



EDU-VET

E-Learning, Digitisation and Units for Learning at VET schools –
Creating online Learning Environments in Technical Education for
European metal industry

IO4: Handbook structure

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



IO4: Handbook structure – First version

This document provides the first version of the EDU-VET handbook structure.

Introduction (*Marc*)

Part A – Digitisation and new media in the VET sector in Europe with reference to the metal industry – A first glance

1. Digitisation – A first approach to similarities and differences to digitalisation and digital transformation in the VET sector (*UPB*)

2. New media and E-Learning at VET schools – First insights into ideas and new possibilities (*UPB*)

3. Importance of digitisation and new media approaches at VET schools in the metal industry (*SBEOG*)

Part B – The EDU-VET project

4. EDU-VET – Core ideas, aims and structure (*UPB*)

4.1 The EDU-VET partners

4.2 Main objectives and core aspects of EDU-VET

4.3 Developments of EDU-VET

4.4 The EDU-VET results

5. The EDU-VET blended learning approach

5.1 Definition of blended learning

5.2 Chances of blended learning in VET education

5.3 Challenges of blended learning in VET education

6. Insights into the results of the EDU-VET Summary Research Report (*UPB*)

6.1 Results of the literature review applied in partner countries



6.2 Results of field-based research applied in partner countries

7. The EDU-VET Curriculum VET curriculum and the use of new media in metal VET (UPB / BKBW)

7.1 Basic approaches of the EDU-VET Curriculum

7.2 Didactic und curricular conception of the modules and the Learning Outcome Matrices

7.3 Developing interactive learning materials for online courses – insights into H5P content

8. The EDU-VET learning platform (IK)

Part C – Teaching and Learning Materials

9. The EDU-VET learning modules

9.1 Module 1: Entry Drilling

9.1.1 Insight into content and structure of Module 1

9.1.2 Online materials

9.1.3 Classroom materials

9.2 Module 2: Entry Turning

9.2.1 Insight into content and structure of Module 2

9.2.2 Online materials

9.2.3 Classroom materials

9.3 Module 3: Entry Milling

9.3.1 Insight into content and structure of Module 3

9.3.2 Online materials

9.3.3 Classroom materials

9.4 Module 4: Advanced Drilling / Turning

9.4.1 Insight into content and structure of Module 4

9.4.2 Online materials

9.4.3 Classroom materials



- 9.5 Module 5: Advanced Drilling / Milling
 - 9.5.1 Insight into content and structure of Module 5
 - 9.5.2 Online materials
 - 9.5.3 Classroom materials
- 9.6 Module 6: Advanced Turning / Drilling
 - 9.6.1 Insight into content and structure of Module 6
 - 9.6.2 Online materials
 - 9.6.3 Classroom materials
- 9.7 Module 7: Experienced Drilling / Turning / Milling 1
 - 9.7.1 Insight into content and structure of Module 7
 - 9.7.2 Online materials
 - 9.7.3 Classroom materials
- 9.8 Module 8: Experienced Drilling / Turning / Milling 2
 - 9.8.1 Insight into content and structure of Module 8
 - 9.8.2 Online materials
 - 9.8.3 Classroom materials
- 9.9 Module 9: Experienced Drilling / Turning / Milling 3
 - 9.9.1 Insight into content and structure of Module 9
 - 9.9.2 Online materials
 - 9.9.3 Classroom materials

Part D – Practical relevance of EDU-VET results

- 10. Insights into the guideline concept for teachers (UPB/ SBEOG)**
- 11. Insights into best practice showcases (UPB / CIFP)**
 - 11.1 The EDU-VET Online Showroom
 - 11.2 Best practice showcases – some examples



Part E – The future of blended learning in the VET sector

12. A general view on future of blended learning in the VET education

13. Future developments in the field

13.1 Insights into courses and modules

13.2 Needs for further work and accreditation issues