

#3 Booklet



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Breathe The Future Hybrid Education in VET

Hybrid educator competences and learner qualities
conducive to effective hybrid education in vocational
education and training (VET)



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Hybrid educator competences and learner qualities conducive to effective hybrid education in VET

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About The project

The outbreak of COVID-19 pandemic is reshaping education worldwide. The increase of online learning is reported in the Open Public Consultation on the Digital Education Action Plan 2021- 2027, recommendations on blended learning in school education 2020/2021 by EC, and other publications.

After an online 2020, experts predict hybrid learning as a new model of the future of education, blending online components into traditional learning. Undoubtedly this is the right time to embrace the potential of education technology but also to provide targeted support in the exposed areas where special educational needs and learning difficulties occurred.

At the heart of the hVET project lies a collaborative and innovative educational approach based on a variation of a hybrid teaching model (blend of physical and virtual learning) applicable in the VET sector. The main objective of the hVET project is to prepare VET schools for the new, post-pandemic education by creating, testing and implementing a variation of a hybrid teaching model with a set of tailored tools, resources, materials for VET teachers, trainers, practitioners and students.

The tools will support VET teachers to be effective in this new hybrid setting to drive participation and collaboration among students, boost students' motivation, inspire both pedagogical staff and learners despite educational disruptions.

Hybrid education in vocational education and training sector (VET) and its success

In hybrid education in vocational education and training (VET) settings some learners receive in-class, face-to-face instruction while others receive out-of-class, online instruction. Hybrid teaching is focused on active learning strategies that trainers can use to teach online and F2F learners at the same time using ICT tools, to develop the VET learners' knowledge and skills, in close cooperation with companies.

This hybrid education model (already presented in the 2nd issue of the hVET booklet) recognizes the VET learners as the core participants of hybrid education and assumes interaction and cooperation between all participants of the educational situation (F2F and out-of-class, online) using ICT solutions.

The success of vocational hybrid education largely depends on **the competencies of the teacher conducting the lessons** for effective technology integration and troubleshooting, adaptability and flexibility to different learning environment, designing engaging and interactive lessons, assessment and feedback, communication, creating inclusive learning environment, as well as **the student's characteristics, attitude, and approach to this form of education**. It requires the combination of both to ensure a cohesive, effective and engaging learning experience.



VET hybrid educator COMPETENCES

The competencies of Hybrid Teacher 2.0 are understood as a set of observable characteristics: knowledge, skills, attitudes and abilities that enable the teacher to effectively conduct VET hybrid education.

Competencies understood in this way can be measured, developed and improved through the acquisition of experience, practice, training or other forms of development.

The competency profile of VET hybrid educator presented below has been developed based on a literature review and the results of VET educators' and educators' research carried out at the beginning of the project hVET in five partner countries (Cyprus, Greece, Portugal, Poland, Turkey). In total, 110 VET educators participated in the surveys and 23 VET educators in the focus group interviews. This research was carried out in the academic year of 2022/23.

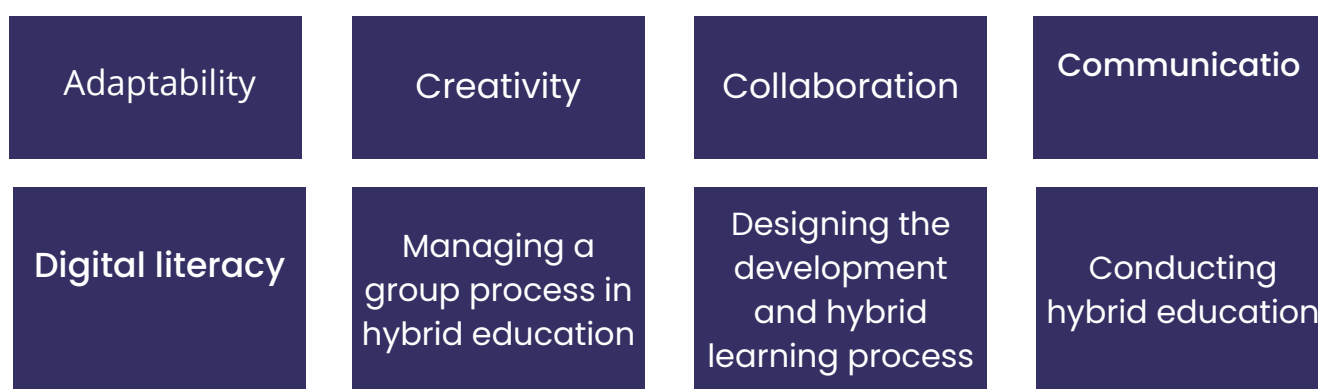


Chart 1. The competency profile of VET hybrid educator

VET hybrid educator COMPETENCES

Adaptability - it is the ability to effectively adapt to changing educational conditions and adjust to meet the educational goal, both for online and face-to-face learners (to make appropriate educational decisions, balance three elements: online and face-to-face education as well as individualization of learning). It is also the ability to manage change and respond adequately to it, including coping with difficulties and mental resilience. It also includes curiosity and openness to new ideas, willingness to implement innovative procedures, new methods and forms of teaching in order to be flexible and work effectively in the field of VET education.

Creativity - ability to generate ideas, problem solutions, or insights that are novel and appropriate. Taking initiative and innovative actions in VET education. Ability to use a wide range of techniques to generate new and valuable ideas. It is also the ability to think critically and solve problems - ability to identify key components of the problem, to collect and analyse data in order to find a solution or solutions.

Collaboration - ability of working in cooperation with online and face to face students, the school leaderships and companies towards a common educational goal. Working together to reach a goal - putting talent, expertise and smarts to work (ability to work effectively and respectfully with diverse perspectives). Maintain effective lines of communication with the school leaderships and the companies is also an essential skill that the VET teacher must have to improve teaching, taking in account both the needs of VET learners and the companies where they are going to work.

Communication in hybrid education - comprises adequate written and verbal communication with online and face-to-face learners. It also involves listening skills and proper application of all available communication tools in hybrid education. Moreover, it involves understanding of communication differences, identifying factors which may become a barrier for educational success. Communicating is essential for clear passing assignments and providing instructions for both group of learners.

Digital literacy - pedagogical competence to use ICT tools in hybrid VET education; knowledge of modern technologies improving the teaching process. To be confident, critical and responsible use of, and engagement with, digital technologies for teaching. Know and creatively use distance communication online platforms, digital tools and apps to support teaching and learning in hybrid education.

VET hybrid educator COMPETENCES

Managing a group process in a hybrid education - effective shaping of the course of processes, phenomena, events, effects in a group of learners as well as the behaviour of learners online and face to face, so as to achieve the planned didactic goals. Being attentive to what is happening in the group (e.g. body language of learners online and face-to-face, their activity in class) and the ability to coordinate the work of the class team and the remote learning learner. Ability to guide and motivate trainees.

Designing the development process and hybrid education process - the ability to design an educational process and a VET lesson plan adjusted to the specificity of hybrid education. Knowledge of forms and methods of hybrid education and the ability to adapt traditional methods to the specificity of hybrid education. Ability to define activities and build contents for both learner groups. Knowledge of techniques to make hybrid learning relevant to the goal.

Conducting hybrid education - effective implementation of the VET education lesson plan in a hybrid form. Ability of activating different teaching methods and techniques for both face-to-face as well as online learners at the same time. Ability to build cooperation and support communication between two groups of learners.

The VET hybrid educator competency profile includes cognitive competencies related to the educator's attitude and approach to education, interpersonal competencies related to establishing and maintaining contact with the learner, as well as technical and methodological competencies related to preparing and providing lessons with learners who are present in the classroom and online at the same time.



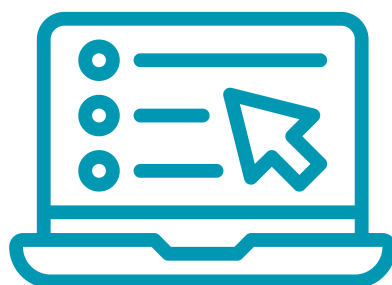
Hybrid VET Teacher Competence Test

The Hybrid VET Teacher Competence Test is an electronic tool developed as part of the hVET project. Its purpose is to assess the above-mentioned competencies of VET teachers conducting hybrid education. This self-diagnostic test can be taken independently at one's own pace. Upon completion, the test automatically generates a report detailing the individual's competency levels. This report can serve as a valuable foundation for ongoing professional development for teachers.



The tool is accessible at the following link:
<https://htc.oic.lublin.pl/>

Currently, the test is undergoing the standardization phase, which includes testing the tool among various VET schools in the partner countries of the project. The final version of the test will be available in October 2024 and will be offered in English, Polish, Greek, Portuguese, and Turkish.



Learner qualities in hybrid education

In a hybrid teaching environment, students need to possess certain qualities to succeed. According to VET representatives surveyed through the hVET project (via online surveys and focus group interviews), the following qualities are particularly important for students in hybrid education.

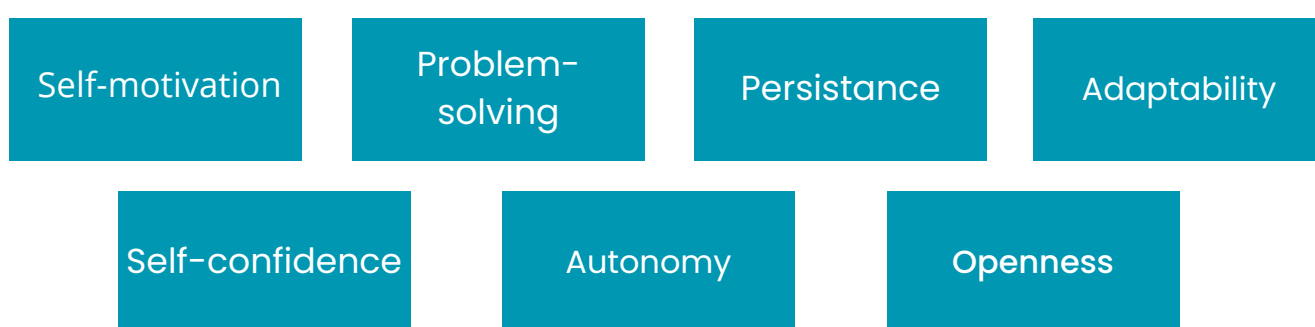


Chart 2. The qualities important for VET students in hybrid education

Self-motivation – motivating and stimulating oneself to act and learn in the hybrid education. Positive attitude, energy, willingness, aspiration and readiness to put effort into learning and various activities related to proper functioning in the hybrid educational context. The ability to work independently with minimum or no supervision.

Problem-solving – ability to identify key components of the problem, to collect and analyse data in order to find a solution or solutions. The skill of solving problems constructively, analysing difficulties and selecting appropriate remedial actions in various situations, including hybrid educational context.

Learner qualities in hybrid education

Persistence – determination to achieve a goal, which is developing VET skills in hybrid classroom. Maintaining effort and focusing on learning, despite difficulties (including those resulting from a hybrid education), discouragement, failures.

Adaptability – the ability to adapt and learn effectively in hybrid educational context and being open to new ideas and concepts. The ability to adapt to new conditions, environment and requirements as well as the changes in progress. The ability to anticipate and respond to changing circumstances, individuals or groups. The ability to adapt to the hybrid education, personality and work habits of other students and VET teachers.

Self-confidence – the self-knowledge and the skill of relying on one's own abilities, experience, knowledge and strengths; belief in one's own abilities in the face of obstacles and new challenges, including hybrid educational context. The perceived ability to cope in given situations, which contributes to the choice of more difficult tasks and more determination to perform them. Faith in the skills that one possess or might develop, taking into account the limitations resulting from a specificity of hybrid learning.

Autonomy – a preference for independence and freedom while working and learning. Taking responsibility for one's actions instead of following the blind opinions of others. The belief that the person is in control of his or her behavior and educational performance. Making decisions for yourself, not being susceptible to others influence. It is also being reliable and honest while performing educational duties.

Openness – being open to development and learning new VET skills, techniques and methods important for the performance of professional tasks in hybrid educational context.

By possessing these qualities, students are more likely to maximize their success in a hybrid teaching environment, ensuring they get the most out of their learning experience.

The Hybrid Learner Qualities Test (HLQ)

The Hybrid Learner Qualities Test (HLQ) is an electronic tool developed as part of the hVET project. The tool aims to examine the learning styles and essential qualities of VET learners aged 15–19 in the context of hybrid education. Understanding the learning styles of students in a hybrid setting is essential for promoting personalized learning, effective instruction, student success, engagement, and ensuring inclusivity in diverse learning environments.



The tool is accessible at the following link:
<https://hvet-student.oic.lublin.pl/>

Currently, the test is undergoing the standardization phase, which includes testing the tool among various VET schools in the partner countries of the project. The final version of the test will be available in October 2024 and will be offered in English, Polish, Greek, Portuguese, and Turkish.



Meet

our team



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