Best practices in using digital tools and social media in WBL

	Omnia	Bridgwater & Taunton College	Mffhs	TFHS	Ikaslan
Target group / Background	• Quality combination of learning and working • **Learner gains the right skills and competences** required by the working life • **The working place gains the needed skills and competence** • Joint development of VET and working life • The aim is to have high quality VET and professionals	**Making learners aware** of **the intricate links of using IT/social networking/computer skills for all subjects**, including those that are practical based. For example, a Plumber may not see the benefit of using a computer but they may need to use a spreadsheet to track materials or Facebook to advertise/communicate with clients.	We tried to **implement the use of digital tools by arranging for our teachers.** The aim was to develop strategies to best suit our learners. We tested and analysed the using of digital tools in our general courses and evaluated the results of these tests.	We prepared 2 special **new curriculums** for continuing education courses **for adult educators and kindergarten teachers**	We are collaborating in the methodological change in teaching known as ETHAZI. Use of new learning methods based on tasks (WBL).
What we did?	• Developing e-learning and digital knowhow in Practical Nurse education (Children's and Youth Care and Education) together with Espoo and Kirkkonummi • Developing digital knowhow together with the Childrens' Hospital's unit for play and youth work • Supporting and developing the digital knowhow of teachers in the Social and Health Care unit of Omnia	Digital bespoke e-portfolio tool and Virtual Learning Environments: • OneFile, • Blackboard, • Collaborate Ultra, • PowToon LinkedIn – Individual professional profiles Video CV	Social media tools with target group: • Facebook groups • Facebook page • Blogging Digital tool with target group: • Edmodo • Kahoot • Google forms	Courses: 1.Digital Resources in Adult Educators work (20 study hours) 2.Digital Resources in Preschool Teachers' Work (16 study hours)	• Increase of teachers and students' digital skills through training courses in **Trello** that can be used on projects and challenges. • We have developed a new teaching unit in Vocational Training and Guidance subject to introduce the use of the social network **LinkedIn** for professional purposes. Achievement of the learning outcome: Selects job opportunities, identifying the different possibilities of insertion and alternative learning throughout life.

					• **Kahoot** has been used in classes to encourage learning through the gamification. • Use of LinkedIn as a corporate social network, therefore we want to facilitate the passage of the student to the world of work. • Creation of a **blog** aimed at teachers and students to collect all the experiences of our projects.
Our discoveries	• Using social media and digital tools in the workplace **benefits both the learner and the workplace** as well as its **customers** • Social media applications or digital tools can **be used in the workplac**e or the workplace uses the **same tool or application as the learner** • It **is easier to follow the learner's learning process** together when all parties use the same tool or app ▪ The cooperation between school and workplace tightens • **New opportunities for learners to enter working life**	• **More of a 'hands-on'** approach as it gets everybody involved and enables all learners to make progress. This **improves the confidence of learners and makes people feel included**. However, **the lack of digital skills** can be a barrier. • **Get instant results and can track the progress of each learner easily**. Shows data/statistics very quickly and with little effort. • **Often simplistic and efficient tools and outputs are more suitable and usable**, they must also be fit for purpose.	We found that using Social media and digital tools have a **substantial impact on the motivation of adult learners to participate in the learning activities**. **Attitude** is depending on each of the participants. One positive effect using these tools is that **they are accessible after school time and through smartphones**, this gives learners an opportunity to learn anywhere and everywhere. The results of our tests confirm these discoveries. We explored even the use of digital tools to address learners with special needs and we feel that this field should be research more.	• **Students are insecure using ICT-tools** during their study and practice process, they are self-confident in social media mainly • **Personal protection limits documenting** (it's not allowed to take photos from children) • Using ICT-tools gives **a lot of opportunities for teachers** • **Kindergarten teachers were more interested and motivated than adult educators** • If we compare students, teachers and workplaces, **ICT- tools are less used at workplace**	• We have discovered that the mobile becomes ally of teachers when it is used as a tool for learning. As an example, we have tested the Kahoot and we have realised that the classes can be more entertaining. • We have noticed that LinkedIn has very good acceptance by students and speeds up the selection of candidates in the companies. They can also download the app on their mobiles. • YouTube can be used to perform video-presentations and video-curriculums that can be added to their LinkedIn profiles or to

					show their knowledge - do in their respective portfolios. • Trello has been tested to organize and develop projects. It has also had a good acceptance among teachers.
Where we want to go?	• **More networking together with the working life** to enhance mutual development • Students wish for **more hands-on** guidance in using the devices, e.g. iPads (the possibilities of the device, use of apps in customer work) • **More support and guidance for the teachers** • Robotics, augmented reality, virtual learning environments….	• Training/staff **development opportunities**- need to share Apps with staff to encourage them to use them and <u>show them the benefits.</u> • Some students and employers **need more guidance and training** to help them understand the technologies. • Technophobes reluctance **to engage** with new digital tools / social media.	We need to research more in these areas: • **Digital tools for learners with special needs** • Digital tools to **teachers with limited digital competence** • Digital tools for **learners with little educational background** • Digital tools that employers requiring **high level of confidentiality** • Establish a template for **using social media policy** to be used in our or similar institutes.	• **Using more** different ICT-tools and digital solutions by teachers and adult educators • **More support and guidance for the teachers** • **More cooperation** between teachers and workplaces • Continuous **updating knowledge** about different digital solutions	• We want to strengthen the bonds between students, companies and the school through the dual training, whose objective is to increase the competencies of the students thanks to the collaboration of the companies in the training of students. • Search for a suitable tool to share experiences among companies, students and schools.

Needing further exploration:

- Using digital tools with groups and individuals with special needs (preparatory education, students with special needs)
- Updating one's know-how, e.g. robotics, virtual learning, multiliteracy