



Digital Change Experts

Promising Practice

Implemented by:

Hessian Institute for Continuing Vocational Education and Training (HLfT)

Where:

Viet Nam

Status:

Launched in October 2022

Summary:

The capacity-building project aims to equip several 'Digital Change Experts' in vocational schools in Viet Nam with competencies that enable them to play an active role in the digital development of the institution.

Overview

The Hessian Institute for Continuing Vocational Education and Training (HLfT), funded by the state of Hesse, is a non-profit organization established in 1968 to provide technical, pedagogical and school management training for partner countries in the context of social and economic development. The organization works with various donors to offer capacity-building programmes on digitalization, greening TVET, German dual training system for TVET teachers and trainers, and gender mainstreaming. The HLfT trains small groups of multipliers in electrical engineering, IT, building system technology, automation, renewable energies and education management, using pedagogical methods and current learning and teaching standards.

Description

The state of Hesse, Germany, is funding the Digital Change Expert project for Binh Duong Province in Viet Nam.

Support a digital teaching and learning culture

The HLfT is working with the World University Service (project owner) and the Vietnamese-German University to implement the project.

Prepare learners for the technical future of digitalization

The project runs for two years and has five phases: developing standards, designing a digital classroom, creating curricula, delivering short courses and evaluating the project.

Strengthen digital transformation with cooperation and partnership

The programme will train Digital Change Experts in 10 vocational schools in Binh Duong Province to help school management and teachers with digitalization

Objectives

The COVID-19 pandemic has been a catalyst for digitalization in schools. However, it has also exposed the need for more concepts, systematic introductions and didactic approaches for using digital tools in education. Many schools have adopted online platforms, applications and devices to facilitate remote learning but they need a clear vision, strategy or pedagogy for integrating them into the curriculum and the classroom. As a result, the quality and effectiveness of digital education vary widely across schools and teachers, and many students face challenges such as digital exclusion, lack of motivation and learning loss. It is essential to develop and implement comprehensive and coherent concepts for digital education that go beyond mere tooling and address the didactic, organizational and ethical aspects of using digital technologies in schools.

The main objectives of the initiative are:

- To make learning and teaching more modern.
- To exploit the potential of cooperation through digitalization, e.g. joint online events and exchange platforms.
- To make processes in administration and management more effective, efficient and transparent.
- To improve resource efficiency, especially teaching staff and material, e.g. green IT, OER.
- To enhance the flexibility of Vietnamese vocational education institutions, as well as improve the quality of education to make work/learning processes more transparent, effective and efficient.
- To ensure equal, non-discriminatory access to education through changed work/learning formats.

Holistic school development

The initiative considers school development holistically, covering five dimensions: organizational development, personnel development, teaching development, technology development and cooperation. It also uses a blended learning concept that combines online, face-to-face and coaching sessions to support the participants, who are both teachers and managers. The final product of the initiative is a digital change handbook summarizing the project's key learnings and best practices.

Outcomes and impact

- Trained Digital Change Experts are integrated into school structures and provide advice and coaching to school management and teachers at the selected vocational schools as needed.
- The selected vocational schools work with the project output titled 'The Guideline for Digital Concept'.
- During the project period, the local project staff members gained valuable competencies, including project management, national and international cooperation, and the digitalization of schools.

Challenges

The achievement of learning objectives

One of the challenges was ensuring that the trainers and participants achieved the learning objectives and did not become overwhelmed by the array of online tools.

Attendance

The attendance was supported through the LMS Moodle, for example, by using the calendar that trainees could subscribe to and offering flexible coaching appointments that could be booked through Moodle.

Training delivery

The third challenge was guaranteeing a smooth and quality training delivery, which involved dealing with technical issues, managing time and engaging the learners. To facilitate this, there was regular exchange with local partners and trainers, combined with support, visits to the vocational schools and evaluation of the participants after each module and at the end of the training to ensure a smooth training process.

Insights

Enough time should be spent on the planning and preparation phases, such as creating digital materials and involving the participants in these phases and the participating schools as early as possible in the planning process.

Next steps

There are plans to transfer the programme concept, processes and results to other areas of the education sector, other provinces, other developing countries, Hessian partner countries, etc. Partnerships will continue after the project ends, as well as ongoing quality assurance and content development of the best practices.

Learn more

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To learn more about the Hessian Institute for Continuing Vocational Education and Training, visit:
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