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Transfer Concept



Detailed guidelines for the implementation of a DigiPath Workshop to enhance Digital Education Readiness of Vocational Education and Training professionals

A graphic element consisting of three orange circles connected by a blue line, positioned above the word 'DigiPath'.

DigiPath



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Abbreviations

AFBB	Akademie für berufliche Bildung gGmbH
AT	Application Topic
DER	Digital Education Readiness
DigCompEdu	The European Framework for Educators' Digital Competence
ECP	Escola de Comércio do Porto
HOU	Hellenic Open University
KMPMC	Karaliaus Mindaugo profesinio mokymo centras
MCC	Mediterráneo Culinary Center S.L.
SI4Life	Scienza e impresa insieme per migliorare la qualità della vita
T!	Transfer Suggestion
VET	Vocational Education and Training
WS	Workshop
WSP	Workshop Participant (VET Teacher)

Chapter 1 | Introduction

This document details DigiPath Project Output 5: Transfer Concept for the DigiPath Workshop Curriculum, which has been developed as one of the main project results of the Erasmus+ funded project DigiPath.

The project DigiPath aimed to create lightweight educational offerings that can seamlessly fit into the daily routine of Vocational Education and Training (VET) teachers, taking into account their specific work settings and regional or national contexts. The overall goal of DigiPath is to advance VET teachers' Digital Education Readiness (DER) and promote the effective integration of digital technologies into VET, thereby enhancing the quality of digital education in Europe.

The transferability and applicability of the project's outputs to various contexts are essential objectives. To ensure widespread usability, the project developed this detailed transfer concept in the form of guidelines.

The Project

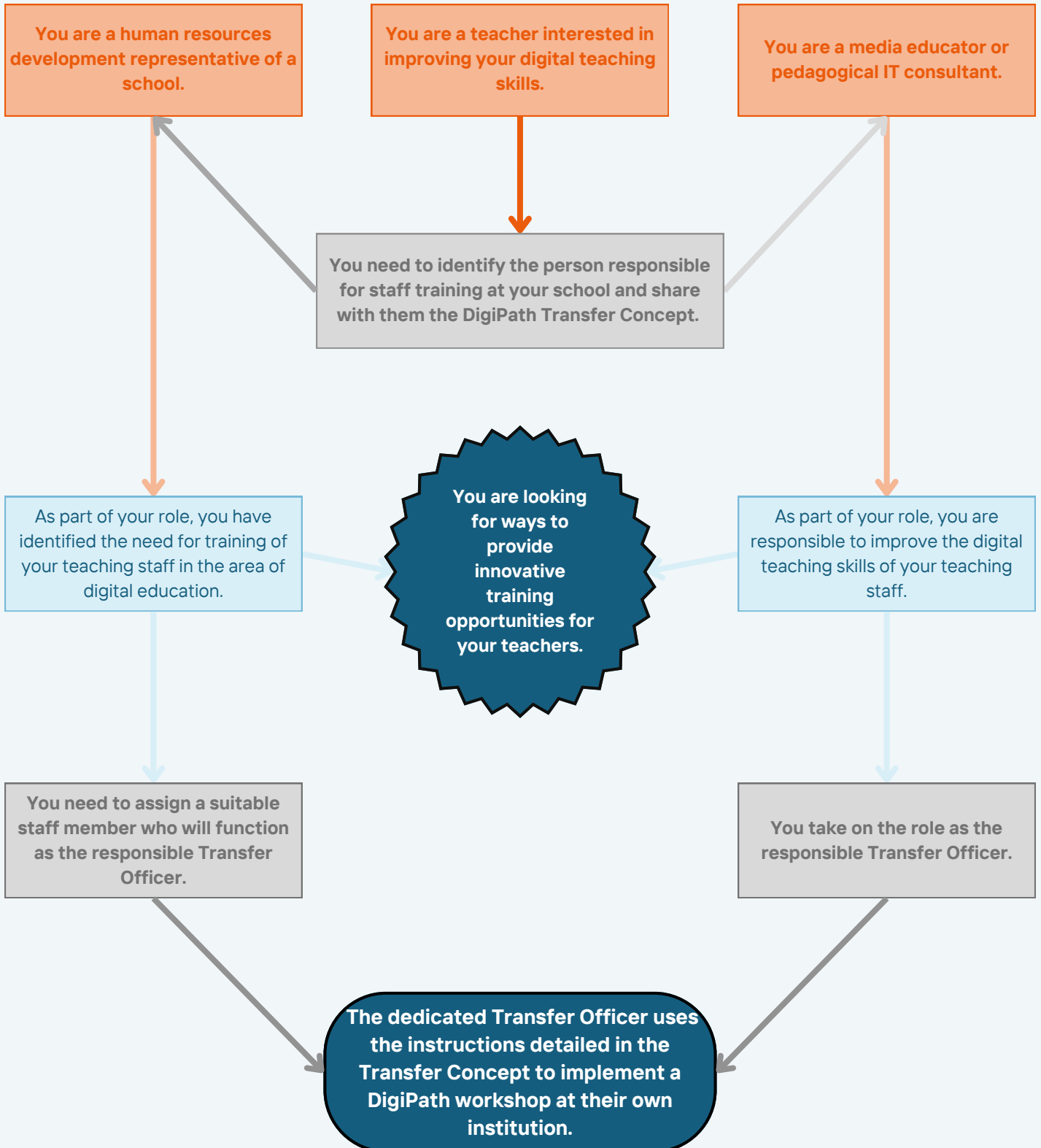
The project took a structured approach to develop a modular adaptive curriculum that aims to improve VET teachers' attitudes towards digital teaching environments and enhance their willingness to engage with digital technologies. The curriculum was integrated into the learning management system Moodle and implemented in blended learning courses in Spain, Portugal, Lithuania and Germany. These workshops were run by peers (VET teachers training their colleagues), supporting various learning strategies and demonstrating to teachers how digital technologies can help reduce their overall workload.

The Transfer Concept is aimed at:

Media educators, pedagogical IT consultants or more generally speaking the VET school staff responsible for the implementation of digital teaching methods as well as anyone interested in implementing a DigiPath Workshop (WS) at their institution. It provides detailed guidelines, which cover all aspects to consider for the successful adaptation of the provided materials to individual contexts.

If you are planning to deliver your own DigiPath WS, you need to consider who will be responsible for the transfer effort. These guidelines are supposed to assist the process and provide a lot of materials, but at the end, the transfer work will have to be undertaken by a dedicated **Transfer Officer**. To figure out how best to proceed, check out the following use cases.

Finding a suitable Transfer Officer



Use Case 1

Implementation with the existing Moodle

(only available for German, Lithuanian, Portuguese or Spanish)

The Transfer Officer works at a school in Germany and has been tasked with the implementation of a DigiPath Workshop at their institution.

By reading the Transfer Concept, they learn about the DigiPath Approach and general workshop contents (**Chapter 2**). Since the workshop was piloted in German and all contents are available on the Moodle platform in German, the Transfer Officer needs to check the contents and structure of the workshop as offered.

They can create an account and login to the platform (see section 4.3) to evaluate if the platform can be used as is for their school.

They find the German pilot course structure and contents suitable, which reduces the organisational effort for the training.



The contents of **Chapter 5 of the Transfer Concept are of particular relevance in this scenario as they provide all necessary details and considerations for a successful implementation of the DigiPath Workshop series.**



Also **Chapter 6 provides some inspiration for this type of implementation.**



The Toolkit is only of limited relevance as all materials are provided directly on the platform.

Use Case 2

Implementation on a different platform with a project language
(only available for German, Lithuanian, Portuguese, Spanish, Italian or Greek)

The Transfer Officer works at a school in Italy and has been tasked with the implementation of a DigiPath Workshop at their institution.

By reading the Transfer Concept, they learn about the DigiPath Approach and general workshop contents (**Chapter 2**). They consider many of the contents highly relevant for their school and decide to localise selected material for integration within their own LMS.

The Transfer Officer downloads the **Italian Toolkit** and checks all available files. To get a better idea of the workshop, they can also create an account and login to the platform (see section 4.3) to check out the English version of the DigiPath workshop for inspiration.



To put together their own DigiPath Workshop, the Transfer Officer closely reads **Chapter 3 of the Transfer Concept to select the most suitable contents and localise them as needed.**



Once they have decided on their specific curriculum structure and contents, the Transfer Officer closely reads **Chapter 4 to adjust existing and potentially create new platform materials.**



The contents of **Chapter 5 are of relevance in this scenario as they provide all necessary details and considerations for a successful implementation of the DigiPath workshop series.**



Also **Chapter 6 provides some inspiration for this type of implementation.**

Use Case 3

Implementation on a different platform with a language not available in DigiPath Toolkit

The Transfer Officer works at a school in France and has been tasked with the implementation of a DigiPath Workshop at their institution.

By reading the Transfer Concept, they learn about the DigiPath Approach and general workshop contents ([Chapter 2](#)). They consider many of the contents highly relevant for their school and decide to translate and localise selected material for integration within their own LMS.

The Transfer Officer downloads the [English Toolkit](#) and checks all available files. To get a better idea of the workshop, they can also create an account and login to the platform (see section 4.3) to check out the English version of the DigiPath workshop for inspiration.



To put together their own DigiPath Workshop, the Transfer Officer closely reads [Chapter 3](#) of the Transfer Concept to select the most suitable contents for translation and localisation.



Once they have decided on their specific curriculum structure and contents, the Transfer Officer closely reads [Chapter 4](#) to adjust existing and potentially create new platform materials.



The contents of [Chapter 5](#) are of relevance in this scenario as they provide all necessary details and considerations for a successful implementation of the DigiPath workshop series.



Also [Chapter 6](#) provides some inspiration for this type of implementation.

Chapter 2 | The DigiPath Approach

The DigiPath project adopts a highly practical approach, encouraging Workshop Participants (WSP) to actively engage and gain first-hand experience in working with digital tools, rather than merely approaching the subject matter at a theoretical level. All WSP were trained by a colleague (peer-to-peer teaching) and an increasing level of self-regulated learning was expected of them. This includes:

...selecting and working directly with their own teaching materials

WSP thus create actual teaching resources that they can implement in their classrooms straight away.

...selecting their own proficiency level for each Application Topic (AT)

As WSP may already have an advanced level of certain digital competences according to DigCompEdu (Expert level) but still have a basic level on others (Explorer level).

...undertaking short self-assessment tasks to test the acquired skills

This is followed by a voluntary assessment through the Workshop (WS) Trainer

“

*I found most motivating how I could often decide for myself which tool to work with and to what extent.**

”

Transfer Suggestions for the DigiPath Approach

Most sections of this Transfer Concept provide details on the ways in which the DigiPath WS was implemented in the pilots. Ideas and suggestions on how to adapt the DigiPath WS structure, contents and implementation will always be highlighted as follows:

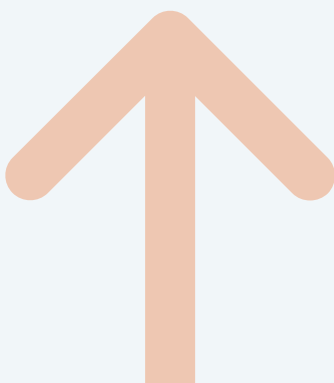


In terms of **trainer selection**, you may have to be more flexible, depending on the skill levels as well as willingness to lead a WS of your staff. Consider getting an external trainer if that is an option. You can also tweak the WS contents (in particular the instructions) to create a more explorative session structure, in which all WSP are the same level and explore the topics together (also see section 5.2 for more ideas).

In terms of **materials**, it is recommended to encourage your teachers to use and work with their own teaching subjects and contents. Of course and in particular for the earlier sessions, you or the WS Trainer may create and provide additional materials to facilitate their learning (also see section 4.1.4 for specific ideas).

In terms of **proficiency levels**, you may only offer two or add further levels, depending on your staff's current levels of DER (also see section 3.2 for more detailed considerations).

In terms of **assessments**, you can create a completely different assessment structure, please see sections 3.4 and 4.1.3 for more suggestions.



Chapter 2.1 | Overarching Goals

The project team established five overarching goals, primarily based on feedback collected from German, Spanish, Portuguese and Lithuanian VET teachers from the four partner schools:



I got to know a lot of new tools and at the same time realised that it is important to carefully weigh up which tools are worthwhile in terms of the effort required to create them.



VALUE FACTOR

Improving teachers' understanding of the value of digital tools and technologies for teachers and learners.

CURIOSITY FACTOR

Stimulating the curiosity of teachers to engage with something new.

SUITABILITY FACTOR

Capacitating teachers to successfully identify, select and apply suitable digital tools and technologies.

BALANCE FACTOR

Enabling teachers to balance digital and analogue teaching opportunities appropriately.

TIME FACTOR

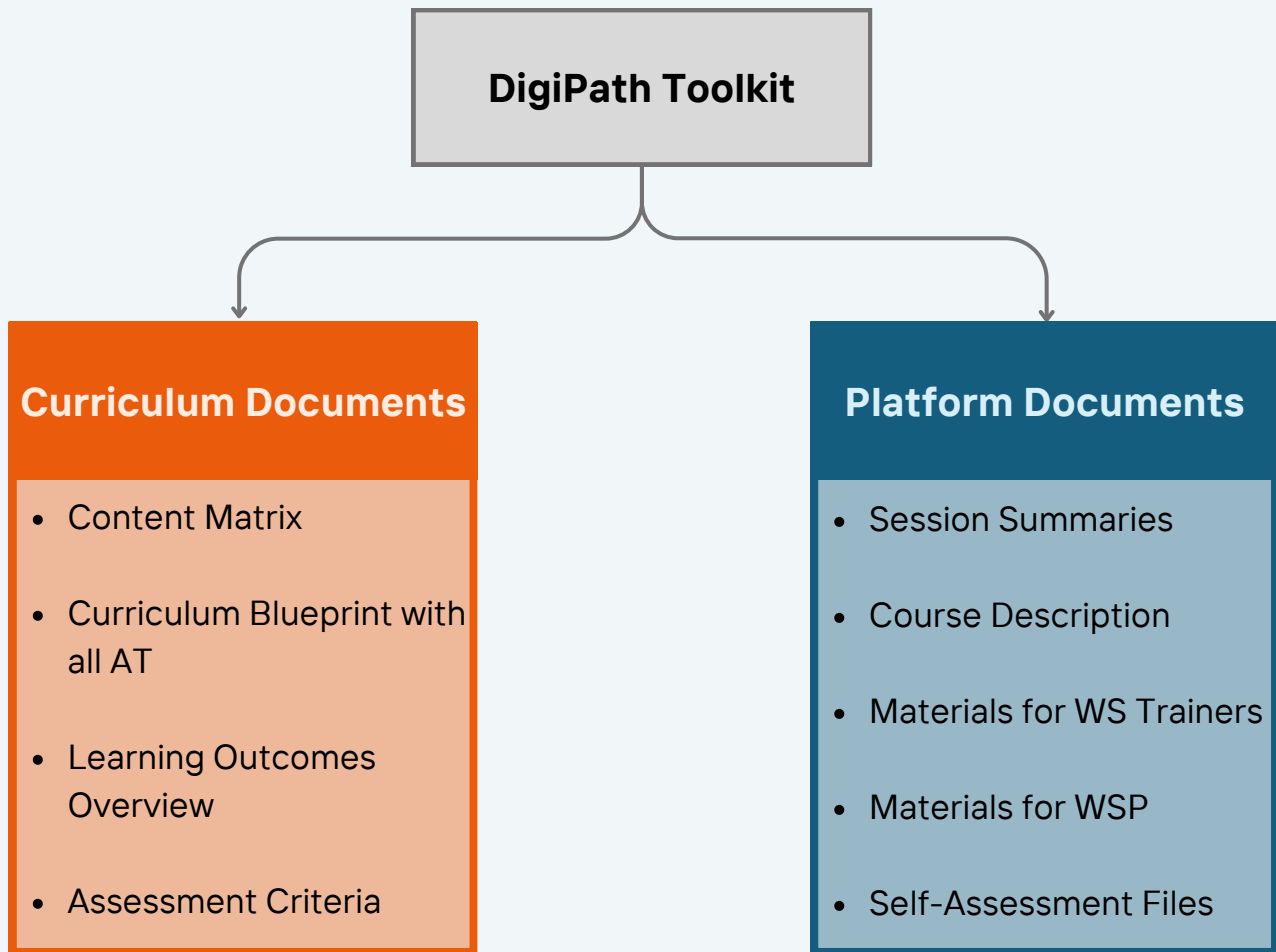
Enhancing teachers' perception of the long-term benefits of investing in digital teaching methods.



In terms of **overarching goals**, of course you can add further goals to this list. If you want to do this, you will have to consider the different topics and at which moments the additional goal could be communicated. Do not forget, all goals have a transversal character - amending specific learning outcomes will be covered in section 3.2.

Chapter 2.2 | The DigiPath Toolkit

The DigiPath Toolkit (available [here](#) for download) is a collection of all materials necessary to implement your own DigiPath WS. All resources can be reused, adapted and expanded to suit your needs. The toolkit contains:



available in English,
German, Portuguese,
Spanish, Lithuanian,
Greek and Italian

available in English,
German, Portuguese,
Spanish, Lithuanian

Chapter 3 | Curriculum Contents

The DigiPath Curriculum consists of the Content Matrix detailing the topic areas (described in section 3.1), Learning Outcomes divided into three proficiency levels (described in section 3.2), a Curriculum Blueprint with all session contents (described in section 3.3) and Assessment Criteria (described in section 3.4).

The DigiPath Curriculum has been first created in English; then translated into the languages of the partner VET schools (German, Portuguese, Spanish and Lithuanian). Further, the non-piloting partners SI4Life and HOU have undertaken the translations to create a Greek and Italian version even though these language versions were not localised and piloted (see section 3.5 for more details).

Relevant documents referred to in this chapter can be found in the DigiPath Toolkit (Curriculum Documents folder).

Chapter 3.1 | Topic Area Overview

All topic areas have two to four associated Application Topics (total of 18), best summarised in the Content Matrix (see Toolkit). The Application Topics (AT) often align and overlap; the structure for the DigiPath Curriculum was created to balance the different topic areas.

The AT have been selected by the project team (lead by AFBB and SI4Life), who broadly based their selection on DigCompEdu (also see Toolkit) but also took into consideration the responses from VET teachers in Germany, Spain, Portugal and Lithuania.

Topic Areas



- 1** Integration of Digital Resources
- 2** Digital Content Creation
- 3** Digital Teaching
- 4** Innovative Teaching Methods
- 5** Student Assessment
- 6** Collaborative Learning



You can select the topic areas and/or AT as you need and adapt these accordingly. You can also **shift the focus** of some AT to better fit another topic area. You may also consider **adding further topic areas** based on DigCompEdu, e.g. Professional Engagement, which could not be covered within DigiPath but may be of relevance in your institution.

Always **consider current trends** when selecting and/or establishing new content areas. For example, topics like Artificial Intelligence and ChatGPT have become very relevant for the education sector in the last months but could not yet be covered in the curriculum.

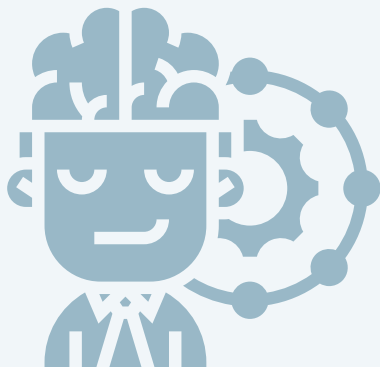
You can consider **collecting the feedback and input from your teaching staff** to establish specific needs or interests they may have.

Chapter 3.2 | Proficiency Levels and Learning Outcomes

In DigiPath, the project team opted on developing three different proficiency levels - based on the VET teachers' competence levels at the partner schools. These are broadly based on DigCompEdu proficiency levels:

- **A2 (Explorer)**
- **B1 (Integrator)**
- **B2 (Expert)**

All topic areas have associated learning outcomes for all three proficiency levels as can be seen in the Learning Outcomes overview (see Toolkit).



Adjusting the proficiency levels for your cohort may be necessary and can be done; it will however take some effort to adapt learning outcomes and task descriptions. Given WSP are supposed to always have the option to choose their own difficulty (i.e. proficiency level) you should generally offer at least two levels. DigCompEdu provides detailed descriptions and specific learning outcomes associated with each level and topic.

Adding and adjusting learning outcomes is particularly important if you want to shift the focus of a topic area. The learning outcomes listed already are rather detailed and may not need too much tweaking. Make sure you adjust the proficiency levels according to any learning outcome additions (ideally, equivalent learning outcomes will have to be found for each level).

T!



Chapter 3.3 | Session Contents

The DigiPath Curriculum is written in the form of a Blueprint (see Toolkit) that already aligns contents and provides a specific proposal of how it would all fit together. It presents a schedule consisting of a total of eleven unique sessions. Since the topics are often interrelated and could be connected in different ways, it was necessary to provide the WS schedule in such detail to demonstrate the ways in which the AT could be interlinked. Besides that, the task descriptions as well as the Learning and Teaching Instructions for each AT highly depend on the mode of implementation; they could vary a lot depending on the specific session context (i.e. whether it is a face-to-face, online or self-study session; also see section 5.1 for more details).

Divided up into eleven sessions (three face-to-face, three online and four self-study), the DigiPath Curriculum details specific instructions for WSP as well as WS trainers on how the different AT would be implemented. Besides that, the document provides links to relevant resources and learning materials, describes related topic areas and AT as well as provides some considerations regarding technical problems WS trainers could face when implementing the WS sessions.

Most important for the WSP are the tasks for each AT and on the three proficiency levels, these provide them with step-by-step prompts to fulfil the necessary activities to achieve the associated learning outcomes. Especially for the self-study sessions, there are also Learning Instructions for the WSP. WS Trainers are also provided with clear Teaching Instructions on how they can implement the face-to-face and online sessions.

Of course the contents could be arranged in many other ways and you may have your own ideas on the type of AT you would rather see connected. Once you **pick your topics and arrangement**, you will have to check and amend all Learning and Teaching Instructions as well as the tasks on all proficiency levels to fit the new order and linkages.

If you want or need to **change the mode of instruction** (e.g. make an online into a self-study session), you will also have to check and amend all components of the session description to ensure all instructions and prompts make sense in the new context and are feasible for WS Trainers as well as WSP.



Chapter 3.4 | Assessment

All Workshop Participants are likely to take very different paths on their individual learning journey as they self-select the most appropriate proficiency level for each topic. We believe, this is a particular strength of the DigiPath approach – but this also has one downside. Developing an assessment approach that covers all learning outcomes for each proficiency level would be incredibly complex. Hence, we opted for fairly general self-assessments and not overly strict assessment criteria, particularly considering these factors:

Self-assessment is a core component of the **self-regulated learning**, which we are trying to instil in teachers. It is their responsibility and in their interest to do the workshop including the assessments.

Given the DigiPath WS is run by teachers who are training their colleagues (**peer-to-peer**); any type of direct assessment, which would involve teachers grading or assessing their colleagues, would be problematic in most cases and end up very awkward for all participants.

We wanted to allow WSP the **flexibility** of choosing different proficiency levels for different AT, simply because they may be more advanced in some topics but completely new to others. They are not supposed to only do Explorer-level or Integrator-level tasks. This mix results in very complex learner progress and consequently assessment scenarios, which cannot really be covered in such a small project.

For a pilot training workshop, we did not intend to gain any specific **certification** and/or accreditation as these can have different requirements in different countries. We wanted to provide a basic and flexible version of a workshop, which can be adapted to fit varied certification requirements if intended.



As a result, fairly open **self-assessment activities** have been created for each session. Since these assessments are highly dependent on the localisation of the curriculum and its materials (also see section 3.5), examples of possible assessment activities are described in section 4.1.3 (sample files can be found in the Toolkit under Platform Documents).

The workshop also aims at getting WSP to work on a **complex task** (in Session 10) which can be presented and shared in the last WS session (11). For this final voluntary assessment, WSP are supposed to apply all knowledge and skills they have gained throughout the various face-to-face, online and self-study sessions. They can freely pick any topic and refer to the materials provided in the different learning sessions. They can also reuse material they have already created in one of the other WS sessions. There are selected Assessment Criteria (see Toolkit), which WSP can use to fulfil this task.

These criteria can be used as an assessment checklist for WS trainers. Already in the WS pilots, the WS trainers from the different partner schools indicated varied levels of comfort in undertaking such an assessment check with their colleagues. Even though the checklist has no grading or value categories, most trainers were not comfortable to assess their peers. As a result, the project team decided that it would be left to the WSP to decide whether they wanted to be assessed by their colleague or not.

Overall, you need to decide which type of assessment you would like to implement in your WS. The self-assessment tasks can be varied easily and **must be adjusted to fit the local context** (also see 3.5 and 4.1.3).

If you are aiming to gain some form of certification with the WS, you will need to develop an effective and suitable assessment approach. Since the learning outcomes are clearly defined and ECVET-compliant it should be possible to undertake this kind of amendment. However, **make sure you consider the different proficiency levels** and how you can realistically assess such varied learning paths.

Whatever your preferred approach, **always consult with potential WS trainers** and find out what they would be comfortable with before adapting and creating a new assessment system.





Chapter 3.5 | Translation and Localisation

Fully localised versions of the DigiPath Curriculum are available in German, Portuguese, Spanish and Lithuanian. This means, they would be ready-to-use as they are now if you wanted to implement a DigiPath WS with exactly the same schedule, contents and formats. The English, Greek and Italian versions have not been fully localised and mainly contain placeholder links as well as sample materials (all in English).



Even for the already localised versions, we would recommend a localisation round. While the translation is fairly straightforward, the localisation aims at adapting the linked materials and resources to the local context. **Ideally, you would need to find equivalent materials in your language.** For example, in the English curriculum, an English video tutorial is linked as a material for learning about creating podcasts. You need to find a video (or, if possible other type of resource) which covers the same content but in your language.

This can be **tricky for some languages.** Of course, depending on the level of English competence of your teachers, you may be able to use the English version; in some cases, you may need to create your own materials to cover the resource contents.

Keep in mind, most **self-assessment activities depend on the localisation of the resources** provided - for example, you can only ask WSP about gamification when this topic is covered in the materials linked



Chapter 4 | Platform Integration

The DigiPath Curriculum (in the form of the Curriculum Blueprint) was integrated in a Moodle platform and all four pilots were implemented via the Moodle blended learning platform. Relevant documents referred to in this chapter can be found in the DigiPath Toolkit (Platform Documents folder) and their purpose detailed in section 4.1. For integration in other blended learning platforms see section 4.2.

Chapter 4.1 | Platform Materials

For effective platform integration, additional documents were created. These are technically not part of the curriculum; their structure and all necessary contents depend on the blended learning platform of your choosing. The documents described here have been created for a Moodle platform; you may need additional or adjusted documents to facilitate integration in other learning platforms.

Chapter 4.1.1 | Course Description

The Course Description (available in Toolkit) details the basic data related to the workshop, including its title, short summary, learning goals etc. It is the kind of information that would be provided for interested WSP and also covers some meta data.



The content structure of the Course Description depends entirely on the way you usually present workshops or further training offers in your institution or context. You may want to follow the structure and contents usually provided and simply **adapt the contents from the DigiPath course description as needed.**

Keep in mind that you have to **adjust the key data** in the document if you choose to change the original setup of the DigiPath WS as detailed in the Curriculum Blueprint.

Chapter 4.1.2 | Session Summaries

The Session Summaries provide an overview of all eleven sessions, detailing the session number and order, mode of instruction, duration and contents. It is the kind of information which functions as an overview for WSP before they click on and enter any session.



Again, the way you want to summarise the sessions depends very much on the way you usually present session contents in your institution or context. You can expand and amend these contents as needed. Of course, also **remember to adjust the contents according to any possible changes** you undertook to the original setup of the DigiPath WS as detailed in the Curriculum Blueprint.

Chapter 4.1.3 | Self-Assessment Files

The self-assessment activities for the different sessions are mostly in the form of .H5P-files (quizzes, drag and drop, closes) which can be directly integrated with Moodle (and most other blended learning platforms). All activities are general and for all proficiency levels. Usually there is one self-assessment per session - for the sessions with optional topics (i.e. WSP can select from 3-4 topics and thus will not cover all topics), there will be one self-assessment per topic. The assessments were created with the free .H5P-creator [lumi](#).

For Session 2 on presentation software tools, a faulty .ppt-presentation was created, which WSP are supposed to repair. A fixed version is provided as the solution. In Session 8 (on video resources) the created videos function as a form of self, or rather group assessment when these are shared and WSP can give feedback on each other's creations.



In particular the self-assessment activities available in the English, Italian and Greek version primarily function for inspiration and contain very basic links. The localised language versions (German, Spanish, Portuguese and Lithuanian) are based on relevant links/materials used in the respective language versions. Of course, **you can use other types of quiz generators etc. to develop your own activities.**

Most important is that you **always take into consideration the localisation of the learning materials:** Which questions can you ask based on the materials you provide for each session? What knowledge can you assess with the learning provided in the WS?

Chapter 4.1.4 | Materials for WSP

Since WSP are primarily supposed to work with their own teaching materials to undertake all WS activities, not many additional resources need to be provided for them. Some of the general course information documents need to be created for WSP and often function as information material for trainers at the same time, for example: the glossary and the WS Schedule. For the overview of learning outcomes and contents, a [PREZI](#) (based on Learning Outcomes document in Toolbox, Curriculum Documents section) was created and embedded in the platform.

Only few materials were created for specific sessions, for example comparison matrices for Session 3 or sample questionnaire for Session 4, which are aimed at facilitating collaborative learning of WSP.



To encourage WSP to use their own materials, **you should keep the creation of additional documents to a limit.** In some cases, especially for self-study sessions, you may need to create additional support materials (e.g. templates for WSP to fill in) to facilitate the learning process.

However, depending on the availability of learning materials in your own language, **you may have to develop additional resources in lieu of missing links** to existing videos, websites and/or other types of materials.

When creating suitable WS materials always **take into consideration the proficiency levels** of the WSP. In particular learners at beginner level may need additional materials to assist their learning journey.





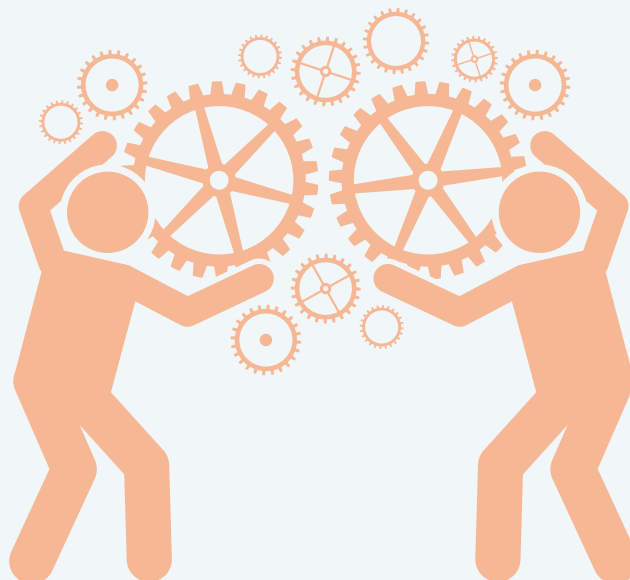
Chapter 4.1.5 | Materials for WS Trainers

Apart from the general information documents also made available to WSP (as described in 4.1.4), we wanted to assist WS Trainers in their endeavour to train their colleagues and made available some additional resources for them. For the general introduction they can use a checklist which lists all components they should cover in Session 1. Also, for Session 4, a sample questionnaire was created with solution hints.

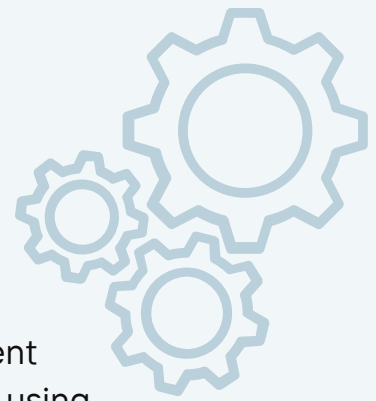


Depending on the preferences of your WS Trainers, you may need to prepare varying degrees of support materials. So make sure you check with them early on whether they prefer to develop and work with their own materials or would like to receive a little more support (this also depends on the ways in which WS Trainers are rewarded/compensated for their efforts, also see section 5.2).

While the blended learning platform already provides a visual framework, which can be used for instructional purposes, some WS Trainers may want to work with **additional visual material** (e.g. slides or images), which you could already develop and make available to them.



Chapter 4.2 | Platform Integration



Integrating material from Moodle into other Learning Management Systems (LMS) may vary depending on the specific LMS you are using. However, there are some general steps that you can follow. Keep in mind that the process may differ based on the versions of Moodle and your target LMS.

1

Export Content from Moodle

- Log in to the [DigiPath Moodle](#) platform.
- Navigate to the course you want to export.
- To export the content from the platform is by selecting the course you need to export from and selecting “More” and click on the “Download course content”.

2

Download Exported Content

- Download the exported content package to your local machine. Please consider the format you need and the type of the LMS that you are going to integrate the material. It is suggested that you integrate in Moodle the material from the given zip files instead of exporting it from each course since some types are not supported (e.g. H5P files).

3

Log in to your LMS and Import the Material

- Access the administration panel or dashboard of your LMS. Locate the import or upload option in your LMS. This can be found in the course or content creation area. Upload the exported content package from Moodle to your LMS. Follow the prompts or instructions provided by your LMS to complete the import.

**4**

Review and Adjust Settings

- Once the import is complete, review the imported content within your LMS. Ensure that all elements, such as quizzes, assignments, and multimedia, have been successfully transferred.

5

Check Compatibility and Functionality

- Verify that the interactive elements, such as quizzes or activities, function correctly within the new LMS environment.

6

Test User Access

- Enroll a test user in the course to ensure that learners can access the content seamlessly.

7

Address Compatibility Issues

- If you encounter any compatibility issues, troubleshoot and address them accordingly. This may involve adjusting settings or making modifications to the content. Kindly note that the DigiPath platform includes a variety of additional material links that may be required for your LMS integration.

8

Update Links and Resources

- If your Moodle content includes links or resources, make sure to update them to point to the correct locations within your new LMS.

The described steps may vary based on the LMS you are using, so refer to the documentation or support resources provided by both Moodle and your target LMS for more detailed and system-specific guidance.



Chapter 4.3 | Registration Process for WS Learners and WS Trainers

Whether you want to be a learner or trainer of the DigiPath WS, to use the DigiPath platform, you will need to create an account. This can be done by clicking on the "log in" option located on the right side of the [DigiPath Moodle](#).

Once there, proceed by selecting the "create new account" button and fill out the fields marked with an exclamation mark, as they are mandatory. After completing the required information, click the "create my new account" button. An automated email will be sent to the email address provided in the registration form to confirm your email. Please be aware that the confirmation email may sometimes end up in the Spam folder, so check there as well.

Upon confirmation, you can choose the course you want to enroll in from the main page. The first time, two options will appear: "self-enrollment for students" and "self-enrollment for teachers". After selecting each option, you can proceed to view the course materials associated with the chosen role.

Teachers who will be the learners (i.e. WSP) need to enroll as students while teachers who will be the WS facilitators (i.e. WS trainers) need to enroll as teachers. This will grant them access to the teaching instructions (e.g. how to implement the different types of sessions as well as key information, suggestions on how to deal with potential technical problems and additional material for each session).

Chapter 5 | Implementing a DigiPath WS Series

The previous chapters provided very specific recommendations on how you can adapt the DigiPath Curriculum and various materials to your own purposes and context. For the successful running of your own DigiPath WS you will have to take into consideration further factors, including the development of a WS schedule (see 5.1), recruitment of WS Trainers (see 5.2) and participation incentives for WSP (see 5.3) as well as your vision for a longer-term implementation (see 5.5).





Chapter 5.1 | Developing a Workshop Schedule

DigiPath WS were piloted at AFBB in Germany (Dresden and Berlin), MCC in Spain (Valencia), KMPMC in Lithuania (Kaunas) and ECP in Portugal (Porto). All pilot partners created very different schedules to accommodate the varied needs and circumstances at their schools. The time-frames for the entire WS series differed between the pilots - while, for example, one of the German pilots was spread across 16 weeks the Lithuanian pilot with the same WS contents was implemented over 6 weeks

You need to figure out a **feasible schedule for your WS sessions**. The schedule should be appealing to your teachers and fit well within their daily routine (also see 5.3). It is a very hands-on training which requires them to actively participate. There is no simple formula that can be applied. But when developing your own WS Schedule, consider the following aspects:

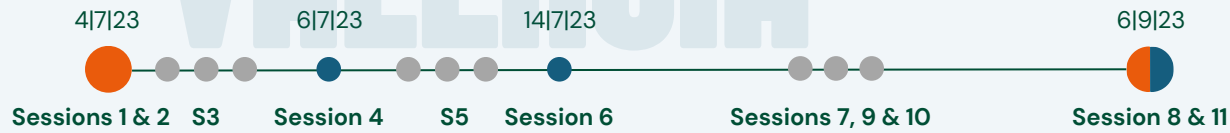
- **Overall timing during the school year:** You probably know which time-frames and time periods work best for your teachers, make sure you take this into consideration. When is usually a good time of the (school) year for teachers to participate in a training? When may they be most motivated, when too exhausted? Is the school year ending or beginning?
- **Specific timing of the sessions:** Would it work better in the mornings or afternoons? Does your school already have fixed "lesson-free" times when teachers may come together for further training or staff meetings/exchange?
- **Duration of the WS:** You need to consider how long overall the WS should run - what works better in your context? How condensed should the training be? How much time should there be between the different sessions? Will there be enough time between the sessions to complete the self-study sessions?
- **f2f, online or self-study:** Our experience has shown that WSP learn best in f2f scenarios – hence the most important topics should be covered in these sessions. In particular for beginners the online sessions are best held at school, e.g. in different classrooms, to ensure the WS Trainer can provide direct (f2f) assistance if needed.
- No matter which learning environment, make sure there is always enough time for **peer-to-peer learning and exchange.**



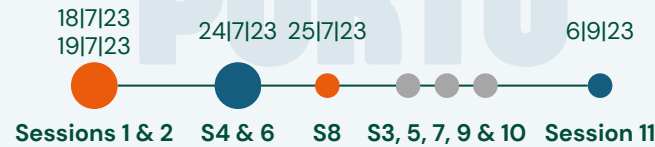
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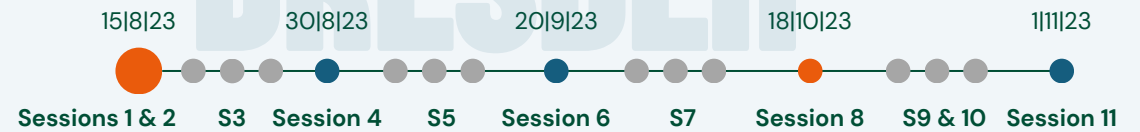
VALENCIA



PORTO



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Legend:

- Face-2-Face Sessions
- Online Sessions
- Self-Study Session



● ● ● Self-Study Sessions (3, 5, 7, 9 & 10) in between all other sessions



Chapter 5.2 | Recruitment of WS Trainers

Recruiting trainers to run a DigiPath WS largely depends on existing further training structures and the general peer-to-peer training environment. In the case of the project partner schools, many teachers were introduced earlier on in the project when filling in the DigiPath questionnaire.

Once the curriculum was completed and the approximate effort to teach it established, the project team representatives of the four VET schools discussed and confirmed the WS implementation (schedule, timing, staff availability) as well as compensation of WS Trainers with their school managers.

To find suitable WS Trainers the school principals and responsible school (e.g. Human Resources, Head Teachers) staff were asked for recommendations for teachers with advanced DER. Recommended candidates were then approached individually to introduce the project and discuss all terms. In smaller partners schools (e.g. MCC) the project staff were also taking on the role as WS Trainer.

All prospective WS Trainers were involved in the creation of the blended learning WS in a combined Learning, Teaching and Training event. In the event project staff and WS Trainers together worked on session contents and localised the majority of the material for their respective contexts.



The big question for recruiting suitable WS Trainers: **What is in it for them?** Most VET teachers have busy schedules and taking on the extra effort of training colleagues needs to be compensated accordingly. Make sure you figure this out early on.

You also need to make sure you find a way to **familiarise the prospective WS Trainer with the DigiPath approach and all necessary materials.** Ideally, you get them on board from the very start and also involve them in any adaptation, translation and localisation processes - of course also this effort will have to be rewarded.

The Ideal DigiPath WS Trainer



regularly uses digital technologies to enhance interaction with students



is experienced in the creation of digital education resources



is keen to experiment with new formats and pedagogical methods for instruction



is happy to train (possibly even assess) their colleagues, who are participating in the WS



is a respected staff member (who will remain in the school for the near future)



Chapter 5.3 | Incentives for WSP

Teachers from the partner schools were already introduced to the project earlier on through the questionnaire collecting their perspectives on digital teaching practices. Further down the track, once the schedule had been finalised, targeted information events were organised by the schools to inform teachers about the WS and all that is involved. They then had some time to sign up if they wanted to participate.

The project staff in their respective institutions negotiated a WS schedule which would be favourable to the teachers, e.g. scheduling sessions in non-teaching periods but within normal working hours/days (also see 5.1).

There were no official criteria teachers had to fulfil for participation and participation was entirely voluntary. Generally, it is better to have a smaller group of interested and motivated teachers rather than a larger group with teachers not that interested (which is also more easily manageable by the WS Trainer). Since the DigiPath WS is particularly hands-on, WSP need to actively participate and cannot passively sit back to follow a presentation – this needs to be clearly communicated to your teachers as it does not appeal to everyone (also see 5.4). To ensure ongoing participation, it can also be useful to work with an official attendance list, which WSP need to sign (in the case of online sessions, screenshots of the attendees can be taken or specific functions of the conferencing tool can be used).



The incentives that work best for your teachers will depend on many factors, including individual learning experiences and preferences, workplace dynamics, institutional setting, national requirements etc. Therefore, there is no best practice recommendation and you will need to **tailor incentives to your staff and conditions**.

While no **accredited certification** was implemented in the DigiPath pilots and WSP will receive basic participation certificates, you may want to consider providing a recognised certificate for your teachers. Check the requirements for official certification and adapt the DigiPath Curriculum accordingly (e.g. by ensuring the required online, face-to-face and self-study learning is covered or amending the WS assessment).



Chapter 5.4 | Communication with WSP

The DigiPath WS is generally implemented over a number of weeks (see 5.1) and the communication channels with WSP need to be clear, in particular for bigger schools with many staff. All pilot partners held information sessions which introduced the training to their teaching staff, including explaining the DigiPath approach, the schedule, the different types of session and aims of the training.

Depending on the timing of your sessions, you need to provide reminders and/or recaps for WSP to ensure they stay motivated and in the loop. The different pilot partners used various channels to do so. The German pilot opted for regular email reminders, which briefly introduced the topics of upcoming sessions and prompted participation in the self-study sessions. The Lithuanian pilot only contacted WSP via email for the first contact and to share the initial WS information, the training session dates were then placed in the Office 365 calendar. In the Spanish pilot, there was more f2f communication as it is a small school in which direct contact is easier to facilitate. In addition, email reminders were sent by the WS Trainer two-three days before each session.

Depending on the proficiency levels of your learners you may need to consider various levels of communication. In particular beginners may need more support (and possibly also additional learning materials) to successfully complete the self-study sessions.

Make sure you **clearly communicate the nature of the DigiPath WS** with your staff (hands-on and active participation required). This aspect of the training cannot really be adjusted as it is a key feature of the DigiPath approach (active learning process).

Cautiously select your communication medium and **use existing channels** (e.g. via LMS, Teams or WhatsApp group if that's already used frequently) for **regular exchange**. Depending on the proficiency level(s) of your WSP you may need to provide more detailed or more frequent communications. Beginners, for example, may need more detailed instructions on how to login and navigate the blended learning platform.

In particular for the online sessions you will need to offer a **"plan B" communication channel** in case WSP fail to (re)join the session. If at all possible, consider holding the online sessions locally at your school (in different rooms) to ensure WS Trainers can provide direct feedback to WSP with greater learning needs.





Chapter 5.5 | Considerations for Continuous Implementation

All partner schools have made plans for ongoing running of DigiPath WS at their institutions but in different ways.

At AFBB, for example, school principals and the Human Resources Department have already made plans for the creation of additional AT, possibly also for other school staff (e.g. administrative staff) and the running of an annual version of the WS as an onboarding mechanism for new teaching staff.

As MCC is such a small school and almost all of their staff have already participated in the DigiPath WS, they are not going to formally do annual sessions or something similar, but they will offer the course to new staff. They will also focus on applying the DigiPath approach to smaller micro-learning units on particular elements or tools (e.g. CANVA) that have shown to be of particular relevance to the teaching staff.

Adapting the DigiPath Curriculum and contents to suit your needs and context can potentially be very time-consuming. Before working on any revisions you should probably consider how the WS would be implemented sustainably. Consider the following questions:

- Do you have the full support of the responsible school staff?
- Can you guarantee WS Trainers are compensated adequately?
- Will you have reliable WS Trainers to undertake DigiPath training on an ongoing basis?
- Which infrastructure and technical support will be required to run the WS?
- For which software and/or tools do you already have licences?
- Which content, software and tools are most relevant to your teachers (also in the context of the vocational profile(s) your school is offering)?



Chapter 6 | Do's and Don'ts



...align the timing of WS sessions with other activities happening at your school during the school year.

...encourage WSP to collaborate frequently and provide support for each other.

...encourage WSP to trial their created materials directly in their classrooms as students' appreciation will increase WSP's motivation.

...carefully consider possible challenges for peer-to-peer training, in particular when it comes to the assessments.

...make sure you allow enough time for WSP to practice and try out as many tools as possible.



...expect all your teachers to understand and like the hands-on DigiPath approach.

...leave WSP solely in charge of organizing their own learning.

...force teachers to do the DigiPath WS. There is no such thing as passive attendance and all participants will have to engage in active learning.

...overburden WS trainers with administrative tasks and responsibilities.

...restrict or limit tool selection and let WSP explore any alternatives they may find.



TRANSFER CONCEPT for
DigiPath – Digital Education Readiness for
VET Teachers through Tool Assisted
Learning Pathways

Erasmus+ Cooperation Partnership in VET
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