

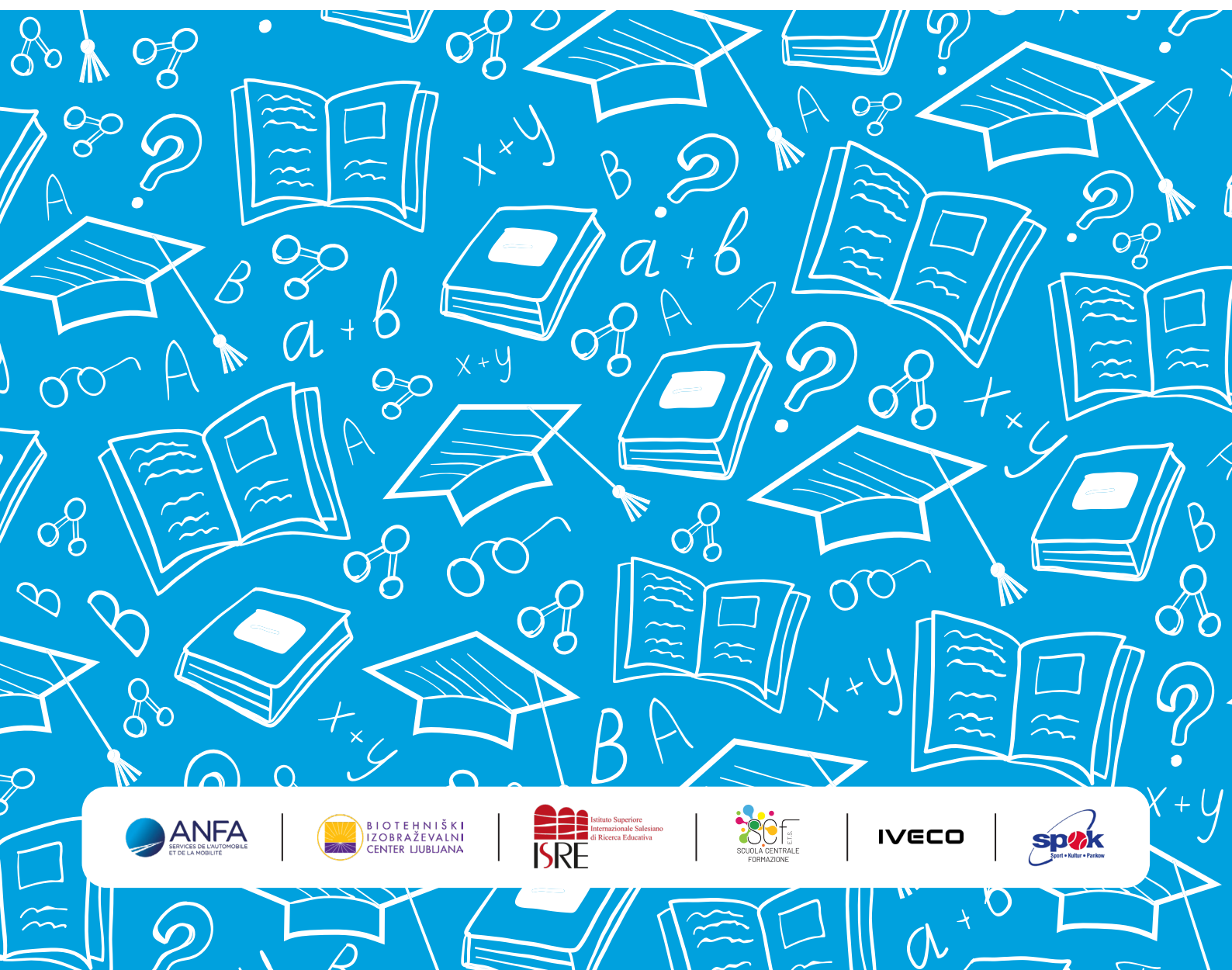


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Repertoire of teaching practices about “Learn to learn” competence for different target groups of learners

ERASMUS+ PROGRAMME - KA2 COOPERATION PARTNERSHIP PROJECT
n°2023-1-IT01-KA220-VET-000156675 - Learn to Learn competence
for IVET trainers/teachers



IVECO



Authors

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1. Introduction

This report presents the final outcomes of work package Nr. 4, which is part of a broader initiative aimed at enhancing VET teachers' and trainers' professional competences, particularly focusing on the "learning to learn" competence within our project *Learn to Learn competence for IVET trainers/teachers*. Work package Nr. 4 was specifically designed to support reflective practice among trainers and teachers through the design, implementation, and evaluation of innovative teaching practices. The work package also integrated and fostered professional communities of practice as the content is delivered online. The activities targeted three different target groups:

- school based students of automotive sector (2 sessions developed by partner SCF)
- school based students of gastronomy sector (2 sessions developed by partner BIC)
- students within the dual system with and without special needs (2 sessions developed by partner ANFA for the automotive sector; 2 sessions developed by partner SPOK for the gastronomy sector)

The aims were to develop, implement and correct a total of eight teaching sessions, showing the enhanced "learning to learn" competence in the group of teachers and trainers. An evaluation was made for teachers and learners for all three target groups in their professional sectors.

2. Objectives of WP4

The primary objectives of WP4 included:

- Promoting and reinforcing teachers' and trainers' "learning to learn" competence;
- Developing a Repertoire of teaching/learning practices with at least two practices from each partner;
- Implementing these practices with diverse learner target groups
- Introducing VET professionals to Learning Analytics tools; This activity was made possible by developing a learning module (developed by experts from partner CFA) which is presented on our project online learning platform: see Annex 4)
- Creating professional communities of practice to facilitate continuous learning and reflection.

3. Learning Analytics – an introduction to teachers and trainers

In this work package it was planned to introduce our VET-trainers and -teachers to the use of new tools, closely linked to the promotion of the learning to learn competence. In the lifespan of this work package we decided to focus on *Learning Analytics* (See annex 4) as a typical modern metacognitive support tool in VET. Approx. 60 teachers and trainers learned this online module through our learning website

Learners' feedback is a crucial tool in education, fostering a two-way exchange between teachers and students. It helps teachers clarify goals, correct mistakes, and improve teaching methods while allowing students to influence lesson structure and content. Feedback can be formal (surveys, discussions) or informal (verbal comments, casual conversations), making learning more student-centered and responsive. In online settings, feedback is harder to gather directly, making data-based approaches like learning analytics increasingly important.

Learning analytics involves collecting and analyzing educational data to improve learning processes. It enables personalized feedback, tracks student performance, and helps optimize teaching strategies. Learning analytics operates through four phases: data generation, processing, using results for interventions, and measuring student impact. There are also four types of analysis: descriptive (past trends), diagnostic (causes), predictive (future performance), and prescriptive (recommendations).

Although learning analytics enhances decision-making and supports early interventions, it also presents risks, like reinforcing biases or neglecting non-quantifiable skills. Teachers must balance data use with broader educational goals, ensuring equitable and holistic student development. This was an important aim of our learning module.

4. Methodology

WP4 employed an action-research approach, where teachers and trainers were engaged in the co-design, testing, and evaluation of problem based teaching practices. Their newly acquired knowledge, as a result from their participation of the developed material in workpackage Nr. 3 “Design and implementation of a programme for teachers/VET trainers’ professional development” was used during the designing and implementation process. The result was inserted into a newly developed „teaching session sheet“ (See annex 1.).

The methodology included the following phases:

- **Design phase:** Development of teaching/learning activities by each partner.
- **Implementation phase:** Delivery of eight teaching sessions per partner with approx. 120 trainees and 8 teachers per partner.
- **Evaluation phase:** Collection of satisfaction data from learners and teachers and compilation of an evaluation report
- **Reflection phase:** Analysis of results, encouraging reflective teaching practices.

5. Results

5.1 Repertoire of Teaching Practices

All four project partners who were actively participating in this work package developed and contributed with at least two teaching/learning activities, resulting in a comprehensive „Repertoire of practices“. These practices were designed to foster the “learning to learn” competence and included strategies tailored for the automotive and gastronomy sectors. The Repertoire ensures diversity, transferrability and adaptability, addressing the needs of different learning groups regardless of country. (See annex 1.)

5.2 Development and Implementation.

The newly developed problem based themes and content were based on previous results in work package Nr. 3:

- One collaborates with other professionals, to imagine creative solutions to increase the training capacity of VET Centers (based on Learning module L2.3.2)
- understanding key content, applying key concepts, ability to simplify technical language, developing time-efficient communication strategies (based on Learning modules L1.2.5 and L1.3.1)

- Listening and communication with colleagues (based on Learning module L.1.2. and L.1.3.)
- Reflecting on other people's feedback as well as on successful and unsuccessful experiences to continue developing one's potential (based on Learning module L1.3)
- Listening and communication with colleagues (based on Learning modules L.1.2 and L.1.3)
- Awareness of one's own learning interests, processes and preferred strategies, including learning needs and required support (based on Learning module L.3.1)
- Reflecting on and assessing purposes, processes and outcomes of learning and knowledge construction, establishing relationships across domains (based on Learning module L.3.3)

Each partner successfully implemented eight teaching sessions involving a total number of 120 trainees and 8 teachers/trainers. The sessions covered practical and theoretical elements, promoting engagement through interactive and learner-centered methodologies. After implementation, students and teachers/trainers filled out an evaluation form (see annexes 2 and 3) focussing on the following criteria:

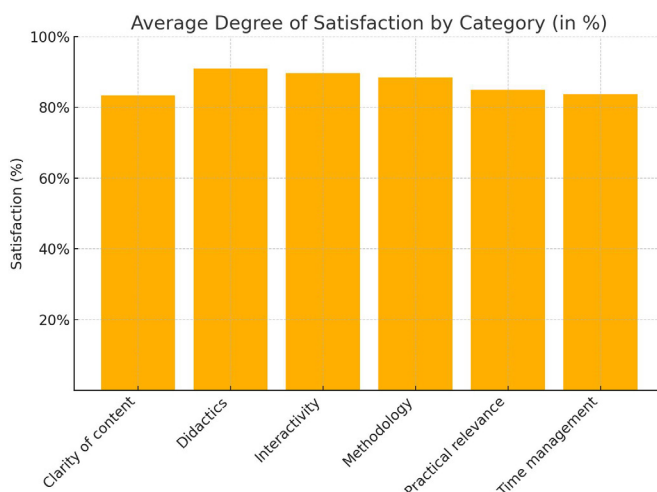
- Methodology (How were the contents delivered?)
- Didactics (Were structure and organization during the session well prepared by the trainer?)
- Time management (Was the time used for the session well planned?)
- Interactivity (Were the learners involved in the session?)
- Clarity of content (Were my tasks during the session clear and understandable?)
- Practical relevance (Is this session useful for me in the future?)

5.3 Evaluation Reports

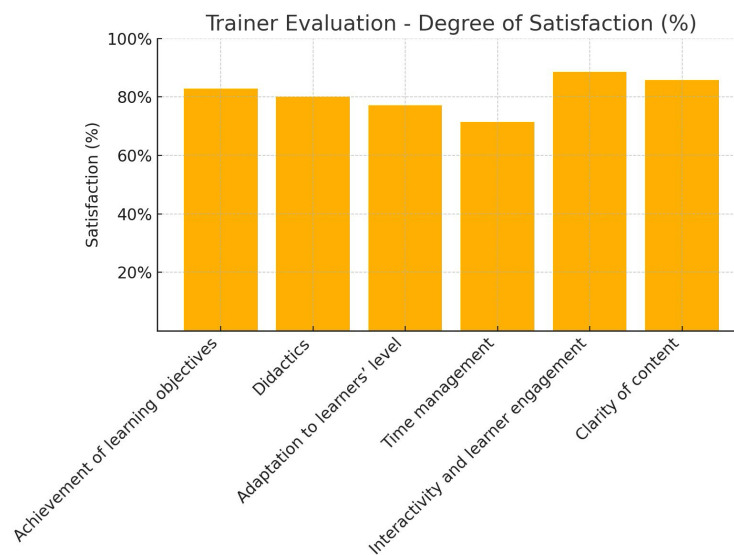
All four evaluation reports were submitted at the end of the testing phase. The evaluations demonstrated that the aimed quality of the content and implementation was fully met:

- Well over 80% of learners expressed a positive satisfaction (rating $\geq 4+$ on a five-point scale).
- More than 80% of teachers/trainers expressed a high level of satisfaction (rating $\geq 4+$ on a five-point scale);

Trainees/students result (N = 120):



Teachers/trainers result (N = 8):



6. Qualitative Outcomes

The qualitative results were a very interesting addition during the testing and highlighted several significant effects. Some of the qualitative feedback from the /students/trainees group show this:

- It was useful and nice to get away from the usual school subjects
- These are current topics
- I really liked this communication course; it taught me how to exchange a dialogue in English with a colleague
- the communication other the class
- I like particularly in this training the conflict in the communication and the improvisation
- What I particularly liked in this course is the autonomy given by the teacher,
- It was really interesting,
- I liked the theme (communication with colleagues) and the fact that the work was done in pairs
- Everything had good relevance, communication was good,
- the summarize at the end was important
- to have a theme for menüs conflict was great
- used methods were good
- etc.

The result of the teachers and trainers documentation of their qualitative feedback during evaluation:

- This session came at just the right time, as it aligned perfectly with our work on job-hunting strategies.

Since most students were unfamiliar with the concept of networking, it gave us valuable insight into their expectations and allowed us to adapt our approach accordingly. I revised the original questionnaire to make it more relevant, and I believe extending the session to six hours instead of four would allow for a more in-depth exploration of the various activities. While the video provided useful content, its length and promotional segments made it less suitable for classroom use, and a more concise version would be more effective.

- They were enthusiastic and very involved. They are mature so they feel these issues very much. Age target in my opinion was correct.
- The collaboration and interaction among the students went especially well. The participants were actively engaged, asked relevant questions, and worked well together during practical tasks. This created a positive learning environment and encouraged teamwork and knowledge sharing.
- Ultimately, this experience reinforced a key message: Learning to Learn (L2L) has shown us that learning never truly ends — and that it is the human connections we build through shared experiences and meaningful interactions that give real purpose to our journey, especially in the professional world.
- Before the project, I have never really considered the question of how I learn and how my apprentices learn. Thanks to the various modules of the project, I have become more aware of the differences and the similarities between us. L2L has been a wonderful chance to understand better the act of learning and to adapt my practices.
- One of my favourite classes was the debate about cognitive biases. It was fascinating to see how our perspectives change according to the cognitive biases we create. How many times haven't I preserved the positive first impression I had had of an apprentice, even if he/she has changed behaviour in time, because of the halo effect?
- It was interesting with such concentrated students, the students have worked efficient with the tasks

Potential improvement during testing documented by the teachers/trainers:

- To give even more responsibility for stronger students
- I could have given more hours to the activity and also created workshops where they were the ones preparing activities, perhaps for the absentees
- Sometimes I should use easier language
- One area that could be improved is my overall preparation for the session. Having clearer instructions, better-structured materials, and a more detailed plan would help ensure that all topics are covered smoothly and that time is managed more effectively.
- The instructions from me could be a bit more detailed, better structured material
- I will structure the moments better: the times of shared reflection were too short.
- There was some misunderstanding about the time frame of different activities, that could/should be better communicated.
- For future sessions, I will develop more supporting materials and resources for the students, such as detailed handouts, step-by-step guides, and practical examples. I will also invest more time in planning and organizing the content to make the training sessions more engaging and effective.

7. Impact Analysis

These testimonies show us, that the developed sessions in work package Nr. 4 were a good addition to the project and that our aims for this work package were met:

- Increased self-awareness among teachers regarding their teaching practices;
- Enhanced ability of trainers to adapt knowledge and skills across various learning contexts;
- Learners developed greater awareness of their learning processes and self-regulation skills;
- Active professional communities of practice contributed to sustained peer learning and exchange of innovative methods.

These activities had thus a measurable and positive impact on both staff and learners:

- Teachers and trainers reported feeling more confident in applying reflective practices to their teaching;
- Learners demonstrated increased engagement, motivation, and the ability to direct their own learning;
- The project strengthened thus the adaptability and resilience of VET staff in both the automotive and food sectors.

8. Compliance with Indicators

All predefined indicators of work package Nr. 4 have been fully achieved:

- Repertoire of practices (R4.1) with at least two activities per partner;
- Four evaluation reports (R4.2) submitted on time;
- Inclusion of at least three target learner groups;
- Positive satisfaction levels (80%) among teachers and learners;
- Enhanced competence in reflective teaching and learning analytics
- Activated professional communities of practice
- Introducing VET professionals to Learning Analytics tools

WP4 successfully fulfilled its objectives, delivering quality outputs that have directly contributed to the professional growth of VET teachers and trainers and in addition the learners. The integration of action-research methodology, practical teaching innovations created a rich, reflective learning environment for both educators and learners. The results confirm improved teaching practices, higher learner engagement, and a stronger sense of self-directed learning.

