



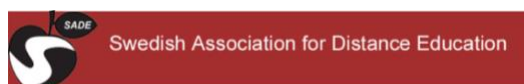
Abilitating Digital Learning to innovate the VET sector

AGILE-2-VET Manual

Result 3

May 2024

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# What is AGILE-2-VET

## 1.1. The framework of action - Methodology

The AGILE-2-VET project is a two-year action whose central objective is to support innovation in the professional training sector in relation to the digital transition in the processes of using training, strengthening the capacity of institutions to offer training inclusive and high quality digital. The partners therefore worked to build tools that would allow the development of the ability to implement online, mixed and distance training and learning with a multidisciplinary approach, integrating different experiences, including the methodological-pedagogical ones offered by universities, the technical-operational ones specific to the institutions training and technological expertise offered by organizations active in the field of digital technologies for education.

The methodological approach used for the implementation of the project focused on two fundamental items, on the one hand flexibility and on the other the central role of the learner. Through this approach, trainers must acquire and develop skills in balancing agency and structure in light of learner needs and other macro-changes – the pandemic first and the ongoing digital transition.

Through the research actions developed as part of [Result 1 – “Analysis of the mechanics of distance learning / From storyboards to pedagogical prototypes”](#) it was possible to integrate the existing scientific literature on instructional design models, with primary sources collected by the partners during the realisation of focus groups and surveys to find the key elements for the development of a unique project methodology.

In particular, the "Agile-2-VET Holistic Digital Training Model" was developed, which involves precise development phases inspired by the Kemp model, but integrated by a system of reiteration through feedback that allows the model to be open and adaptive.

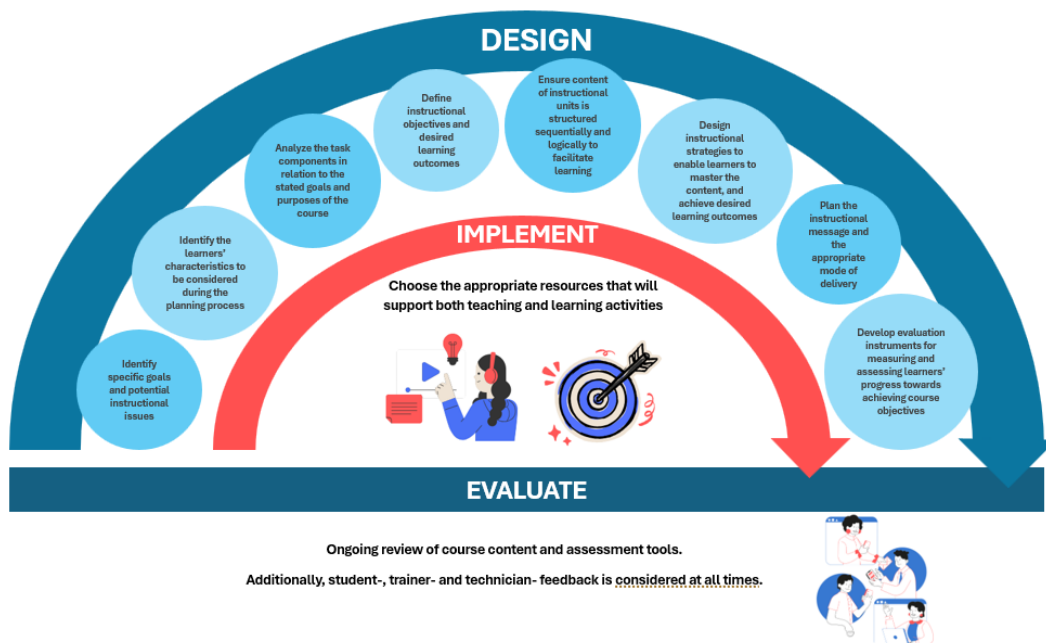


Figure 1: AGILE-2-VET digital training model

Based on this methodological approach, the core of specific skills on which the project Learning Management System (LMS) was built was then developed. Already in the initial research phase, the partners were able to identify the key skills associated with the development of high-quality online training courses (see chapter 3.1).

However, the central objective was to mirror the classroom experience, keeping the focus on the learner, with the digital element acting as a support to the learning, not the focus. To do this, the Digi COMP Edu was taken as a reference, which allowed us to skim the central skills for the development of the AGILE-2-VET model and to build the training offer in the LMS. For further information on the selected skills, please refer to chapter 3 of the manual.

A further specific element of the AGILE-2-VET model was to integrate two key features into the logic of development of the proposed skills, Diversity & Inclusion. To do this, the Universal Design for Learning framework was adopted in the instructional design process underlying the proposed model, which allows us to give substance to the element of flexibility and fairness underlying AGILE-2-VET.

The next step was to carry out an experiment with the target groups, which would allow us to collect feedback and useful suggestions to make the tool iterative and adaptive, as per the original mandate of the adopted model.

Thanks to this work of continuous activation of the reference communities, it was possible to build a functional tool that aims to make the proposed innovation systemic within VET organizations and that generates long-lasting positive impacts in the institutions connected to key quality indicators performance such as increased productivity, employee retention, job creation, behavioural change, relevance of learning, assessment results, and achievement of learning objectives.

## 1.2. Who we are addressing – Target groups

### *Definition of the target groups*

As stated in the project application, the AGILE-2-VET project moved along two strategic lines for the innovation of the professional training system in a digital learning key:

1. On the one hand, work on enriching the skills of staff of VET providers, specifically trainers and tutors, in relation to the transition from face-to-face to remote training. In distance learning, especially in the third generation, the figure of the tutor has assumed a fundamental role within the training process alongside that of the trainer, arriving, in some cases, to become confused with it.
2. On the other hand, to work on strengthening the collaboration between training institutions and companies providing digital technology and experts in educational and pedagogical practices, to structure training design models that can be used in the context of professional distance/online training, primarily aimed at adults and workers, useful for the development of innovative training proposals in digital / e-learning format. It has been therefore necessary to try structure models applicable to different types of targets, which allow a profitable use of the digital component, thus making it enable both for training professionals, but above all for persons who need to be trained, contributing to the attractiveness and flexibility of VET.

The main target groups addressed with this AGILE-2-VET action are:



## TRAINERS

For this specific target group it is crucial to acquire specific skills to manage a paradigm shift also in the field of training, where online and distance learning will increasingly be an element of value for the future. Knowing how to adopt new pedagogical methods, new methodologies, new tools become essential to ensure quality training that is able to support the effective learning process.

## TUTORS / VET STAFF

For this target group, composed mainly by training tutors and designers, is essential to know how to handle not only digital tools and platforms, but to truly become a concrete support for trainees, above all those who find themselves in conditions of greater difficulty. The role of the tutor is to really assist and accompany the learning process of the person, just as that of the designer is to build training proposals that can adapt to the need for flexibility and innovation of learners.



## VET PROVIDERS

It is crucial for them to innovate their training design, methodologies and contents, so contributing to a general need of innovation forced also by the pandemic to offer a more flexible and high quality training proposal for learners and be able to intercept the market changes that are also taking place with regard to training in the field of up-skilling and re-skilling.

Figure 2: Description of AGILE-2-VET main target groups

In addition to these specific targets for the action, others can be considered in the integrated approach adopted during project implementation. On one side we can also consider UNIVERSITIES AND ORGANISATIONS WORKING ON DISTANCE LEARNING methodologies to which the main need is to continue studying the methods and pedagogical structures necessary to intercept the changes taking place and above all to facilitate adult education in an innovative and inclusive way, thus making academic skills available to continue investing in scientific research in education and training. While on the other hand, also EDUCATIONAL MULTIMEDIA COMPANY are considered, with a concrete role in supporting the learning ecosystem to find solutions (technological and pedagogical) adequate for adult learners that will enrich both traditional and online training, in terms of contents and in terms of instructional design and development of multimedia tools.

### Results of the focus group activities in the different countries

As mentioned in the introductory part, the partnership has structured the activities from the beginning by providing for a broad engagement of the main project target groups. In fact, already in the research activity, trainers and staff working in the field of professional training were involved through specific activities, such as focus groups and surveys.

Each of the partners at a local level therefore animated a small community of subjects interested by the project, to collect useful indications on the real needs for increasing skills in the transition to digital teaching, as well as activating specific expertise so that they could contribute actively to the development of subsequent actions.

Below we summarize some statistical data, as a result of the activities involving the target groups.

	IRELAND	SPAIN	ITALY	SWEDEN
<b>Nr participants</b>	31	15	15	15
<i>Female</i>	23	7	11	10
<i>Male</i>	8	8	4	5
<b>Age range</b>	40-59	36-60	35-55	41-60
<b>Master's degree</b>	70%	75%	70%	80%
<b>Years of experience in training sector</b>	more than 10	more than 20	more than 10	20
<b>Sector of enrolment (private, public, educational institutions, and VET)</b>	58% private organisations	75% private or mixed organisations	90% private	73% public
<b>Main occupation in training process</b>				
<i>Design</i>	80%	68,80%	65%	26,70%
<i>Development</i>	73%	81,30%	73%	53%
<i>Evaluation</i>	57%	50%	15%	
<i>Training delivery / facilitation</i>	43%	68,80%	42%	33%
<b>Main type of thematic treated</b>				
<i>Soft skills</i>	87%	62,50%	20%	
<i>Compliance</i>	52%		5%	
<i>Technical</i>		87%	70%	73%
<i>Academic</i>	45%	56,30%		33%
<i>Legal / Regulatory</i>	35%	12,50%	10%	
<b>Average class size</b>				
<i>Below 10 learners</i>	3%			20%
<i>10 to 20 learners</i>	23%	100%	45%	75%
<i>Above 20 learners</i>	74%		70%	5%

A qualitative analysis is provided in chapter 3, highlighting the most important features retained for the development of the AGILE-2-VET competences matrix.

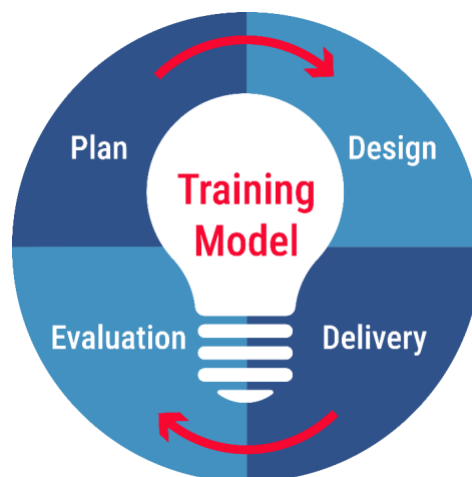
As general outlook of the data reported in the table above, the focus group intercepted trainers with large experience in the field, mainly working in private sector. Their occupation covers all the 4 phases

of training implementation, with a higher focus on design and development of training courses. The most frequent thematic treated are linked to soft skills and technical skills.

### 1.3. The AGILE-2-VET Model

*By Alfredo Salomão Filho, PhD. Institut für Lern-Innovation, Friedrich-Alexander Universität*

The possibilities for the development of an extensive VET online program are demonstrated through the "Agile-2-VET Holistic Digital Training Model" (Figure 3), formulated from primary (gathered from focus groups and surveys) and secondary data (analysed learning models). This model delineates specific phases (design, implementation, and evaluation) with continuous feedback loops. The VET online program operates as an adaptative system, adjusting its components based on iterative feedback loops. Furthermore, the proposed model emphasizes the significance of ongoing evaluation, a process already embraced by all involved partners. Before applying this model, educators should first evaluate their competencies and areas for development. A reflective tool could be devised to assist educators in improving their digital skills, with the EU Digital Competence Framework for Educators serving as a valuable resource. The Model is explained in greater detail below.



*Figure 3: AGILE-2-VET digital training model - summarised*

In the design phase, the process commences with identifying precise goals and potential instructional challenges. Learners' characteristics are thoroughly examined to inform the planning process effectively. Then, task components are scrutinized concerning the course's stated goals and objectives, followed by clear instructional objectives and desired learning outcomes that are established to steer the development process. Ensuring that content for each instructional unit is logically and sequentially structured is vital to facilitate learning. Instructional strategies are tailored to accommodate individual learners, aiding them in comprehending the content and achieving desired learning outcomes. Moreover, the instructional message and appropriate delivery mode are carefully devised. Evaluation tools are crafted to gauge and assess learners' progress toward attaining course objectives, drawing inspiration from the Kemp Model.

During implementation, the focus shifts to selecting suitable resources to support both teaching and learning activities effectively. In the evaluation phase, there is an emphasis on continuous review of course content and assessment tools. Reflection rounds and/or SAM Alpha, Beta, and Gold Reviews may be employed for this purpose. Additionally, feedback from students, trainers, and technicians must

be consistently considered, ensuring continuous enhancement and alignment with objectives. Furthermore, comprehensive IT support should be provided to trainers and students throughout the process. Regular reviews of course contents are conducted, and feedback is sought at every stage to enhance the overall quality and efficacy of the program.



## Presentation of Result 3 – AGILE-2-VET Manual

The AGILE-2-VET Manual has been designed to support and facilitate VET organisations, in particular trainers and course developers, in taking advantage of the AGILE-2-VET e-learning platform.

The e-learning platform developed within the project has been conceived to fill in the skills gaps with respect to the implementation of the entire distance/online training process and therefore supporting the digital readiness of the VET sector, with an holistic approach to the training process, dealing not only with the ability of trainers to deliver distance learning, but which takes into consideration the training organization as a whole, that must adopt a well-defined digital culture, making it permeate all levels, from those involved in planning, to tutors, coordinators, etc.

As will be described in the following section, the platform development has focused on the key digital skills that all professionals engaged in the training process should possess to build educational supports and innovative proposals, in particular trainers and tutors. These skills are deemed as essentials for two reasons:

- In the transition from face-to-face to distance training the relationships between trainers, tutors and learners have developed, so professionals of VET sector will have to gain skills to be able to helping learners to become familiar with software to manage the various training activities proposed, create foundations of the learning community by promoting online activities (e-tivities), guide learners in finding information and materials and to exchange ideas and opinions, ( proactive attitude), encourage reflection on 'problem-based' situations that require the learner's creativity and interpretative skills, also thanks to digital tools that trainers and tutors have to manage confidently.
- Favours the collaboration between training institutions and companies providing digital technology and experts in educational technologies and pedagogical practices presupposes the reinforcement of skills and competences related to the structuring of training design models that can be used in the context of professional distance / online training, useful for the development of innovative training proposals in online/e-learning format. Furthermore, it is essential for trainers and training designers to be able to create and produce their own training / educational supports with appropriate OER (Open Educational Resources) tools.

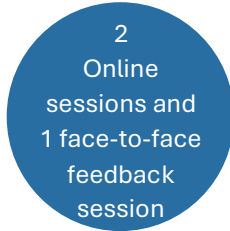
The holistic approach adopted concerning the training process, guided to the development of a unique proposal that has been delivered at local level in the experimentation phase. This approach has been essential to create a real shared digital culture among all professionals working in VET sector, that had the opportunity to test the platform and contribute to its integration and update, as well as contributing to the enrichment of didactical materials and resources.

### *Brief insights on pilot activities*

Willing to give substance to the work performed, the consortium implemented 4 pilot experimentations at local level to test the contents and the competencies treated in the AGILE-2-VET learning platform.

In a nutshell some statistical data on activities performed in the different countries.

### GERMANY – ILI-FAU



Experience level of the attendees: 70% low to mid-level experienced and 30% experienced.

### IRELAND – ANCORA & MOOKA MEDIA



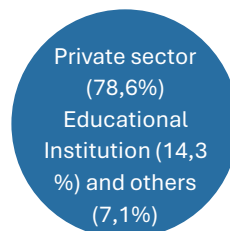
The experience level of the attendees was: 20% 3-5 years, 20% 5-10 years, 60% 10+ years. 70% of the participants have previous experience using online tools for training sessions with 30% having no experience. (It should be noted that “online tools” relates to tools other than a platform to deliver training such as Zoom or Microsoft Teams).

### SWEDEN – SADE



The level of the attendees was experienced (6 to over 10 years).

### SPAIN – ANEL



The experience level of the attendees was ...

- 57.1% have over 5 years of experience.
- 21.4% reported having 3 to 5 years of experience.
- 21.4% have 0 to 2 years of teaching experience.

### ITALY – DEMETRA FORMAZIONE & UNIVERSITY OF BOLOGNA



The level of the attendees was experienced (6 to over 10 years) for the majority of participants (58,3%). 50% had a strong competence on LES and technologies.

All the training pilot organised generated interesting elements that have been taken into consideration for the elaboration of this manual, as well as for the update and integration of the AGILE-2-VET learning platform. Here below the key findings returned homogeneously from all piloting activities:

- Addressing model implementation challenges, by developing targeted strategies for the effective implementation of the AGILE-2-VET model, such as fostering online participation, managing resistance to change, and enhancing trainees' self-management skills also through recommendations guiding the user in resources navigation.
- Incorporation of cross-cutting skills, such as socio-emotional competencies and technological understanding, to further enrich the training model.
- Continuous enhancement of platform resources, maintaining an iterative process of improving learning platform resources based on ongoing feedback, and at the same time integrating the contents proposed with more sector specific competencies, tailored to the labour market needs.
- Sustain flexibility and adaptability by incorporating continuous feedback and promptly adjusting to emerging needs, promoting a dynamic learning environment.
- Enhance inclusion and accessibility, ensuring that the learning experience caters to a broad audience.
- Long-term impact assessment establishing a structured process to assess the long-term impact of the course on participants' practices, providing valuable insights for ongoing improvements and adjustments.
- Investigate opportunities to integrate innovative technologies or tools that could enhance the overall learning experience, keeping the course aligned with evolving educational trends.

- Maintain an open and continuous dialogue with participants, regularly collecting feedback and opinions for future improvements, ensuring the course remains responsive to the evolving needs of the educational community.

## The Competencies

### 3.1. Understanding the logic /accompany the trainer in a journey through the competencies.

*By Elena Pacetti, Associate Professor in Didactic and Special Education at the Department of Education Studies, University of Bologna*

How to select, define and develop the specific competences necessary to fill the gap for trainers, facilitators and learners in the VET sector?

The focus groups realized in the 4 European countries (Italy, Spain, Sweden, Ireland) highlighted the importance to identify and define the key features required to enhance digital training design models: the focus must be kept on the learner (student centred approach), with the digital element acting as a support to the learning. Two outcomes were identified:

- to refine training models for digital skills development in trainers and tutors: this means identify digital competency skills of trainers/facilitators to support successful design and delivery of learning;
- to strengthen opportunities for collaboration between trainers and educational technology providers to ensure innovative and appropriately designed training support tools: this means identify the level of digital skills level and any needs for future development of those skills to implement evaluation of both digital competencies and tools to ensure future planning, design and delivery is innovative, engaging, and inclusive.

From the focus groups we also identified the most important key skills to develop high level online training activities:

- Digital skills (instructional design; visual/graphic design; hardware, application/ software skills)
- Organizational skills (communicating, planning, and organizing)
- Good interpersonal and facilitation skills (to motivate and engage learners)
- Analytical skills (to evaluate learner needs)
- Writing and editing skills
- Attention to detail
- Confidence
- Empathy

The educational model considered (see paragraph 1.3) is made of 4 phases: planning, design, delivery and evaluation.

For each of the phases, the main topics required to achieve it were highlighted (in pink):



TOPIC	TRAINING MODEL PHASE	RESOURCEFULNESS	ENGAGEMENT	ADAPTABILITY	SELF-DIRECTED	
Appraising new technologies <b>Selecting technologies</b> <b>Course planning</b> <b>Training needs analysis</b> <b>Defining learning outcomes</b> <b>Planning for UDL</b>	PLANNING	X				
Collaboration		X				
Interpersonal skills		X				
Digital professional identity		X				
Communication skills		X				
Diversity		X	X	X	X	
Inclusion		X	X	X	X	
Instructional design models						
Data						
<b>Writing for online</b>		DESIGN		X		
Editorial skills				X		
<b>Instructional design</b>				X		
<b>Visual design</b>			X			
Images			X			
Objectives	X		X	X	X	
<b>Designing to learning outcomes</b>	X		X	X	X	
<b>Collaboration</b>	X	X	X	X		
Searching/selecting OER	X	X	X	X		
Technical preparation	DELIVERY			X	X	
Technical problem solving				X		
<b>Facilitation skills (online)</b>				X		
<b>Online tutorial preparation</b>				X	X	
<b>Supervision and feedback</b>				X		
<b>Online student engagement</b>			X	X		
Adaptability			X			
<b>Evaluation techniques</b>	EVALUATION				X	
<b>Evaluation technologies/tools</b>					X	
<b>Post-training follow-up</b>					X	
Evaluating the technologies					X	
<b>Assessment</b>					X	
Objectives		X	X	X	X	
<b>Facilitation skills (online)</b>				X		

Elements of AI	All phases
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In this way, each country has selected (in its language) the appropriate contents to organize the training in the Moodle platform and provide relevant material to learners, according to the specific scientific literature of the country itself. But how to define and select competences?

The question has been addressed and will be investigated starting from chapter 3.2.

### 3.2 Sectoralise the existing competencies cohorts

*By Alessandro Soriani, Senior assistant professor at the Department of Education Studies, University of Bologna*

One of the project's aims was to work on the development of a self-assessment tool, inspired from the DigCompEdu framework, which delineates digital competence within the educational sector. Such a tool is supposed to aid individuals or organizations in evaluating their digital competencies within educational/training contexts. Aligning it with the Training Model would ensure coherence and effectiveness in its application. This methodology was identified as the most strategic avenue for the augmentation of digital competencies in education and training, possibly enabling an enhanced comprehension, assessment, and improvement of digital skills amongst educators, trainers, or learners.

The evaluation of the DigCompEdu tool framework necessitated a multi-step approach to ascertain its components, applicability, and efficacy in assessing digital competencies within the educational sector. The assessment procedure entailed:

1. An exhaustive review and comprehension of the DigCompEdu framework documentation to ascertain its structure, objectives, and the areas of digital competence it encompasses.
2. An analysis of the competencies' proficiency levels. The DigCompEdu framework delineates competency levels from basic to advance within each domain. These levels were scrutinized to determine their reflection in a competency tool aligned with the skill development requisites emanating from focus group and surveys run with professionals working in the field.
3. An examination of the congruence between the DigCompEdu framework and the objectives of the AGILE-2-VET project, including the training model and its adequacy in addressing the requisite digital competencies.

After an investigation of the DigCompEdu framework and further discussions among the project partners, the following elements were selected: 4 competencies, 6 levels of competency assessment, and 6 questions per competency for user selection (learners or teachers).

A secondary review was conducted of the skills outlined in feedback from the project IO1 report, focus groups, and surveys. Through this analysis, certain areas have been highlighted by the respondents, allowing to align the competencies closely with the needs and expectations of the project's target audience. This method ensured that the questions crafted in the assessment tool effectively resonate with the diverse skill sets and knowledge levels of the project's audience, promoting a comprehensive and insightful evaluation process.

The four competencies are:

- **Engagement:** it refers to the degree of involvement, interest, and interaction that learners have with digital educational content and platforms. It encompasses the active participation, motivation, and commitment of learners in the learning process. Engaged learners are more likely to acquire, retain, and apply knowledge effectively.
- **Resourcefulness:** it refers to an individual's ability to adapt, persist, and overcome challenges and setbacks in the process of online education. It involves the capacity to bounce back from difficulties, maintain motivation, and continue learning despite obstacles and distractions. Resilience is a valuable skill in the digital learning environment because it helps learners navigate the unique challenges associated with online education.
- **Adaptability:** it refers to the capacity of digital educational resources, tools, and systems to tailor the learning experience to the individual needs, preferences, and progress of each learner. It involves a dynamic and flexible approach to education, allowing learners to access content and activities that align with their specific learning styles, prior knowledge, and pace of learning.
- **Self-Directed:** From a teacher's perspective in the context of digital learning, the concept of "self-directed learning" involves a shift from being the sole provider of information to becoming a learning facilitator and mentor. It involves guiding students to become more independent learners, empowering them to take control of their education, and providing the necessary support to help them succeed in the digital learning environment.



Figure 4: The 4 competencies in AGILE-2-VET matrix

After a last revision, the consortium decided to propose 3 levels of competency assessment (explorer, integrator, pioneer) and to add a fifth competence, Diversity and Inclusion.

The table below provides a summary of the development of the approach.

Competency	Cohort	Focus	Model	DigCompEdu
<b>Resourcefulness</b>	Facilitators, Teachers, Designers, Stakeholders	Learning Environment, Level of digital skills	Planning	1 - Professional Engagement 3 - Teaching and Learning 6 - Facilitating Learners Digital Competence
<b>Engagement</b>	Facilitators, Teachers, Designers, Stakeholders	Planning collaboration, Professional Engagement	Design	3 - Teaching and Learning
<b>Adaptability</b>	Facilitators, Teachers, Designers, Stakeholders	Mode of delivery, Inclusivity, Digital Resources	Delivery	5 - Empowering Learners 6 - Facilitating Learners Digital Competence
<b>Self-Directed</b>	Facilitators, Teachers, Designers, Stakeholders	Evaluation, Assessment Strategies	Evaluation	4 - Assessment Strategies

### 3.3 Focus on Diversity & Inclusion

By Luca Ferrari, Associate Professor at the Department of Education Studies, University of Bologna

Access and participation represent (Booth and Ainscow, 2002; UNESCO, 2005; UN, 2015, Agenda 2030) two internationally recognized key dimensions aimed at promoting educational and social inclusion. Access and accessibility of the educational pathway become, therefore, the driving factors for understanding and promoting participatory processes within online platforms. The most recent research on accessibility deals with this issue mainly by evaluating accessibility on the level of human-computer interaction and adherence or non-adherence to Web Content Accessibility Guidelines (WCAG)<sup>1</sup>. Research conducted by Iniesto (2020) highlights, among other things, that there is currently no level of accessibility that can meet all the diverse needs of people. Accessibility, therefore, is not only a technical issue but is also particularly related to pedagogical-didactic aspects (Design for learning).

Fostering accessibility requires to (taken and adapted from Bocconi et al., 2018):

- consider users' prior experiences with digital technologies and consider how these may affect (affordance) their approach to the educational - training experience;
- systematically monitor and reflect on the adequacy of the solutions adopted to improve the accessibility of the identified resources and access to and participation in the 'educational experience';
- consider accessibility also as a pedagogical issue (e.g., decisions about the instructional design of a course, how instructional materials are created, time allowed for assessment, how individual and group activities are conducted (Iniesto, 2020; Ferrari and D'Ambrosio, 2021).

This latter - pedagogical – is one of the most relevant aspects that have to do with accessibility.

The guidelines provided by Universal Design for Learning (UDL) perspectives could be an interesting key to guide the instructional design of any online (but also in-presence) learning path, trying to reduce that gap - related to the opportunities or less of active participation - that, as we have seen, still exists today among participants attending an online course. The UDL approach is summarized in three instructional directions (Capuano, Storace and Ventriglia 2019, pp. 38-42).

#### Principle I - Provide multiple forms of representation (the “WHAT” of learning).

Students differ in how they perceive and understand the information presented to them. In fact, some may assimilate information more quickly and effectively through visual or auditory means than through written text. Learning and transfer learning occur when multiple representations are used because they allow students to make internal connections between concepts. In short, **there is no single mode of representation that is optimal for everyone.**

#### Principle II - Provide multiple forms of action and expression (the “HOW” of learning)

Students differ in how they proceed in a learning environment and how they express what they know. Some may be able to express themselves well in writing and not in speaking, and vice versa. It should also be recognized that action and expression require many strategies, practice and organization,

<sup>1</sup> <https://www.w3.org/WAI/standards-guidelines/wcag/>

which is another reason why students may differ. In fact, **there is no single means of action or expression that can be optimal for all students;**

**Principle III - Provide multiple forms of engagement (the “WHY” of learning).**

**Affectivity and emotionality are crucial factors in learning**, and students differ greatly in how they are engaged and motivated. A UDL framework incorporates a flexible design of situations [through which to enable] each student to begin at the starting point best suited to him and to progress at his own pace [...].

In conclusion, there are at least two challenges that need to be considered to promote tangible access and participation in the online teaching - learning experience. The first challenge that arises, therefore, is to promote processes of active student participation while attending an online course. The transition from exclusively transmissive teaching to more active and interactive is an important goal to achieve to ensure the full educational success of every student. This challenge relates to the diffusion of skills related to a type of instructional design that can enhance, at the same time, a plurality of cognitive objectives and teaching activities by identifying those online interaction tools that can be truly accessible and functional to make effective collaboration among (all) participants. In this direction, to understand how close and reciprocal the link between the dimension of “technical” and that of “instructional design”, some scholars (Chiappe et al., 2015) have found that platforms (i.e. LCMS) are a variable that can be able to strongly condition and homogenize the outcomes of the learning experiences of the trainees.

The second challenge concerns the issue of “accessibility”. Indeed, it is necessary to rethink accessibility by emphasizing that this dimension cannot be relegated (only) to a technical dimension. Different authors suggest directing research and action toward analysis and a rethinking of accessibility in a comprehensive way. This process is possible, on the one hand, by analysing existing platforms through the several types of “tests” that have been previously outlined; and on the other by identifying those learning activities/modes within the platforms (i.e. MOOCs) that are perceived as most effective and viable. Concerning accessibility, Cheng (2019) also notes the significant importance assumed by videos within online courses, which he suggests should be adopted as the primary channel for conveying content, not forgetting, however, to also pay special attention to the aspects of participation in the learning experience. Finally, Fiorucci and Pinelli (2014) underline that technologies serve as tools for interaction. Depending on their design, implementation, and application, they can either create environments that facilitate and compensate for limitations or act as obstacles and barriers to normal activities and learning tasks.

## User guide

### 4.1 How to practically use the tool

This section provides instructions on how to access and use the AGILE-2-VET digital toolkit.

#### *About the Platform*

The AGILE-2-VET digital toolkit sits on a Moodle-based platform. It contains two core components:

- Self-assessment tool, or Competency survey
- Digital toolkit

The digital toolkit contains a mix of microlearning resources – short, self-paced eLearning modules – and links to open educational resources and websites.

#### *Languages*

The AGILE-2-VET digital toolkit is available in five languages:

- English (UK)
- German
- Italian
- Spanish
- Swedish

**Note:** For the purposes of this user guide, we will use the English-language version of the toolkit. The steps are the same for each of the available languages.

#### *Recommended Steps*

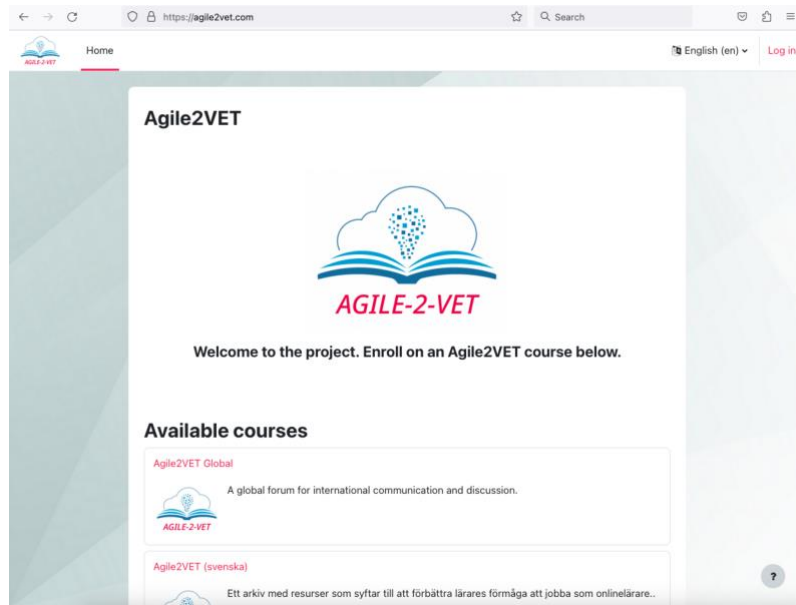
The recommended steps for first using the tool are:

1. Create an account.
2. Complete the competency survey.
3. Try the recommended resources, based on your survey results.
4. Explore the resource repository.
5. Contributions

## Using the Toolkit: Step-By-Step Guide

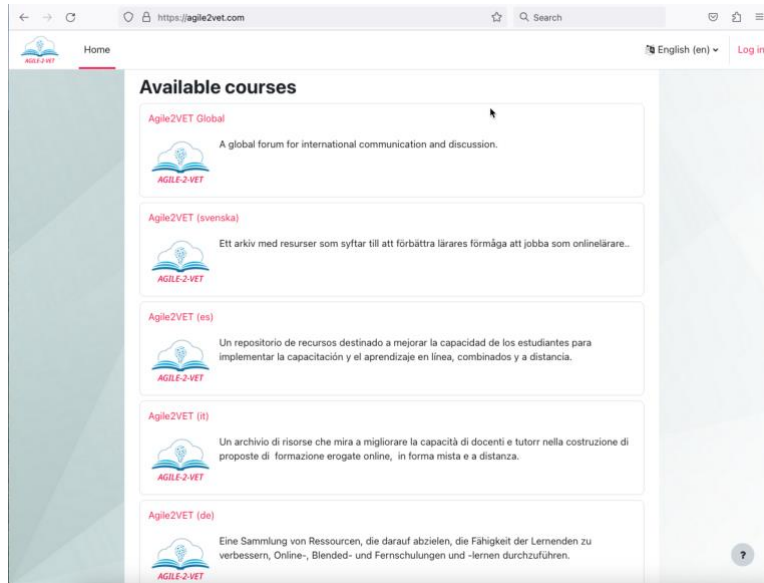
### Step 1: Create an account.

1. To access the AGILE-2-VET toolkit, go to: <https://agile2vet.com/>

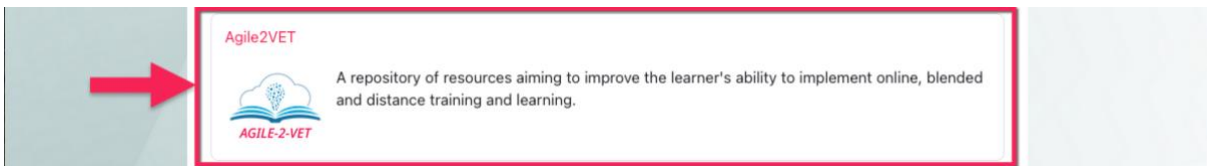


On the AGILE-2-VET Home page, six available course options are displayed:

- **Agile2VET Global** – a global forum for communication and discussion.
  - More information about this section is available in the [Contributing to the Collection](#) section below.
- **Agile2VET (Svenska)** – Swedish language version of the toolkit.
- **Agile2VET (ES)** – Spanish language version of the toolkit.
- **Agile2VET (IT)** – Italian language version of the toolkit.
- **Agile2VET (DE)** – German language version of the toolkit.
- **Agile2VET** – English language version of the toolkit.

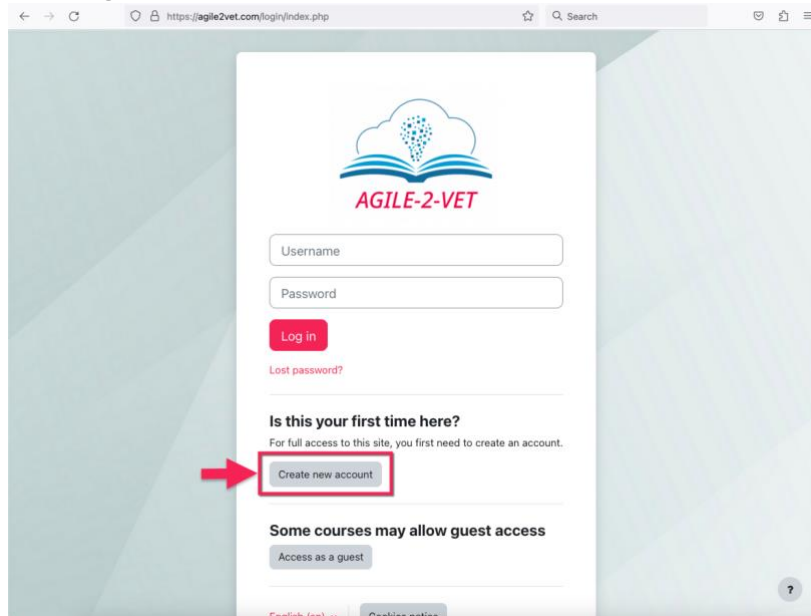


2. Select your preferred language.



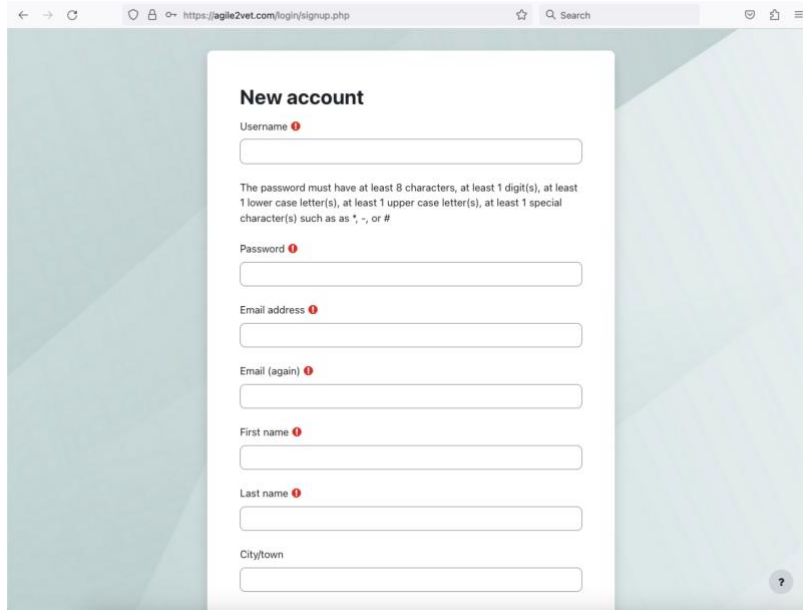
The login screen will be displayed.

3. If it is your first time using the toolkit, click the **Create new account** button.





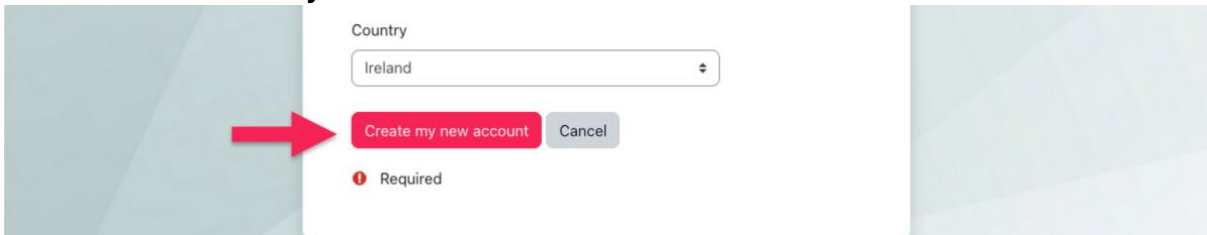
4. Enter your details in the **New account** form.



The screenshot shows a web browser window with the URL <https://agile2vet.com/login/signup.php>. The page title is "New account". The form contains the following fields and instructions:

- Username** (required):
- Password** (required): . Instructions: "The password must have at least 8 characters, at least 1 digit(s), at least 1 lower case letter(s), at least 1 upper case letter(s), at least 1 special character(s) such as ', -, or #'".
- Email address** (required):
- Email (again)** (required):
- First name** (required):
- Last name** (required):
- City/town**:

5. Then click the **Create my new account** button.



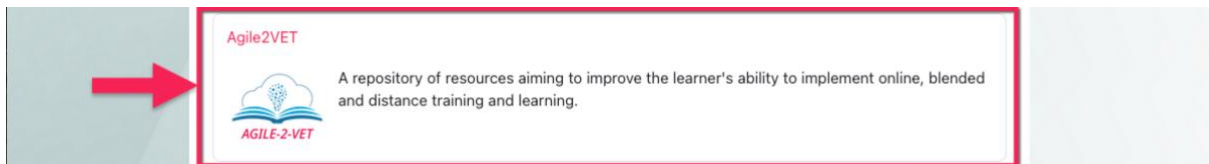
This close-up shows the bottom of the registration form. A red arrow points to the **Create my new account** button. To its right is a **Cancel** button. Below these buttons is a red exclamation mark icon followed by the text "Required".

An email will be sent to your nominated email address with instructions to complete your registration.

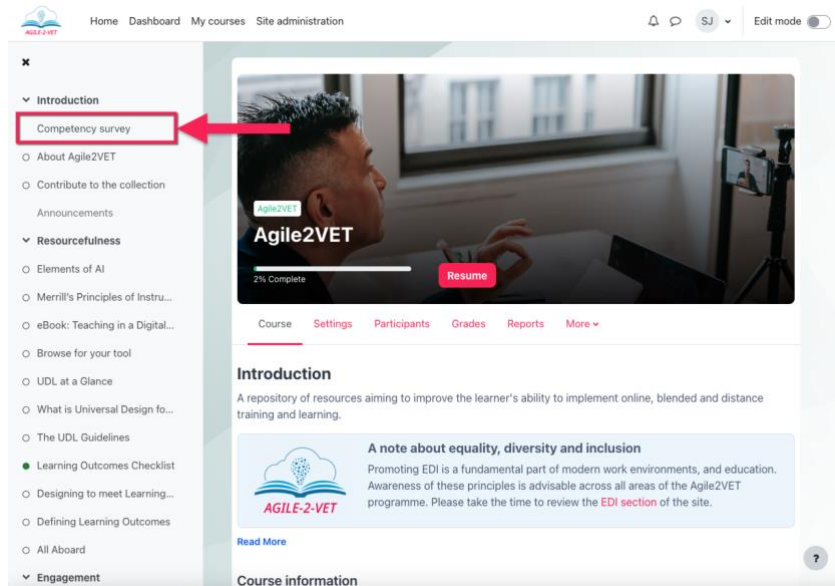
## Step 2: Complete the competency survey.

When you have created an account, you can now begin using the toolkit. The first step is to use the competency survey.

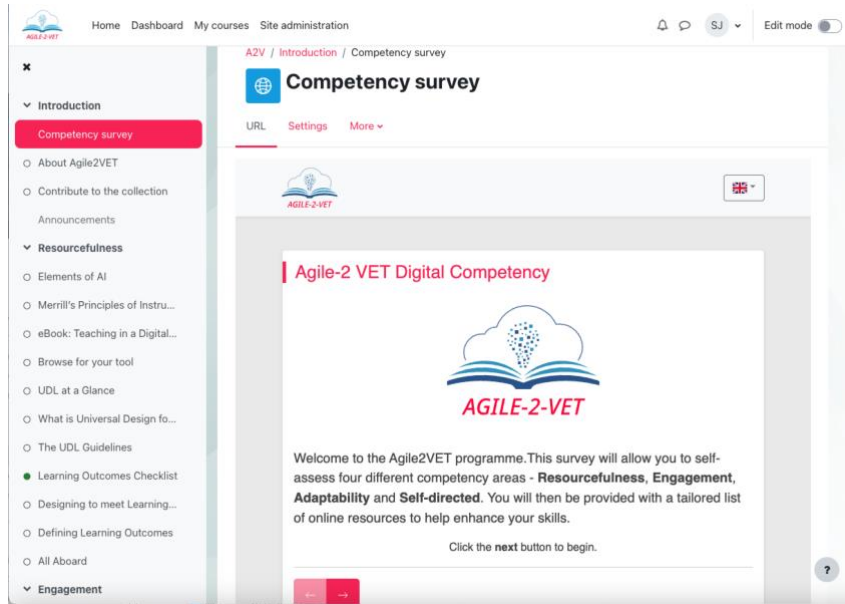
1. To start, select your preferred course on the Home page.



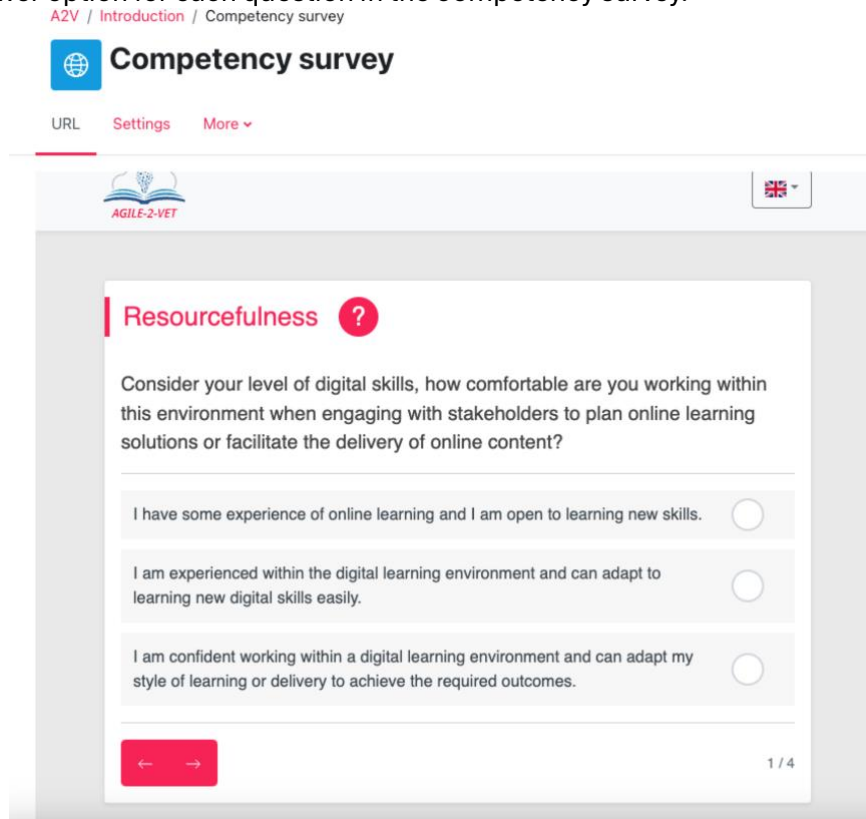
2. In the toolkit, select **Competency survey** in the course index.



The competency tool will be displayed in the main course window:

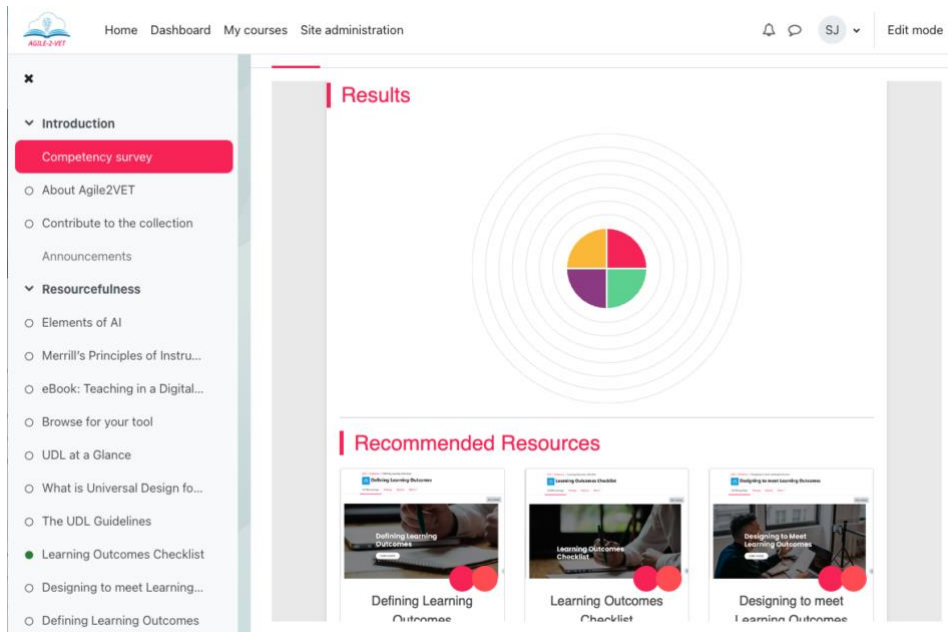


3. Select an answer option for each question in the competency survey.



When the survey is complete, your results and recommended resources will be displayed.

4. Select one of the recommended resources to begin.



### Step 3: Using the resources.

There are two types of resources in the AGILE-2-VET toolkit:

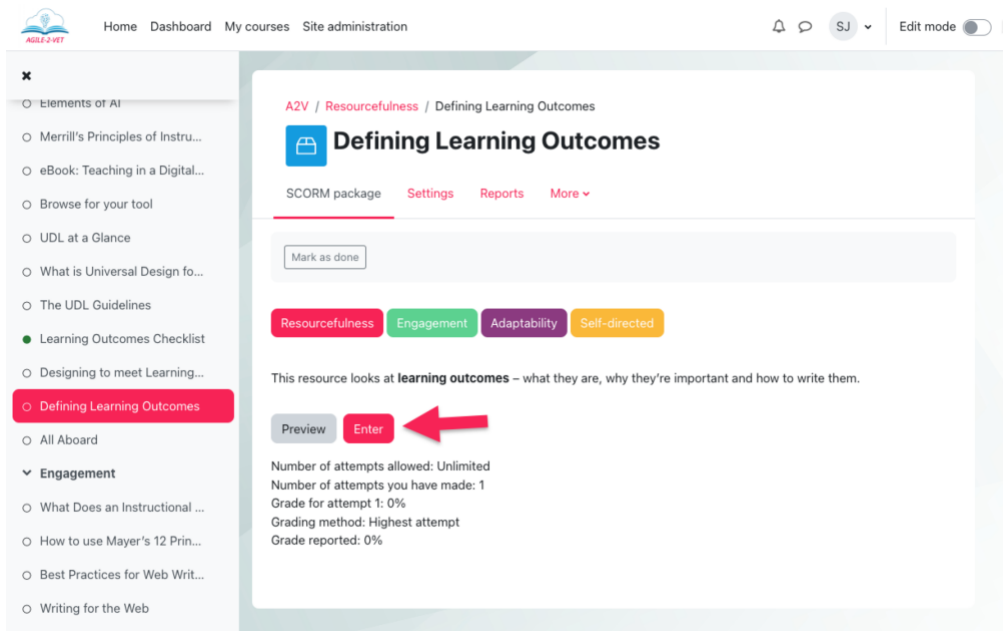
- Microlearning resources
- Links to open education resources

All resources are accessible via the course index – the menu on the left-side of the screen. A selection of resources will also be recommended to you based on your competency survey results.

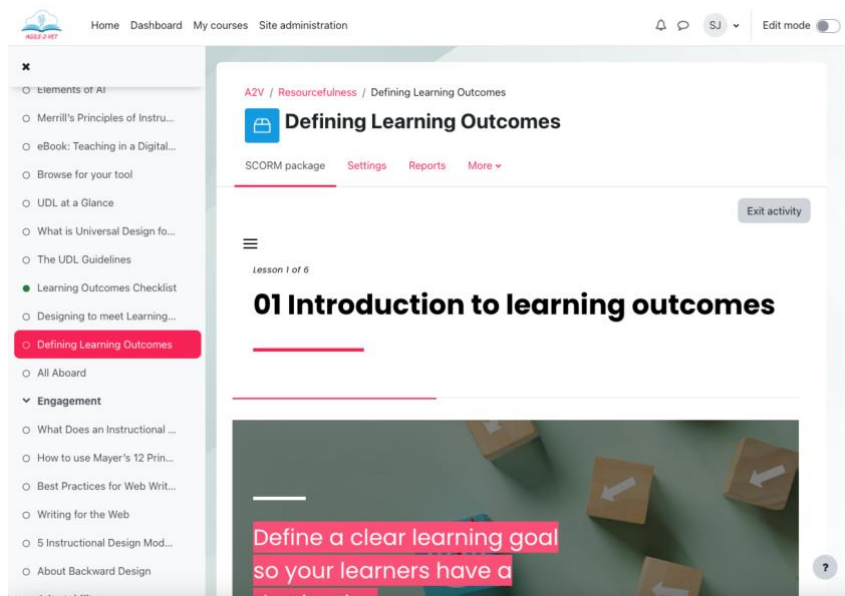
#### *Microlearning resources*

To launch a microlearning resource:

1. Click the recommended resource in your survey results or select a resource in the course index.
2. Click the **Enter** button to open the resource.



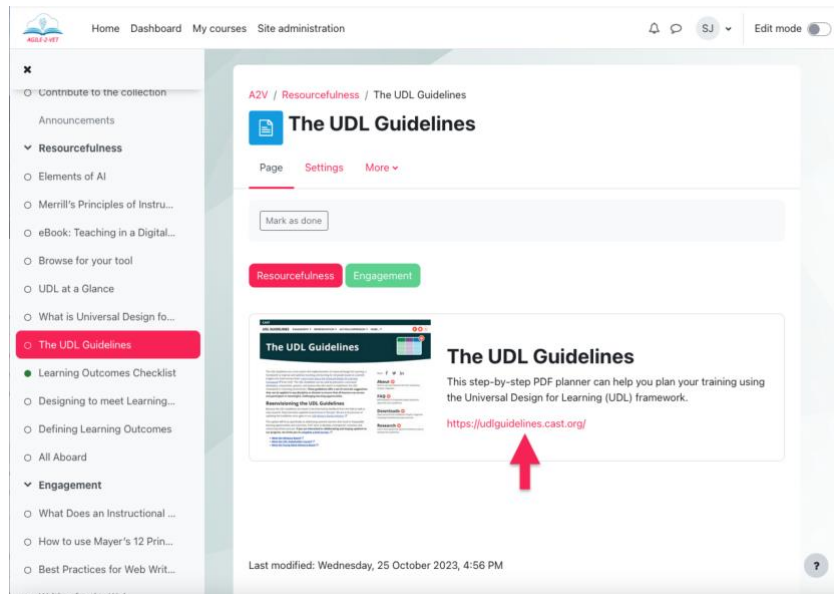
The resource will be displayed in the main window:



### Open education resources

The open educational resources will display as a link in the main window.

1. Click the web link to open the resource.



**Note:** All resources are tagged by the digital competencies. In the example above, the resource UDL Guidelines falls under **Resourcefulness** and **Engagement**.

## 4.2 How to contribute to the tool development

The AGILE-2-VET toolkit is a live platform that will be maintained for five years. During this period, the Admin team may make further contributions to the resource collection.

### *Background to Contributions*

The objectives of the AGILE-2-VET project were based along two strategic lines:

1. Enhance VET providers' staff skills, particularly trainers and tutors, to smoothly transition from in-person to online training methods.
2. Enhance collaboration between training institutions, companies, and pedagogical experts to develop training models for professional online education, targeting adults and workers – to support innovative e-learning solutions.

The Competency survey and toolkit are intended to address the first objective; the Contributions feature is intended to support the second objective.

### *Purpose of Contributions*

The purpose of the Contributions is two-fold. It aims to:

1. Seek feedback via the individual **course forums**, as well as multinational collaboration (translations, improved approaches in different locales, etc) in the **Global forum**.
2. Prompt suggestions in the course forums for extension – such as appropriate/superior web links or SCORM objects with appropriate rights to use, or improvement on what exists already.

The forums allow for a community of discussion and collaboration.

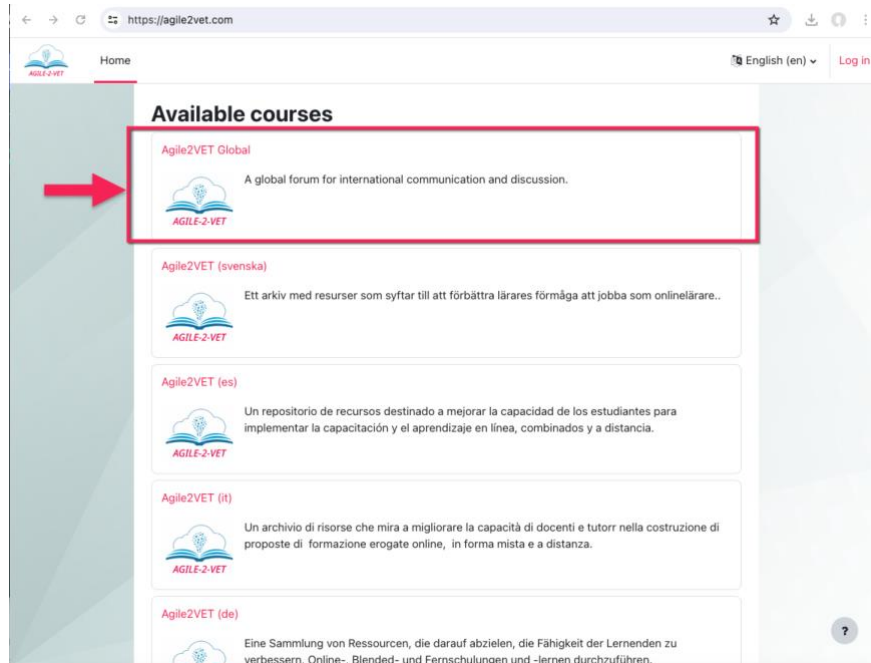
**Key Point:** The intention is that users will suggest toolkit enhancements and new resources **using the forums**.

The forums provide the opportunity for end users to comment, respond to comments, provide recommendations, provide critiques of the toolkit, etc.

It is the responsibility of the Admin team assigned to maintaining the platform to action proposed contributions to the AGILE-2-VET toolkit.

## Global Forum

As noted above, the Global forum is intended to provide the opportunity for multinational collaboration.



Course forums are also available in the language-specific course areas.

## Admin and Moderation

For the lifetime of this digital learning solution, the forums must be moderated.

**Note:** If the forums are not moderated, it is recommended that this feature is turned off after the project close.

## Resource Format and Permissions

Should the platform Admin team choose to add (contribute) new resources to the AGILE-2-VET collection based on forum feedback, the following resource formats can be added:

- SCORM-compliant eLearning modules
- Video files
- PDF files
- Web links

**Note:** To add a resources or web links, you must have a **Teacher** role on the platform. Please contact your local AGILE-2-VET partner for further information, regarding administration and user permissions.



## Scenarios

This section aims at illustrating to the user real case scenarios that could benefit of the support of the AGILE-2-VET approach / manual and use the LMS developed within the project.

Per each of the scenarios specific items are described:

1. Description of the case/ situation / target group addressed.
2. Key aspects of the scenario.
3. Competencies highlighted in the scenario.
4. Solutions adopted.
5. How to find suggestions and support through the online tools.

All partners contributed to the elaboration of these scenarios presenting cases relevant to the targets they usually managed within their educational / training activities.

SCENARIO nr. 1 – MANUFACTURING COMPANY // ANEL - Spain	
1	<p><i>Abstract - Description of the case/ situation / target group addressed</i></p> <p>In a small local manufacturing company, a significant challenge is observed in quickly adapting to new sustainable production technologies. The target group includes production employees and supervisors who need to upgrade their technical and management skills to incorporate greener and more efficient practices.</p> <p>Keywords: digitalization, emerging technologies, Sustainable, Change management, Collaboration, Productivity, Adaptability</p>
2	<p><i>Key aspects of the scenario</i></p> <ul style="list-style-type: none"> <li>• Implementation of sustainable production technologies in a manufacturing environment.</li> <li>• Continuous training needs for employees on new tools and methodologies.</li> <li>• Change management within the company to adopt sustainable practices.</li> <li>• Interdepartmental collaboration to optimize production processes.</li> <li>• Evaluation and monitoring of the impact of new practices on productivity and sustainability.</li> </ul>
3	<p><i>Competencies highlighted in the scenario</i></p> <ul style="list-style-type: none"> <li>• Technical skills related to sustainable production.</li> <li>• Change management skills to lead the transition towards greener practices.</li> <li>• Collaboration and communication skills across diverse teams.</li> <li>• Resourcefulness: Employees need to be resourceful in learning and applying new sustainable production technologies.</li> <li>• Engagement: High levels of engagement are required to adapt to and implement new processes.</li> <li>• Adaptability: Adaptability is crucial for employees and supervisors to adjust to new methods and technologies.</li> <li>• Self-Directed: Employees must take initiative in their continuous professional development.</li> </ul>
4	<p><i>Solutions adopted</i></p> <p>The company implemented a training program designed with the AGILE-2-VET methodology, which includes adaptive learning modules for developing technical and change management skills. Simulations and virtual reality were used to train employees in risk-free sustainable production environments.</p>
5	<p><i>How to find suggestions and support through the online tools</i></p> <p>Through the online platform of the AGILE-2-VET project, the company accessed educational resources, interactive tutorials, and discussion forums. The tracking tool allowed monitoring of employee progress and adjusting the training program according to real-time detected needs.</p>
	<p><i>Additional resource: presentation video</i>  <a href="https://share.synthesia.io/5857b3a9-e794-4cb5-b050-8ba6c5a335e9">https://share.synthesia.io/5857b3a9-e794-4cb5-b050-8ba6c5a335e9</a></p>

SCENARIO nr. 2 – WORKER-PARTNERS IN COOPERATIVE ENTERPRISES // ANEL - Spain	
1	<p><i>Abstract - Description of the case/ situation / target group addressed</i></p> <p>Worker-partners in cooperative enterprises face the challenge of lacking digital skills, which hinders their ability to participate effectively in training programs offered by ANEL. The target group includes cooperative members across various sectors who require foundational digital skills to access and benefit from online learning platforms.</p> <p>Keywords: Digital literacy, User-friendly, Monitoring, Equitable access, Scalable learning</p>
2	<p><i>Key aspects of the scenario</i></p> <ul style="list-style-type: none"> <li>• Need for basic digital literacy among cooperative worker-partners.</li> <li>• Integration of digital training into existing professional development programs.</li> <li>• Use of interactive and user-friendly online learning platforms tailored to adult learners.</li> <li>• Monitoring and support mechanisms to assist learners throughout their digital education journey.</li> <li>• Ensuring equitable access to digital tools and resources.</li> </ul>
3	<p><i>Competencies highlighted in the scenario</i></p> <ul style="list-style-type: none"> <li>• Basic digital competencies such as operating systems, internet browsing, and online communication.</li> <li>• Ability to engage with digital learning management systems.</li> <li>• Critical thinking and problem-solving in a digital context.</li> <li>• Resourcefulness: Worker-partners need to develop digital literacy and use online platforms effectively.</li> <li>• Engagement: Continuous engagement is essential to fully benefit from the digital training programs.</li> <li>• Adaptability: Adaptability is necessary to overcome the initial lack of digital skills and integrate into digital learning.</li> <li>• Self-Directed: Encouraging self-directed learning to ensure ongoing professional development.</li> </ul>
4	<p><i>Solutions adopted</i></p> <p>ANEL implemented a digital literacy program using the AGILE-2-VET approach, creating modular, scalable learning opportunities. The program includes hands-on workshops, online courses, and peer learning sessions, designed to accommodate the varying skill levels of participants.</p>
5	<p><i>How to find suggestions and support through the online tools</i></p> <p>The cooperative members can access the online platform of the AGILE-2-VET project, which offers step-by-step guides, video tutorials, and a community forum for ongoing support. The online platform features a progress tracking tool that helps learners set goals and achieve them at their own pace.</p> <p><i>Additional resource: presentation video</i>  <a href="https://share.synthesia.io/b4b351f6-c128-42c0-8b6a-d260ebccb01e">https://share.synthesia.io/b4b351f6-c128-42c0-8b6a-d260ebccb01e</a></p>

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3	<p><i>Competencies highlighted in the scenario</i></p> <ul style="list-style-type: none"> <li>• Basic digital competencies such as operating systems, internet browsing, and online communication.</li> <li>• Ability to engage with digital learning management systems.</li> <li>• Critical thinking and problem-solving in a digital context.</li> <li>• Resourcefulness: Worker-partners need to develop digital literacy and use online platforms effectively.</li> <li>• Engagement: Continuous engagement is essential to fully benefit from the digital training programs.</li> <li>• Adaptability: Adaptability is necessary to overcome the initial lack of digital skills and integrate into digital learning.</li> <li>• Self-Directed: Encouraging self-directed learning to ensure ongoing professional development.</li> </ul>
4	<p><i>Solutions adopted</i></p> <p>ANEL implemented a digital literacy program using the AGILE-2-VET approach, creating modular, scalable learning opportunities. The program includes hands-on workshops, online courses, and peer learning sessions, designed to accommodate the varying skill levels of participants.</p>
5	<p><i>How to find suggestions and support through the online tools</i></p> <p>The cooperative members can access the online platform of the AGILE-2-VET project, which offers step-by-step guides, video tutorials, and a community forum for ongoing support. The online platform features a progress tracking tool that helps learners set goals and achieve them at their own pace.</p> <p><i>Additional resource: presentation video</i>  <a href="https://share.synthesia.io/b4b351f6-c128-42c0-8b6a-d260ebccb01e">https://share.synthesia.io/b4b351f6-c128-42c0-8b6a-d260ebccb01e</a></p>

## SCENARIO nr. 3 – THE NEED FOR DIGITAL COMPETENCE DEVELOPMENT AMONG TEACHERS // SVERD – Sweden

1	<p><i>Abstract - Description of the case/ situation / target group addressed</i></p> <p>In this case, the need for digital competence development among teachers is explored. With the shift to online learning, the teaching community is faced with the challenge of adapting their teaching methods and materials for digital platforms. The goal is to equip teachers with the skills to effectively engage and educate students in a virtual environment.</p> <p>Keywords: digitalization, emerging technologies, Sustainable, Change management, Collaboration, Productivity, Adaptability</p>
2	<p><i>Key aspects of the scenario</i></p> <ul style="list-style-type: none"> <li>• Transition to online learning.</li> <li>• Adapt their teaching methods and materials.</li> <li>• Equip teachers with new skills.</li> </ul>
3	<p><i>Competencies highlighted in the scenario</i></p> <p>Develop tutoring, course design, learning activities and forms of assessment that are adapted for online learning.</p> <ul style="list-style-type: none"> <li>• Resourcefulness: Teachers and trainers need to develop digital literacy and use online platforms effectively.</li> <li>• Engagement: Continuous engagement is essential to fully benefit from the digital training programs.</li> <li>• Adaptability: Adaptability is necessary to overcome the initial lack of digital skills and integrate into digital learning.</li> <li>• Self-Directed: Encouraging self-directed learning to ensure ongoing professional development.</li> </ul>
4	<p><i>Solutions adopted</i></p> <p>For online learning, teachers can adopt solutions like interactive modules, virtual discussions, and diverse assessments, including self-evaluation of digital skills. This fosters autonomy and ensures a comprehensive learning experience.</p>
5	<p><i>How to find suggestions and support through the online tools</i></p> <p>The teacher's team can find suggestions and support through online Microlearning tool with the self-assessment and adapted learning modules, specifically via the EU project AGILE-2-VET for Vocational Education and Training (VET)</p> <ul style="list-style-type: none"> <li>• The teacher does the self-assessment and get high-quality digital training material and learning modules, as basis for new competences and work material to adjust course content and course design.</li> <li>• Digital training material and learning modules in the self-assessment tool include a structured online learning tool for the transition to Online Learning and will be used as in-service training learning modules for the teachers' teams Professional Development.</li> <li>• The Microlearning Self-Assessment Tool: Measure the digital learning competences in the teachers' teams and help to advice learning paths.</li> <li>• The teachers' teams can also learn to find other in-service training material in the micro learning online tool – using it as a Digital Repository with Open Educational Resources (OER) and best practice exemplars from the teacher team for using technology in teaching and training within VET settings.</li> <li>• For references as learning scenarios the teacher's team can be inspired by several learning scenarios in this manual and via <a href="https://share.synthesia.io/f4109fa6-7e0a-4cf6-8241-30dd2bb7f044">Learning Scenarios – IDC-VET project (idcvet.eu)</a>.</li> </ul>
	<p><i>Additional resource: presentation video</i>  <a href="https://share.synthesia.io/f4109fa6-7e0a-4cf6-8241-30dd2bb7f044">https://share.synthesia.io/f4109fa6-7e0a-4cf6-8241-30dd2bb7f044</a></p>

**SCENARIO nr. 4 – MANAGEMENT/HR SEEKING TO QUICKLY DEVELOP AN ONBOARDING/ VALIDATION CRASH COURSE // SVERD - Sweden**

	<p><i>Abstract - Description of the case/ situation / target group addressed</i></p> <p>The case targets <b>management/HR</b> seeking to quickly develop an <b>Onboarding/ Validation Crash Course</b> for their organization/ company to efficiently integrate new employees, ensuring they are well-versed with company culture, expectations, and necessary skills. The problem is based on the fact that: The <b>Dunning-Kruger effect</b> is a <a href="#">cognitive bias</a> in which people with limited competence in a particular domain overestimate their abilities. Therefore, HR and the unit for onboarding training perform a self-assessment test with customized training modules based on assessment of competence level.</p> <p>Keywords: digitalization, emerging technologies, Change management, Productivity, Adaptability</p>
1	<p><i>Key aspects of the scenario</i></p> <ul style="list-style-type: none"> <li>• Onboarding</li> <li>• Company Culture</li> <li>• Corporate Social Responsibility (CSR) A company's social responsibility can be divided into three parts: economic, environmental and social responsibility.</li> </ul>
2	<p><i>Competencies highlighted in the scenario</i></p> <p>Develop a common unified corporate culture for all new hires regarding: Office routines, Ethical and compliance issues and the Company's social responsibility.</p>
3	<p><i>Solutions adopted</i></p> <p>To foster a unified corporate culture, the company has implemented an onboarding program with help of the microlearning tool including the self-assessment and adapted learning modules - that encompasses office routines, ethical conduct, compliance, and social responsibility, ensuring new hires align with company's core values and operational standards.</p>
4	<p><i>How to find suggestions and support through the online tools</i></p> <p>Newly Hired Staff's Onboarding and Digital Competence Development:</p> <ul style="list-style-type: none"> <li>• <b>Self-Assessment and Training Material:</b> <ul style="list-style-type: none"> <li>○ New hires can find suggestions and support through an online <b>Microlearning Tool</b> specifically via the EU project <b>AGILE2VET.eu</b> for Vocational Education and Training (VET).</li> <li>○ They start by doing a <b>self-assessment</b> to gauge their competences regarding office routines, ethical conduct, compliance, and social responsibility.</li> <li>○ Based on the assessment, they receive high-quality digital training material and learning modules.</li> <li>○ These resources serve as a foundation for acquiring new competences and adjusting their knowledge regarding Company Culture.</li> </ul> </li> <li>• <b>Microlearning Self-Assessment Tool:</b> <ul style="list-style-type: none"> <li>○ The tool measures Company Culture competences within the new staff.</li> <li>○ It provides personalized advice on learning paths to enhance new and needed skills.</li> </ul> </li> <li>• <b>Digital Repository and Best Practices:</b> <ul style="list-style-type: none"> <li>○ In addition to self-assessment, the new staff can explore other in-service training materials within the microlearning online tool.</li> <li>○ The tool acts as a <b>Digital Repository</b> containing <b>Open Educational Resources (OER)</b> and best practice exemplars from the company and other Industry Organizations.</li> <li>○ These resources focus on using office routines, ethical conduct, compliance, and social responsibility effectively in the company with customers, suppliers and other partners and trainings within VET settings.</li> <li>○ Continuous learning and adaptation are key for success in the ever-evolving digital landscape – here the microlearning tools with self-assessment is working as an easy going and cost-effective learning experience platform (LXP) - provides the tools needed to build personalized learning experiences driven by employees.</li> </ul> </li> <li>• <b>Learning Scenarios and Inspiration:</b> <ul style="list-style-type: none"> <li>○ For further references and learning scenarios, the newly hired staff can be inspired by several learning scenarios in this manual and explore more via <a href="#">Learning Scenarios – IDC-VET project (idcvet.eu)</a></li> </ul> </li> </ul>

*Additional resource:* presentation video

<https://share.synthesia.io/f4109fa6-7e0a-4cf6-8241-30dd2bb7f044>

SCENARIO nr. 5 – APPRENTICESHIP // DEMETRA FORMAZIONE - Italy	
1	<p><i>Abstract - Description of the case/ situation / target group addressed</i></p> <p>Italian companies that hire young people between 18 and 29 with an apprenticeship contract must guarantee at least 40 hours of classroom training in the first year of work. Demetra Formazione has innovated this service by offering online classrooms, allowing young people to access training from anywhere in Emilia-Romagna region. This solution promotes accessibility and flexibility, allowing young people to combine study and work, while receiving comprehensive, quality training that adequately prepares them for their professional role.</p> <p>Keywords: Accessibility / flexibility in apprenticeship</p>
2	<p><i>Key aspects of the scenario</i></p> <ul style="list-style-type: none"> <li>• Coming from different corporate contexts.</li> <li>• Poor propensity to participate (forced by contract).</li> <li>• Topics chosen not with the learner but defined by the regional qualifications system of the Emilia-Romagna region.</li> <li>• Possible difficulty accessing online training due to lack of technical skills or availability of reliable devices and internet connections.</li> <li>• Flexibility of access from anywhere, avoiding travel.</li> </ul>
3	<p><i>Competencies highlighted in the scenario</i></p> <p>To ensure effective training in classrooms of this type, teachers/ trainers must have the following skills:</p> <ul style="list-style-type: none"> <li>- adaptation of teaching methodologies to meet different needs.</li> <li>- manage heterogeneous groups, enhancing the different experiences and skills of participants to promote an inclusive learning environment.</li> <li>- advanced skills in using online platforms and digital resources to provide an interactive and engaging learning experience.</li> <li>- good communication skills to ensure the involvement of young people from different corporate contexts, giving them the opportunity to concretely apply what is explained in the classroom.</li> </ul> <p>To manage these classrooms, facilitators/tutors must have the following skills:</p> <ul style="list-style-type: none"> <li>- Good coordination of logistical aspects.</li> <li>- Good knowledge of technological resources.</li> <li>- Good communication skills.</li> <li>- Resourcefulness: Trainers and teachers need to be resourceful in learning and applying new sustainable production technologies.</li> <li>- Adaptability: Adaptability is necessary to overcome the initial lack of digital skills and integrate into digital learning.</li> </ul>
4	<p><i>Solutions adopted</i></p> <p>Demetra Formazione has delegated the management of the teaching calendars to a designated manager, allowing the selection of the teaching staff and the planning of the training days. The calendars are integrated into the company management system, facilitating sharing between offices, and allowing colleagues to inform client companies about training dates for apprentices. Trainers are invited to take advantage of the AGILE-2-VET platform to adapt their training to the online delivery, to secure the high quality of training experience for the apprentices participating in this specific service.</p>
5	<p><i>How to find suggestions and support through the online tools</i></p> <p>The initial self-assessment tool is very functional and helpful both for trainers and tutors/ classroom coordinator and the link with resources in the AGILE-2-VET platform allows an autonomous and flexible learning in line with the specific needs of the individual involved, allowing for in-depth study of specific contents and themes.</p>



**SCENARIO nr. 6 – UNIVERSITY CONTEXTS (MASTER’S DEGREE STUDENTS) // UNIVERSITY OF BOLOGNA - Italy**

1	<p><i>Abstract - Description of the case/ situation / target group addressed</i></p> <p>Students of the master’s degree in science of Lifelong Educational Processes at the University of Bologna have a subject called Teaching and communication strategies for adults (8 ECTS). The course aims to prepare qualified professionals in highly competent roles in the field of training interventions and services for adults. These roles are oriented towards vocational training, adult education, retraining, orientation, skills assessment, job placement and continuing education. This scenario is an example of how students who will be engaged in vocational education in the future can develop skills in finding resources, adapting those resources, and self-regulated learning.</p> <p>Keywords: lifelong learning, cooperative learning, debriefing strategies, educational planning</p>
2	<p><i>Key aspects of the scenario</i></p> <ul style="list-style-type: none"> <li>• Students in education who could potentially work in many different fields.</li> <li>• Importance of digital competence in adult education.</li> <li>• Learning to self-assess from a lifelong learning perspective.</li> <li>• Focus on self-regulation learning process.</li> <li>• Design of a training initiative in the VET field.</li> </ul>
3	<p><i>Competencies highlighted in the scenario</i></p> <p>Develop educational planning competencies with the support of the materials available in the platform.</p> <ul style="list-style-type: none"> <li>- Resourcefulness: Encouraging students to explore the platform and to provide new material to the community</li> <li>- Adaptability: fostering students to use the platform as a tool where to find ideas that need to be adapted to real contexts.</li> <li>- Self-directed: Encouraging self-directed learning to ensure students development of competencies</li> </ul>
4	<p><i>Solutions adopted</i></p> <p>During the course, students reflect on how digital learning environments affect adult education, both in formal, informal and nonformal settings.</p> <p>The experience could be structured as follows:</p> <ul style="list-style-type: none"> <li>• Sharing of a definition of digital competencies and analysis of different frameworks proposed in the European context (DigComp and DigCompEdu).</li> <li>• Work in small groups of 4 people involving the use of the AGILE-2-VET platform to search for useful materials to design a training course for adults. Each group will need to decide: target, duration, project objectives, resources to be shared, activity steps (including debriefing) and models for evaluation.</li> </ul> <p>Each group can then share its work on a shared online platform and present it in front of the class group to discuss together the quality of the design and how to use the AGILE-2-VET platform.</p>
5	<p><i>How to find suggestions and support through the online tools</i></p> <p>AGILE-2-VET's platform allows students to analyse what digital skills are needed by the trainer and training designer. As part of the course, online tools are presented, skills to be improved are identified, and students, working in small groups, train on the content by designing future training initiatives together, which could also include new content to be reported as possible additions to the platform.</p>

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3	<p><i>Competencies highlighted in the scenario</i></p> <ul style="list-style-type: none"> <li>- Develop educational planning competencies with the support of the materials available in the platform.</li> <li>- Resourcefulness: Encouraging students to explore the platform and to provide new material to the community</li> <li>- Adaptability: fostering students to use the platform as a tool where to find ideas that need to be adapted to real contexts.</li> <li>- Self-directed: Encouraging self-directed learning to ensure students development of competencies</li> </ul>
4	<p><i>Solutions adopted</i></p> <p>During the course, students reflect on how digital learning environments affect adult education, both in formal, informal and nonformal settings.</p> <p>The experience could be structured as follows:</p> <ul style="list-style-type: none"> <li>• Sharing of a definition of digital competencies and analysis of different frameworks proposed in the European context (DigComp and DigCompEdu).</li> <li>• Work in small groups of 4 people involving the use of the AGILE-2-VET platform to search for useful materials to design a training course for adults. Each group will need to decide: target, duration, project objectives, resources to be shared, activity steps (including debriefing) and models for evaluation.</li> </ul> <p>Each group can then share its work on a shared online platform and present it in front of the class group to discuss together the quality of the design and how to use the AGILE-2-VET platform.</p>
5	<p><i>How to find suggestions and support through the online tools</i></p> <p>AGILE-2-VET's platform allows students to analyse what digital skills are needed by the trainer and training designer. As part of the course, online tools are presented, skills to be improved are identified, and students, working in small groups, train on the content by designing future training initiatives together, which could also include new content to be reported as possible additions to the platform.</p>

**SCENARIO nr. 7 – TRAINER EXPERIENCE // ANCORA - Ireland**

1	<p><b>Abstract - Description of the case/ situation / target group addressed</b></p> <p>Sarah is a 31-year-old female trainer with over five years of experience designing content and facilitating training delivery. Sarah works within the private sector of a security company, where she is responsible for delivering training to both apprentices and experienced staff.</p> <p>While Sarah has considerable experience in designing and delivering training, her exposure to online tools, including authoring tools, is somewhat limited. However, she is eager to expand her skill set in this area to better serve her diverse audience. Sarah's role requires her to deliver courses mainly online, catering to a global audience with offices in different time zones and a multicultural workforce. This presents unique challenges as Sarah needs to ensure that her training is accessible, engaging, and effective for all participants, regardless of their location or background.</p> <p>With her experience in designing content and facilitating training, Sarah is well-equipped to adapt to the demands of the digital learning environment. However, she recognizes the importance of improving her proficiency in online tools to enhance the quality of her training delivery. To address this, Sarah has begun exploring various online authoring tools and platforms to develop her skills. She understands that mastering these tools will not only streamline her course development process but also allow her to create more interactive and engaging learning experiences for her participants.</p>
2	<p><b>Key aspects of the scenario</b></p> <ul style="list-style-type: none"> <li>• Trainer, five years of experience, designs and delivers training for apprentices and experienced staff.</li> <li>• Delivers mainly online courses to a global audience in different time zones and a multicultural workforce.</li> <li>• Exposure to online tools, including authoring tools, is limited.</li> <li>• Eager to expand her skill set in online tools, content design, and behaviour management to enhance the quality of her training delivery.</li> <li>• Looking for resources to improve her skills.</li> </ul>
3	<p><b>Competencies highlighted in the scenario</b></p> <ul style="list-style-type: none"> <li>- Adaptability,</li> <li>- Resourcefulness and</li> <li>- Engagement.</li> </ul>
4	<p><b>Solutions adopted</b></p> <p>Sarah accessed the digital toolkit and after self-assessment, accessed the recommended resources. She engaged with different modules and reflected on her experience.</p> <p><i>“For the Planning and Design stage, I accessed “Designing to Meet Learning Outcomes”. This module was incredibly effective as it introduced me to the concept of backward design. It opened my thoughts to a new approach to course design that I hadn’t considered before. Additionally, I accessed “Defining Learning Outcomes” as this is an area I have struggled with in the past. However, after going through the course and exploring the additional links recommended at the end of the module, I now feel I have gained more insight into the steps that I previously found challenging.</i></p> <p><i>I accessed the “Online Facilitation Skills Course” under Adaptability, as improving my online facilitation skills is an area I am keen to focus on. I found the module on “netiquette” particularly valuable, as it provided practical strategies for encouraging good online behaviour among participants. Moving forward, I plan to incorporate these strategies more intentionally into my courses, as I believe they will contribute to a more positive and productive learning environment.”</i></p> <p>Sarah's proactive approach to learning and her willingness to engage with the resources provided by the digital toolkit demonstrate her commitment to professional development and her desire to enhance the quality of her training delivery. By accessing these resources and reflecting on her experience, Sarah is not only improving her own skills but also enriching the learning experience for her participants.</p>
5	<p><b>How to find suggestions and support through the online tools</b></p> <p>When accessing the digital toolkit and completing the assessment, resources are recommended at the bottom of the screen. These are further supported by the list of resources on the left-hand side of the screen under each competency so that the user may select at their own pace.</p> <p>In addition, by accessing a learning module from the left-hand screen within the digital toolkit, you can then complete a module and have further recommended resources to support the learning experience.</p>

SCENARIO nr. 8 – TRAINER IN WORK ENVIRONMENT // ANCORA - Ireland	
1	<p><i>Abstract - Description of the case/ situation / target group addressed</i></p> <p>Jack, a 56-year-old electrician working in the pharmaceutical sector. With his background as a qualified electrician, Jack plays a crucial role in training apprentices and experienced staff through on-the-job training. His training experience spans three years, during which he has primarily conducted one-to-one training sessions, occasionally leading classroom sessions with up to five participants.</p> <p>While Jack is proficient in using online communication tools like Zoom or Teams, his experience with other online training tools is limited. Jack's main challenge lies in designing content that effectively meets the needs of his learners. As someone who creates content from existing processes and manuals, he recognizes the importance of developing engaging and impactful training materials. However, he is unsure about the best practices for content design and delivery, particularly in an online setting.</p> <p>To address these challenges and improve his training delivery, Jack has expressed a keen interest in learning more about effective content design and delivery methods. He is eager to explore new online tools and techniques that will enable him to create more engaging and interactive training materials.</p> <p>Jack understands the importance of adapting his training methods to meet the diverse needs of his learners. He is particularly interested in learning how to design content that is accessible and relevant to all participants, regardless of their background or learning style.</p>
2	<p><i>Key aspects of the scenario</i></p> <ul style="list-style-type: none"> <li>• An electrician working in the pharmaceutical sector, training both apprentices and experienced staff through on-the-job training.</li> <li>• Three years of training experience, conducts one-to-one training sessions, occasionally leading small classroom sessions with up to five participants.</li> <li>• Experience of online tools limited and wants to improve training delivery and content design skills.</li> </ul>
3	<p><i>Competencies highlighted in the scenario</i></p> <ul style="list-style-type: none"> <li>- Engagement,</li> <li>- Adaptability and</li> <li>- Resourcefulness.</li> </ul>
4	<p><i>Solutions adopted</i></p> <p>Jack accessed the digital toolkit and, after completing the assessment, followed up on the suggested resources that aligned with content design, engagement, and evaluation. He found the AGILE2-VET Holistic Training Model particularly helpful, stating, "A lot of my training is OJT (On the Job Training), and having this model helped a lot, particularly with content and evaluation."</p> <p>He also accessed modules related to "Backward Design," finding this approach effective in aligning his training with the processes already in place. He actively contributed to the forum, suggesting further resources that would support similar on-the-job training situations.</p> <p>One specific suggestion he made was to explore the use of video recording as a more sustainable alternative to using mobile phones for recording training sessions.</p> <p>For Jack, it was the first time he had taken a self-assessment, and he found the experience valuable. He expressed his intention to use the assessment again to evaluate how his content and training delivery progresses over time.</p> <p>Jack's proactive approach to using the digital toolkit and his willingness to engage with the resources and the online community demonstrates his commitment to improving his training delivery and providing the best possible learning experience for his participants. By leveraging the resources available in the digital toolkit and actively participating in the online community, Jack is well-positioned to enhance his skills as a trainer and make a positive impact on the professional development of his learners.</p>
5	<p><i>How to find suggestions and support through the online tools</i></p> <p>When accessing the digital toolkit and completing the assessment, resources are recommended at the bottom of the screen. These are further supported by the list of resources on the left-hand side of the screen under each competency so that the user may select at their own pace.</p> <p>In addition, by accessing a learning module from the left-hand screen within the digital toolkit, you can then complete a module and have further recommended resources to support the learning experience.</p>

SCENARIO nr. 9 – VET COURSE CASE // ILI-FAU - Germany	
1	<p><i>Abstract - Description of the case/ situation / target group addressed</i></p> <p>Our target group comprises 12 adult students enrolled in a vocational educational training (VET) program focused on project management. Hailing from Southern, Central, and Eastern Europe, their cultural diversity enriches our learning environment. However, this diversity also highlights the need for tailored support to accommodate varying cultural perspectives and communication styles. Recognizing the significance of cultural sensitivity, our program integrates cross-cultural training modules to promote mutual understanding and collaboration. Additionally, there is heterogeneity in IT skills among learners.</p>
2	<p><i>Key aspects of the scenario</i></p> <ul style="list-style-type: none"> <li>• Cultural diversity.</li> <li>• Cross cultural training.</li> <li>• Offer of content in different languages.</li> <li>• Homogeneous age group (40–48 years-old).</li> <li>• Different levels of IT skills.</li> </ul>
3	<p><i>Competencies highlighted in the scenario</i></p> <ul style="list-style-type: none"> <li>- Resourcefulness: a crucial skill in the digital learning landscape as it aids learners in navigating the unique challenges associated with digital education.</li> <li>- Engagement: it refers to the level of involvement, interest, and interaction that learners exhibit towards digital educational content and platforms. It encompasses active participation, motivation, and dedication to the learning process.</li> <li>- Adaptability: It involves a flexible and dynamic approach to education, enabling learners to access content and activities aligned with their learning styles, prior knowledge, and pace of learning.</li> <li>- Self-directed: it entails a shift in the teacher's role from being the primary provider of information to serving as a learning facilitator and mentor. It involves guiding students towards becoming more independent learners, empowering them to take charge of their education, and offering the necessary support to help them thrive in the digital learning environment.</li> </ul>
4	<p><i>Solutions adopted</i></p> <p>Given the heterogeneity in IT skills, our approach emphasizes flexibility and accessibility. For students with limited IT proficiency, foundational courses are provided to build essential digital literacy. Concurrently, advanced modules cater to those with more experience, ensuring no one is left behind or held back. Furthermore, our online resources are available in multiple languages, facilitating comprehension and engagement for all participants.</p> <p>Interactive workshops and group activities encourage active participation and foster a sense of belonging among students. Additionally, peer-to-peer support networks are established, enabling students to learn from each other's cultural insights and technological competencies. Regular feedback sessions allow instructors to address individual needs effectively, ensuring every student receives personalized guidance and encouragement on their journey towards mastering project management skills.</p>
5	<p><i>How to find suggestions and support through the online tools</i></p> <p>On the platform, participating are advised to take the Agile-2-VET Digital Competency Survey. According to the results, selected resources will be made available, which the participants are encouraged to follow and engage with via self-learning, clarifying any doubts with the facilitator.</p>

SCENARIO nr. 10 – FUTURE MASTER DEGREE COURSE CASE // ILI-FAU - Germany	
1	<p><i>Abstract - Description of the case/ situation / target group addressed</i></p> <p>In our vocational educational training (VET) program, we're guiding a cohort of 11 adult learners embarking on a journey to master renewable energy technologies. Originating from diverse backgrounds including urban areas, rural villages, and refugee communities, their varied experiences enrich our learning environment. However, this diversity also underscores the need for tailored support to accommodate different learning styles and cultural perspectives.</p>
2	<p><i>Key aspects of the scenario</i></p> <ul style="list-style-type: none"> <li>• Different learning styles.</li> <li>• Diverse background of learners.</li> <li>• Great possibility of exchange and learning.</li> <li>• Need for tailored support.</li> </ul>
3	<p><i>Competencies highlighted in the scenario</i></p> <ul style="list-style-type: none"> <li>- Resourcefulness: a crucial skill in the digital learning landscape as it aids learners in navigating the unique challenges associated with digital education.</li> <li>- Engagement: it refers to the level of involvement, interest, and interaction that learners exhibit towards digital educational content and platforms. It encompasses active participation, motivation, and dedication to the learning process.</li> <li>- Adaptability: It involves a flexible and dynamic approach to education, enabling learners to access content and activities aligned with their learning styles, prior knowledge, and pace of learning.</li> <li>- Self-directed: it entails a shift in the teacher's role from being the primary provider of information to serving as a learning facilitator and mentor. It involves guiding students towards becoming more independent learners, empowering them to take charge of their education, and offering the necessary support to help them thrive in the digital learning environment.</li> </ul>
4	<p><i>Solutions adopted</i></p> <p>Understanding the significance of cultural sensitivity, our program integrates modules on indigenous energy practices and community-based solutions. These sessions, facilitated by local experts and community leaders, provide invaluable insights into sustainable energy methods rooted in cultural traditions and local knowledge.</p> <p>With a wide range of IT skills among our students, we offer a blend of hands-on workshops and online resources. From basic tutorials on renewable energy systems to advanced training in solar panel installation and maintenance, our goal is to empower every student with the skills needed for a career in the renewable energy sector.</p> <p>To foster collaboration and mutual learning, we organize community energy projects where students work together to implement renewable energy solutions in underserved areas. These projects not only enhance their technical skills but also promote social cohesion and environmental stewardship within diverse communities. Regular mentoring sessions and group discussions ensure that each student receives individualized support tailored to their learning needs and cultural backgrounds.</p>
5	<p><i>How to find suggestions and support through the online tools</i></p> <p>On the platform, participating are advised to take the Agile-2-VET Digital Competency Survey. According to the results, selected resources will be made available, which the participants are encouraged to follow and engage with via self-learning, clarifying any doubts with the facilitator.</p>

## Tips & recommendations

- AGILE-2-VET course can be adopted as a self-standing course usable by different target groups, but we recommend integrating it into a wider course to better meet the needs and learning objectives of the users.
- In the case of delivering dedicated training paths with the use of the AGILE-2-VET platform as tool, make sure to have an heterogeneous class group, this allows a greater exchange and peer-learning dynamics will enrich the training on one side, while on the other may lead to a greater participation of learners in contributing to the platform itself, by sharing contents and resources with the community.
- In the case of AGILE-2-VET platform adopted as self-standing course, make sure to organise two in-presence or online classrooms: the first, before launching the use of AGILE-2-VET platform, to explain the methodology and the logic in adopting such a tool for training; the second, at the end of the defined period, to wrap up on the use of the platform and encourage discussions and exchanges of knowledges that can further enrich the platform development in terms of learning dynamics and contents / resources update.
- Invite the potential participants / users of the platform to start with the self-assessment so to have a clear understanding of their level on the different competences, since the sole explanation of the competences itself does not allow to have a good understanding of the possession of competences by the single user.
- Suggest some user-experience within the platform, some guiding videos can be helpful to better support the navigation of the AGILE-2-VET platform.
- Ensure Accessibility: Make sure the platform is accessible to users with disabilities by adhering to web accessibility standards. If possible, provide alternative formats for content and ensure that navigation is easy for all users.
- Promote Inclusivity and Cultural Sensitivity: Ensure that the content and delivery of the course are inclusive and culturally sensitive, considering the diverse backgrounds of the users.
- Highlight Success Stories: Share testimonials and success stories of past users who have benefitted from the platform. This can inspire and motivate new users by showing the tangible benefits of the training.
- Regular Feedback: Implement satisfaction surveys at the end of each module and hold review meetings with participants to discuss areas for improvement.
- Integration of Emerging Technologies: Staying updated with the latest educational technologies and tools can enrich the learning experience and make it more interactive and engaging.
- Promoting Peer Collaboration: Collaboration among participants fosters the exchange of knowledge and experiences, enriching the learning process.



- Encourage users to provide feedback via the contribution tab with both ideas for new resources and how they find the online tool and assessment – continuing to build a community of knowledge.

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