

## BLENDED LEARNING BEST PRACTICES

In order to describe the Practice, please complete the table below. Please enter the answers in the column on the right. This column also includes additional, more detailed questions and explanations to particular categories of Practice and proposals for answers (e.g. in the question about the area of implementation or the financing body), which are in italics.

<b>Attraktivitätssteigerung dualer Berufsausbildung in ländlichen Räumen durch innovative Lernszenarien</b> (Increasing attractiveness of the dual VET education in rural areas through innovative learning scenarios)	
<b>01.09.2016 – 31.08.2018</b>	<b>Project leader: Prof. Dr. Alexandra Engel, University for Applied Science and Art (HAWK), Zukunftszentrum Holzminden-Höxter</b>
Element	Guiding questions
<b>Type of document</b>	It is a pilot project and the results are presented in a scientific document.
<b>Publisher</b>	A cooperation of Zukunftszentrum Holzminden-Höxter of University for Applied Science and Art (HAWK) and Georg von Langen School, VET school Holzminden, den VET schools Duderstadt, the Institute for learning services of FH Lübeck, Duderstadt2020 and the Chamber of Crafts Hannover-Hildesheim.
<b>Target audience</b>	VET schools, VET stakeholders and decision makers
<b>Field</b>	The field is the VET education, designed for the German dual VET system.
<b>Objective</b>	The aim was the development and testing of online learning offers for VET students and to discover the framework and preconditions for successful implementation of digital learning in the school part of the dual VET education.
<b>Location /geographical coverage</b>	The pilot project was carried out in Holzminden and Duderstadt, two smaller cities in the German Federal State of Lower Saxony.
<b>Introduction</b>	It is important that school keep pace with the times and become more digitalized. This would facilitate especially VET schools in rural areas a bigger interest in their offers. In 2018 the German Government decided to implement the so-called Digital Pact with the aim to financially support schools all over the country towards digitalization. The younger generations

	<p>grow up with digital devices and are so-called digital natives. Therefore, it makes sense to foster the digitalization also in education. This project shall test the current and future opportunities of a more digitalized dual VET education and pave the way for future developments in this field.</p>
<b>Stakeholders and Partners</b>	<p>The target group is VET schools, VET decision makers, VET teachers and school directors, especially in rural areas to make the VET education more attractive. The partner organizations agreed to cooperate in the pilot project to get usable findings and to take the first steps into the digitalized future school offers.</p>
<b>Financing Body</b>	<p>The project was financed by ESF European Social Fund and fundings of the Federal Ministry of Lower Saxony.</p>
<b>Context</b>	<p>The work group defined three main issues on the basis of current scientific findings that should be addressed to foster digitalization of VET schools:</p> <ul style="list-style-type: none"> <li>• transfer of digital competences to students and teachers</li> <li>• the use of digital media for new education concepts and individual learning types</li> <li>• a solid technical infrastructure in VET schools</li> </ul> <p>(see page 74, <a href="https://blberufsschulen.oncampus.de/loop/Blended-Learning-Projekte-an-berufsbildenden-Schulen-(Good-Practice-Beispiele)">https://blberufsschulen.oncampus.de/loop/Blended-Learning-Projekte-an-berufsbildenden-Schulen-(Good-Practice-Beispiele)</a> PDF on the left side download)</p> <p>Having these fundings as basis, the project group developed the good practice to get scientific results for future recommendations and developments.</p>
<b>The main objectives</b>	<p>The main objective is to find out how digital learning/blended learning can be implemented successfully in VET schools in a rural area, taking into account the points of view of all participating persons (students, staff, stakeholders...) as well as all restrictions and limitations that might occur to get a good practice that can serve as role model for future approaches.</p>
<b>The description of the practice</b>	<p>The project consortium carried out online-questionnaires in advance with the learners who were willing to participate and guideline-based interviews with teachers, school administrators and representatives of the companies to create the scientific basis for their work. After the piloting the respective persons were surveyed again (although there was a change of some of the students during the project lifetime). The students for example should rate their own digital competences and give information on what they already know, with which programmes they usually work, their technical equipment at home and so on. Teachers for example should give information on their point of view regarding the requirements for digital learning, preconditions, further education for teachers and so on.</p> <p>Taking into account the research findings, a concept for blended learning and the related materials for the VET education field of Wholesale/Foreign Trade Clerk was developed and tested. The two participating VET schools</p>

	implemented the Blended approach while the University did the evaluation part.
<b>Outcomes of the practice</b>	The project consortium developed blended learning contents and tested them for the above mentioned VET education field of sales in the two participating VET schools. The scientific approach enabled the researchers to create recommendations for action to transfer the good practice in the education sector.
<b>Success Factors</b>	All technical prerequisites must be given for a theoretical successful implementation and also students, teachers and also stakeholders should be open-minded for the blended approach. This pilot project indeed followed a scientific approach, therefore it would be important to work with the results and not to replicate the pilot itself.
<b>Constraints</b>	Teachers should have a certain open-mindedness towards digital teaching and learning. In addition they need the technical knowledge to implement lessons online and to show their students how to handle the new technologies.
<b>Lessons learned</b>	The initiators of the good practice came to the conclusion that digital learning offers many new opportunities. Teaching and learning can be well designed for the individual learners and controlling progress can be well done when the blended learning is organized in the right way. The development of the online contents (the adaptation of the teaching material for digital use) might be carried out by external authors as it is very time-consuming and teachers can hardly manage this alone.
<b>Sustainability</b>	This pilot project lays the foundation for further digital approaches, thus the sustainability is given.
<b>Development of the practice</b>	The results of the pilot run will be used for further approaches to continue with the digitalization.
<b>Conclusion</b>	The pilot course was an important step towards the necessary digitalization of teaching and learning. Especially the VET sector in rural areas can profit from such developments.
<b>Related resources that have been developed</b>	<p>The whole scientific document about the good practice can be found under:</p> <p><a href="https://blberufsschulen.oncampus.de/loop/Blended-Learning-Projekte-an-berufsbildenden-Schulen-(Good-Practice-Beispiele)">https://blberufsschulen.oncampus.de/loop/Blended-Learning-Projekte-an-berufsbildenden-Schulen-(Good-Practice-Beispiele)</a></p> <p>The section of the abovementioned good practice starts at page 63ff, Section 3.6.):</p> <p>In the section you can find links to videos that have been developed in the framework of this project and also sources links.</p>
<b>Language(s)</b>	In German only
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