EDU-VET

Meeting Minutes for the first EDU-VET Kick-Off Meeting in Paderborn, DE

The EDU-VET -KICK-OFF-Conference!

05th to 7th of November 2019

Project Title:	E-Learning, Digitisation and Units for Learning at VET schools – Creating online Learning Environments in Technical Education for European metal industry
Acronym:	EDU-VET
Reference number:	**2019-1-DE02-KA202-006068**
Project partners:	P1 University Paderborn (UPB), DE
	P2 Ingenious Knowledge GmbH (IK), DE
	P3 Berufskolleg Bocholt-West (BKBW), DE
	P4 Lancaster and Morecambe College (LMC), UK
	P5 Centro Integrado de Formación Profesional Someso (CIFP), ES
	P6 Stichting BE Oost-Gelderland (SBEOG), NL
Host:	*University Paderborn, Chair Business and Human Resource Education II*
Venue:	*Warburger Str. 100, 33098 Paderborn, Germany* *Building Q, Room Q5.245*

These minutes include the main statements from the first EDU-VET Kick-Off Meeting in Paderborn (Germany). We had a great time with productive discussions and excellent results. These results are fixed in these minutes.

Wednesday 6th of November 2019

Topic 1: A warm welcome to the EDU-VET partners

Denise and Jana open the meeting with a warm welcome. Then Denise presents the agenda of this meeting:

- Warm welcome
- Getting to know the partners
- The EDU-VET Project
- What´s laying ahead of us?
- First Insights into the EDU-VET learning unit system and EDU-VET online courses
- Administrative and financial information
- Project Evaluation
- Dissemination and exploitation
- Next To Do´s

After that, Denise presents the EDU-VET Website (https://eduproject.eu/eduvet/). In addition to that, Denise shows the sections "Downloads" and "Deliverables". Under these folders, the partners will find all future project documents.

Topic 2: Getting to know the partners

Afterwards, all partners briefly introduce their own institutions. Firstly, Jana introduces the University of Paderborn as the coordinated institution. Next, the other five project partners follow. Jeroen starts with the presentation of his institution SBEOG Stichting BE Oost-Gelderland. Then Andree gives some insights into his organization Berufskolleg Bocholt-West. The Spanish project partner José Luis shows his organisation CIFP – Centro Integrado de Formación Profesional. Victoria and Paloma demonstrate their institution Lancaster & Morecambe College. Finally Ingenious Knowledge is presented by Rasmus and Tim.

All partner presentations will provide on project website. Please have a closer look on it.

Topic 3: The EDU-VET Project

The next point is the EDU-VET project in general. The project aims are following:

- Creation of new teaching and learning environments for VET (vocational education and training).

- EDU-VET focusses on the creation of online courses in a learning platform and supports the use of digital technologies within learning in the metal sector and reduces or removes barriers to education.
- Facing the design, the implementation and testing of innovative teaching and learning within the VET metal sector.
- Creation of EDU-Curriculum and online-courses on a learning platform for initial vocational education (i-VET) as well as an online-showroom for insights (texts about objectives, products, processes, contact data, photos, video or audios) into real companies in the metal work sector to foster teaching on an authentic basis.
- Providing a handbook and guideline for teachers to support them with pedagogical hints, background information, information about the use of the online courses in blended learning scenarios and with additional learning and teaching materials and resources.

Moreover, the **15 core results of EDU-VET** project are:

- the EDU-VET Curriculum
- the EDU-VET Learning and Teaching Resources
- the EDU-VET Online courses for the metal sector
- the EDU-VET Online-Showroom with insights into metal companies, best practice information and ideas
- the EDU-VET Book on innovative teaching and learning in the metal sector
- the EDU-VET Research report
- the EDU-VET Dissemination materials (posters, leaflets, brochure, cards, pens, flyer)
- the EDU-VET Website with Blog
- the EDU-VET Guideline for VET educators and teachers
- the EDU-VET Videos (integrated in the website and the online show-room)
- the EDU-VET OER strategy
- the EDU-VET Digitisation concept for VET
- the EDU-VET Publications, newsletter and press articles
- the EDU-VET Research
- the EDU-VET Evaluation report

The next **Transnational Meetings** will take place:

- M1 Paderborn, Germany – November 2019
- M2 Lancaster, UK – April 2020
- M3 Someso, Spain – September/ October 2020
- M4 Doetinchem, Netherlands – February/ March 2021
- M5 Bocholt, Germany – October 2021

In addition to that, Jana and Denise explain the contents of Multiplier Events. All partners (without Ingenious Knowledge) have to organize a Multiplier Event between April and October 2021. At least 25 persons have to attend the meeting. These participants should be from the fields of teacher education, VET-Schools and metal industry. It is very important that all partners prepare participation lists. Additionally, pictures can be used as proof. The six content parts are:

- Part A: Insight into the current situation of eLearning and digitalisation
- Part B: Insights into authentic approaches in VET using the EDU-VET online-showroom
- Part C: Chances and challenges for VET with regard to the EDU-VET curriculum and the EDU-VET modules and courses
- Part D: Results of the EDU-VET research
- Part E: Didactical and pedagogical hints and insights into the EDU-VET Book

Next, Jana and Denise give an overview on the six Intellectual Outputs. Afterwards they give a closer look into the IOs, so that all partner can discuss about the contents of it.

IO1: Summary Research Report on the use of eLearning in metal industry (Leading organization: UPB)

Desk-based research will be conducted by all partners and field-based research will be conducted, too. UPB will provide a research framework via mail. All partners have to conduct a research in each partner country with following aspects:

Some of the areas to be addressed are as follows:

(1) What are the key skill areas that need to be addressed in the VET curriculum for the metal industry;

(2) What are the key skill levels that are appropriate for local target groups;

(3) What existing resources could be used or re-designed for use in the courses and the curriculum to avoid duplication;

(4) What are the most appropriate media formats for learning content for target groups in each partner country;

(5) What type of assessment framework would be most appropriate to facilitate the measurement of attainment;

(6) What types of pedagogic supports are needed to facilitate VET teachers and tutors into the new proposed blended learning environment;

(7) What are the most appropriate technology platforms to be developed as e-learning environments.

IO2: Technical Education Curriculum for metal industry (Leading organization: Berufskolleg Bocholt-West)

The development of the Curriculum will be the basis for online courses and learning modules on the learning platform. The core ideas are following:

(1.) Drilling/Reaming/Counterboring/Threadcutting (Bohren/Reiben/Senken/Gewinden)

DRCT-Part _1: small diameters/low bore depth (flat) bores of different types: blind/through bores, fitting bores, tapered bores (steps a-f)
DRCT-Part_2: medium diameters/medium depts bores of different types: blind/through bores, threaded bores, counterbores (steps a-f)

(2.) Turning (Drehen)

TURN-Part_1: Simple external contour (steps a-f)
TURN-Part_2: Medium complex external contour with groove and thread (steps a-f)
TURN-Part_3: Simple internal contour (steps a-f)
TURN-Part_4: Medium complex internal contour with groove and thread (steps a-f)
TURN-Part_5: Medium complex external- and internal contour with grooves and/or threads (steps a-f)

(3.) Milling (Fräsen)

MILL-Part_1: simple external contour (2 1/2D) (steps a-f)

MILL-Part_2: medium complex external contour (2 1/2D) (steps a-f)

MILL-Part_3: simple external contour and one or more pockets (rectangular and/or circular pockets with and/or without pin) (2 1/2D) (steps a-f)

MILL-Part_4: medium complex external contour and one or more slots (linear and/or arced slots) (2 1/2D) (steps a-f)

MILL-Part_5: medium complex part (3D) (steps a-f)

For all the different work piece types and all three different manufacturing methods (DRCT, Turning, Milling) the manufacturing process comprises the following 6 steps (a-f):

Step a: Manufacturing planning (defining the machine(s), device(s), tool(s) and cutting technology
Step b: NC programming (including simulation)
Step c: Preparing the machine (including testing of NC-programme on the machine „air cutting")
Step d: Manufacturing the work piece (doing the real thing)
Step e: Measuring and testing the manufactured work piece (dimensions, forms, surfaces)
Step f: Documenting and presenting the manufacturing process (steps a-f)

IO3: Online Courses for Technical education in metal industry (Ingenious Knowledge)

Core aim of this IO3 is the implementation of the online platform. It is a web-based platform and so the EDU-VET courses can be accessed from anywhere in the world. It also offers the possibility to create the courses in multiple languages and tests and tasks can be integrated easily. It also include interactive tasks, videos as well as audios, photos, images and illustrations, quizzes and assignments. IK provides the database and the programming behind the courses and the integration of the learning platform in the EDU-VET Website as well as the graphic design and the database and server management behind the courses and the system.

IO4: Handbook and Guidelines for teachers (SBVEOG)

Within IO4 the EDU-VET handbook and the guidelines should be created. Following there is the proposed structure:

- an overview on the current situation

- an overview on the EDU-VET approach

- the chances and challenges of online courses and blended learning approaches vor VET

- definitions of digitisation and Industry 4.0 within metal industry

- the EDU-VET curriculum and the use of new media in metal VET

- Research Results of the EDU-VET Research
- Challenges and Chances
- Insights into best practice pedagogical materials and the showcases
- Future developments in the field and insights into courses and modules and needs for further work and accreditation issues.

IO5: Showcases of best practice in eLearning at VET Schools (CIFP)

Development of online showroom for best practice showcases of enterprises in the metal industry, their processes and products. At least 6 profiles per country should be presented.

The main objectives of this online showroom are:

(1) to present role models for metal enterprises and enterprise owners to inspire learning and teaching processes and to provide realistic information for teaching processes;

(2) to provide instant access to a library of information resources identified by partners during the research process that might be useful to teachers;

(3) to provide a range of on-line environments and forums where teachers and VET professionals can exchange ideas and practices with their peers in partner countries, and collaborate.

IO6: EDU-VET - Policy Paper with recommendations to policy makers (LMC)

The proposed policy paper will consider **5 key issues:**

- the importance of the use of new media approaches and eLearning activities in the field of VET for the metal if education provision is to achieve the penetration levels necessary to achieve the EU 2020 goals
- the need to focus on new emerging opportunities of learning with innovative approaches
- the need of a solid and attuned common curricular approach
- the importance of future accreditation, certification and the fit to EC-VET standards
- the importance of bringing the worlds of VET and work closer together by designing curriculum resources that are relevant to the market place

The policy paper based on the responses to a policy questionnaire all partner will develop. It will be printed in all partner languages and also available for download from the project website and on the projects social media accounts.

Topic 4: First Insights into the EDU-VET learning unit system and EDU-VET online courses

Topic 4 focuses first insights into the EDU-VET learning unit system and EDU-VET online courses presented by Andree. Andree shows all participants MOODLE and illustrates some examples for possible learning units. In addition, Andree presents some possible task types, e.g. quizzes or multiple choice. Moreover, Andree shows learning videos created by himself.
Afterwards, the group discuss about contents for the learning units. The main results are:
- Basis (theoretical and practical) of machinery
- Reading drawings

- Bill of materials (BOM)
- Basics of technical terms

Thursday, 07th of November 2019

Topic 5: Administrative and financial information

Rasmus presents the administrative and financial information. Firstly, he explains the scheme of the money-transfer, which is illustrated in the graphic below:
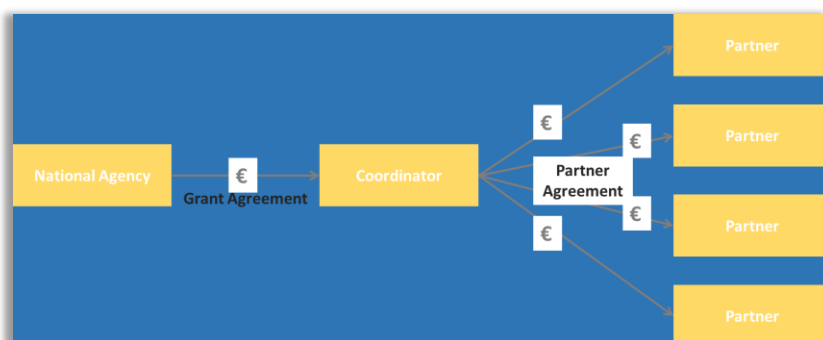
With regard to the cost types, Rasmus defines following:

Unit Costs:

1) Intellectual Outputs

2) Project Management and Implementation

3) Transnational Project Meetings

4) Multiplier Events

5) Learning, Teaching and Training Activities

The unit costs 1) to 4) are relevant for all partners within the EDU-VET project. Unit cost 5) is not relevant for this project.

Unit costs:

- occur within the period of eligibility
- are necessary to realise and implement the project
- have to be reported → Financial documentation
- Could be identified and verified by financial documentation

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1) Intellectual Outputs Costs:

Intellectual Outputs...

- will be developed by staff members in specific staff categories

- produces staff costs that could be characterised by 4 different staff categories:

    1. *Manager*

    2. ***Teacher/Trainer/Researcher***

    3. ***Technician***

    4. *Administrative staff*

are calculated on unit costs per day.

Documentation of staff costs

1. **Timesheets (→ You provide evidence about the working days with your timesheets! For that, please use the PROM-TOOL (see below)).**

2. Payslips

3. Staff employment contracts

Additional documentation (in your own project folder)

1. Invoices (for example: boarding passes, accommodation invoice etc.)

2. Proof of payment

3. Receipts for costs incurred (for example: printing costs for dissemination material, hosting partner meeting etc.)

4.

2) Project Management and Implementation Costs:

- Coordinator: €500 per month
- Partners: €250 per month

Could be used for...

- general project management tasks / coordination

- communication / planning / calculation purposes

- project and Intellectual Output implementation purposes

- dissemination and evaluation

Could be identified and verified through...

- produced dissemination material / products

- explanation and description in the progress and the final report

→ **Development of a dissemination list**

3) Transnational Meeting Costs

Transnational Project Meetings costs…

- are calculated on a unit cost basis according to the **distance** of travel per meeting

  ➢ Online distance calculator
    http://ec.europa.eu/ programmes/erasmus-plus/resources_en#tab-1-4

- are based on the place of **origin** and the place of the meeting **venue**

- needs to have a **direct link to project meetings**

Transnational Project Meetings costs…

575,00 € per person   distance   100-1999km

760,00 € per person   distance   >= 2000km

Please make sure that you have the correct number of participants.

Documentation

1. **Certificate/declaration of attendance**

The hosting institution has to provide the participants with a certificate/declaration of attendance signed by the hosting organisation

→ *Template will be available on the project website*

→ *Please provide us with a scanned version*

2. **Travel cost invoices (in your own folder)**

   - Flight invoices, boarding passes

   - Accommodation invoices

   - Taxi, train, car hire and/or bus receipts

   - Mileage costs at a maximum rate of 0.22 cent per km

4) Multiplier Events (see Topic 3)

Furthermore, there are Actual Costs (Exceptional Costs, e.g. printing costs). These costs are only relevant for IK.

Regarding the financial reporting, please:

- ➧ provide all financial and supporting documents every 4 months (first year) and every 3 months (second year).

- ➧ use the PROM-TOOL to create your financial documentation.

- *stick on the working days per Intellectual Output and staff category.*

- create one timesheet per month.

- ensure that you only report one staff category per month.

- don`t report Saturdays, Sundays, holidays and sick days.

- sign timesheets for every month.

- send all documents of a reporting period in one package via e-mail and the originals via post.

The PROM-Tool

Marc and Rasmus will send the login data via mail to all project partners. Please make sure that you create timesheets per month. You find the login area under following link http://eduproject.eu/prom/login.php.

Please have a closer look into the presentation D-EDU-VET Administrations on our project website. Here you can find detailed insights and further explanation by screenshots regarding the PROM-Tool.

Topic 6: Dissemination

Jana and Denise also explain what dissemination activities are and why they are so important. Additionally they show all partners the dissemination table, which the partners have to fill out. This dissemination table is also provide on the website and will send via mail to the project team.

It is very important that dissemination will take place on local, national and transnational level. The partners can disseminate via following channels: Social media, local newspapers, write articles, radio, TV, local press, online activities, face-to-face activities etc.

Following dissemination activities are included:

- Facebook page (→ Denise has already established it, she will provide further information via mail)
- EDU-VET website (→ Marc has already established it)
- An On-line Showroom that presents showcases of metal enterprises

- An online newsletter will be distributed in months 6, 12, 18 and 24. It is expected that the newsletter will achieve a distribution level of at least >2,000 recipients during the project life-cycle
- Printed project information leaflets and invitations; posters and flyers
- A short video-documentary tracing the development of the project will be produced. The video will clearly articulate the need for the new resources developed and the benefits to be derived for individuals, businesses and communities from a growth in green entrepreneurship. It will be uploaded to all the web and social media platforms developed.
- Publication in press, newspapers, journals and scientific texts
- Dissemination materials: The EDU-VET consortium plans to create information materials such as brochures, leaflets and flyers which can be distributed to the stakeholders. As the management budget is tight we will focus primarily on carrying out the dissemination digitally to avoid printing costs.
- Newsletters: The first newsletter will be about the EDU-VET idea in general, and the tools which are basis for the work, so that we can get in contact with interested persons.
The second and third newsletter will give insights into the research and conceptual work as well as on the Curriculum. At best, we can give insights into the Courses here as well. The fourth and last newsletter will be more extensive and aims to provide impressions about the Courses and the testing results itself and to convince VET teachers and VET provides with our eLearning approach and provide a guide to our work.

Topic 7: Project Evaluation

Topic 5 concentrates on the project evaluation. The qualitative and quantitative indicators are following:

<u>Qualitative Indicators</u>

(1) The research framework will present guidelines for all partners. It will provide a template for presentation of results. It will outline the bibliographical style to be used to annotate partner research reports. Purpose: To ensure that the content and structure of the research reports are accurate and consistent and to ensure that the intellectual property rights of others are not infringed.

(2) The eLearning concept for courses and modules. Purpose: To ensure that the course structure is useful for teaching purposes to and that the project outputs are robust.

(3) The research report. Purpose: To ensure adequate information about the metal industry and the teaching requirements as well as on digitisation, online learning and blended learning approaches. It is crucial create awareness about these aspects in VET.

(4) Time Management: It is important that people do the required time commitment; to ensure that communication is appropriate to the members' preferences.

(5) The partners create an EDU-VET handbook as a real book to create broad awareness of the topic in higher education. Here a strong literature research and a gathering of data has to take place. Purpose: To ensure that the information and best practices produced are of an appropriate standard, to create awareness and provide the necessary information.

<u>Quantitative Indicators</u>

(1) Number of schools addressed - 6 per partner country
(2) Number of involved lectures in higher education - 4 at UPB
(3) Number of involved VET teachers - a least 6 per partner country
(4) Number of learners - at least 100 per partner country
(5) Number of participants at the multiplier events - 25 per country
(6) Number of users on the website - 500
(6) Number of publications - at least 5 per partner country
(7) Number of printed /published EDU-VET books - at least 300
(8) Number of on-line newsletters produced during the project life-cycle - 4
(9) Distribution of research report - 250 recipients
(10) Distribution of policy paper - 300 recipients
(11) Posters - at least 2 per country
(12) Flyer - at least 2 per country

Furthermore, the project combines formative and summative evaluations by the Michael Scrivens approach and they are based on an evaluation framework provided by the evaluation expert UPB. With regard to the Stufflebeam´s CIPP model we refer to Context, Input, Process und Product evaluation. Evaluation instruments in EDU-VET are questionnaires in different partner languages, interviews and feedback groups as well as additional material evaluation. Internal evaluation includes the current status of the project. Partners have to provide information about delays immediately via an internal feedback channel. The summative evaluation deals with the general evaluation of the project.

At the end of the meeting, there is a short evaluation of the first EDU-VET Meeting, which give an overview of the feedback. Evaluated aspects are the meeting content, the meeting design, the meeting facilitator/ coordination and the meeting results. Detailed results can be seen in the evaluation report, which is provide on the website.

Topic 8: Next To Do´s

- The **2nd meeting will take place 28th to 30th of April 2020 in Lancaster** (Victoria and Paloma will provide more information)
- All partners begin with dissemination activities
- All partners (without IK) create Local Working Groups (LWG) with 5 to 6 persons. The first LWG Meeting can start immediately (Please think about participant list and some pictures).
- UPB will provide Research Framework, BUT you can start first research activities immediately. Please follow the questions from IO1 (see above).
- Please also start with content development for learning units (IO2)
- After research activities, UPB will organize a skype meeting before we will meet in Lancaster in April 2020. UPB will also provide a date for it.
- All partners have to send all partner presentation to Denise or Jana, so they can upload them on the website

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Topic 9: Some impressions