BEYOND
ZOOM

ADVANCED GUIDE TO A SUCCESSFUL HYBRID CLASSROOM

training the trainers

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Authors: Paulina Zglińska, Michael Ward, Martin Barthel, Estelle Bruguier, Klaudia Allajbej, Frida Kraus, Diba Mokhtabad Amrei, Alexandros Yeratziotis

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Partner institutions:

Comparative Research Network e.V. (Germany)

Association of Social Cooperatives (Poland

IREFORR (Italy)

Changemaker Education (Sweden)

Mullingar Employment Action Group (Ireland)

Innoved (Greece)

University of Cyprus

www.beyzo.eu

Contact:
Comparative Research Network e.V.
www.crnonline.de
central@crnonline.de
Belziger Str. 60
10823 Berlin, Germany

Comparative
Research
Network:

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ABOUT THIS GUIDE

This guide and curriculum developed for vocational education and training (VET) educators in online and hybrid facilitation skills is a cornerstone of the BEYZO project. Designed to equip educators with the vital skills, competencies, and knowledge necessary for delivering effective teaching and training in various educational settings, this curriculum emphasizes enhancing inclusion and access for learners with additional needs, including those with disabilities or from lower economic backgrounds.

The guide offers detailed teaching instructions, further enriched by an online course that follows the same module structure. This structured approach ensures consistency and depth, effectively supporting educators in their professional growth and in the delivery of high-quality, inclusive education.

The curriculum focuses on developing behavioral and contextual competencies crucial for working in online and hybrid facilitation environments, alongside technical and intellectual competencies in digital facilitation and digital literacies. This aligns with the standards expected at EQF Level 4.

This curriculum is linked to other project outcomes, particularly the initial report on existing online and hybrid delivery approaches. Insights and findings from this report serve as the foundation for the curriculum development. By integrating key findings from research seminars and stakeholder presentations, the curriculum addresses the specific needs and challenges identified in the VET sector. This approach ensures that the curriculum is not only relevant but also practical, providing educators with a robust framework to adapt their training programs to online and hybrid environments.

Furthermore, the curriculum is complemented by digital and e-learning resources available in the knowledge wall, developed to support VET educators in enhancing their digital competencies. These resources facilitate independent study and continuous professional development, enabling educators to create their own digital facilitation competencies development roadmap. By integrating these resources with the curriculum, the project ensures a comprehensive approach to upskilling VET educators, empowering them to deliver inclusive and effective training in diverse learning environments.

Links to the Online Training Course

This guide assists educators in enhancing their classrooms with hybrid education techniques. It can be used as a standalone document for experienced educators. For those who are inexperienced or wish to refresh or deepen their knowledge, this guide can be supplemented with a structured online learning course. The course follows the same module structure but includes additional activities and quizzes.

You can access the online resource here: https://beyzo.eu/courses/

★★★★★ 5.00 (1)

Feedback and evaluations in hybrid classrooms

FK By Frida Kraus

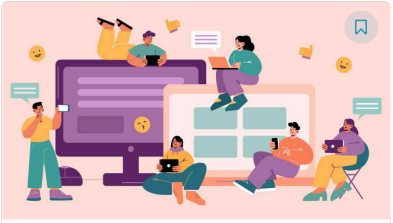
Enroll Course

★★★★★ 5.00 (1)

Engagement and teamwork in hybrid spaces

P By paulina

Enroll Course



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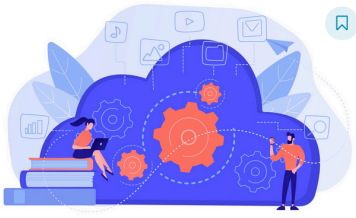
Hybrid Classrooms

KA By Klaudia Allajbej

Enroll Course



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Technology and Digital Resources

I By I.Re.Forr.

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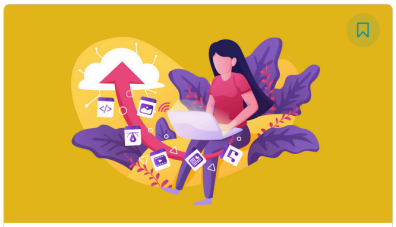

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Digital Literacy

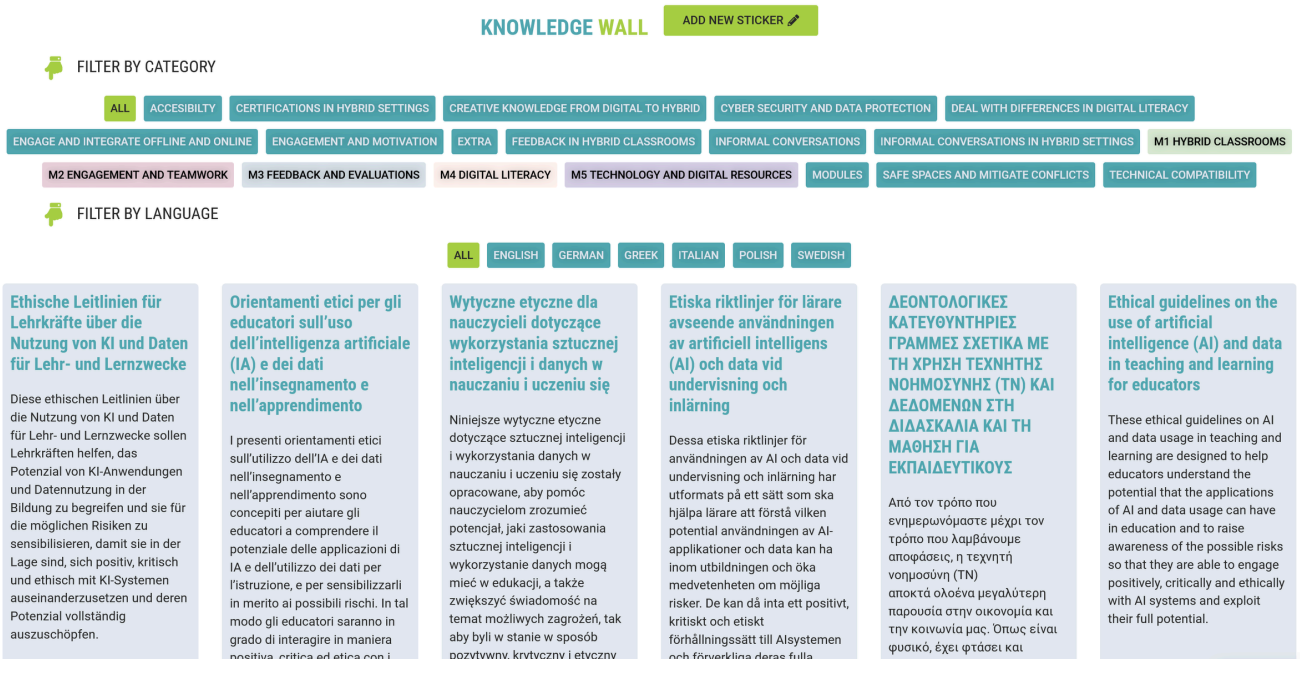
EB By Estelle Bruguier

Enroll Course

Links to the BEYOND ZOOM Knowledge Wall

For each module, the BEYOND ZOOM project team has curated further materials, articles, and other resources in English, German, Italian, Polish, Swedish, and Greek. At the beginning of each module, you'll find a QR code and link leading to these resources in the knowledge wall. We encourage you to add further resources and help us expand our collection for hybrid education in VET.

You can find all resources here: https://beyzo.eu/knowledge-wall/



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Scan this code in every module to access further materials.

Webinars and Position Papers

Lastly, the BEYOND ZOOM Team conducted 14 webinars featuring experts, practitioners, and academics, each discussing crucial topics regarding hybrid classrooms. Gain insights on how integration classes have changed post-pandemic, the role of hybrid education for social enterprises, creativity in hybrid settings, and the impact of AI on hybrid VET.

You can access all webinars here: https://beyzo.eu/webinars/

WEBINARS

MODULE 1: HYBRID CLASSROOMS

1.1.Scope of the Module

Hybrid classrooms blend in-person and online learning, offering flexibility, accessibility, and a modern approach to education. This model allows students to engage both physically and remotely, supported by tools like interactive whiteboards, digital platforms, and video conferencing. By integrating asynchronous resources such as recorded lectures and online discussions, hybrid learning accommodates diverse schedules and learning styles.

The advantages are clear: hybrid classrooms enhance flexibility for non-traditional students, working professionals, and those with mobility challenges, while promoting inclusivity and collaboration across locations. However, they also require careful attention to technology, instructional design, and maintaining student engagement.

In the module “HYBRID CLASSROOMS”, participants will delve into key aspects of hybrid education through a series of focused sessions. We begin by examining the concept of hybrid learning in "To Think Hybrid," where we explore its benefits, risks, and the challenges of implementing this approach. In "Equipment and Technicality," we will cover the fundamental tools needed to establish hybrid classrooms and explore how digital transformation is reshaping the educational landscape. The module then shifts to "Creating Hybrid Spaces," with a focus on achieving balance between in-person and online learning, fostering inclusivity, moderating interactions effectively, and promoting collective responsibilities among educators and students. Finally, hands-on activities will provide opportunities to apply these concepts in practical, real-world scenarios. By the end, participants will be well-equipped to design engaging, accessible, and effective hybrid learning environments.

1.2.To Think Hybrid

Hybrid Thinking Overview:

- Hybrid education blends traditional in-person teaching with online learning tools.
- Focuses on innovation, accessibility, and inclusivity.
- Requires designing curricula that cater to diverse learning styles.
- Emphasizes adaptability, experimentation, and staying current with technological trends.

Benefits:

- Flexibility: Students can learn from any location, especially useful for those with barriers.
- Accessibility & Inclusivity: Caters to diverse learners, personalizing the learning experience.
- Self-paced Learning: Students can engage at their own pace, leading to better retention.

Risks:

- Technical Issues: Unstable internet and software glitches can disrupt learning.
- Digital Divide: Not all students have access to necessary technology, risking inequality.
- Student Engagement: Remote learners may feel isolated, requiring innovative engagement techniques.
- Teacher Training: Educators need extra training to balance online and in-person teaching.
- Privacy Concerns: Ensuring data security on digital platforms is critical.

Challenges:

- Technology Management: Reliance on digital tools makes quick resolution of technical problems essential.
- Resource Access Inequality: The digital divide can widen inequities without proactive resource distribution.
- Student Engagement: Remote learners may struggle with motivation, requiring interactive methods.
- Instructional Adaptation: Teachers must redesign lessons to accommodate both learning environments.
- Privacy & Security: Ensuring safe, compliant use of digital platforms is vital for protecting student data.
- Solutions:
- Proactive Planning: Includes investments in technology, ongoing teacher development, and inclusive practices.

1.3. Equipment & Technicality

This section focuses on the essential components and strategies required to build an effective hybrid learning environment. It covers the necessary technology, instructional methods, and logistical considerations to ensure seamless interaction between in-person and remote students. The emphasis is on using digital tools to enhance participation and engagement, blending traditional teaching with innovative methods for a personalized learning experience.

First Steps of Hybrid Classrooms:

1. Planning and Equipment Setup: Careful planning is needed to integrate technology with pedagogy. Reliable audiovisual tools (microphones, speakers, cameras) should be positioned to ensure full coverage of the classroom, allowing remote students to engage as actively as those present.
2. Digital Tools: Interactive displays and digital whiteboards help present materials and facilitate group projects. Ensuring compatibility between software and hardware is key for smooth instruction.
3. Testing & Familiarization: Educators must test and calibrate equipment before use, practice troubleshooting, and work with technical support to ensure classes run smoothly.
4. Equipment Maintenance: Establish protocols for maintaining equipment and handling technical issues during class to minimize disruptions.

Digital Transformation:

- Digital Tools: Infographics, interactive diagrams, and multimedia presentations make learning more engaging and accessible, catering to different learning styles.
- Communication & Collaboration: Tools like video conferencing, discussion boards, and virtual classrooms facilitate real-time communication and group collaboration.
- Adaptive Technologies: Data analytics and adaptive learning technologies help educators tailor instruction to improve student outcomes.
- Training: Adequate training for both teachers and students is crucial for effective use of digital tools and successful digital transformation.
- This approach helps create a dynamic, interactive hybrid classroom, ensuring both technical and pedagogical elements are well-balanced for a high-quality learning experience.

1.4.To Create Hybrid Spaces

Creating effective hybrid learning spaces requires a multifaceted approach that focuses on balance, inclusiveness, facilitation, and shared responsibility. The key elements involve integrating online and in-person activities, ensuring participation from all students, and balancing synchronous (real-time) and asynchronous (self-paced) learning.

Balance:

- Achieving balance in hybrid classrooms involves theoretical models like blended learning, combining face-to-face instruction with online activities. The Community of Inquiry (CoI) framework emphasizes cognitive, social, and teaching presence for effective learning.
- The SAMR model encourages deeper integration of technology to modify and redefine learning tasks, and constructivist learning theory promotes active, collaborative, and problem-based learning.

Inclusiveness:

- Creating inclusive hybrid spaces requires applying Universal Design for Learning (UDL), which ensures flexible and accessible learning for diverse student needs.
- Culturally Responsive Pedagogy (CRP) emphasizes respect for students' cultural identities, fostering belonging and engagement.
- Social Constructivism and Critical Pedagogy highlight the importance of social interaction and challenging inequalities, promoting collaboration and social justice.

Moderating:

- Effective facilitation in hybrid classrooms involves fostering a sense of community and promoting social interaction. Theories such as social presence, constructivist learning theory, and the Online Learning Consortium (OLC) guide moderators to encourage collaboration and critical thinking.
- Moderators design engaging, dynamic environments that support active learning, integrating feedback and communication tools for both in-person and online students.

Collective Responsibilities:

- Building successful hybrid classrooms requires collaboration among educators, students, administrators, and support staff. Social Constructivism supports collective responsibilities, emphasizing teamwork, accountability, and community-building.
- Teachers and students work together through collaborative learning, while administrators provide resources, and support staff ensure smooth operation of hybrid environments. This collective effort fosters a positive, inclusive, and supportive learning community.

By blending these elements, hybrid classrooms can become dynamic spaces where all students can thrive.

MODULE 2: ENGAGEMENT AND TEAMWORK IN HYBRID SPACES

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2.1.SCOPE OF THIS MODULE

This module aims to equip practitioners with the knowledge, skills, and confidence to facilitate hybrid sessions with stationary and remote participants at the same time in a variety of different contexts and settings. As was mentioned in a previous module hybrid learning offers plenty of benefits: more flexibility for teachers and users, accessibility for the various groups of potential learners, or affordability to enumerate the most important ones. At the same time facilitating workshops in a hybrid space can be challenging – in fact, the facilitator needs to conduct two parallel meetings – one for the face-to-face learners and one for an online group. It is worth underlining that hybrid spaces are not only about the technology that we use but also about communication between people, their behaviours, engagement, and motivation.

In this module, we will focus on challenges related to managing teams in hybrid spaces. You will understand: the concepts of safe spaces, online body language, and informal communication in hybrid spaces, you will identify: the positive habits that facilitate moderation and monitoring of hybrid activities and you will develop: some strategies that enable you to maintain engagement and motivation in hybrid teams.

The module is divided into four sessions presented below. Each session has its informative and theoretical parts, we have also included some activities and resources for you to explore concepts covered here in more depth.
All the sessions are addressed to the self-learners: teachers, trainers, and facilitators interested in conducting meetings or workshops in a hybrid environment. You can learn and train on your own.

Activities on the other hand can only be conducted with the groups in the hybrid environment.

2.2.Teams in Hybrid Spaces

The section "Teams in Hybrid Spaces" discusses the dynamics of hybrid teams, which operate across multiple locations, often mixing time in a physical office with remote work. These teams have grown in popularity, especially post-COVID-19, as they allow collaboration from anywhere. However, it's emphasized that a team is not just a group of individuals working together but a group built on trust, shared goals, and interdependent tasks. Achieving synergy—the collective output being greater than the sum of individual efforts—depends on collaboration among team members.

While technological infrastructure is essential, it is not enough on its own to build an effective hybrid team. Facilitators play a critical role in creating, moderating, and maintaining team engagement, which requires understanding the distinct needs of both remote and in-office groups. These roles are challenging but can be rewarding. The following sessions aim to provide skills and strategies to support communication and effective teamwork in hybrid spaces.

2.3. Safe spaces: how to create safe spaces in hybrid classrooms

The section "Safe Spaces: How to Create Safe Spaces in Hybrid Classrooms" explores the concept of creating environments, both physical and virtual, where individuals feel safe from bias, harassment, and harm. The term "safe space" originated in 1983, initially related to physical environments, but now extends to virtual spaces due to the rise of the internet and social media.

Key elements of safe spaces in hybrid classrooms include:

1. **Physical Dimension:** A comfortable and secure physical environment where participants can focus, though this may not always be feasible (e.g., during war situations like in Ukraine).
2. P**sychological Dimension:** Learners should feel secure to ask questions, participate in discussions, offer feedback, and feel like partners in the educational process.
3. **Emotional Dimension:** Participants must feel respected and valued for their diversity. Special attention should be given to accommodate different personality types, like introverts, in activities such as teamwork and presentations.

To create a safe space, facilitators should focus on:

- **Policies and Procedures:** Establish and enforce rules to protect participants from harm, encouraging shared rule-making in hybrid environments.
- **Equality and Inquisitiveness**: Ensure all participants, whether online or in-person, have equal opportunities to contribute and be heard.
- **Flexibility and Adaptability:** Be prepared for dynamic situations, challenges, and the need to renegotiate agreements to maintain a safe, trusting environment.

Collaboration and communication are critical tools for fostering safe spaces, which will be further explored in the following chapters.

2.4. Informal Communication – how to extend informal communication into hybrid spaces

The section "Informal Communication – How to Extend Informal Communication into Hybrid Spaces" emphasizes the importance of effective communication in hybrid work environments, where non-verbal cues, which make up 60% of communication, are harder to convey. This includes gestures like nodding, smiling, and maintaining an open posture. Online spaces complicate this, but solutions like "digital body language," as described by Erica Dhawan, help overcome these challenges.

Dhawan's four key principles for effective digital communication are:

1. **Valuing Visibility:** Be conscious of others' time and attention.
2. **Communicating Carefully:** Write clearly and read messages thoroughly to avoid misunderstandings.
3. **Collaborating Competently:** Include everyone in discussions and avoid proximity bias.
4. **Trusting Totally:** Assume good intentions and recover quickly from mistakes.

In hybrid spaces, non-verbal cues can be extended using a mix of offline and online tools. Examples include active listening through nodding in person or using emoticons online, and showing engagement through gestures or positive language in messages.

Informal communication plays a key role in building relationships, as it is spontaneous and unstructured. It helps create personal bonds and can thrive in chat rooms, which allow free expression. Regardless of the medium, a simple smile remains an effective form of communication.

2.5. Moderating Hybrid Activities

The section "Moderating Hybrid Activities" emphasizes the role of facilitators in managing meetings, especially in hybrid settings where participants are both in-person and online. The main challenges include ensuring equal participation and overcoming proximity bias, the tendency to favor people physically present. To address this, facilitators should include online participants in discussions, use clear communication, and be mindful of body language and online interaction.

Key tips for effective moderation in hybrid environments include:

- Involving everyone, including informal chats.
- Careful communication to avoid misunderstandings.
- Establishing clear meeting objectives and roles to maintain focus.
- Encouraging collaboration instead of monologues.
- Acknowledging online participants' involvement, like responding to their questions or comments.

The text also highlights motivation and engagement as crucial factors. Keeping participants motivated in a hybrid space is particularly challenging, as motivation fluctuates over time. Engagement is key to avoiding frustration and discouragement, and relationships play a central role in building engagement, although hybrid settings make this more difficult than in-person environments.

Visibility is also crucial, meaning that each participant should feel heard and seen. This requires both technical tools and good communication habits to ensure everyone, even the shyest, can contribute effectively.

MODULE 3: FEEDBACK AND EVALUATIONS OF LEARNERS IN HYBRID CLASSROOMS

3.1.SCOPE OF THIS MODULE

Welcome to Module 3: Feedback and Evaluations of Learners in Hybrid Classrooms. This module is designed to equip educators with the tools and techniques necessary for effective feedback and evaluation, tailored specifically for hybrid learning environments where teaching occurs both online and onsite. As educators, feedback and evaluation are fundamental practices that facilitate continuous learning and student success. Adapting these practices for hybrid settings requires a nuanced understanding of the interplay between virtual and physical classroom dynamics.

Throughout this module, we will explore various strategies and best practices for delivering constructive feedback and conducting evaluations. We will examine methods that promote student engagement, self-reflection, and collaboration, focusing on how to tailor these approaches to the hybrid model.

The module will unfold in the following sessions:

- Feedback: An overview of the importance of continuous feedback, particularly its role in enhancing learning outcomes and student participation.
- Evaluation and Exams: Different assessment strategies and exams, addressing the challenges and benefits of each within hybrid contexts.
- Hybrid Examinations: Practical guidance on conducting hybrid examinations using technology and pedagogical tools to ensure integrity and effectiveness.
- Certification System: A deep dive into the design of certification systems, emphasizing fairness and inclusivity in assessments.

Join us as we explore how feedback and evaluation practices can be adapted for hybrid classrooms, providing you with actionable insights and hands-on activities to create dynamic, effective, and inclusive learning experiences for your students.

3.2. Feedback in Hybrid classrooms

Session 3.2, "Feedback in Hybrid Classrooms," focuses on the essential role of feedback in driving student growth and promoting continuous improvement in hybrid learning environments. It highlights best practices for providing consistent, effective feedback to students in both physical and virtual spaces.

Key Concepts:

1. Importance of Feedback: Feedback helps students reflect, identify strengths and areas for improvement, and set goals. Constructive feedback fosters a growth mindset.
2. Effective Feedback Strategies: Timely, specific, and actionable feedback enhances student development and creates a positive learning environment.
3. Dynamics of Hybrid Classrooms: Feedback must be equitable across online and onsite learners. Using digital tools ensures both groups receive equal opportunities for feedback.
4. Peer Feedback and Collaboration: Peer feedback builds community and encourages critical reflection. Facilitating constructive peer dialogue benefits learning.
5. Leveraging Technology for Feedback: Technology tools like platforms and apps streamline feedback delivery, enhancing engagement and efficiency.

Practical Applications:

- Role-playing Exercises: Educators practice giving feedback in hybrid settings.
- Case Studies: Analyze examples of effective feedback strategies.
- Peer Feedback Workshops: Teachers exchange feedback on teaching materials.
- Written and Verbal Feedback:
- Digital Verbal Feedback Pros: Flexible, immediate interactions.

Challenges: Potential for miscommunication and reduced personal connection. Strategies include creating a supportive environment, using positive language, and clarifying misunderstandings.

Peer Feedback and Self-Assessment:

- Peer Feedback: Engages students in evaluating peers' work, offering diverse perspectives.
- Self-Assessment: Helps students reflect on their progress and set personal goals.

Tools for Feedback:

- Rubrics and Checklists: Provide clarity on assignment criteria.
- Forums and Surveys: Gather student feedback to improve the learning environment.

3.3. Evaluations and Exams

Session 3.3, "Evaluations and Exams," addresses the need for adaptive assessment strategies in hybrid classrooms that accommodate both in-person and remote learners.

Key Points:

Evaluation Methods:

- Formative Assessments (quizzes, discussions) provide ongoing feedback, while Summative Assessments (final exams, projects) evaluate overall understanding.
- Peer and Self-Assessments enhance critical reflection and are effective in both live and recorded formats.
- Project-Based Assessments integrate collaboration among in-person and remote students, assessing both knowledge and soft skills.
-

Assignments vs. Exams:

- Assignments offer flexibility and diverse formats but pose challenges for ensuring authenticity.
- Exams provide structured assessments but can create logistical issues for remote learners, such as time zone differences and technical requirements.

Performance-Based Evaluation focuses on the learning process, emphasizing presentations and projects, while traditional exams assess knowledge under pressure.

Risks and Benefits:

- Risks include technological disparities and challenges in maintaining academic integrity.
- Benefits encompass flexibility in assessment methods and increased student engagement through varied evaluation types.

3.4. Hybrid Examinations

Session "Hybrid Examinations," focuses on the design and implementation of assessments that blend online and in-person strategies to ensure fairness, accessibility, and integrity in hybrid learning environments.

Hybrid vs. Online Exams

Hybrid Exams:
Advantages: They offer flexibility for both physical and remote learners, integrating interactive elements (like case studies) to enhance engagement.

Challenges: Ensuring equitable access to resources (such as reliable internet and technology) for all students is crucial.

Online Exams:
Advantages: They provide convenience and accessibility, especially for students in different locations.

Challenges: They require dependable technology and may involve complex proctoring solutions to uphold academic integrity.

Technology and Tools:

- Learning Management Systems (LMS): Platforms such as Moodle and Canvas support exam delivery through features like timed assessments and automatic grading.
- Remote Proctoring Solutions: Tools like Respondus Monitor and Examity help maintain exam integrity through webcam monitoring and biometric verification.
- Interactive Assessment Tools: Software such as Kahoot and Socrative enable real-time quizzes accessible to both in-person and remote students

Considerations and Concerns:
Logistical Planning: Ensure all students have the necessary resources and support for exams, considering factors like time zones and technology access.

Equity and Access: Design exams that do not disadvantage remote learners; providing practice sessions and clear guidelines can aid those unfamiliar with technology.

Security Measures: Implement strategies to prevent academic dishonesty, such as using lockdown browsers, randomizing questions, and incorporating both in-person and remote proctoring.

3.5. Certification System

The session on Certification in Hybrid Classrooms emphasizes the importance of designing exams and certification systems that prioritize fairness, flexibility, and accessibility.

Designing Exams:

Alignment with Learning Objectives: Exams should be tailored to clearly defined objectives that are assessable in both online and in-person formats.
Technology Integration: Utilize secure platforms that offer monitoring and feedback features to ensure consistent standards during assessments.
Flexibility in Formats: Incorporate diverse assessment types, including multiple-choice questions for objective evaluation and open-ended questions or project submissions for deeper insights.

Creating a Fair Certification System:

Equitable Access: Ensure that all students, regardless of their learning environment, have equal opportunities to showcase their knowledge. Provide accommodations for those with disabilities.

Inclusive Assessment Methods: Use a mix of traditional assessments and alternative methods (like portfolios and group projects) to capture a wide range of student abilities.

Continuous Monitoring and Feedback: Regularly collect feedback from students and faculty to identify and address biases or challenges within the certification process, fostering a transparent environment.

By implementing these strategies, hybrid classrooms can establish a fair and inclusive assessment system that meets diverse learner needs while maintaining academic integrity.

MODULE 4: DIGITAL LITERACY

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4.1.SCOPE OF THIS MODULE

In today's interconnected world, digital literacy is an essential skill for navigating the rapidly evolving technological landscape. This module is designed to equip learners with the knowledge and skills necessary to understand, engage with, and thrive in the digital age. It explores the impact of technology on daily life, education, and work, while also addressing the challenges of digital citizenship, inclusion, and the essential competencies needed for success.

Key Themes Covered in This Module:

Age of Technology: We explore how technology has transformed communication, work, education, and social interaction. From the rise of AI in the workplace to the ethical concerns of privacy, we discuss the profound effects of technology on everyday life, highlighting both its benefits and challenges. The session also examines the digital divide, biases in access to technology, and strategies for fostering digital inclusion.

Self-Assessment and Familiarity with Technology: Learners will assess their own digital skills using frameworks such as the Essential Digital Skills Framework developed by the UK Department of Education. This component focuses on building foundational digital skills necessary for life, work, and safety online, ensuring participants are equipped to meet the demands of a hybrid learning and working environment.

Digital Literacy and Students: In an educational context, digital literacy plays a crucial role in ensuring that students are prepared for the demands of the digital world. This session highlights the importance of teaching students essential digital skills, such as safe internet usage, effective online communication, and problem-solving in a digital environment.

Understanding the Hybrid Classroom: The hybrid learning model is reshaping education by combining in-person and remote learning. We delve into the best practices for hybrid teaching, examining how to engage students both physically present in the classroom and those attending remotely. Additionally, strategies for assessing students' digital skills in a hybrid setting are discussed to ensure a seamless and inclusive learning experience.

Flipped Classrooms: The flipped classroom model reimagines traditional teaching methods by having students engage with learning materials outside of class, while classroom time is dedicated to applying knowledge through discussions, activities, and hands-on learning. This approach fosters deeper understanding and collaboration, transforming the classroom into a dynamic, interactive learning environment.

4.2. Age of Technology

The session titled "Age of Technology" discusses the profound influence of technology on daily life, emphasizing both its benefits and challenges, particularly in the context of education and digital citizenship.

Key Themes:

Technology's Impact on Everyday Life:

- Improved Communication: Technology has transformed communication, with tools like Zoom becoming essential during the pandemic.
- AI in the Workplace: AI tools, such as ChatGPT, are increasingly utilized by companies to enhance productivity and efficiency.
- Privacy Concerns: Increased internet usage raises privacy issues, although protective tools like VPNs and password managers are available.
- Accessible Shopping: Technology has streamlined online shopping but also contributed to the decline of traditional retail.
- Information Access: Mobile technology has simplified access to information and resources.
- Virtual Social Lives: Social media and the Metaverse have changed how people interact socially.
- Remote Work: The pandemic accelerated remote work acceptance, leading to benefits like flexible hours.
- 4-Day Workweek: Technology's role in facilitating a 4-day workweek has gained traction, enhancing work-life balance.

Digital Citizenship and Bias:

- Addressing Biases: The session outlines various biases (confirmation, access, skills, information, urban-rural connectivity, and device bias) affecting digital equality.
- Strategies for Overcoming Bias: Emphasizes the importance of equitable access to technology, education, and trustworthy information sources to minimize digital biases.

Generation Gap in Education:

- Challenges in Classrooms: The generational gap leads to misunderstandings between teachers and students regarding teaching methods and communication styles.
- Digital Inclusion: Highlights that internet access alone does not guarantee digital inclusion; essential digital skills are required to navigate the digital landscape effectively.

Essential Digital Skills Framework:

- Developed by the UK Department of Education, it identifies five categories of essential digital skills: communicating, handling information, transacting, problem-solving, and being safe online.
- Emphasizes the need for educators to help students develop these skills to ensure their successful participation in the digital world.

Overall, the session underscores the importance of adapting education and technology to foster a more inclusive, equitable, and effective learning environment in the age of technology.

4.3. Self-Assessment and getting familiar with technology

The session focuses on how educators can effectively navigate and keep up with technology in the digital age. It emphasizes the importance of assessing one's own digital skills and providing practical strategies to stay informed about educational technology.

Self-Assessment of Digital Skills:

- Educators should evaluate their digital skills using the Essential Digital Skills Framework from the UK Department of Education.
- The framework includes 20 tasks across five skill areas: Communicating, Handling Information and Content, Transacting, Problem Solving, and Being Safe and Legal Online. To achieve a Work EDS level, educators need to perform at least one task from each area independently.

Staying Updated with Technology:

- Follow Blogs and Podcasts: Engage with resources like EdSurge and The EdTech Podcast for insights into educational technology.
- Join Online Communities: Participate in discussions and share experiences in professional networks such as EPALE and School Gateway.
- Attend Webinars and Workshops: Gain hands-on experience with tools and network with peers during seminars and conferences.
- Experiment with New Tools: Try various apps and platforms, testing them in a classroom context while considering lesson objectives.
- Seek Feedback and Reflect: Gather input from students and colleagues on technology use, and reflect on personal goals and challenges.

Do's and Don'ts for Educators:

Do:

- Create a Personal Learning Network and collaborate with colleagues.
- Set aside time for professional development in educational technology.
- Encourage student-led exploration of technology in the classroom.
- Stay informed about educational technology trends through various resources.
- Explore online tutorials and educational resources.
- Experiment with educational apps and tools, maintaining a growth mindset.

Don't:

- Underestimate the value of collaboration with peers.
- Neglect ongoing professional development.
- Assume all students are equally tech-savvy; provide necessary support.
- Limit yourself to traditional teaching methods.
- Overwhelm yourself by trying to master every new technology.
- Rely on outdated resources; keep teaching practices current.
- Allow fear of failure to prevent experimentation with new technologies.

The session emphasizes that educators must actively engage in continuous learning and collaboration to adapt to the evolving landscape of educational technology. By assessing their skills and following practical strategies, educators can create an inclusive and effective learning environment that meets the diverse needs of their students.

4.4. Digital Literacy and Students

Understanding the Hybrid Classroom

A hybrid classroom blends in-person and remote learning, offering flexibility and accessibility for students. In this environment, educators teach both students physically present in the classroom and those joining remotely via distance learning technology. While there's no fixed ratio of in-person to remote students, each hybrid setup is tailored to accommodate the class size safely and effectively.

Best Practices for Hybrid Teaching

Transitioning to leading a hybrid class can feel daunting, akin to performing a juggling act in an educational circus. How do you ensure engagement for both on-site and virtual students? How can you meet the needs of students in the classroom and those participating electronically? With creativity, preparation, and a flexible mindset, you can become the ringmaster of hybrid teaching.

Engage Students, Regardless of Location

The cornerstone of successful hybrid lessons is engagement. When students actively participate in classroom activities, they maximize their learning experiences. Yet, maintaining engagement, especially in a hybrid setting, presents challenges. To keep students focused and involved:

- Allocate 5-10 minutes for informal socialization at the start of class.
- Design varied lesson plans that involve all students.
- Organize group activities, mixing on-site and remote students.
- Integrate screen breaks and brain breaks to prevent fatigue.
- Ensure equitable participation for all students, leveraging interactive tech tools.
- Incorporate students' interests, such as creating educational videos inspired by platforms like instagram or youtube.

Building Hybrid Classroom Community

The success of a hybrid classroom depends on creating a sense of community among educators, on-site students, and remote learners. Establishing strong relationships and open communication is key. Remember that hybrid learning is new for everyone involved, including students.

To create a supportive learning environment:

- Use inclusive language and encourage student interactions.
- Utilize social media-style platforms and preferred online communities.
- Facilitate small group projects and real-time collaboration.
- Provide digital alternatives for in-class activities.
- Treat all students equally, irrespective of their physical location.

Optimizing Classroom Setup

Effective classroom setup is important for the success of hybrid learning. Unlike traditional setups, hybrid classrooms require adjustments to accommodate both in-person and remote students.

Considerations for an optimal setup include:

- Ensuring visibility of materials for remote students.
- Arranging cameras and furniture to facilitate teacher mobility.
- Incorporating flexible spaces for varied activities.
- Designing spaces conducive to hybrid group work.
- Adapting setup based on communication and collaboration tech tools.

Essential Tech Tools for Hybrid Classrooms

Technology forms the backbone of hybrid teaching. From synchronous learning platforms to collaborative tools, here are some essential tech tools for a successful hybrid classroom:

- Asynchronous and synchronous learning platforms.
- Video conferencing software like Jitisi or Zoom.
- Education technology solutions such as Google Classroom or Moodle.
- Smart video cameras for enhanced visibility.
- Loudspeaker and Microphones for sound and understanding
- Online textbooks from virtual marketplaces.
- Learning Management Systems (LMS) like Moodle or Canvas.

Assess the digital literacy of students

In this session, you will learn how to assess the digital literacy of adult learners in hybrid classrooms using the Essential Digital Skills Framework. This framework is divided into three levels: Foundation, Essential Digital Skills for Life, and Essential Digital Skills for Work. The session emphasizes evaluating learners' abilities at the Foundation Level, which includes basic tasks like setting up devices, connecting to Wi-Fi, and managing passwords securely.

Further assessment covers Life Essential Digital Skills, focusing on communication, handling information securely, transacting online, problem-solving, and maintaining online safety. Specific real-world tasks, such as using workplace tools and identifying secure networks, help evaluate digital proficiency.

By aligning assessments with this framework, educators can tailor their teaching to improve learners' digital skills and ensure they are equipped for both life and work in a hybrid learning environment.

4.5. Teacher-Student- Interaction

In constant evolution, our current era is governed by the speed of technological advancements, so it is essential for teachers and students to adapt to it and master a whole set of digital skills. Thus, our project is part of a global desire to provide an understanding and implementation of digital mastery in hybrid learning environments. Here, we will examine / (interest ourselves to) the pervasive influence of technology on daily life and thus, the need to master one's digital environment, particularly in the field of education. Addressing key topics such as technology in daily life, generational divides and digital biases, the module on digital literacy provides teachers with strategies to stay up to date with digital tools, assess their skills and help students acquire fundamental digital skills.

With a focus on practice, this module aims to introduce various collaborative learning models, including flipped classrooms, peer learning and reverse mentoring, to foster interactive and inclusive classroom experiences. Here we address the importance of strengthening connections between individuals through activities that bridge in-person and remote learning, with the goal of creating an adaptable and engaging educational environment for all. Therefore, we believe that this document can be a fundamental resource to promote digital literacy to help teachers and students navigate the digital landscape with awareness.

Creating a Community:
In hybrid classrooms, building a sense of community is crucial to prevent feelings of isolation among learners. Hybrid team-building activities are essential to maintain engagement, promote collaboration, and bridge the gap between on-site and remote learners. Creating a supportive learning environment enhances student satisfaction, improves learning outcomes, and fosters connection among participants.

Flipped Classrooms:
In a flipped classroom, students engage with new content through videos or readings at home, allowing class time to be focused on interactive, hands-on activities. This approach enhances learning by allowing students to learn at their own pace and use class time for problem-solving, discussions, and personalized guidance from the teacher.

Each One Teach One:
This method emphasizes peer-to-peer learning, where participants individually learn and then teach others. It promotes knowledge sharing and collaboration by allowing each learner to teach a particular fact or skill to their peers, reinforcing their own understanding and strengthening group learning.

Reverse Mentoring:
Reverse mentoring pairs younger, tech-savvy learners with experienced educators, enabling an exchange of technological knowledge and teaching strategies. This approach bridges generational gaps, fosters inclusivity, and helps educators integrate new digital tools and methods, enhancing the hybrid learning environment.

MODULE 5: TECHNOLOGY & DIGITAL RESOURCES

SCAN HERE

5.1.SCOPE OF THIS MODULE

This module explores the essential technologies and digital resources for effectively implementing Vocational Education and Training (VET) in both online and hybrid modes. We cover a variety of software tools, learning platforms, Open Source resources, Creative Commons, and the necessary hardware to create and manage digital learning environments. This module aims to be an essential tool for educators and technicians looking to enhance or implement effective distance learning solutions, offering guidance through the various available options, their benefits, and practical considerations for effective use.

The module is divided into 4 fundamental sections:

1. **Digital resources**, an overview of the software and programs available, focusing on LMS platforms, video conferencing tools, and open resources;
2. **Technical compatibilities**, a guide on the hardware and software skills needed to use and manage online learning platforms;
3. **Cybersecurity and data protectio**n define the importance of digital security and privacy, offering insights on how to protect information and platforms used in VET;
4. **Extras,** to conclude, we gather supplementary resources and tools to enrich the online and hybrid learning experience, exploring opportunities for professional and personal enrichment beyond the traditional curriculum.

More specifically, the different sections will be structured as follows:

Digital resources

- Softwares and Programs where the main tools and software platforms used in VET are described, including Learning Management Systems (LMS) like Moodle, WordPress plugins such as Tutor LMS or LearnPress, and online meeting platforms like Zoom, Google Meet, and Jitsi. We will explore the key features, use cases, and considerations for choosing between free and paid options.

- Open Source and Open Access where we analyze the differences between open source software/platforms and open access, highlighting how these options support the sharing of knowledge and accessibility in education differently. The reasons why an institution might prefer one over the other, considering flexibility, cost, and customization, will be discussed.

- We will define the concept of Creative Commons, explaining how its licenses can be used to share educational resources legally and flexibly, promoting open access and the use of teaching materials.

- Activities, a list of practices to familiarize with the digital resources discussed, including exercises on setting up LMS platforms, creating content with Creative Commons licenses, and using video conferencing tools for VET.

Technical compatibilities

- Hardware and equipment necessary to effectively access and manage VET platforms, from both the user's and administrator's perspective. This includes computer configurations, audio/video devices, and other essential equipment.
- We will look further into Software and Programs that enhance the online learning experience, such as collaboration tools, video editing software, and solutions for tests and assessments online.
- Again, practical Activities to develop the technical skills necessary for using the platforms and software tools described, thus facilitating an effective transition towards online and hybrid teaching and learning.

Cybersecurity and data protection

- Privacy and Data Protection in this section we discuss the safeguarding of sensitive information, focusing on legal requirements, ethical handling, and preventive measures against data breaches, by exploring methods to effectively manage and protect personal and institutional data.
- Cyber Security highlights the importance protecting educational systems from digital threats. It provides an overview of the strategies and technologies necessary to secure networks and devices used in VET environments. We examine common cyber threats and offer practical solutions for preventing unauthorized access and ensuring the continuity of educational operations.

5.2. Digital Resources

The session focuses on the selection and use of digital resources in online and hybrid vocational education and training (VET). It highlights essential software tools, considerations for choosing the right platforms, and the significance of open-source and open-access philosophies, as well as Creative Commons licensing.

Key Points:
Digital Resources in VET:
Selecting appropriate software and programs is vital for creating engaging learning experiences in online and hybrid VET environments
.
Learning Management Systems (LMS):
LMS Overview: Platforms designed for managing online educational content, allowing teachers to publish lessons, track progress, and facilitate communication
Popular LMS Options:
▪ Moodle: An open-source platform offering flexibility and a wide range of teaching activities, suitable for hybrid learning.
▪ WordPress: Primarily a blogging platform that can be transformed into an LMS using plugins like Tutor LMS, providing a modular solution.
▪ Canvas: A cloud-based system with an intuitive interface supporting both synchronous and asynchronous learning.
▪ Blackboard Learn: Offers advanced customization and tracking features, integrating multimedia content.

Online Meeting Platforms:
Essential for virtual collaboration and real-time interaction in education.

- Zoom: Known for webinars and remote collaboration; user-friendly with features for large groups.
- Google Meet: Simple integration with Google Workspace, effective for educational environments.
- Jitsi: An open-source, browser-based video conferencing tool offering a cost-free alternative.
- Microsoft Teams: Combines video conferencing with collaboration tools, ideal for institutions already using Microsoft products.

Choice Considerations:
Factors influencing platform selection include budget, specific institutional needs, scale of educational offerings, and user familiarity. Open-source solutions can offer cost savings and flexibility, while commercial platforms may provide a more polished experience.

Open Source vs. Open Access:

- Open Source: Software that is freely available for modification and distribution, allowing customization without licensing costs. Popular in VET due to its adaptability, though it requires technical skills for maintenance.
- Open Access: Refers to freely accessible educational resources, promoting democratized access to knowledge and research. It enhances learning opportunities without financial barriers.

Creative Commons Licensing:
A key mechanism for sharing educational resources legally and flexibly.

Purpose: Allows creators to specify usage rights, reducing barriers to sharing and encouraging collaboration in VET.

Benefits: Enhances accessibility, flexibility, and collaboration, enabling educators to create personalized teaching materials.

Considerations: Educators must verify the terms of licenses for intended use and select appropriate licenses for their own resources.

The integration of suitable digital tools, alongside open-source and open-access philosophies, is crucial for enhancing online and hybrid VET. The use of Creative Commons licensing further supports the sharing and adaptation of educational resources, fostering a collaborative and inclusive learning environment. By carefully selecting and implementing these resources, educators can create effective and engaging educational experiences that meet diverse learner needs.

5.3. Technical compatibilities

The session covers essential hardware, equipment, and software considerations for online and hybrid vocational education and training (VET). It emphasizes the need for appropriate technology to facilitate effective learning experiences for both students and educators.

Key Points:
Hardware and Equipment
Successful online and hybrid VET requires adequate hardware for both students and educators.

For Students:

- Connection Devices: Students should have laptops, desktops, or tablets with at least 4GB RAM and a recent processor to run online learning software and engage in video conferencing.
- Stable Internet Connection: A reliable internet connection is crucial, with a minimum download speed of 2 Mbps recommended for video calls.
- Audio and Video Peripherals: A webcam and microphone are essential for participation, while external devices can enhance audio/video quality.
- Headphones or Earbuds: These improve listening experiences and reduce distractions during online sessions.

For Educators and Administrators:

- High-Performance Computer: A computer with 8GB RAM, advanced processors, and sufficient storage is recommended for creating content and conducting video conferences.
- Advanced Input Devices: Tools like graphic tablets and digital pens enhance lesson delivery by allowing for handwritten notes and drawings.
- Additional Screens: Multiple monitors can improve efficiency, enabling educators to manage virtual classes and present materials simultaneously.
- Backup System: External drives or cloud storage are essential for securing teaching materials and data.
- Lighting: Proper lighting enhances video quality, making the educator more visible.

Preparing the Classroom:
Configuring classrooms for hybrid or online training involves specific technology and hardware setups to support all students effectively.

Hybrid Classroom Configurations:

- Basic Configuration: Includes a reliable laptop, external webcam and microphone, speakers, and a projector.
- Advanced Configuration: Features high-performance computers, pan-tilt-zoom cameras, wireless microphones, interactive displays, and robust connectivity solutions.

Fully Online Classroom Configurations:

- Basic Configuration: Similar to the hybrid setup but may include only integrated webcams and simple lighting solutions.
- Advanced Configuration: Enhances basic setups with additional monitors, high-quality webcams, directional microphones, and adjustable lighting.

Software and Programs:
The choice of software is critical for supporting online and hybrid learning environments. Various tools are available to meet different needs and budgets.

Solutions for Creating Educational Content:

- Presentation Programs: Tools like Microsoft PowerPoint and Google Slides are standard for creating presentations.
- Authoring Tools: Advanced options like Adobe Captivate and Articulate Storyline enable interactive content creation, while simpler tools like iSpring Free integrate with PowerPoint.

Learning Management Systems (LMS):

- Popular LMS options like WordPress, Moodle, Canvas, and Blackboard offer extensive functionalities, while Google Classroom serves as a basic alternative for budget-conscious institutions.

Video Conferencing Software:
Comprehensive solutions like Zoom, Microsoft Teams, and Google Meet provide robust features for virtual lessons, with Jitsi Meet available as a free open-source option.

Collaboration and Communication Tools

Advanced tools like Miro and Slack facilitate real-time interaction, with Discord emerging as a popular alternative for educational communities.

Considerations for Choosing Software

Software selection should consider teaching needs, user technical skills, budget constraints, and compatibility with existing IT infrastructure. While full software versions provide extensive features, basic alternatives can still deliver quality educational experiences.

Conclusion

A thoughtful approach to hardware, equipment, and software is essential for creating effective online and hybrid VET environments. Proper configuration and selection of technology will enhance interaction, engagement, and learning outcomes for all participants, regardless of their physical location. By aligning these tools with specific educational goals and resources, institutions can foster inclusive and productive learning experiences.

5.4. Cybersecurity and data protection

This session focuses on the critical importance of cybersecurity and data protection in educational institutions, emphasizing compliance with data protection laws and the proactive measures necessary to safeguard sensitive information.

Privacy and Data Protection
Importance: Educational settings must prioritize privacy and adhere to regulations like the General Data Protection Regulation (GDPR) and the California Consumer Privacy Act (CCPA) to protect personal and financial data.

Types of Data at Risk:

- Personal Data: Names, addresses, and educational details.
- Financial Data: Bank account details and transaction history.
- Health Information: Sensitive health data requiring strict controls.

Common Vulnerabilities:
Phishing attacks, weak passwords, outdated software, and insider threats.

Risks and Implications

- Data Theft: Risks of financial fraud and identity theft.
- Data Loss: Potential disruptions to educational processes.
- Reputational Damage: Erosion of trust among stakeholders.
- Legal and Financial Penalties: Consequences of non-compliance with data protection laws.

Mitigation Strategies

- Education and Training: Ongoing training for staff and students on cybersecurity best practices.
- Data Encryption: Protecting sensitive data through encryption.
- Regular Updates: Keeping software up to date to address vulnerabilities.
- Access Controls: Restricting data access to authorized personnel.
- Incident Response Planning: Preparing for data breaches with established response protocols.

Key Regulations

GDPR

- Protects EU citizens' personal data and privacy.
- Key rights include consent, access, deletion, data portability, and breach notification.

CCPA

- Enhances privacy rights for California residents.
- Key rights include disclosure, opt-out, access, and anti-discrimination provisions.

Cybersecurity in Educational Institutions

Needs: Secure network infrastructure, data integrity, and user education.

Common Challenges: Ransomware, data breaches, and phishing scams.

Risks:

- Operational disruptions and financial losses.
- Damage to institutional reputation and trust.

Solutions and Strategies

- Access Control: Implementing strong controls and two-factor authentication.
- Security Assessments: Regular vulnerability scans to identify weaknesses.
- Cybersecurity Policies: Developing comprehensive policies and incident response plans.
- Backup and Recovery: Ensuring critical data is regularly backed up.
- Security Awareness Training: Educating users on safe online practices.

Conclusion

Educational institutions must adopt a proactive approach to cybersecurity and data protection. By implementing robust security measures and fostering a culture of awareness, they can mitigate risks, comply with legal requirements, and protect sensitive information effectively in an increasingly digital world.

PROJEKT PARTNER

Comparative Research Network:

Comparative Research Network CRN is actively involved in scientific research, teaching and cultural activities that link the realm of ideas with everyday experience. As our name indicates, we work internationally and cross-culturally. Only through thoughtful comparison can we interpret our local reality, render it more comprehensible and develop strategies to address the issues that affect our everyday lives. CRN performs research both as a partner within international consortia as within the scope of its own projects. CRN publishes a working paper series that communicates the work of its members to a wider audience.

https://crnonline.de

Association for Social Cooperatives (Poland)

STOWARZYSZENIE
NA RZECZ SPÓŁDZIELNI SOCJALNYCH

Association for Social Cooperatives was established in 2003 in Poznan, Poland, as successor and continuator of association's activity called "Our Home". The organization changed its name from "Our Home" to Association for Social Cooperatives in 2005 by decision of the General Meeting.

The main idea behind it is to support the emerging movement of social cooperatives in Poland. The essential task for association is providing help in setting up social cooperatives, complying with the law formalities as well as creating adequate conditions for running the business. The association provides counseling and information assistance to its cooperators in their current activities.

http://www.spoldzielnie.org/

University of Cyprus - SEIT Lab (Cyprus)

University of Cyprus aims to establish itself as a Pioneer Research Institution achieving International Scientific Recognition in European Higher Education, offering Competitive Programmes and to become a Centre of Excellence in the wider Euro - Mediterranean Region.

The main objectives of the University are twofold: the promotion of scholarship and education through teaching and research, and the enhancement of the cultural, social and economic development of Cyprus.

In this context, the University believes that education must provide more than simply accumulation of knowledge. It must also encourage students' active participation in the process of learning and acquisition of those values necessary for responsible involvement in the community. The University sets high standards for all branches of scholarship. Research is promoted and funded in all departments for its contribution to scholarship in general and for its local and international applications.

https://www.ucy.ac.cy/

Changemaker Educations (Sweden)

Changemaker Educations (Sweden) ChangeMaker AB was founded by Tom Løyche and Per Myrén as a consulting firm in 1998. Tom Løyche is the CEO of Changemaker and an idea driven leader who makes opportunities of reality and reality of possibilities. Per Myrén is Head of Development and a certified firestarter at Changemaker AB. He is a typical jack-of-all-trades, an entrepreneur and a doer.

For over 20 years we've helped companies and organizations with tailor made solutions for leadership, team building and change management. Organisation offers workshops and lectures, project leading and process competence, for both businesses, schools and individuals.

https://cmeducations.se/

Regional Institute for Training & Research - I.Re.Forr. (Italy)

I.Re.Forr. is a limited liability cooperative company founded in 1984 which has diversified experience in the field of training and research.

Accredited by the Basilicata Region since 2004, it obtained the ISO 9001 Version 2008 Quality Certification from CERMET with Certificate n. 8249-A.

Work in the professional training sector:

- It accompanies young people in entering the labor market, paying particular attention to employment and professional requirements;
- It accompanies the professional growth of workers throughout their career;
- It carries out training interventions with public and private funding;It assists companies and workers in the requalification and outplacement of individual work;
- It offers distance learning to develop one's skills through the Internet and new media;
- Lease of own classrooms.

Thanks to the network of relationships, a team and an internal staff of professionals, I.Re.Forr boasts excellent relational, managerial and professional practices both as regards the didactic articulation and for the customization of the most efficient methodologies.

https://ireforr.eu/

INNOVED (Greece)

INNOVED is a non-governmental organization, operating in the not for profit sector. The organization, established in 2019, has its own identity with a prominent position in Greece.

The main mission of InnovED is the support and promotion of individuals and/or organizations as far as vocational education and training is concerned with sole aim the encouragement and advancement of employability and self-empowerment by innovation fostering educational material, techniques and methods.

The organizational objectives base on the creation and development of knowledge and skills through research, practical experience, training and simulation so as to conclude into contributing to the cultural and economic development of the local community and wider society.
InnovED focuses on education and training enhancement through research, experimentation, training, exchange of good practices through a highly innovative character using state of the art technologies and applications that serve its purposes.

https://www.innoved.gr/

MEAG - Mullingar Employment Action Group (Ireland)

MEAG is a community supported 'not for profit' organisation which was formed in 1986 to help tackle unemployment in the Region.

Our Enterprise Centres are home to26 SME's directly supporting over 200 jobs.

MEAG also sponsors and supports the development and vocational education and training of individuals through various schemes including ‘Job Initiative’ , 'Community Employment’ and ‘Community Service Program’, (currently a total of 50 participants).

The continuing Aims and Objectives of Mullingar Employment Action Group are: (1) to support the establishment and development of enterprises which provide viable employment, (2) to manage enterprise incubation space and support entrepreneurship and small and medium enterprise and (3) to create a central community image aimed at the promotion of Mullingar as a Town of enterprise and initiative.
To engage with organisations and individuals locally, nationally and internationally, to ensure that MEAG delivers services and supports according to established best practice.

Through European Partnership Projects MEAG learns from countries and organisations throughout Europe about best practices in developing programs and supports.

https://www.meag.ie/

BEYOND ZOOM

Co-funded by
the European Union