The GreenSkills4VET **LearnBox, Section 2**

**­­** Intellectual Output 5, Phase 2

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**Partner: WETCO**

**Section 2: Didactics and methods supporting our OER-Examples**

Element 2.1 **Lesson plan**

This document is part of the didactical and methodical support for using the GreenSkills4VET Health Care Learning Unit “Structure and organization of the Health Care activities - Health Care activities for Sustainable Development”. It contains time-specific sequences and needed materials for teachers and trainers who aim at featuring sustainability-related content in class and use material in a Blended Learning-manner, since it includes a WebQuest. If you’re asking yourself “What do I need to know – and to practically do – in order to prepare and use the featured Sustainablity-Learning-Unit in the form of OER in class?”, you can find practical information in the bullet point list and the lesson plan at hand.

In case you are interested in what to know and how to use these so-called Open Educational Resources (OER) in general, you might want to look up the GreenSkills4VET **OER-Manual**, which is part of the **LearnBox**, too. You can find it in section 3 of the LearnBox on our website.

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| **Top Priorities before getting started:**Basic conditions and needed material - **The most important recommendations for working with this unit.** |
| * The target group of this Learning-Unit are Health Care Assistants trainees who already have collected their first praxis phases within their professional training. The concept of this unit involves sequences of reflexion about the daily routine experienced by the trainees from an individual perspective (it is not just a theoretical unit). You might use the unit for professional job trainings, too.
* If you want to use the complete Learning-Unit “Health Care activities for Sustainable Development” with all its components and without any adjustments, you’ll need at least **3 Sessions of 60 minutes** each: 2 sessions of 60 minutes in class and a session of 60 minutes at least working in groups with the Web Quest tool. The group session can be homework or take place in class, too.
* The 1st session of the unit is designed to watching and discussing short videos on sustainable development with learners, introducing the concept for SD and providing discussion, questions and answers.). Watching and discussing short videos on sustainable development with learners- reflections, discussion, questions and answers.
* The 2nd session is a group work. The work is based in Web quest and reports preparation (group work, reporting, self-learning)
* In the 3rd session the small groups also work in the Web quest -preparing and presentation a “symbolic drawing” of the organizational structure of a hospital—group Activity, “Four Corners” - game, completing quiz. Assessment and feedback is also part of this session.
* You have to be sure that trainees have digital literacy. You also have to check what devices they use for internet-purposes. The Internet/ WiFi connection is also needed.
* An introduction in terms of „What a WebQuest is“ seems highly recommendable, this might be a homework in advance. But be aware: There are a lot of WebQuests not properly designed out there. You should give good practices as references.
* You’ll need internet access and internet-capable devices for each trainee, e.g. smartphones. In the 2nd and 3rd sessions your trainees will need flipchart-paper and pens for each group (recommended: 3-5 members per team).
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Session 1: **Title / Topic** of session (Duration)

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| --- | --- | --- | --- |
| Phases (Content, Topic, Activities) | Methods  | Material | Duration |
| **Introduction** (for example) | Information about topic (sustainability) and method (presentation, discussion + WebQuest) (for example) |  | 15 minutes(for example) |
|  What is sustainable development? Why it is important for us?  (for example) |  Theoretical input (for example)Watching and discussing the videos with learners:* Dimensions of sustainable development ( in all languages)

<https://vimeo.com/channels/unsscexplainer/221280547> * Understanding the Dimensions of Sustainable Development

<https://www.youtube.com/watch?v=pgNLonYOc9s> * What are the Sustainable Development Goals (SDGs)?

<https://www.youtube.com/watch?v=PZbgIVgQyks> * Global Goal 3: Good Health and Well-being

<https://www.youtube.com/watch?v=Dd-v1nz-5OQ>* Future of Work: Healthcare

<https://www.youtube.com/watch?v=rjJOK1Y7TVk> Students are asked to share their opinions, practices, reflections and guided by teacher/trainer, to understand the main points of SD and how these are important for their work and performance as HC assistants. | videos | 45 minutes(for example) |

Session 2: **Title / Topic** of session (Duration)

|  |  |  |  |
| --- | --- | --- | --- |
| Phases (Content, Topic, Activities) | Methods  | Material | Duration |
| **Structure and main elements of the HC work****WebQuest** (for example) | Trainees are given a task to study the materials and to prepare report to be presented in plenary:Divide into groups of 3-5 person or alone yourself, please study carefully the attached materials and videos about the role of HC assistant and sustainable development goals.Share ideasThink about how to link the structure and organization of Health Care activities of the HC Assistant with the Sustainable development context.**Prepare report** on what you learn from the materials and videos about how to be sustainable oriented Health Care assistant.  | Internet access and internet capable devices for each trainee (such as smartphones = bring your own device) (for example)Flipchart paper to present reports | 30 minutes(for example) |
| **HC standards and good practices related to SD**(for example) | **Group work on materials (posted in Web quest):**[Health Care company Statement on Environmental Policy](http://www.zunal.com/zunal_uploads/files/20180418012955duZah.docx) Description: The statement describing Sustainable development policy of the HC company[Guidelines of HC professionals (BG)](http://www.zunal.com/zunal_uploads/files/20180418012714ejury.pdf) Description: Guidelines for professionals in Health Care (in BG language)[First steps competence list pack](http://www.zunal.com/zunal_uploads/files/20180418012358azePa.pdf) Description: Review of Competences according to HC standard | Flipchart paper and pens /markers for each small group(for example) | 30 minutes(for example) |

Sequence 3: **Title / Topic** of session

|  |  |  |  |
| --- | --- | --- | --- |
| Phases (Content, Topic, Activities) | Methods  | Material | Duration |
| **Organizational structure of a hospital** (available in Web quest) | Presentation in WebQuest  small groups or individual work, game, quizz  (for example) | Web Quest - presentationFlipchart-presentations produced by the small group(for example) | 60 minutes(for example) |
| **Evaluation****Feedback** |  Web Quest: rubric, evaluation by trainerFeedback from trainees | Web quest: rubricFeedback form | 30 minutes(for example) |

Element 2.2 **Narrative:** **Lessons learned from a) producing and b) testing / evaluating the unit**

**Chapter 1 of element 2.2: Lessons learned producing the OER**

What do you have to know to get started?

* Our Learning-Unit in the form of OER is called “Structure and organization of the Health Care activities - Health Care activities for Sustainable Development” and is in the professional sector Health Care. This kind of work is challenging in many ways. Our Learning-Unit aims at understanding how the daily Health Care activities of a Health Care assistant are related to the sustainable development issues. The aim is also to give a solid overview of a Health Care organisational structure and the role and place of a HC assistant in this structure. The target group are learners who already have had their first praxis-experiences, since reflecting these experiences plays a central role.
* The OER-type chosen is a webquest. We decided to use the platform *Zunal.com*. It is simple to use and gives you instructions about structure and content of each step to ensure building it up in a proper way. WebQuests were invented by Bernie Dodge at San Diego State University in 1965 and foster self-regulated learning in a social context.
* The classical sections of a WebQuest on this particular platform are the Welcome-Page, then comes Introduction, Tasks, Process, Evaluation, Conclusion, Teacher Page, About Author(s) and Reviews. Please note that you can choose to hide those pages you don’t want to use. You can even change their names in the settings of each WebQuest.
* To use a webquest, you need to register first, with an e-mail address and a password. You can choose between a free version and a Pro Account. With the free version, you can only have one webquest, and you can buy a Pro Account ( It costs 20 USD for 2 years and allows you to create and save up to 50 Web Quests). Of course it has some additional features that don’t come with the free account, such as the possibility to create and embed quizzes.
* Our Learning-Unit in the form of OER contains 3 sessions (please see section 2.1) All the supporting materials for the 3 sessions you will find uploaded in the Web Quest.
* To use the WebQuest in class, you need to make sure that there is an internet or WiFi connection working smoothly. Also you have to have enough IT devices, best would be an individual one for each trainee (recommended), but to have one for each group of trainees would work, too.
* You might want to consider installing an ad blocker-application on each device because the Web Quest might in fact be spoiled with distracting online-advertisements otherwise.
* Let’s talk about your own digital literacy: Don’t be afraid, you really don’t need to know much about computers and internet, but you should make yourself familiar with the basic principles of Web Quests in general.
* Talking about the digital literacy of your pupils/students/trainees: Especially if your students aren’t used to work in an eLearning environment by now (but in every other case, too), you should take sufficient time to introduce the basics of a Web Quest – how does it work? One of the guiding principles: Web Quest is based on the step-by-step learning, so please visit preliminary *Zunal.com* and research freely how to create and use Web Quest. Basically, the aim for the trainees is to look up the sources the teacher / trainer has provided as web links in the process-section of the Web Quest and to present their findings/reports to the plenary (the group and teacher/trainer). That means that the students will acquire also presentation skills.
* If you decide for embedding WebQuests which the students /pupils/trainees shall workout on their own (=within their group) as a home work, you might want to consider using a collaborative learning platform, like Moodle, allowing them to share their findings and collaboratively prepare the presentation. In our case, the trainees worked in small groups in class and prepared their presentations and reports on flipcharts.
* If you want to produce an own Web Quest or if you want to use the Web Quest at hand, but in a different way (if you want to make alterations), you are very welcome to use the material, adapt it and even publish it – this is the use of an Open Educational Resource (!) Nonetheless, you should stick to the conditions of the licence we used (CC BY SA) . You can even mix it with other OER, still you have to consider a couple of aspects in terms of licences in this case, too. You can learn more from the Manual, which is part of the GreenSkills4VET-LearnBox.
* A good advice for producing your own WebQuest: Do not compose longer texts in the WebQuest on Zunal.com. Write them in word (or any other text-editor-program) on your computer (or any other device) and copy / paste the finalised text into the Web Quest-Page, running in your internet browser. This is much more convenient and reduces the risk of possible data loss. And, last, but not least:
* Open Educational Resources (OER) are any type of educational material that’s freely available for teachers and students to use, adapt, share, and reuse. Examples of OER include learning content (such as lesson plans, assignments, textbooks, exams, and videos) as well as tools for learning (like software for creating videos and websites, course management systems, word processing programs, and training materials).

OER are generally offered with Creative Commons licenses that allow the content to be freely reused and remixed with attribution to the original author. This means that you can take a great resource and tweak it to fit your class's needs.

**Chapter 2 of element 2.2: Lessons Learned testing / evaluating the OER**

***The main results from the tests including diagnostics and recommendations***

**Training materials, Unit contents, tasks and activities:**

* Materials and resources provided are too much, there is no enough time to study deeply all materials; preferably to be summarised and presented by the teacher/trainer;
* The language of some of materials is not well understandable; needs constant support from the trainer;
* The **concept about Sustainable Development** needs to be introduced and broadly explained BEFORE the Unit teaching and should be highlighted and underpinned during the whole qualification course;
* Using videos is very attractive for students and for trainers; unfortunately most of them are in English and should be translated in Bulgarian/the language of trainees;
* Practice examples are needed more than provided one;
* The quality of training materials is very good, as this topic is very new for Bulgarian VET context; The training of HC specialists in Bulgaria is mainly focused on providing patients care, norms and regulations, but hardly on the **personal responsibility** of the HC assistant for the Environmental, Economic and Social issues (Sustainability);
* The activities provided are interesting and easy to fulfil; group work is more useful; if a student tries to make a task alone, he/she needs constant support from the teacher; the self-learning process is more appropriate in the end of the Qualification course, not in the beginning.

**Using Web quest:**

* Using web quest during the “theoretical training” is very innovative both for students and experts, usually in the BG VET system there is Theoretical part (in the school or VET centre) and practice in a hospital. The theory is usually taught by lectures and exercises, so web quest is seen as option to “break the ice”. The problem is the familiarity of the VET trainers with such a tool. It is very appropriate for on-line and distance learning or mixed forms of qualification.
* Using web quest assumes internet connection which is still not the case in schools and VET centres. But all students have smartphones, so they have no problems with web quest)
* Some of students and teachers in VET have lack or poor digital literacy;
* Web quest can be integrated very good into the lesson, the question is that teachers/trainers are not get used to that;
* Some of students had difficulties to follow the tasks, that implies group work and teacher support;
* Generally, teachers and experts welcomed the new tool for VET in HC, expressing positive feelings about the Unit and OER, and underlined that this is an example to raise the quality of the training and way to motivate both teachers and students to use the digital tools, which significantly open the horizons for better skilling and self-learning.

**Section 5: Limits of translating local / national OER into other languages / countries**

From our experience we have noticed some limitations in providing nationally elaborated OER in different languages of the Project partnership. Here are some of them:

* The most of learning materials used are specific for the country –for ex. video about medical administration ( Greece) might be not relevant to Bulgarian conditions;
* The sources related to the country legislation are not suitable for another language/country context;
* The terminology for the sectors (Health Care, Logistics) might differ from language/country to language/ country and lead to misunderstanding.
* The Web Quest tool has certain limits to be translated properly in different languages;
* The most important issues of one national OER might not be of the same importance for the other countries and vice versa. Generally most videos are in English, and their translation into the other project languages may harm their message or the learning objective they are assigned to.

 **Recommendations for multiplier-events:**

* Target audience: invite people who will be interested in the project outputs: teachers, trainers, VET managers, experts, policy makers, social partners…..
* Organisation: good organisation of the event includes: on time announcement of the event via different channel (e-mail, social networks, EPALE platform, newsletters…..); invitation letter to participants indicating event’s date , time and Agenda and asking for confirmation; suitable conference room and facilities;
* Preparatory of Information materials on IOs – Ppts, videos, textbooks, brochures, posters, if possible – a Skype connection with Project management and/or experts from abroad;
* Creating friendly and cooperative environment during the event, aiming at attracting attention on Project products and their innovative elements and usability for the participants;
* Documentation of the event: it is very important to document the event: list with the participants contacts for further cooperation, photos, video recording ( with the agreement of participants); feedback questionnaires to be filled, providing of all Project partners contacts and project web site address for further communication regarding Project outputs.