course: Laptop, Internet access, etc.
For the correct use of the platform as well as the tools, training is necessary from both the trainers/tutors and the students.

Trainer/Tutor:
As teaching in a blended learning setting is different, good training for the trainers is needed not only in the learning materials and the LMS, but also in the possibilities, opportunities and challenges of this teaching methodology - further development and constant support are absolutely necessary. Possible development of own trainer working groups, which can work on problems independently with each other, is advantageous.
Since a blended learning system is available 24/7, the hours during which the trainer/tutor is available should be determined in advance by the organization and the availability should also be clearly communicated to the participants. At the same time, constant communication between the trainer and the organization is needed to monitor and support motivation as well as any challenges.

Students:
The learner has the opportunity to work on learning material independently due to the individual approach. To ensure that students do not take advantage of the individual system, trainers should regularly check the students' learning progress on the LMS.



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RECOMMENDATION FOR STEP BY STEP IMPLEMENTATION

The following recommendations can be used when implementation of all or parts of the bit schulungscenter **Blended learning system** is considered.

Financial aspect

1. Ensure there are sufficient funds for implementation.
2. Make sure that you have an economic market for your programme.
3. The programme should be actively marketed through external stakeholders and across social media to reach as wide an audience as possible to maximise uptake.

Organisational aspect

1. Evaluate in which courses a blended learning setting is needed and suitable. Define the right blend, percentage offline and online.
2. Clarify who is responsible for the content creation.
3. Consider how to include the practical element in blended learning when a profession has this as a requirement.
4. Ensure that you have both theoretical and practical exams to enrich the qualification and prepare the student for the workplace.
5. Collaborate with other schools to develop content. Build a win-win situation with companies to better meet their needs in writing content that can be used also for companies' employees (up-skilling and re-skilling)
6. Ensure that you have access to technical expertise required to implement and maintain programme.
7. Make sure that you have a compatible learning platform for students to access the programme.
8. Ensure that you have an electronic portfolio for students to upload assignments and other course material.
9. Ensure that you have feedback mechanisms in place so that students, staff and external organisations can support continuous improvement.
10. Maintain contact with regional employment and education public services to guarantee final certification of students and best employability opportunities.

Teachers aspect

1. Ensure commitment from teaching staff to adopt this learning approach.
2. Define working contract and rules for teachers and possibly adapt them to the blended learning setting.
3. Conduct a skills gap analysis of teaching staff and organise training of distance and blended learning for the staff. If the blended learning course goals include additional elements such as social skills as well as practical and theoretical knowledge, then the teachers need to have special training in that field.
4. Ensure time is available for teaching staff to guide and support students in a digital environment.

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Students or Learners aspect

1. Develop support and social forums for students to embed a group culture and sense of belonging.
2. Ensure that all students have devices and Internet connections to access the course content – equity for all.
3. Consider how students with accessibility needs for example dyslexia can access the course.
4. Develop induction manual for students to provide programme information.
5. Offer step-up programmes to improve digital and language skills for students.

EVALUATION

After analysing the **blended learning system** of bit schulungscenter the following conclusions can be drawn:

Advantages:

The blended learning setting is consistent with the EQR (European Qualifications Framework) with a strong focus on a personalised study path and fully flexible adaptation to personal life in order to develop the skills for the profession the learner is studying.

The student is in control of their whole life-long learning journey, being able to progress at a pace that meets the individual needs so that the student becomes a more active learner. By adopting a cloud based and easy-to-use platform such as LMS MILES, the educators as well as the learners have the flexibility to control all learning process anytime and anywhere (web, phones, tablets), which creates an enrichment of the learning process.

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Additionally, the educator can see the learner's progress in real time via the Learning Management System (LMS) MILES and therefore can adjust the learner's path with guidance and mentoring.

Disadvantages:
As the blended learning system presented is closely connected to the Austrian labour market service as well as the Austrian legislation, it is sensitive to any governmental or legal changes which are out of the organizational control.
It is not possible to deliver the blended learning course without an adequate and up to date LMS in place to enable effective course delivery, monitoring of student´s progress, guidance and tutoring.
The course is not equitable for all as there is a need to have devices, internet access and additional learning needs e.g. dyslexia also need to be addressed.
Where the content is constantly changing and evolving there is a cost and time implication for this and this is also a consideration regarding the requirement to manually amend individual progress into the online LMS when they fast track through a course.
Due to the requirements of the blended learning approach including, for example, IT-skills or practical knowledge, a knowledge-base is required both from learners and educators in advance of commencing study or teaching.

Tips for implementation:
The Austrian approach is closely based on the Austrian labour market service and governmental restrictions, therefore an organization wanting to implement the blended learning setting needs to analyse the (inter)national legislation and basic principles of the respective work environment.
Within the organization it is critical to identify and address skill-gaps (course content creation, delivering blended learning, commitment of educators) in advance of implementation.
To ensure that the implementation of the blended learning system is successful, there must be understanding and knowledge around educational delivery within the organisation. This will ensure that materials and resources are created which can guide an individual learner through their learning path.

APPENDICES

1. Agenda and Minutes 5th QMS4VET project week
2. bit schulungscenter presentations

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Erasmus+ KA2 project QMS4VET

2018-1-NL01-KA202-038886

MINUTES 5th PROJECT WEEK (ONLINE) MEETING

9 – 11 February 2021

HOST ORGANISATION
bit Schulungscenter GmbH
Kärntner Straße 311
8054 Graz (AT)

AGENDA TUESDAY 9 February 2020

Time	Item	Preparation/ Presentation	Teams
13.30	Welcome & Introduction Project week overview; Explanation of the day	Durk van Wieren	Plenary
13.45	Introduction of bit schulungscenter	Michael Kvas	Plenary
14.00	Introduction to the Austrian VET System and Context (Labour market)	Newplacement Vienna | Thomas Biller	Plenary
15.00	Coffee break		
15.15	Digitalized learning: from analysis to strategy to implementation	Michael Kvas & Katharina Mathois + Participant	Plenary
16.30	End of the day		

AGENDA WEDNESDAY 10 February 2020

Time	Item	Preparation/Presentation	Teams
13.30	Welcome; Evaluation of previous day; Explanation of the day	Durk van Wieren	Plenary
13.45	Introduction to the Learning Management System: MILES	Michael Kvas	Plenary
14.30	MILES Hands-on demonstration	Thomas Hötzl	Plenary
15.15	Coffee break	All	
15.30	SWOT-analysis	All	Breakout rooms 1 – 4 • Joao: Strengths • Shelagh: Weaknesses

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			• Risto: Opportunity's • Laura: Threats
16.30	End of the day		Plenary

THURSDAY 11 February 2020

Time	Item	Preparation/Presentation	Teams
13.30	Welcome; Evaluation of previous day; Explanation of the day	Durk van Wieren	Plenary
13:45	Step by step implementation	All	Breakout rooms 1 – 4 • Joao: group 1 • Shelagh: group 2 • Risto: group 3 • Laura: group 4
15.15	Coffee break		
15.30	Digitalisation of results	All	Breakout rooms 1 – 4 • Joao: group 1 (introduction, objectives, methodology) • Shelagh: group 2 (SWOT & how to deal with W&T) • Risto: group 3 (recommendations for step by step implementation) • Laura: group 4 (evaluation, incl. advantages, disadvantages & tips)
16.15	Recap of the week; Evaluation + Goodbye´s	Durk van Wieren	Plenary
16.30	End of the project week		

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2018-1-NL01-KA202-038886

PARTICIPANT'S LIST:
See annex 1

MINUTES OF THE MEETING:

Photos of the meeting and handouts of the used presentations can be found in the QMS4VET Dropbox and MS Teams folders.

TUESDAY 9 FEBRUARY 2021

1. **Welcome & Introduction; Project week overview; Explanation of the day.**
   Durk welcomed all participants, introduced himself and the QMS4VET project (see also www.aventus.nl/QMS4VET). After each participant introduced her/his selves briefly, we took a walk through the agenda for the 3 days.

2. **Introduction of bit schulungscenter**
   Michael Kvas introduced the bit schulungscenter (see annex 2).

3. **Introduction to the Austrian VET System and it's context with the labor market**
   Thomas Biller gave us an overview about the Austrian VET system (see annex 3).

4. **Digitalized learning: from analysis to strategy to implementation**
   Michael Kvas took us through bit's 'digitalized learning methodology and was supported by Elisabeth Bauer (ex. students) and Katharina Mathois (teacher). Participants asked a lot of questions since this was the studied subject and will be evaluated during the next days (see annex 2).

WEDNESDAY 10 FEBRUARY 2021

5. **Welcome; Evaluation of previous day; Explanation of the day**
   Durk van Wieren welcomed all participants and gave the opportunity to ask questions. Several questions were answered by Michael Kvas. After answering all questions, Durk explained the content of the 2nd QMS4VET afternoon.

6. **Introduction to the Learning Management System: MILES**
   Michael Kvas explained the general outlines of the Miles system (see annex 2).

7. **MILES Hands-on demonstration**
   Thomas Hötzl gave a demonstration of the Miles system in which he showed the features and possibilities. All participants received the opportunity to try the Miles system themselves. This opportunity will be available for the next few weeks. After the demonstration Thomas answered all questions.

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8. SWOT-analysis
After the coffee break the participants were divided over 4 sub-groups in which they discussed the Strengths, Weaknesses, Opportunities and Threats (SWOT) of 'bit's blended learning methodology'. Outcomes of this analysis can be found in the Project Week report.

THURSDAY 11 FEBRUARY 2021

9. Welcome; Evaluation of previous day; Explanation of the day
Durk van Wieren welcomed all participants, explained the day and questions about the previous days were answered.

10. Step by step implementation
After a short instruction, participants were divided over 4 Breakout rooms where they worked on input for the 'Recommendations for step by step implementation' chapter of the Project week report.

11. Digitalisation of results
Participants were divided over new Breakout rooms in which they worked on the different chapters of the Project week report.

12. Recap of the week; Evaluation + Goodbye´s
The Breakout rooms were closed at 16:15 hour and all participants met each other again in the plenary meeting. There were no questions te be answered during the last opportunity. Durk van Wieren thanked all participants for their effort and cooperation. It was agreed that all participants will receive the minutes of this project week, the Project week report and will be kept informed about the further outcomes of the QMS4VET project (i.e. the Toolkit). All participants were asked to fill in the online survey which was sent to them by e-mail. Durk van Wieren closed this Project week meeting at 16:30.

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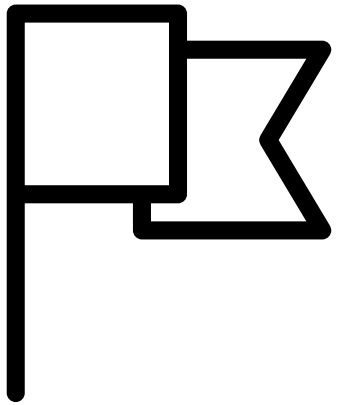
bit schulungscenter
member of bit group

VET in Austria

„Education may be expansive, ignorance costs even more“

Thomas Biller
bit schulungscenter

bit schulungscenter
member of bit group



Getting VET!

Maria Theresia 1774: A Vision becomes true

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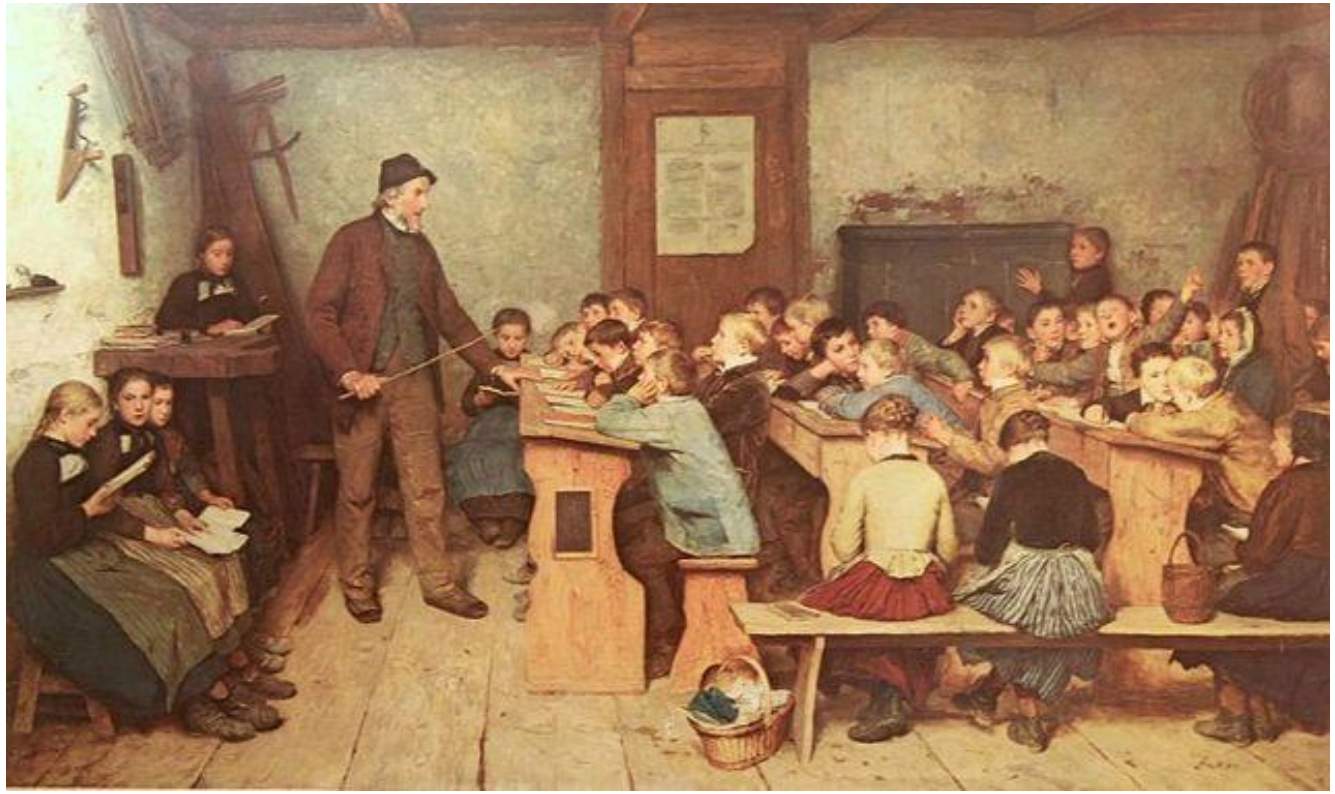
Mandatory Schooling for boys and girls for 6 years available in 12 local languages



The ethnic groups of Austria-Hungary in 1910 according to *Distribution of Races in Austria-Hungary* by William R. Shepherd, 1911.

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From Military Academy (1717) to Federal Secondary College of Engineering (1919)

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The Academy of Economis (1857)

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College for Occupation in Service Industries Management

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Why VET?

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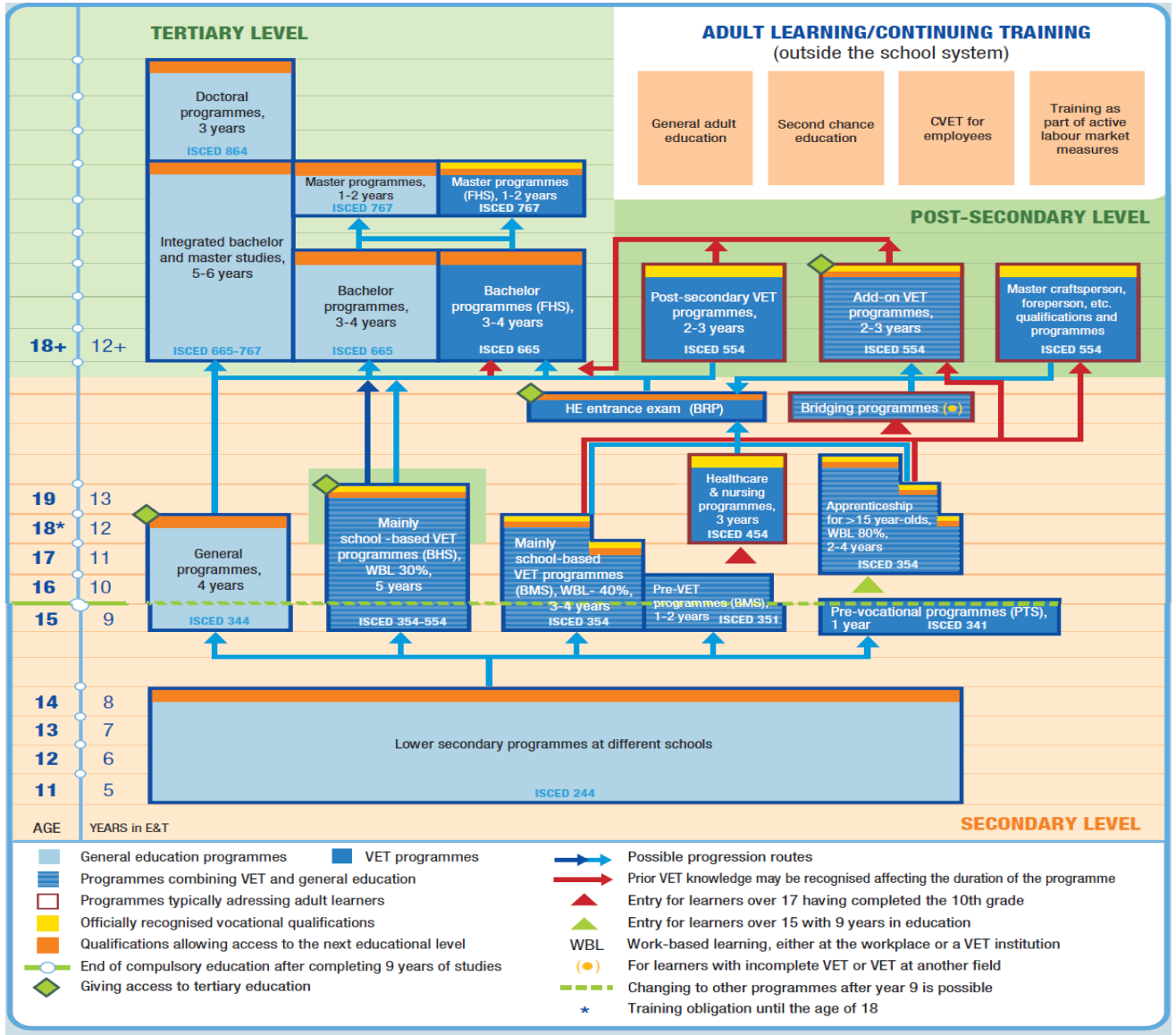
Taking the chance to change before the change steals your chances…



NB: ISCED-P 2011.
Source: Cedefop and ReferNet Austria.

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Being connected…

Networking with Ex- Colleagues

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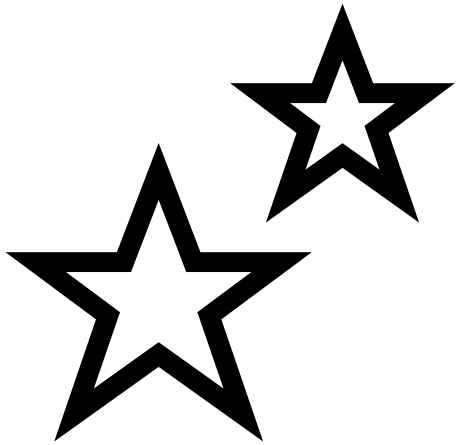

Being accepted…

Feedbacks on practices and direct employee placements

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member of bit group

T h e r e ’ s

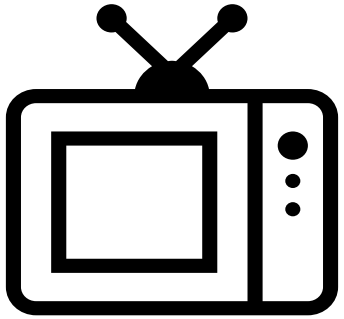
a h o l e

i n m y

s i d e w a l k

q u o t e s

PORTIA NELSON



VET in Austria...

(film)

QMS4VET

5th Project Week bit schulungscenter

09.02. – 11.02.2021

bit schulungscenter
member of bit group

Agenda 1

TUESDAY 9 February 2020

Time	Item	Preparation/Presentation
13.30	Welcome & Introduction Project week overview; Explanation of the day	Durk van Wieren
13.45	Introduction of bit schulungscenter	Michael Kvas
14.00	Introduction to the Austrian VET System and Context (Labour market)	Newplacement Vienna | Thomas Biller
15.00	Coffee break	
15.15	Digitalized learning: from analysis to strategy to implementation	Michael Kvas & Katharina Mathois + Participant
16.30	End of the day	

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Agenda 2

WEDNESDAY 10 February 2020

Time	Item	Preparation/Presentation
13.30	Welcome; Evaluation of previous day; Explanation of the day	Durk van Wieren
13.45	Introduction to the Learning Management System: MILES	Michael Kvas
14.00	MILES Hands-on demonstration	Thomas Hötzl
15.15	Coffee break	All
15.30	SWOT-analysis	All
16.30	End of the day	

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member of bit group

Agenda 3

THURSDAY 11 February 2020

Time	Item	Preparation/Presentation
13.30	Welcome; Evaluation of previous day; Explanation of the day	Durk van Wieren
13:45	Step by step implementation and Start of Digitalisation	All
15.15	Coffee break	
15.30	Digitalisation of results	All
16.15	Recap of the week; Goodbye´s	Durk van Wieren
16.30	End of the project week	

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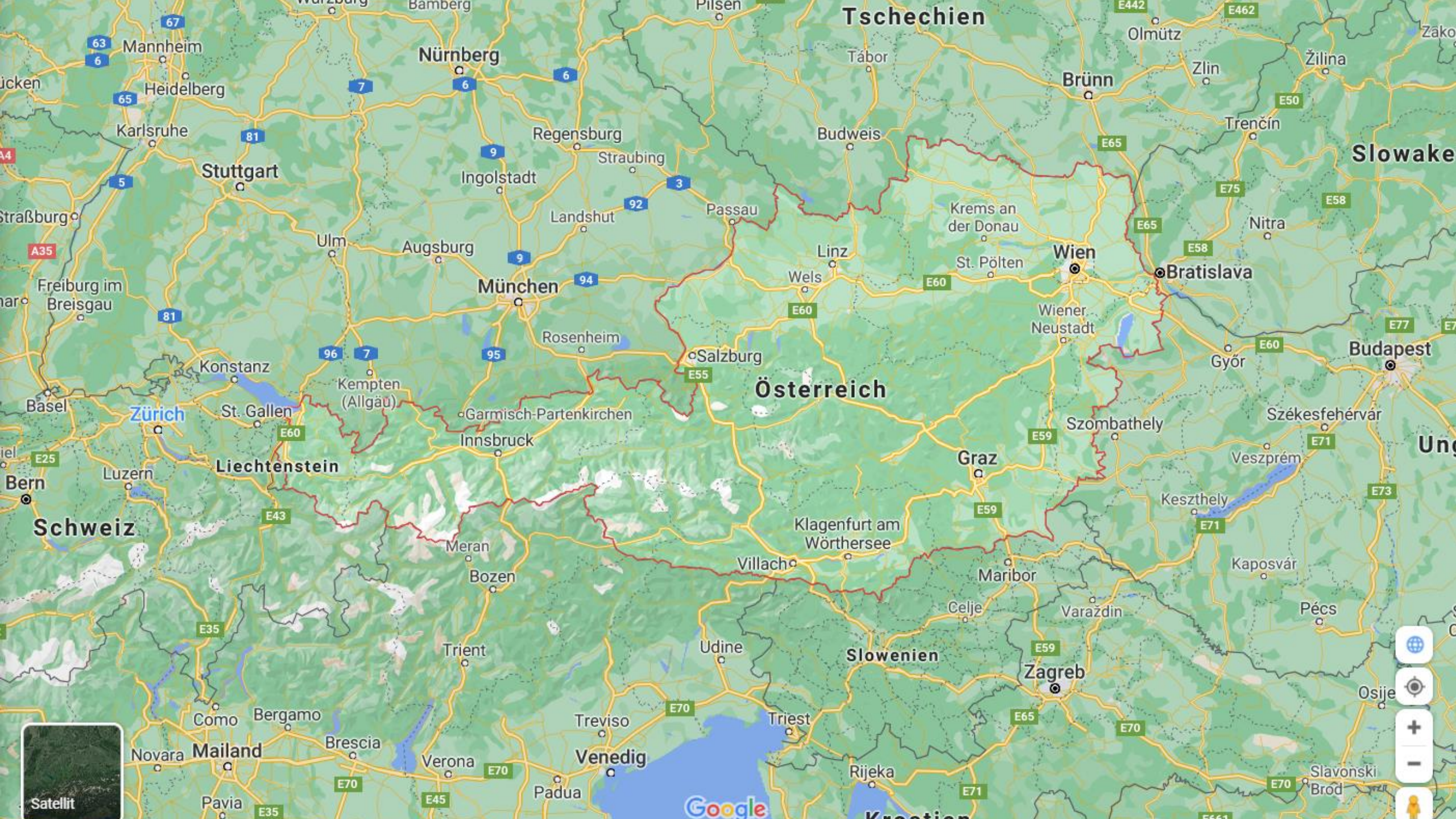
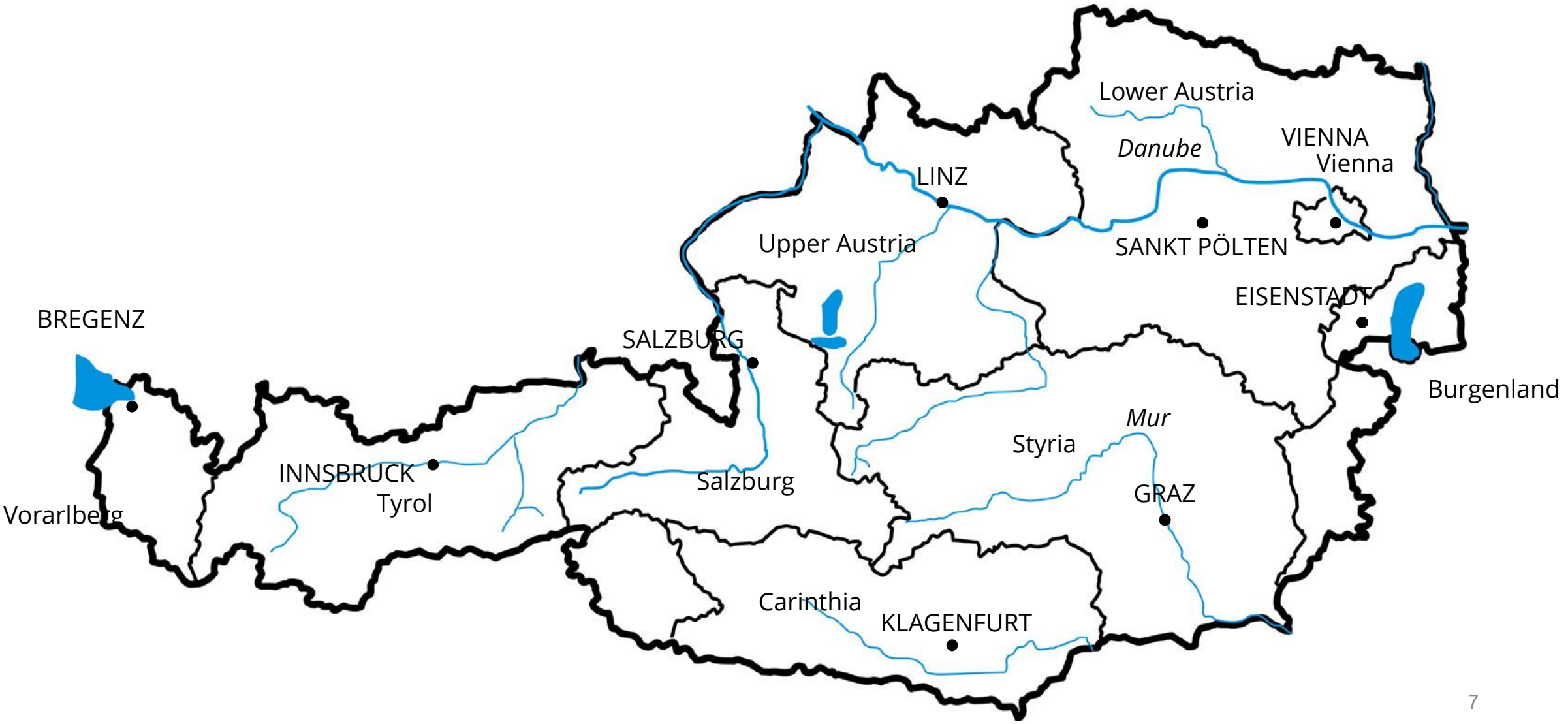
Welcome in Graz ...


Tschechien
Nürnberg
Mannheim
Heidelberg
Karlsruhe
Stuttgart
Regensburg
Straubing
Ingolstadt
Landshut
Passau
Budweis
Brünn
Olmütz
Zlin
Žilina
Trenčín
Slowake
Krems an der Donau
Wien
St. Pölten
Bratislava
Nitra
Linz
Wels
Ulm
Augsburg
München
Freiburg im Breisgau
Rosenheim
Salzburg
Wiener Neustadt
Győr
Budapest
Konstanz
Kempten (Allgäu)
Österreich
Basel
Zürich
St. Gallen
Garmisch-Partenkirchen
Innsbruck
Liechtenstein
Luzern
Bern
Schweiz
Graz
Szombathely
Székesfehérvár
Veszprém
Keszthely
Klagenfurt am Wörthersee
Villach
Maribor
Kaposvár
Pécs
Celje
Varaždin
Meran
Bozen
Trient
Udine
Slowenien
Zagreb
Osije
Como
Bergamo
Brescia
Novara
Mailand
Verona
Venedig
Treviso
Triest
Rijeka
Slavonski Brod
Pavia
Padua
Satellit
Google


Lower Austria
Danube
VIENNA
Vienna
LINZ
Upper Austria
SANKT PÖLTEN
EISENSTADT
BREGENZ
SALZBURG
Burgenland
Mur
Styria
INNSBRUCK
Tyrol
Salzburg
GRAZ
Vorarlberg
Carinthia
KLAGENFURT

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Training Places

- Headquarter
- Geschäftsstellen | Regional Headquarters
- Projektstandorte | Project Premises

Austrian OR German


Austria:
Austria for Americans:

Trump Praises Austrian “Forest Cities” With Exploding Trees

They [Austrians] live in the forest; they are considered forest cities. But they don’t have fires like this.”

earning him the nick-name “Forest Trump.”

He says in these areas they "have more explosive trees" than California, but don't have the same kind of fire problems."

Hanna Herbst
@HHumorlos

Skyline von Wien.

4:02 PM · Sep 15, 2020

2K 199 Copy link to Tweet

Patrick Gruska
@PatrickGruska

Austria has the best trees.
Quelle: de.m.wikipedia.org/wiki/For_Fores...

5:04 PM · Sep 15, 2020

266 29 Copy link to Tweet

paolo picasso
@paolo_picasso_

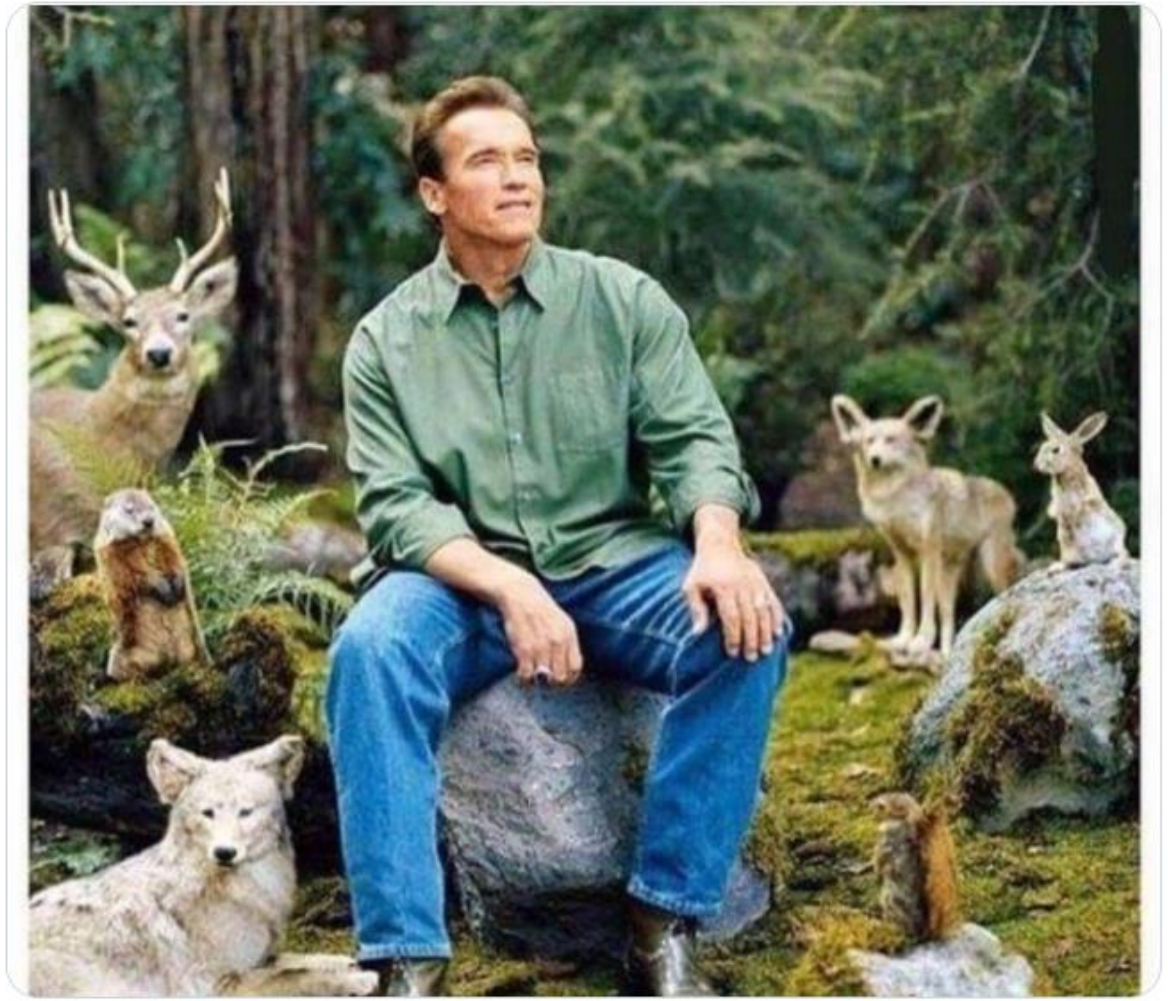
unser herr bundespräsident

11:14 nachm. · 15. Sep. 2020

72 2 Link zum Tweet kopieren

Sarah Höfler
@sarah_hoef

Rare footage of Austrian natives #ForestCities #Austria



5:25 PM · Sep 15, 2020

362 89 Copy link to Tweet

dichti
@dichterpoet

America First.
Austria Förster.

4:22 nachm. · 15. Sep. 2020

6.939 1.118 Link zum Tweet kopieren

Wahlslogan für die Wienwahl?

Stefan Hofbauer
@AustroCanuck

Make Austria först again!
#Austria #ExplodingTrees #ExplosiveTrees #forestcities

7:17 vorm. · 16. Sep. 2020

21 3 Link zum Tweet kopieren

Steernsnupp
@Steernsnupp

Smartphone made in Austria

#forestcities

11:00 nachm. · 15. Sep. 2020

31 3 Link zum Tweet kopieren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CEO: Ewald Eckl
CBDO: Michael Kvas
##############################
400 FTAs within the group
600+ Experts-Network
35 Mio. Sales

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Active Labour Market Interventions

Among the 5 biggest partners of AMS
2.000 to 3.500 participants per day
Anually between 8.000 and 12.000 particpants

bit management

Consulting in and for Education

Startup Coaching – peak 3.000 founders p.a.

europe mpo

Costumized Solutions for Organizations

MILES Learning

Virtual Learning Experience Platform

EMG Akademie

Nursing and Health Care School

Appr. 600 participants per year

Maturaschule

Berufsreifeprüfungsschule

Secondary II final exam

Appr. 400 participants per year

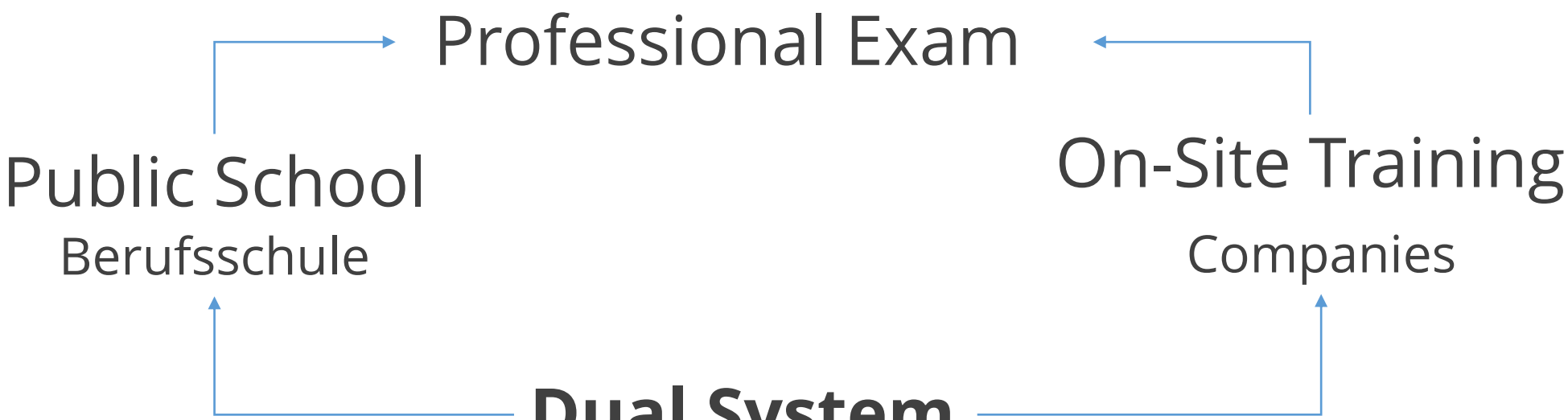
CPC Austria

Environmental Consulting

1. Introduction to the Austrian VET System and Context (labour market)

2. Digitalize Learning: From Analysis to Strategy to Implementation

EQF Level 5 – Qualifications (Lehre|Apprenticeships)



110.000 Students

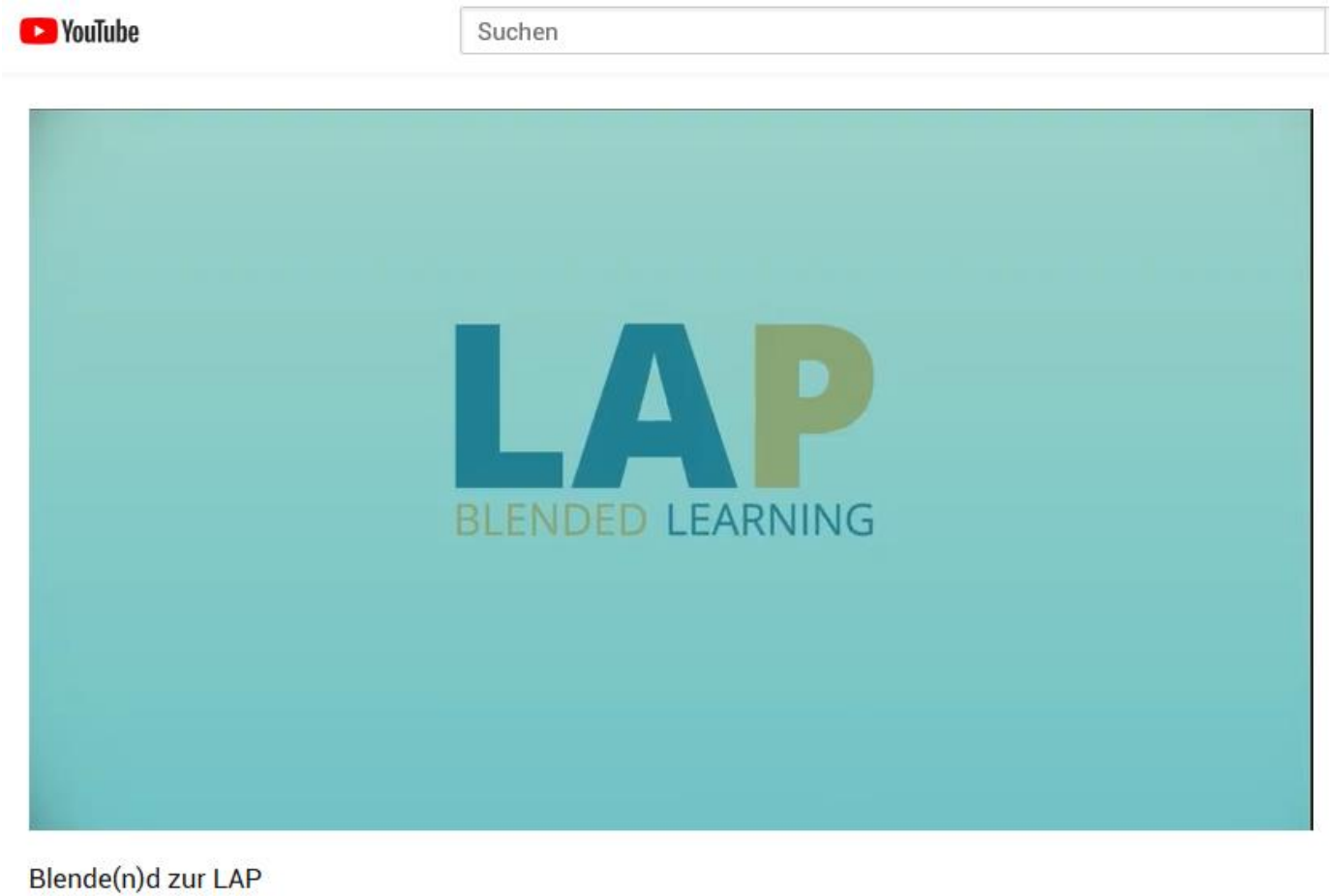
3 years | 5 years

Secondary II – Grammar **Secondary II – VET Training**

270.000 Students

Still a beginning: blende(n)d zur LAP…

Pilot project for AMS Vienna
*****
Apprentices: Sales Assistence, Office Administration, Accounting
*****
24 pax promised |
26 achieved
thereof ca. 50% passed with distinction AND 100% success rate



Lighthouse Project
blended zur LAP

https://youtu.be/H11nyhptnN4

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member of bit group

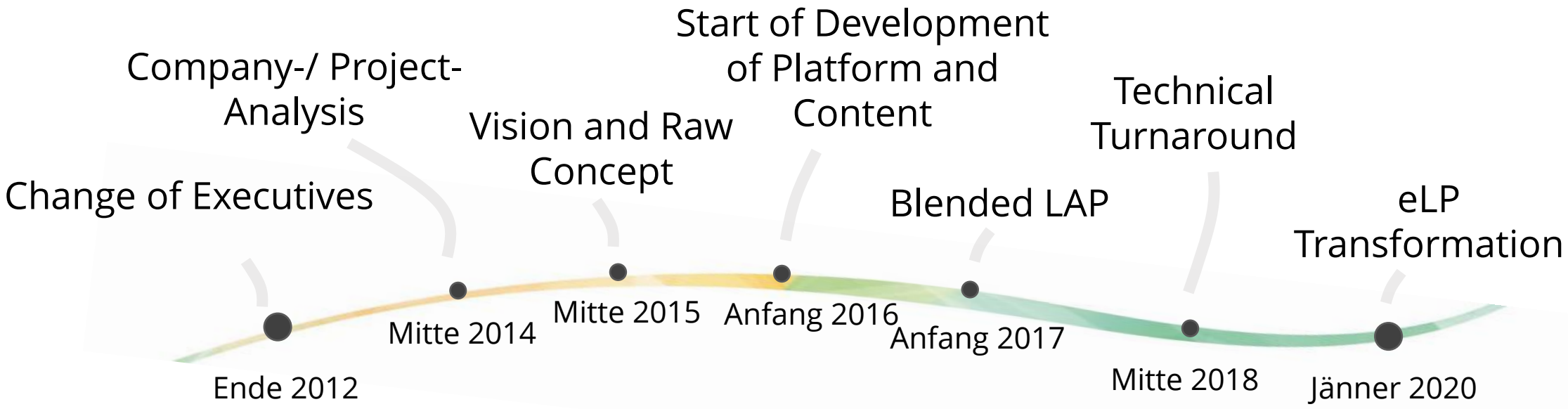
The story beginns ...
8 years ago ...

Why?
What?
How?
What For?
With what?
How long?
How much?

do we

Learn

The story beginns ...
8 years ago with many questions ...



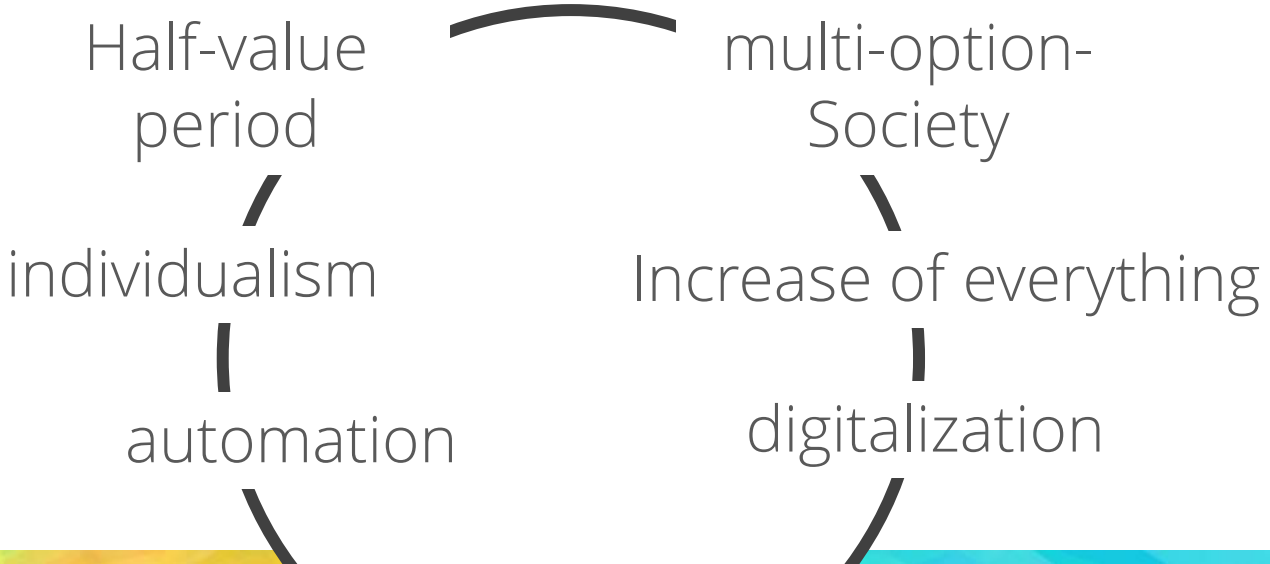
The story beginns …

8 years ago with many questions …

LEARNING

Why?
What?
How?
What For?
With what?
How long?
How much?

If everythings gets faster …
that means, we need to learn MORE in shorter times and MORE OFTEN



Upper Austria

Salzburg

Vienna

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ANALYSIS

Carinthia

Styria

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Strategy-Fullstop 2014

Participant Satisfaction

Educational Success / Completion

ANALYSIS CRITERIA

Job Placement Rate

Individual Project Success Factors

most successful project

eLP

UPPER AUSTRIA + STYRIA

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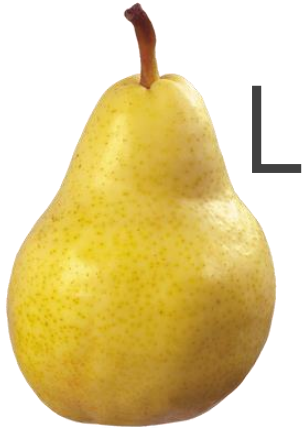
Important Definition

eLearning

Self-responsible Learning

+



Learning in Presence

Learning at an educational premise

=

blended Learning

cinamon

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Project Profile: eLP

- since 15 years
- blended Learning setting
- Free choice from portfolio
- 11 OR 12 weeks | individual learning time
- Expert Tutoring Online
- 1 or. 2 learning in presence with guidance coach
- 1500 participants per year

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Lighthouse Project
eLP Upper Austria

https://www.youtube.com/watch?v=uw8i3nWR_fg

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eLP is distinctive because

REASONS ...

Participant Satisfaction

Educational Success / Completion

INDIVIDUALITY

SELF-EFFICACY

SELF-RESPONSIBILITY

Job Placement Rate

Individual Project Success Factors

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eLP-Analysis

Pedagogical Mechanisms

INDIVIDUALITY
SELF-EFFICACY
SELF-RESPONSIBILITY

Resources

Technology
Software
Content

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Pedagogical Mechanisms - Conclusion drawn from Sience

3 Key Concepts
Individuality
Self-Efficacy
Self-Responsibility

e.g. Neuroscience rewarding systems in the brain are activated when people experience their self-efficacy

e.g. health sciences – sense of coherence > influencing one's own context generates feeling of self-control and power (resilience)

e.g. philosophy of science, epistemology – constructivism and system science: learning is only possible if systems can activate their self-organizing processes

z.B. pedagogical psychology- social cognitive theory – explicitly naming self-efficacy

Educational Portfolio

ICT
ECDL Base
ECDL Standard
ECDL Advanced
ECDL Computing
ECDL Web Management

SAP

Foreign Languages
English, Italian, Spanish, Russian, Polish, Czech, Hungarian, Croatian, Slovenian, French

Commerce
Office Administration
Business Administration
Accounting, Book-Keeping and Payroll Acounting

CAD
CAD Grundlagen
CAD Aufbau
ECDL CAD

Project Management

Quality Management

basically easy to adapt and complement the portfolio ...

---

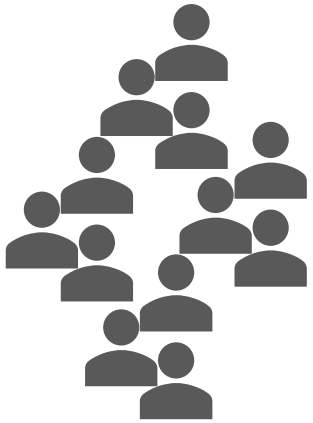
from provider to state certificates

---

multiple educations can be combined

Organization of eLP

12 participants



each participant decides for one or multiple educations from the portfolio

Individual learning paths and tasks

Skype, GoToMeeting-Sessions – Hand in Tasks

Finding Appointments between eTutor and participant upon request or necessity of educational design

dropout | ~ <0,5% / pro Jahr

1 Intense week in presence
Introduction to blended Learning

1 day (Upper Austria) / 8 units oder 2 days (Styria) / 16 units per week in presence

Presence = Coaching and Guidance| Monitoring of Needs and Educational Targets

eTutoring = synchron or asychron communication with regard to content or know-how

Application Coaching

1 intense Outplacement Coaching

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Resource-Analysis: what happens around us...

digital educational revolution

MOOCs

digital schoolbooks

Social Learning 2.0

Youtube-Videos

Forums and Panels

IT-basierte Assessments

Online Tutoring

Learning Managements Software

Democratization of Education

new collaboration

Learning Analytics

Gaming | APPs

Flipped Classroom

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Findings from our Analysis

Educational Architecture (package) is far more important than CONTENT und PLATFORM

ONLY eLearning won‘t be the philosophy – magic setting „blended“

We do not use the potential of technology yet …

Technology will allow to better work with our learning architectures

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Analysis of Tutoring-Effort ...

WAS

25%	Direct Contact with Participants (Skype, Adobe Connect, Teams)
25%	Correction of Tasks and Exercises estimation: ½ through erroneous content
20%	Development of own and student-specific content
30%	General Tutor Requests (Forum)

SHALL BE

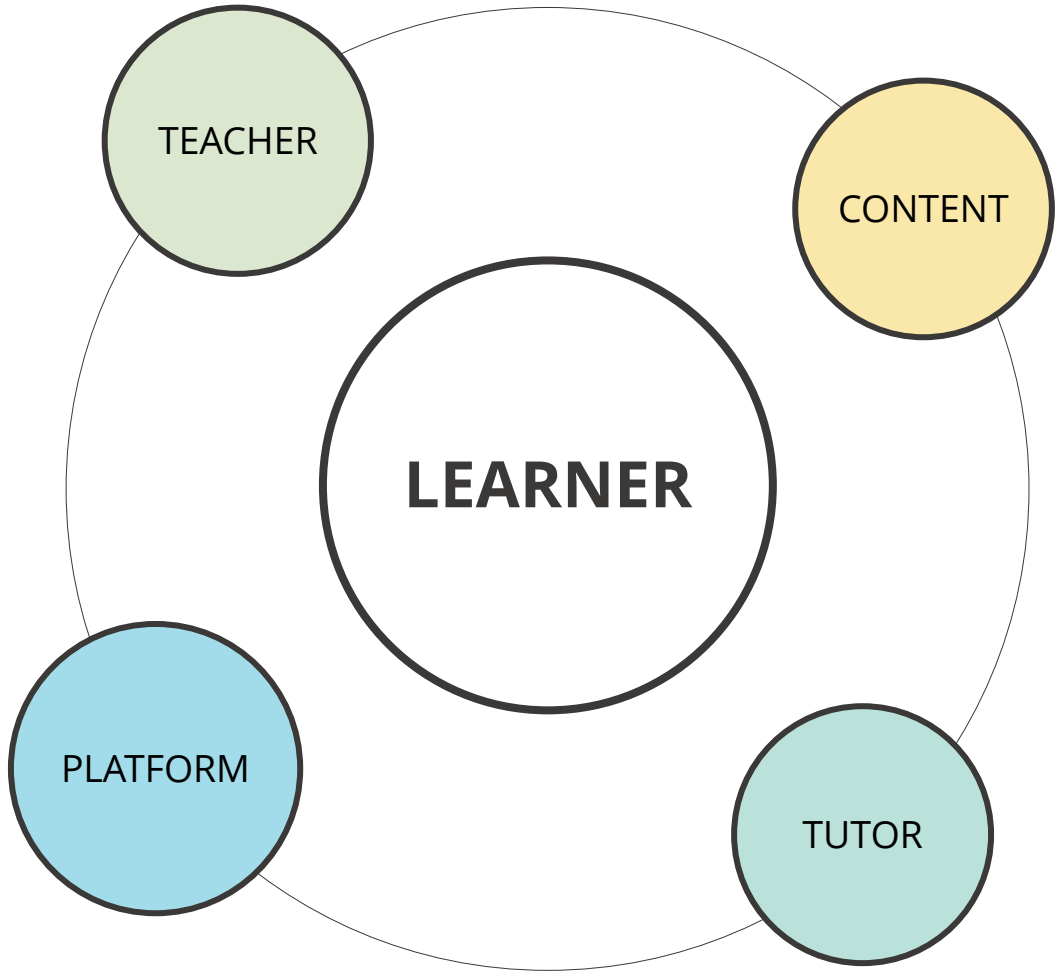
30%	Direct Contact with Participants (Skype, Adobe Connect, Teams)
10%	Correction of Tasks and Exercises
50%	Development of own and student-specific content
10%	General Tutor Requests (Forum)

Thus the following things are history …

- Classical teaching settings with the teacher as focal point
- Overemphasis of the teachers know-how
- Teachers cannot „give“ the knowledge
- „the class“ is the environment, but you cannot adress the class (social construct)

… a new concept gets in place …

… with the individual in the center!



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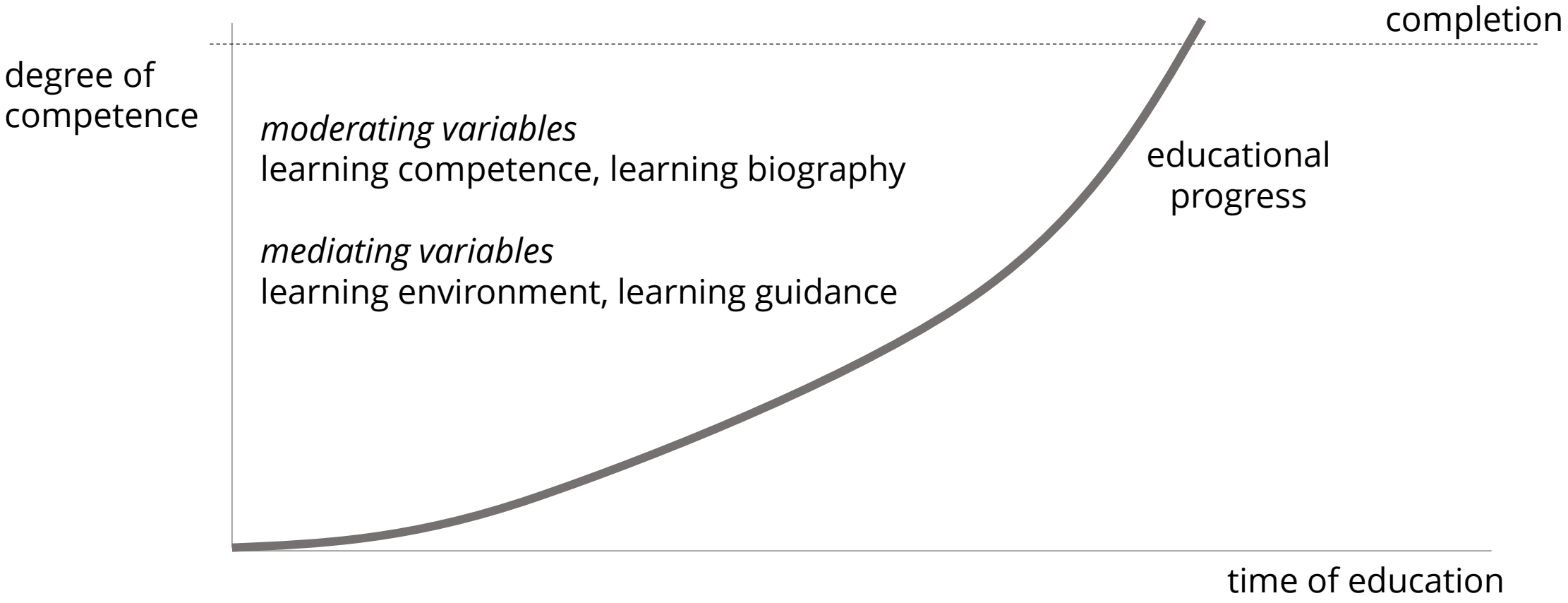
If the individual is at the center, then we have to focus the individual learning path ...



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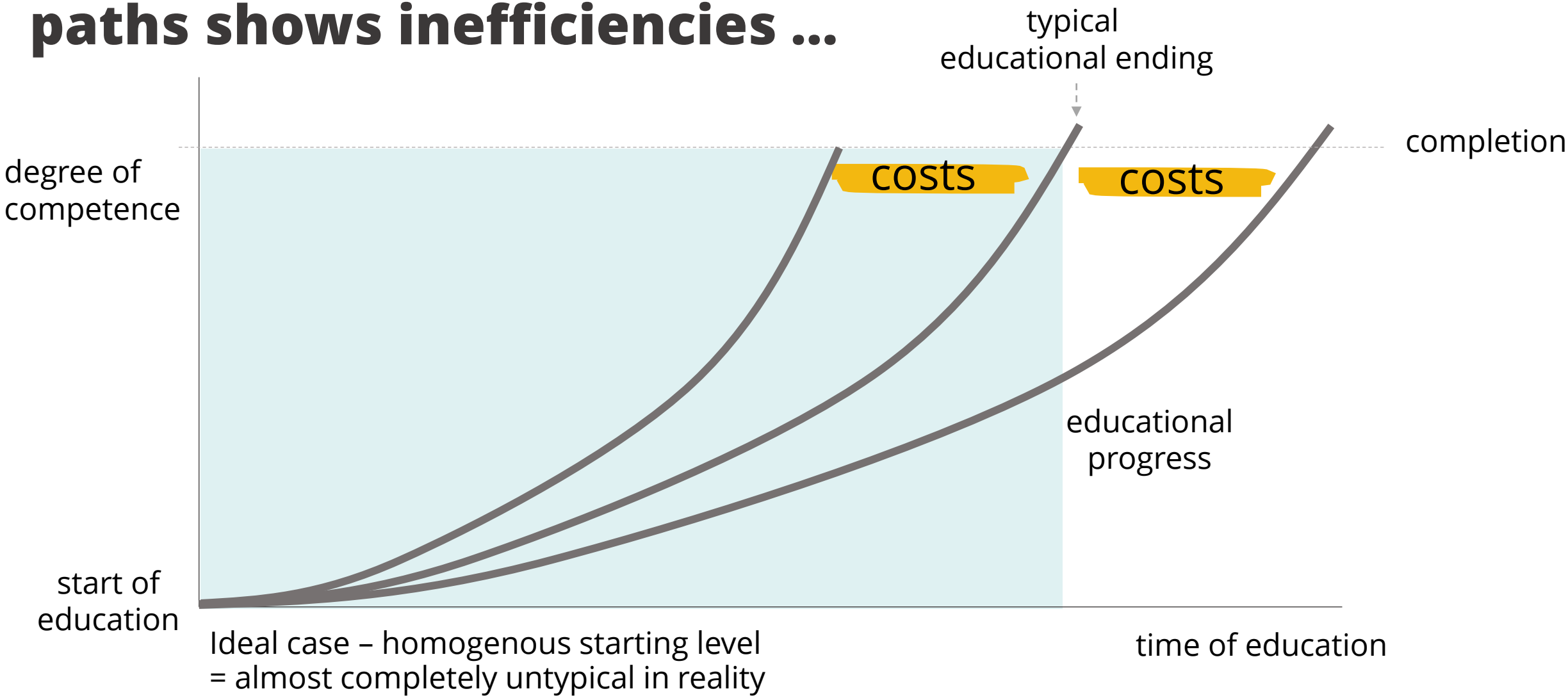
Focusing individual learning paths shows inefficiencies ...



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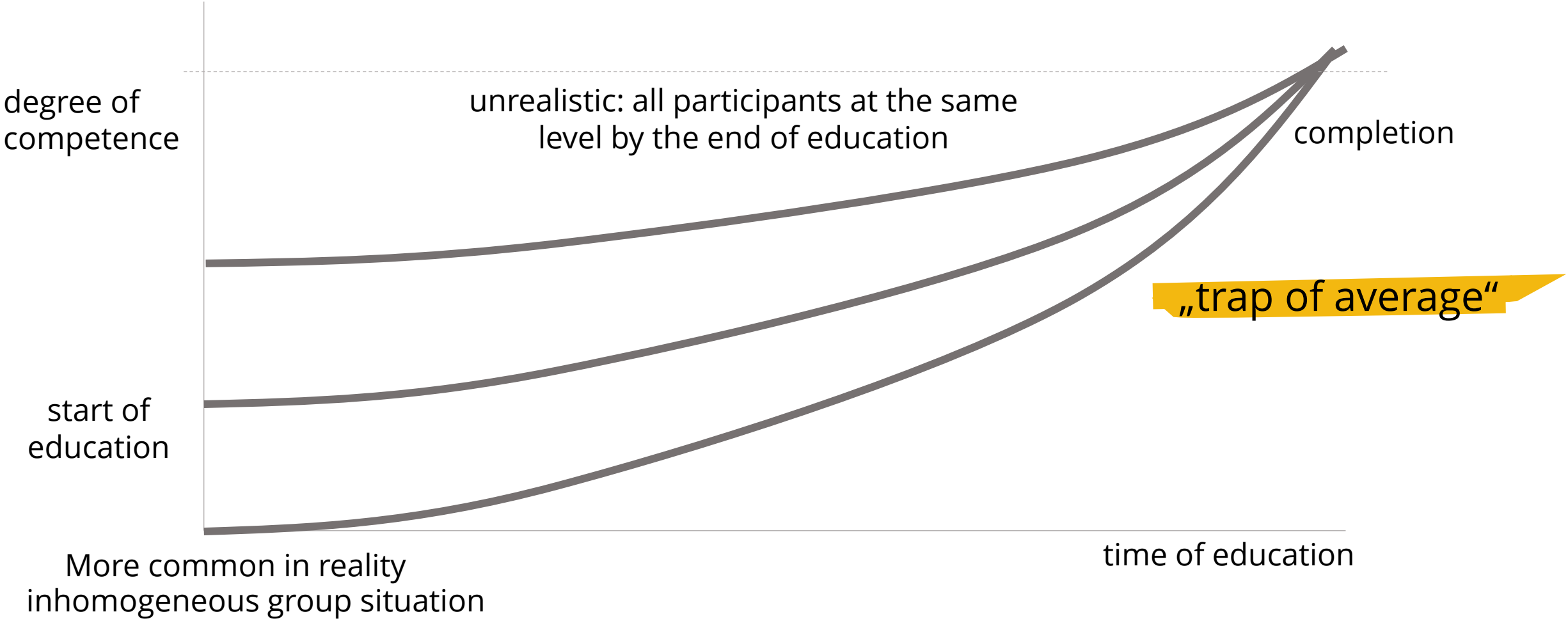
… shows us sources of demotivation e.g. due to overload, boredom …



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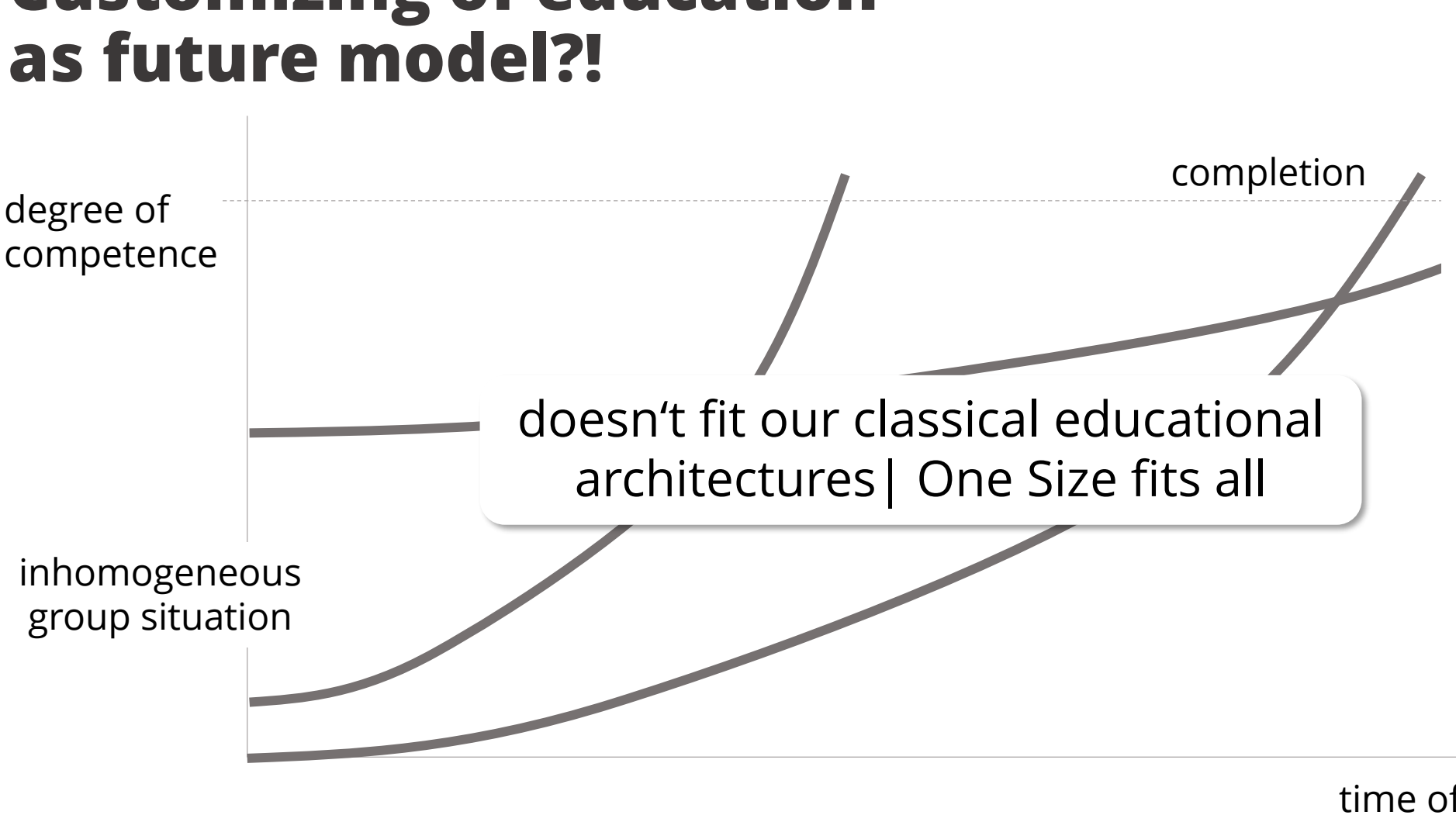
Customizing of education as future model?!



What does customizing or individualizing training mean …

- Individualization of training duration
- Individualization of training modules
- Individualization of learning pathsIndividualized target formulations
- Breakup of the classic training group or class
- Promotion of peer groups similar to the learning level
- Use of the learning community (experiences, competencies)
- Teacher becomes coach or training companion
- Coach controls through consistent monitoring
- Targeted individual coaching or tutoring

„Everyone can start the training any time“

„No course/training is comparable to the other“

„Every educational contract looks differently“

„Everyone only learns what‘s missing“

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Learning Systems of the Future

INDIVIDUALIZED

Individual Curricula

Individual Learning Paths

Individual Learning Times

Individual Learning Environments

SUPPORTS SELF-MANAGEMENT

MULTIMODAL

Learning Type Adapted

Analog | Paper and Pen

Digital | Laptop, Mobile, Tablet and Pen

GRANULARITY

GUIDED

More space for Relation

Better curated Resources

BIG DATA

BESTÄRKEND

Recommendation Systems

Gamification

AI Motivation

Student Matching

ADAPTIV

Strengthen strengths - weaken weaknesses

Learning progress support

Configuration according to interests and needs

TRANSPARENT

Performance analyses

competence-oriented

represent neural model of knowledge

didactic model

LERNENDES SYSTEM

Continuous improvement of content through interaction

more and better (meta) information for all stakeholders

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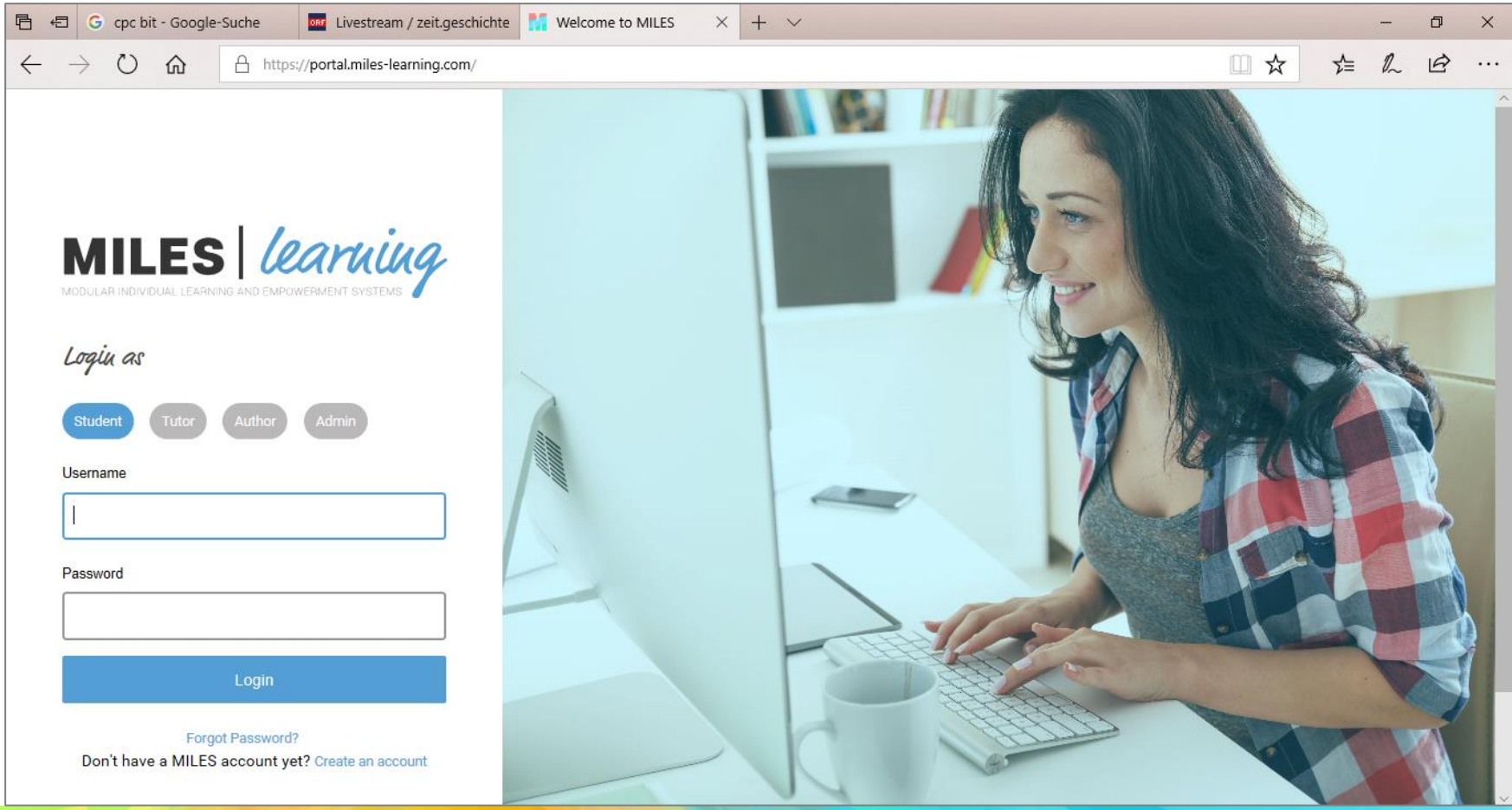
Technology supports: high quality individualized training ...



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Cooperations with Academia

TU GRAZ – MOTIVATIONAL MEDIA TECHNOLOGIES

TU GRAZ – COGNITIVE SCIENCE TEAM

KNOWCENTER – TU GRAZ

KFU GRAZ - BILDUNGSWISSENSCHAFTEN

KFU GRAZ - PSYCHOLOGIE

JOANNEUM RESEARCH

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What does that mean and show in effects ...

!!! Permanent onboarding of participants / starting any time

!!! 100% places filled | exits immediately replaced (if people pick up jobs)

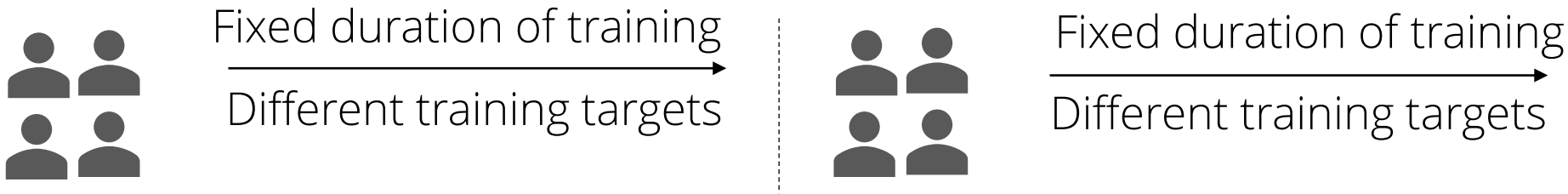
!!! Lower average cost per Completion

!!! Learners Motivation and Satisfaction

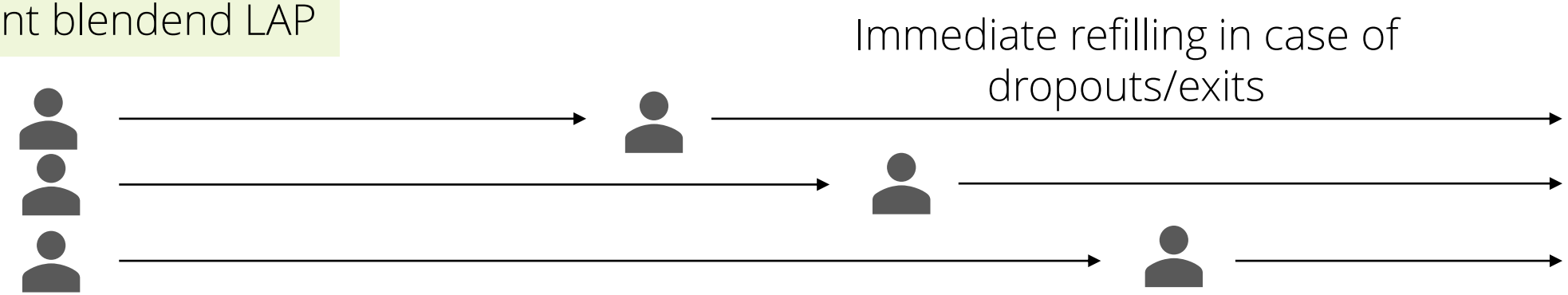
Architectural Considerations

Depending on the design, there are a number of implementation variants

Variant eLP OÖ / STMK



Variant blendend LAP



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Thanks for your attention...

MILES SYSTEMS ARCHITECTURE

MILES IN BRIEF
MILES is a learning system based on didactic principles. Fine learning objectives can be considered as synapses of this system. These are "coded“ (tagged) with a level of competence and a level of learning objectives. Directly and indirectly, learners interact with these fine learning objectives. The granular structure results in a vast density of data points that can be used to guide the learning process.

Competence Degree
(Bloom‘s Taxonomy)

KD 1: Know
KD 2: Understand
KD 3: Apply
KD 4: Analyse
KD 5: Evaluate
KD 6: Synthesize

LEVEL EQR

LL 1: Grundlegendes Allgemeinwissen
LL 2: Grundlegendes Faktenwissen
LL 3: Kenntnisse von Fakten, Grundsätzen, Verfahren und allgemeinen Begriffen
LL 4: Breites Spektrum an Theorie- und Faktenwissen
LL 5: Umfassendes, spezialisiertes Theorie- und Faktenwissen
LL 6: Fortgeschrittene Kenntnisse in einem Arbeits- oder Lernbereich
LL 7: Hoch spezialisiertes Wissen, das zum Teil an neueste Erkenntnisse
LL 8: Spitzenkenntnisse in einem Arbeits- oder Lernbereich