



ILDE

Integrated Learning & Digicomp Evaluation



INTELLECTUAL OUTPUT 2

THE ILDE TOOLKIT



VALUTAZIONE DEGLI APPRENDIMENTI INTEGRATI CON LE COMPETENZE DIGITALI

Project Number 2020-1-IT01-KA202-008358
CUP C76D20000150006

PROJECT PARTNERS





ILDE

Integrated Learning & Digicomp Evaluation



Measure the impact of digital mediators in improving the learning outcomes of the language axis:
L1 and English as a foreign language



THE PROJECT AIM





**Secondary education and vocational training students
(16/17 year-old students – 11th year of education)**



TARGET STUDENTS





ILDE

Integrated Learning & Digicomp Evaluation



I01 consists of 5 Learning Units focused on competences + the same 5 Learning Units integrated with the use of digital technologies



INTELLECTUAL OUTPUT 1





ILDE

Integrated Learning & Digicomp Evaluation



The **ILDE TOOLKIT** is a 48-page document where it is possible to find resources (activities and practical tools) in order to help inspire and guide educators.

The target group of the Toolkit:

L1 teachers and English (L2) teachers.



INTELLECTUAL OUTPUT 2





ILDE

Integrated Learning & Digicomp Evaluation



The design and structure of the Toolkit cover the four (4) stages of the EQAVET quality cycle



THE STRUCTURE





ILDE

Integrated Learning & Digicomp Evaluation



In June 2009, the EU issued a Council and Parliament Recommendation committing Member States to a quality assurance system for vocational education and training.

EQAVET = **European Quality Assurance in Vocational Education and Training**

EQAVET

THE QUALITY CYCLE

of the European Quality Assurance Reference Framework for Vocational Education and Training

1. Purpose and Plan

Set up clear, legitimate and measurable goals and objectives in terms of policies, procedures, tasks and human resources.

2. Implementation

Establish procedures to ensure the achievement of goals and objectives in a development of partnership, involvement of stakeholders, allocation of resources, and organisational or operational procedures.



4. Review

Develop procedures in order to achieve the targeted outcomes and/or new objectives, after processing feedback, key stakeholder consult, discussion and analysis in order to develop procedures for change.

3. Assessment and Evaluation

Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment.

QUALITY INDICATORS

- | | | | |
|--|--|--|--|
| <p>1. Relevance of quality assurance systems for VET providers</p> <ul style="list-style-type: none"> • Existence of quality assurance systems (internal quality assurance systems) within VET providers • Existence of external VET providers <p>2. Involvement of teachers and learners</p> <ul style="list-style-type: none"> • Existence of teacher and learner involvement in quality assurance • Existence of learner involvement <p>3. Implementation of quality assurance systems</p> <ul style="list-style-type: none"> • Number of participants in VET programmes, according to the type of programme and individual centres | <p>4. Completion of VET programmes</p> <ul style="list-style-type: none"> • Number of persons having successfully completed/achieved VET programmes, according to the type of programme and individual centres <p>5. Recognition of VET programmes</p> <ul style="list-style-type: none"> • Existence of VET programmes in the area of competence and skills • Existence of VET programmes in the area of competence and skills • Existence of VET programmes in the area of competence and skills | <p>6. Utilization of opportunities in the workplace</p> <ul style="list-style-type: none"> • Existence of opportunities in the workplace for VET providers • Existence of opportunities in the workplace for VET providers • Existence of opportunities in the workplace for VET providers <p>7. Unemployment rate</p> <ul style="list-style-type: none"> • Existence of unemployment rate <p>8. Professional development of VET providers</p> <ul style="list-style-type: none"> • Existence of professional development of VET providers • Existence of professional development of VET providers • Existence of professional development of VET providers | <p>9. Mechanisms to identify training needs in the labour market</p> <ul style="list-style-type: none"> • Existence of mechanisms to identify training needs in the labour market • Existence of mechanisms to identify training needs in the labour market • Existence of mechanisms to identify training needs in the labour market <p>10. Research and innovation for VET</p> <ul style="list-style-type: none"> • Existence of research and innovation for VET • Existence of research and innovation for VET • Existence of research and innovation for VET |
|--|--|--|--|

THE QUALITY CYCLE



ILDE

Integrated Learning & Digicomp Evaluation



Indicators developed in the Planning and Implementation stages:

- **Learning Styles**
- **Motivation**
- **Problem Solving**
- **Self-assessment and peer-review**

INDICATORS



ILDE

Integrated Learning & Digicomp Evaluation



Cooperative and Collaborative learning

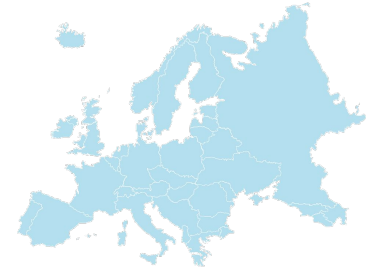
a handy and relevant tool in a world where being a “team player” is often a key part of business success

TEACHING APPROACHES



ILDE

Integrated Learning & Digicomp Evaluation



Problem Based Learning (PBL)

a student-centred approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives motivation and learning.

TEACHING APPROACHES



ILDE

Integrated Learning & Digicomp Evaluation



Evaluation of teaching and learning unit:
Self-evaluation
Student feedback
Colleagues teaching observations

EVALUATION



ILDE

Integrated Learning & Digicomp Evaluation



Information on the results of the evaluation should be made public at the review stage and the results of the evaluation process should be discussed with the stakeholders so as to prepare new action plans adapted to the results obtained and the problems encountered. Only in this way can continuous and systematic improvement be achieved.

REVIEW



ILDE

Integrated Learning & Digicomp Evaluation



The 5 Learning Units (digital and non-digital/digizero) have been applied to two groups of students (100 in each country) in all partner countries

Standardized ways to evaluate results both in digital and in digizero classes have been established by the partners

PILOTING



ILDE

Integrated Learning & Digicomp Evaluation



Next stage to I02 was the comparison of the students' outcome results in our piloting classes

The aim: check if the learning outcomes of the two subjects (L1 and L2) have been improved through the use of digital mediators and how

INTELLECTUAL OUTPUT 3