



**odule it**  
DIGITAL TEACHING FOR VET

**Module It**  
**Digital Training Module for VET**



# What is Module It Digital Training Module?

Module It is an **European project, involving students and teachers** from Italy (APRO Formazione), France (Faculté des Métiers - École Hôtelière de Cannes), The Netherlands (Noorderpoort) and Finland (SEDU) in a **40-hour digital training program**.

It allows **international cooperation** among schools through **digital technologies** and a **shared program** with **streaming classes, common activities, tasks** and **final evaluation**.

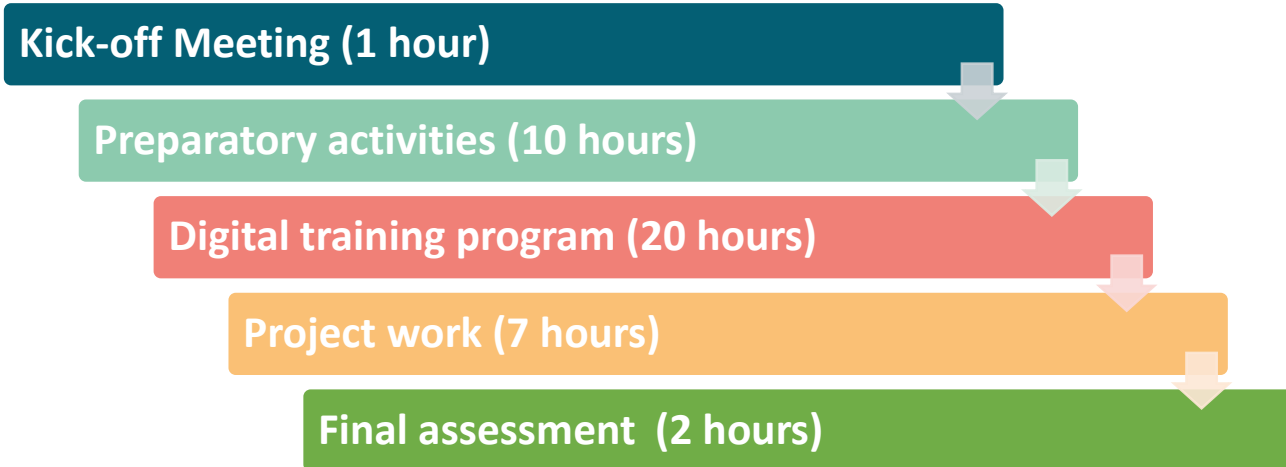
It offers teachers a **methodology to create digital lessons also in vocational subjects**.

**Firstly** implemented in **2021/2022 school year**, the Module was piloted on the **cooking sector**, but it could be also **adapted and applied in other vocational sectors**.





# The 40-hour Module it Digital Training Module program



The Module consists of **five different activities**, that cover **40 hours of classes**, carried out by teachers and students in different schools and countries.

The **same program** is delivered to **all participating students**: some parts of the module are carried out **simultaneously among different schools** through the use of **digital technologies**, while others are explained individually in each school.





## // The 40-hour Module it Digital Training Module program



The kick-off meeting is an **online transnational activity** done **simultaneously in each school** involved in the project.

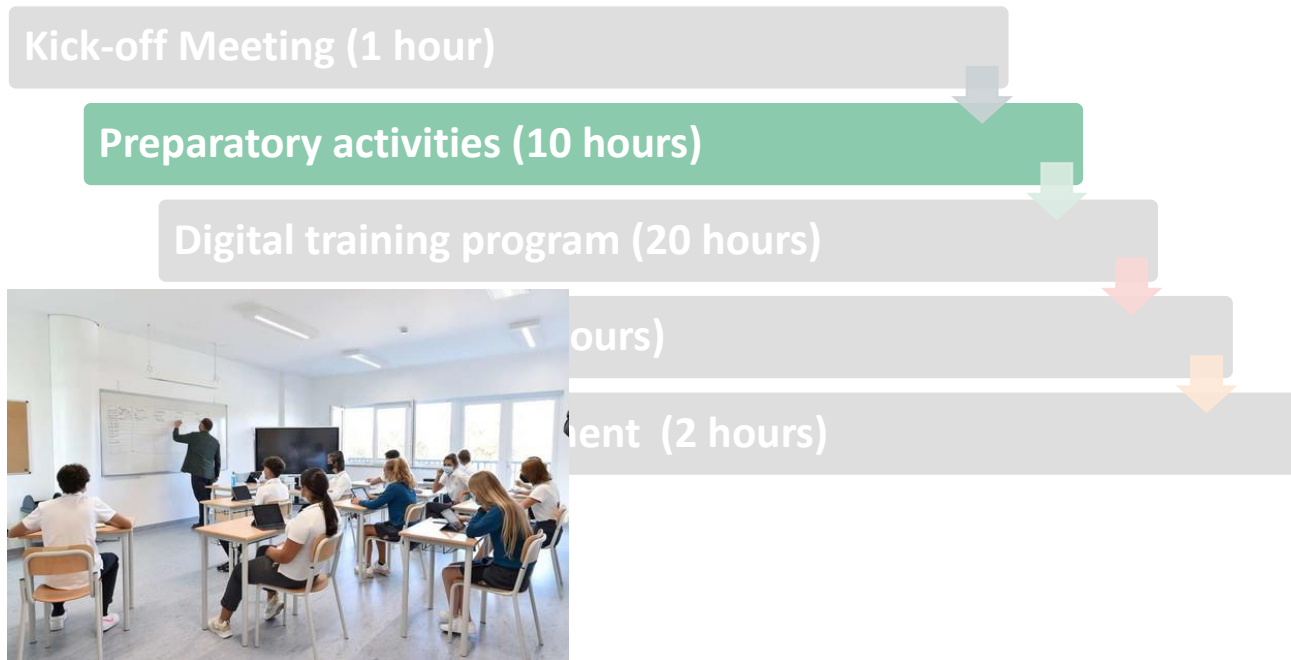
A teacher **presents the whole program to all students.**

Each class is divided in **working groups** (according to the Project work): **groups' components virtually meets** and students have the opportunity **to introduce themselves and their school.**





## // The 40-hour Module it Digital Training Module program



These activities are meant to **prepare the students to cooperate** with students and teachers from other countries and schools.

The preparation is made in some **core subjects**, but they are all **related to the sector of study of the students**.

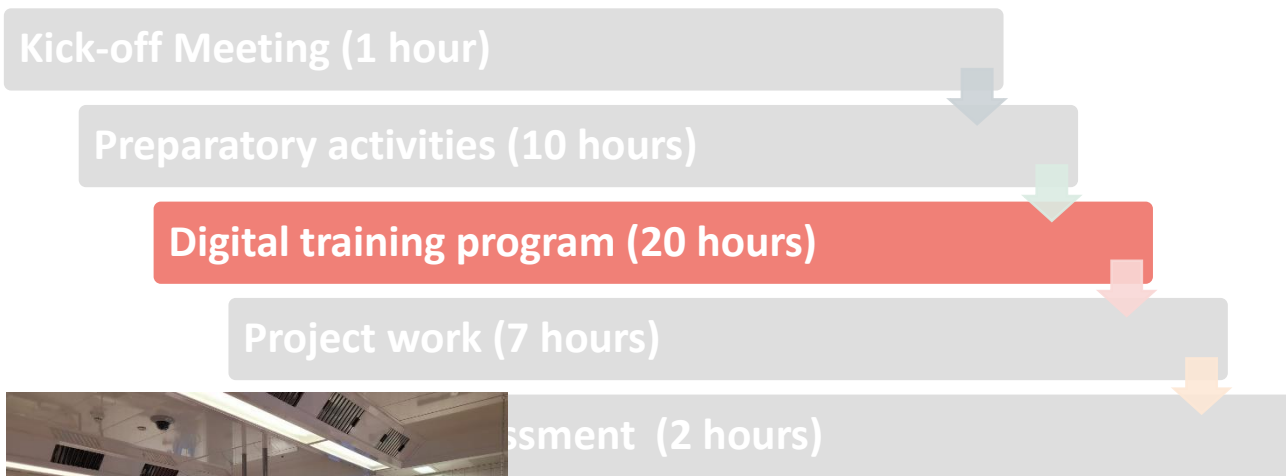
### **Cooking sector Pilot example:**

- **History:** General overview on each country's culinary traditions
- **English:** Recipes description: ingredients, procedures, tools
- **Maths:** Calculate cost and selling price of recipes
- **Science:** Analyse nutritional balancing and sustainability of the recipes





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A **streaming lesson** is delivered from one of the partner schools and **broadcasted** to the others, using digital technologies.

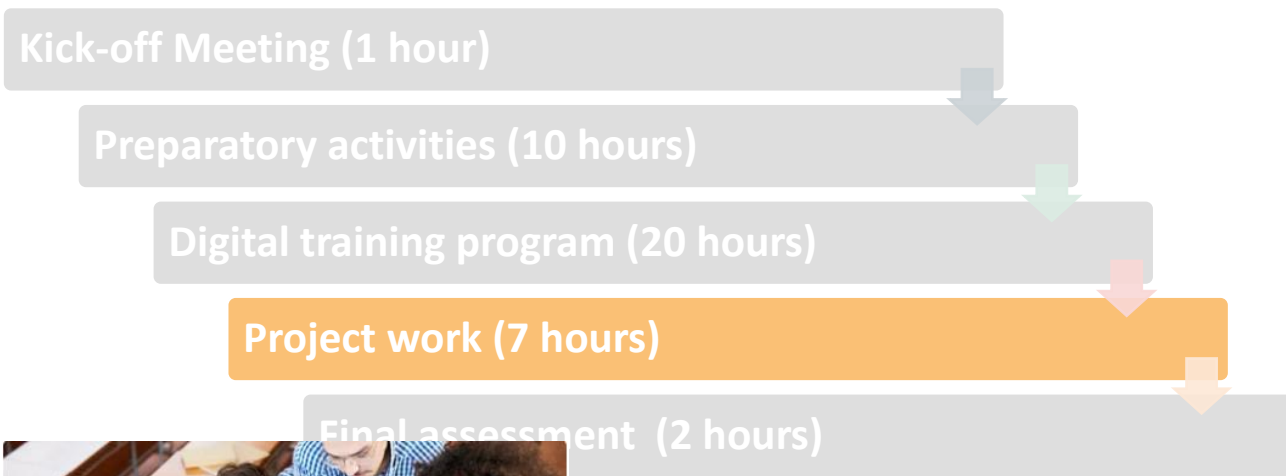
Students in different countries can do a **didactic activity with a teacher from another culture** and learn **other methods and skills** related to their field of study.

A **common language** must be used to make the streaming classes possible. Teachers can decide how long each streaming class should be, depending on the sector and the needs.





## // The 40-hour Module it Digital Training Module program



The project work is a **cooperation activity carried out by students in international groups**, developed **both in class and virtually**.

*In our piloting, **each group** was **composed by at least two students from each school**.*

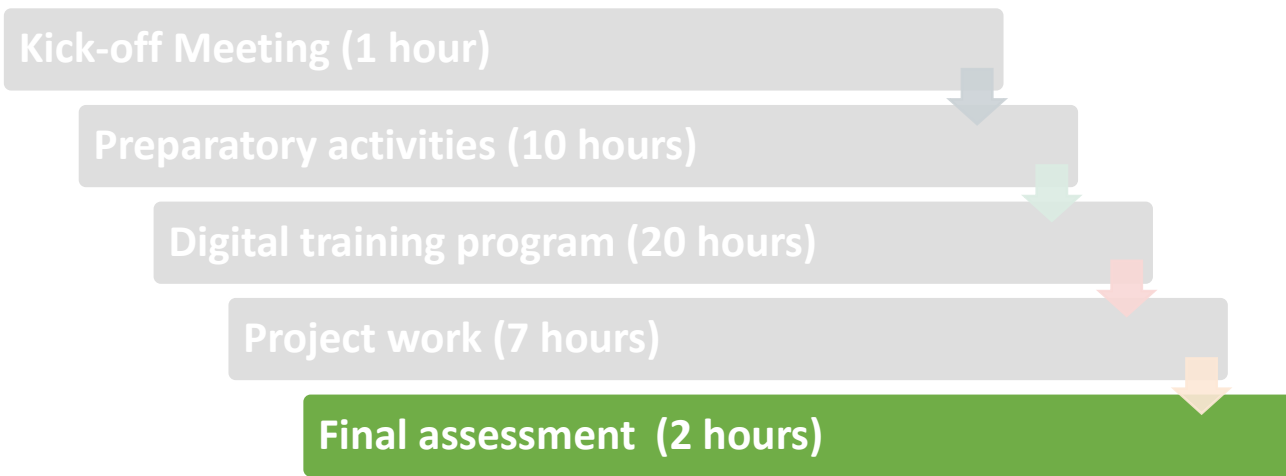
*Students were **coordinated by a teacher**, who moderated and monitored the work online.*

*The students were assigned the following task: to plan a **thematic menu** on a certain topic and then calculate its cost and selling price, analyse its nutritional balancing and its sustainability.*





## // The 40-hour Module it Digital Training Module program



The **final assessment** is intended to assess both the **improved knowledge of students** and **their satisfaction**.

Both the **final test**, meant to assess students' knowledge, and the **satisfaction questionnaire** are structured as **Microsoft Forms**.

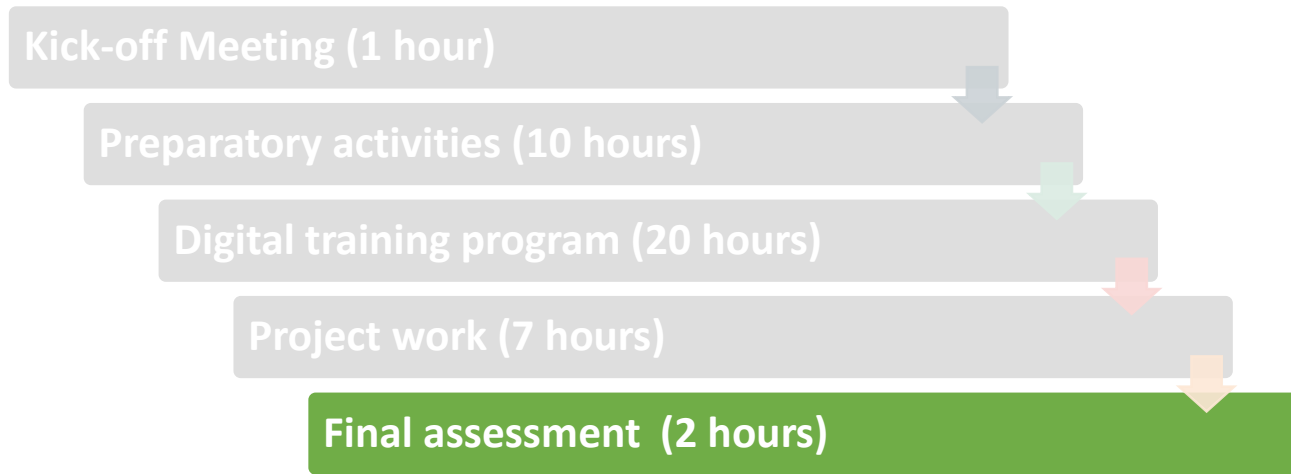
*In our piloting, the final test was made up of 3 sections :*

- *Vocational subject (cooking): multiple choice questions on countries' food overview and streaming recipes*
- *Sectoral Maths: calculate the total cost of a given recipe*
- *Food Science: calculate the caloric intake of a given recipe.*





## // The 40-hour Module it Digital Training Module program



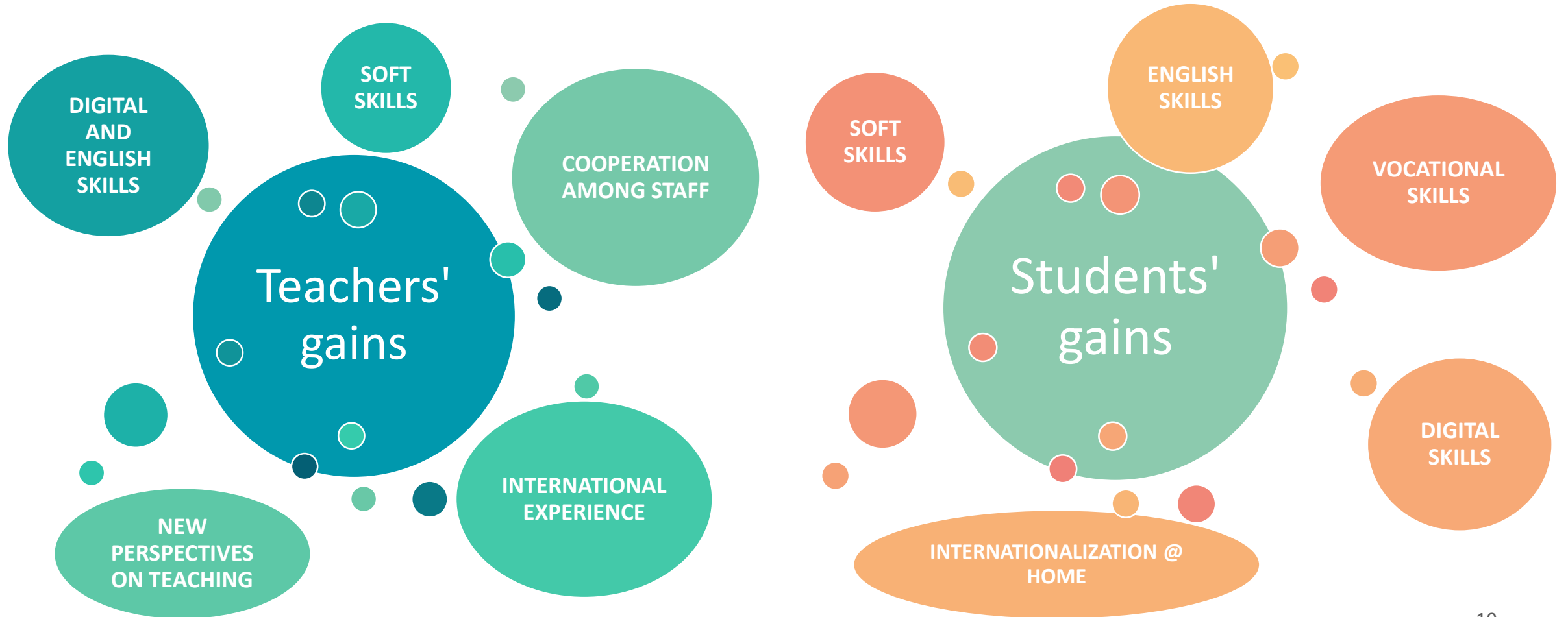
The **satisfaction questionnaire** is meant to let the **students reflect on their participation** to the European training module.

They can **evaluate the module** and their **personal experience, suggesting improvements, highlighting their difficulties** and **their new skills**.



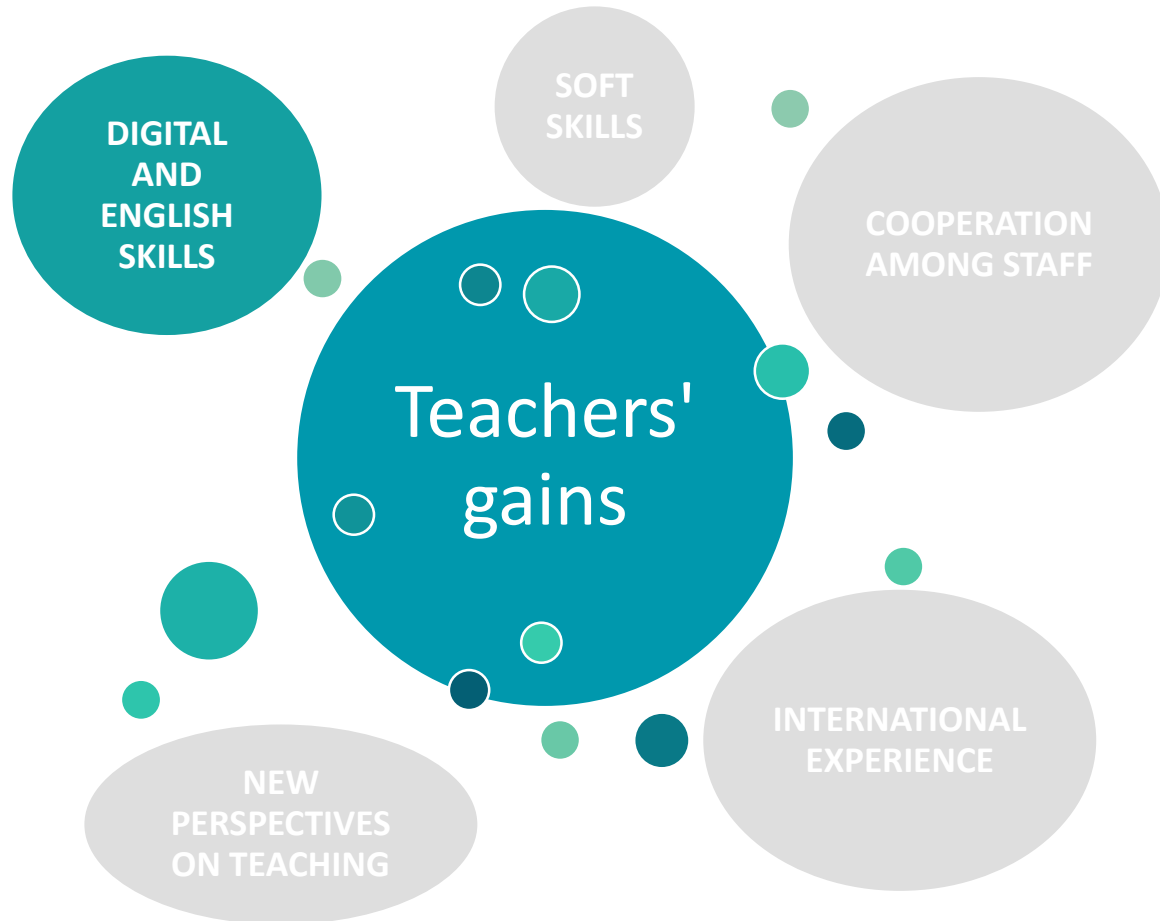


# Why should you implement Module It in your class?





## // Why should you implement Module It in your class?



Teachers can improve various **digital skills** during the implementation of the Module:

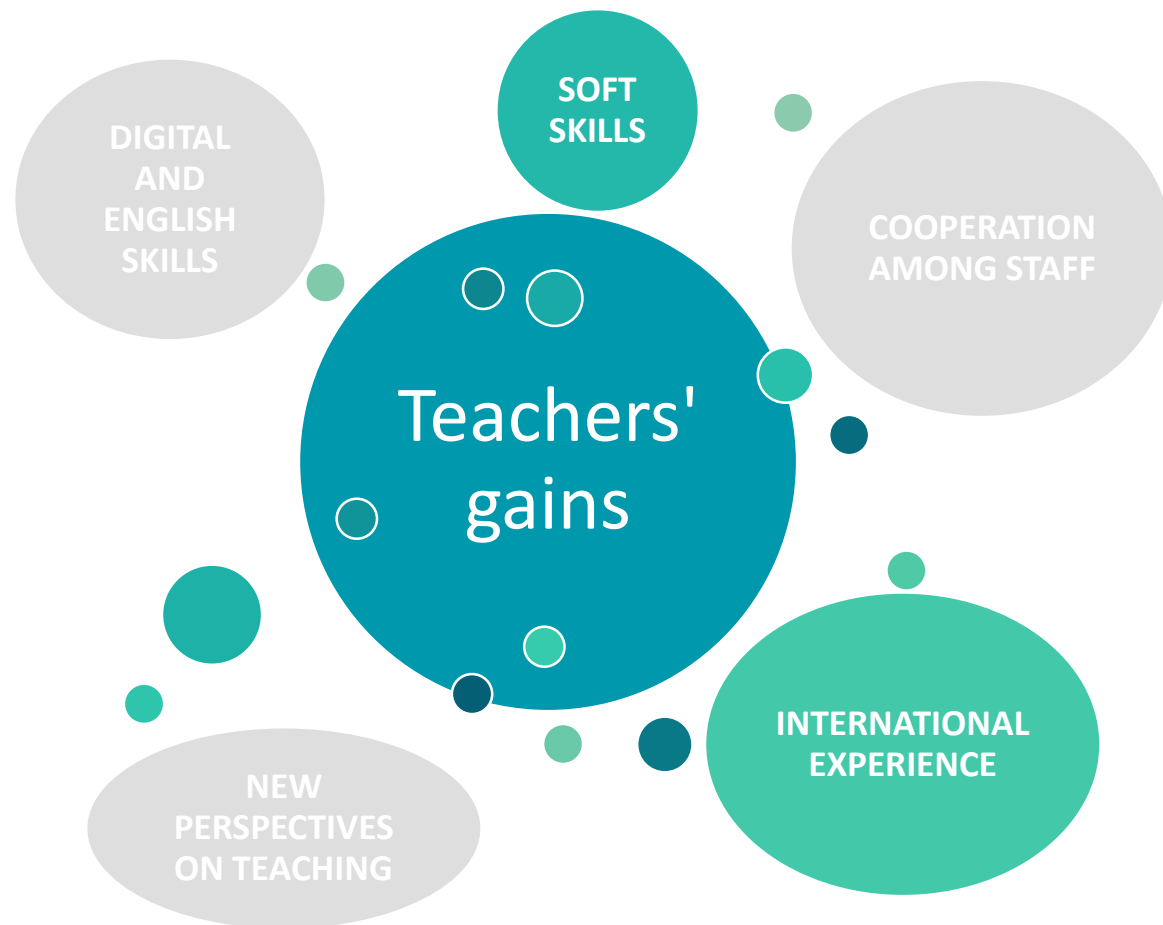
- **Teaching transnationally** in front of a **camera with a microphone**;
- Use of **conference tools**;
- Use of **online tools** for **testing competences**;
- Set up and **moderation of an online cooperation environment** for students;
- Students **engagement in online learning**.

And they can **practice** and **improve** their **English language skills**.





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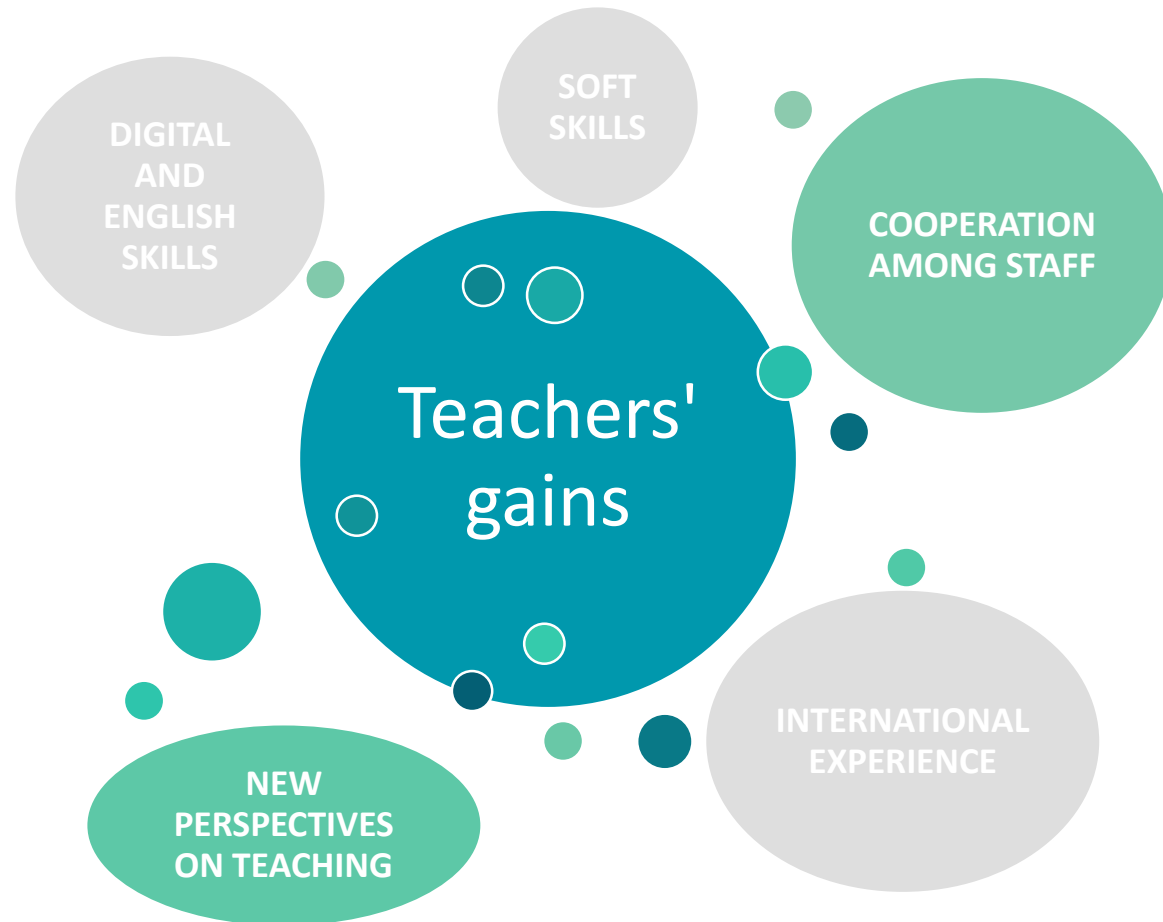
Teachers' **soft skills** improve thanks to the **interaction with new colleagues**, in an **intercultural environment**, where communication with other cultures is needed, as much as **adaptability** and **flexibility in teaching**.

By implementing the Module, teachers access to an **international opportunity** and cooperate with their peers abroad, experimenting didactical activities in an intercultural and English-speaking context.





## // Why should you implement Module It in your class?



By implementing the Module, teachers **merge** their **teaching experience with European colleagues**, using digital technology.

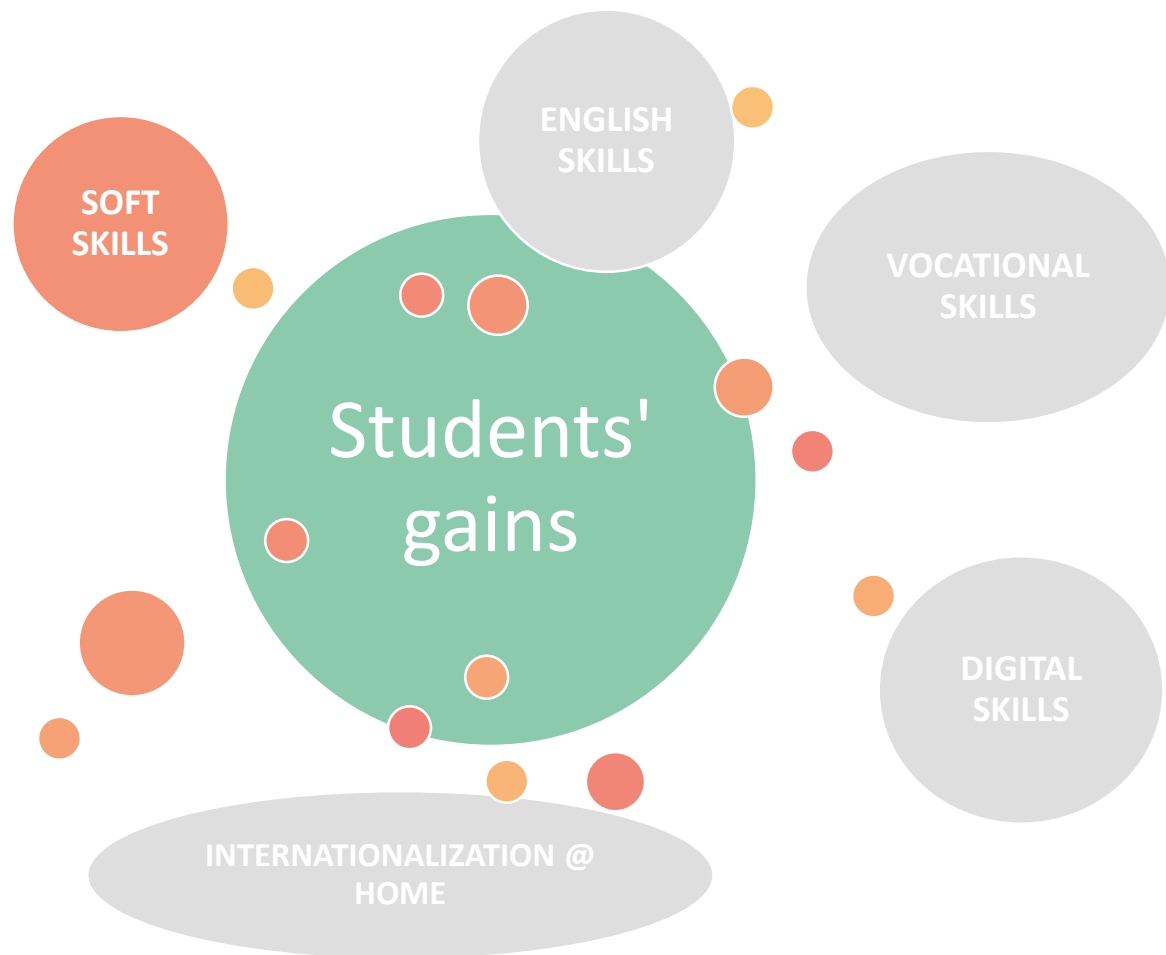
Teachers **share** their **know-how** and **develop new practices** and **new perspectives** on their teaching together with their peers.

Furthermore, the Module creates **connection between the teachers and the digital specialist**, thus **enhancing cooperation among staff** from different sectors and departments.





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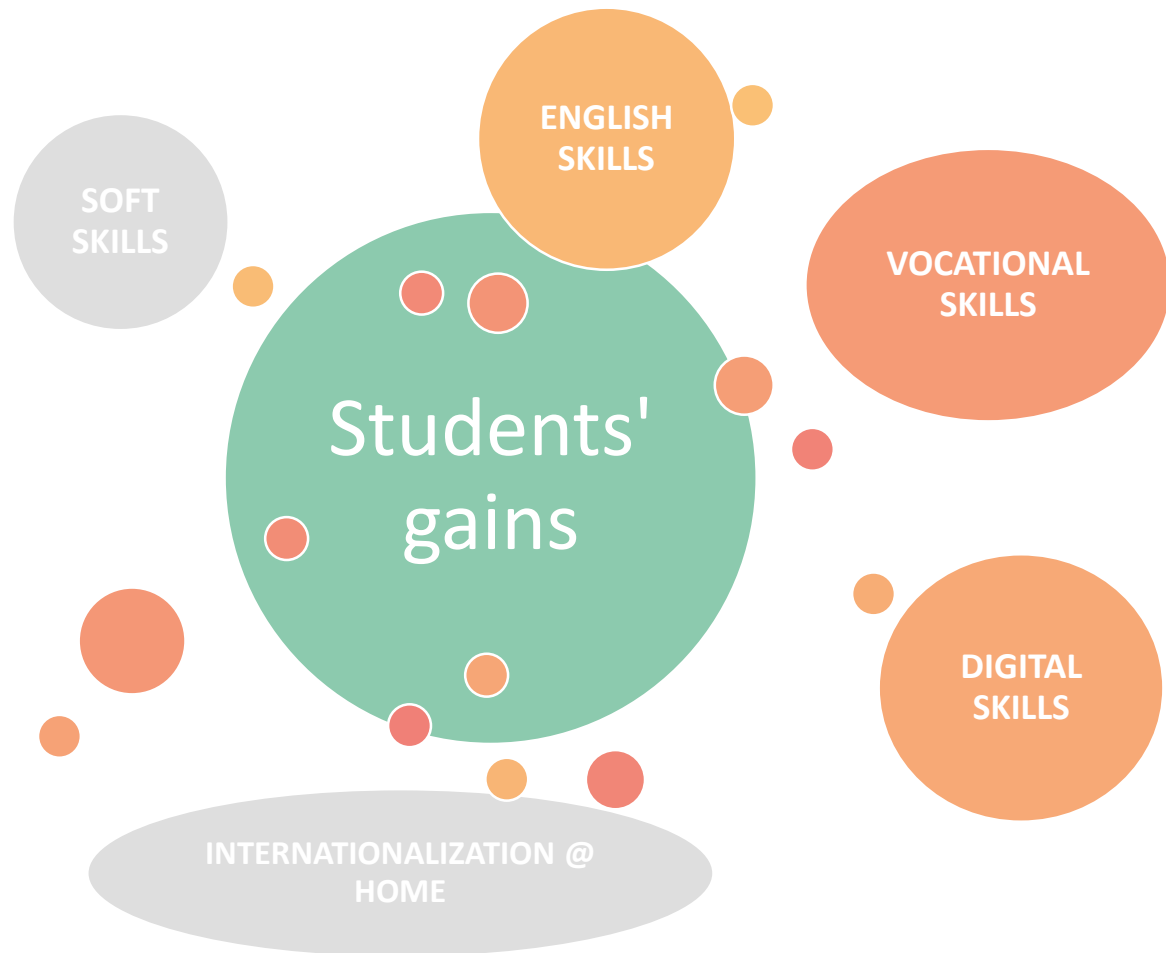
Students gain the following **soft skills** during the implementation of the Module:

- ability to **learn in an intercultural environment and interact with international peers**
- ability to **speak in front of others and express their points of view**
- **self-confidence**
- ability to **work in teams**
- **critical thinking**, e.g. initial ability to reflect about different didactical methods and to understand the differences
- ability to **take the initiative in the learning activity**
- initial ability to **self-assess the skills acquired**





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Students attend **vocational classes in English** and have the chance to **practice with their peers**. They can experience the **importance of a foreign language in their profession** and understand the **intercultural role of English in Europe**.

The common vocational program agreed upon teachers mixes different traditions and expertise. Therefore, while experiencing the Module, students will acquire new technical skills and methodologies of their profession and will apply them in class.

Because of the Module activities (streaming, video meetings, presentations, online surveys etc.), students get the ability to **use digital technology for learning purposes**.





## // Why should you implement Module It in your class?



The Module activities allow every student to participate to an **international experience** for free and **without the need of moving**.

This **Internationalization @ Home** opportunity can also be intended as the **virtual part of a blended mobility, prior to the physical mobility**.





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