

## Understand IT

Project number: 2010-1-NO1-LEO05-01839

WP1

Deliverable 1.1 VITAE Facts Sheet



Education and Culture DG

Lifelong Learning Programme

# Executive Summary

## Main Products / Features of the VITAE Project

- VITAE Handbook
  - Introduction to the VITAE approach, teacher competence development, game based learning and Web 2.0 and community based Mentoring,
  - Experience report from a practical implementation of the VITAE approach
  - E-learning course development pattern template,
  - VITAE-e-portfolio,
  - Analysis tool to deal with resistance to change of learning culture in educational organisations
- Model course on ICT & Mentoring consisting of 8 modules (30 hours)
- Learning outcomes based on UNESCO teacher ICT competencies
- Learning Activity Checklist

## Project Scenario (a short story about a potential target group member using project results)

a) After reading the handbook a teacher plans to redesign her course to implement the VITAE approach using the model course as a source of inspiration. As part of this practice course tasks are redesigned according to the learning activity check list. Tasks, which make students aware of their personal learning environment and which turn students into mentors (e.g.. students with more Twitter knowledge mentor others to use in the course context etc.) are created newly as they were not part of here course before.

b) Vocational School XY discovers the VITAE-project results and ask a course director to develop a new train-the-trainer course based on the VITAE model course to be offered as part of the course portfolio of school XY.

c) A language school decides to create a personnel development programme to be able to cope with Web 2.0 in the future. The personnel development programme will be based on the VITAE approach (including the analysis of resistance to be expected among teachers before designing finally the programme)

## Lesson learned - for UnderstandIT

- using free software such as NING can create problems, when the provider is changing the service or starting to charge fees after a while
- the language barrier shall not to be underestimated for transnational exchange among learners but also teachers (as VITAE pilot courses were run in different languages no examples (student contributions) could be exchanged)
- without a critical mass and a "critical need/motivation" communities of practice are impossible to run
- comparability among pilot courses should be ensured (agreed beforehand) to allow mutual learning

# Project Description

## VITAE fact sheet



LEONARDO TRANSFER OF INNOVATION

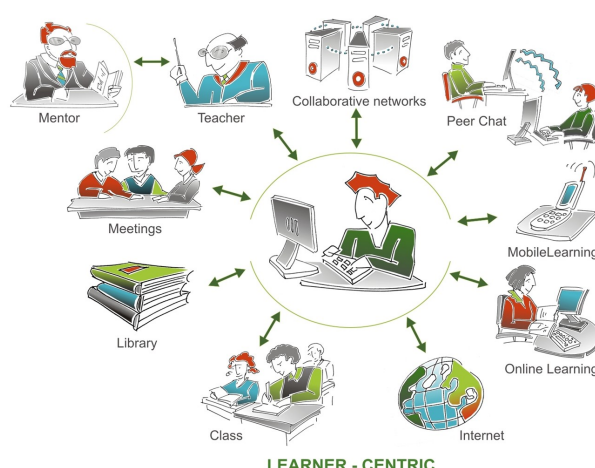
### The Problems

#### 1. Socrates was right

Research into learning supports more and more the idea that we learn most effectively through dialogue. Web 2.0 tools give us the opportunity to extend that dialogue manifold. See image.

#### 2. Many practising teachers are afraid to try out ICT

'It's much too complicated  
It takes too much time  
They don't know how to use it  
They think their students know more than they do  
They don't have the facilities  
They are afraid it will not work  
There is too much to learn.'  
(survey of teachers 2008)



#### 3. The world has changed

Much of everyday life takes place online, via SMS and so on eg banks, tax.

#### The VITAE Project

The problem

The solution

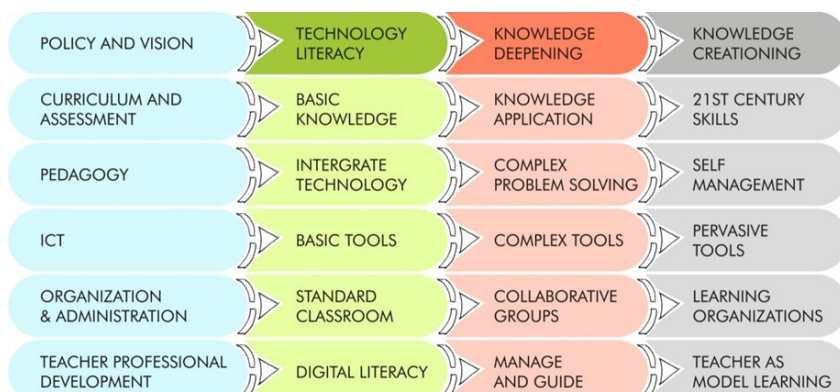
The tool

The future

### The Solution

#### International standards

The UNESCO teacher ICT competencies

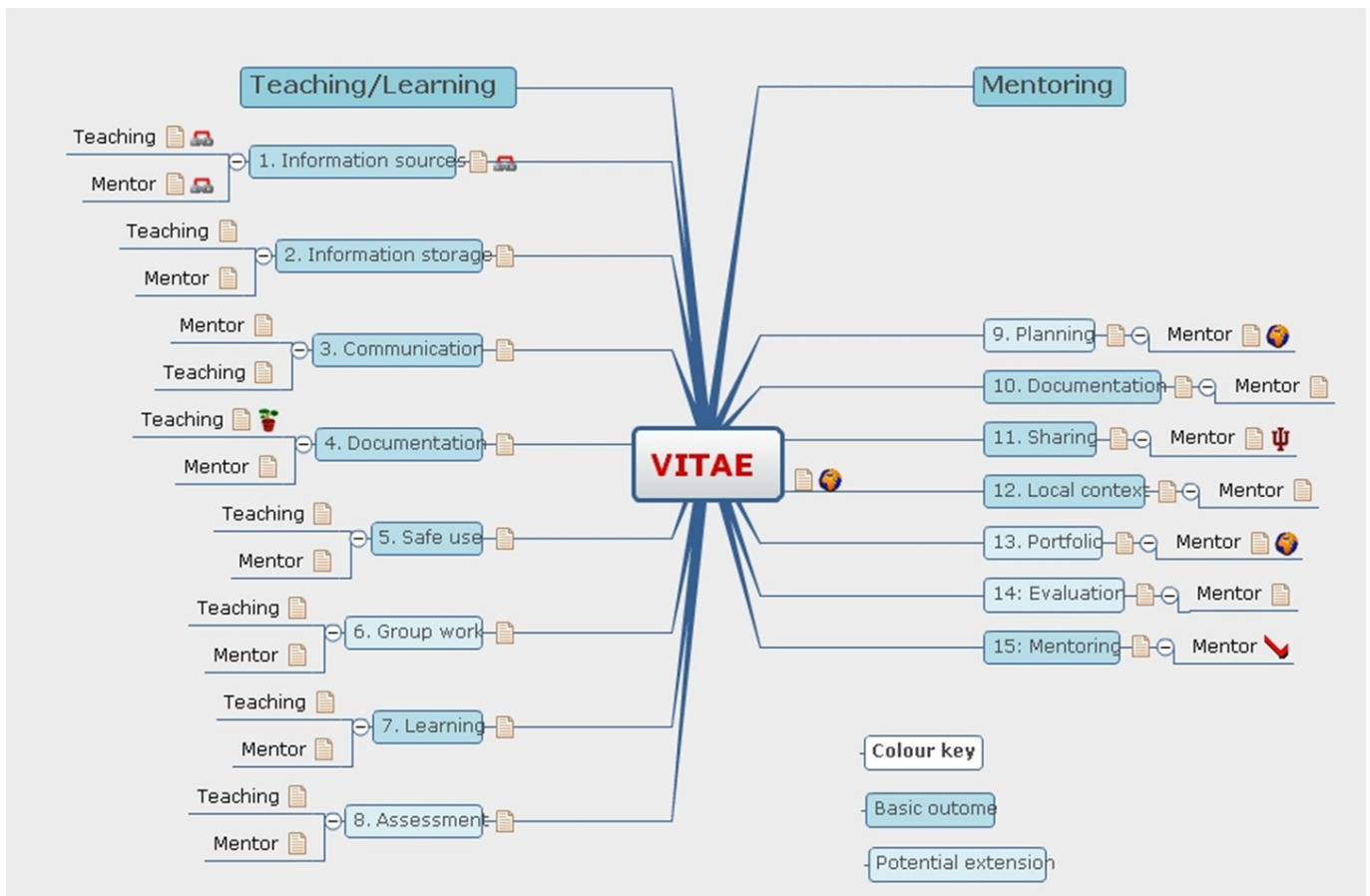


#### In this issue:

LEARNING THROUGH DIALOGUE	1
VET TEACHERS STILL RELUCTANT TO USE ICT	1
LIFE & WORK INCLUDES ICT AS STANDARD	1
UNESCO COMPETENCIES	1
LEARNING OUTCOMES	2
THE VITAE MODEL	3
LEARNING ACTIVITY CHECKLIST	4

# VITAE fact sheet

## The Learning Outcomes



## Post course competencies

•I WILL GO

HOME AND USE  
SOME OF THESE  
TOOLS THIS  
AFTERNOON.'

After the course you will be able to:

Help your students to think about and document their learning through e-portfolios

Help your students both to learn from and inform others

through digital tools.

Help your students take advantage of the digital material already available or available through personal digital communication

Increase differentiation in

your teaching

Experiment with a digitalized teaching session

Help colleagues in their digital experiments

## Person Profile

You should consider the VITAE course if you

Can find your way round the major word processing and presentation programs

Regularly use the Internet as a

source of information for your teaching

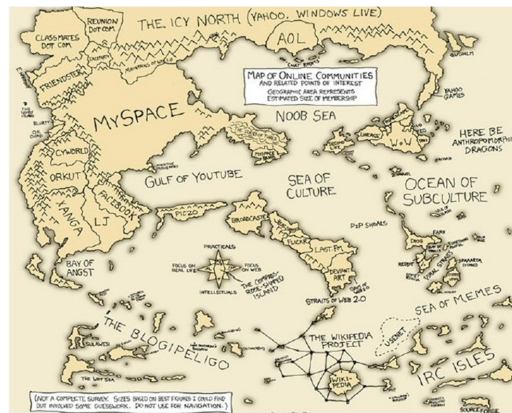
Are beginning to be overwhelmed by the pace of new developments in your subject

Need to implement e-portfolios

Need more differentiation in the classroom

Want to try out at least one digitalized teaching session

are willing to teach and learn from your colleagues who may be in your institution or in another.



## One model for the 30 hour course

5 weeks online

Page 3

## The Tool: Learning Activity Checklist

1. Final product:
2. Learning outcomes: What will your students be able to do as a result of the learning activity?
3. Challenge: What are the compelling (because personally relevant) questions students will be asked to address?
4. Authenticity: The final product reflects what people might actually do in the real world (the experience-based learning model or EBAM).
5. High level thinking: Which critical or creative thinking skills, decision-making, scientific inquiry or problem solving are required of the students by this task? (ref Bloom's taxonomy)  
List or describe activities that support the selected Bloom's levels:  
**Knowledge / Analysis / Comprehension / Synthesis / Application / Evaluation**
6. Technology: what is needed for the execution of this task?
7. Can this product be made without using the above technology? If yes, then consider removing ICT use for this learning activity.
8. Level of ICT integration of this learning activity according to Salmon's 5-step model (consider achieving a progression of the 5 levels over the long term)  
**• Access and motivation • Information exchange • Development  
• Online socialization • Knowledge construction**
9. Differentiated instruction: Teaching is significantly and clearly tailored to learning readiness, cultural background, interests, talents and learning profile of each student.
10. Resources needed:
11. Activity timing:
12. Feasibility: How much time needs to be spent on this task? A rough guide (weeks or lessons) will help you decide if the effort is in proportion to the anticipated learning outcome(s).
13. How are you going to assess whether the students have achieved the learning outcomes for this activity?
14. Reliability: Does the proposed assessment allow you to measure the success of the learning activity across different student groups?  
Anchor activities Tiered instruction Learning centers  
Adjusted questions Personal agendas Compacted curriculum  
Flexible grouping Learning contracts Graphic organisers  
Exit cards Interest based investigations  
Administrative information
15. Institution:
16. Course:
17. Subject:
18. Validity: Which part of the curriculum does this activity cover?
19. Topic/skill:

## The Future: Coaching rather than mentoring

At a post project meeting in December 2009, the project consortium recommended to adopt coaching rather than mentoring for more targeted and short-term results.

**Visit our website!**  
**Www.VITAE-**  
**project.eu**