

**DigI-VET**

**Fostering Digitization and Industry 4.0 in vocational education**

**2018-1-DE02-KA202-005145**

**The fifteen Core Results of the project DigI-VET**

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*Project Title DigI-VET*

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## Introduction to this document

The DigI-VET Core Result Report describes the fifteen main results the Erasmus+ Project forces during its project lifetime. It describes the different aims, how they will be reached, what is important and why this is so important for VET teachers and trainers as well as learner. The following fifteen results are essencial for the success of the European project:

(1) the DigI-VET Curriculum

(2) the DigI-VET Learning and Teaching Resources

(3) the DigI-VET Online Observatory with best practice information and videos

(4) the DigI-VET Book on Digitisation and Industry 4.0 in European VET

(5) the DigI-VET sMOOC

(6) the DigI-VET research report

(7) the DigI-VET dissemination materials (posters, leaflets, brochure, cards, pens, flyer)

(8) the DigI-VET Website with Blog

(9) the DigI-VET Checklist for VET educators and teachers

(10) the DigI-VET videos (integrated in the website and the online observatory)

(11) the DigI-VET OER strategy

(12) the DigI-VET digitisation concept for VET

(13) the DigI-VET publications, newsletter and press articles

(14) the DigI-VET sMOOC Concept

(15) the DigI-VET evaluation report” (Beutner / Pechuel 2018).

All further information are available at the DigI-VET project website:

|  |
| --- |
| http://digivet.eduproject.eu/?lang=de |

## I Description of the Project DigI-VET

The core idea of the Erasmus+ Project DigI-VET is to provide teachers and VET-Trainers with information about digitalisation and industry 4.0 and addresses in this case both:

VET- Schools as well as VET in enterprises.

In the last few years digitalisation is becoming more and more important. This goes hand in hand with trends towards mobile learning. In industry digital improvement of products leads to new services, new media use and new challenges for employees. The skill set which is needed is changing and this means that teachers and VET-trainers have to offer these skills to their future learners to cope with the requirements of the industry. Change in industry implies changes in VET. The most important aspect is to get information about the change and the new skills which are needed today. Moreover, the teachers have to become in touch with digitalisation as well as with Industry 4.0. In Europe the European Commission already realised that the change is going on and that this effects future VET (see European Commission 2017). Also, in European countries the need for information was realised (see Ministry of Education of Germany 2016, see Ministry of Education UK 2016). Also, entreprises saw the need of adequate VET (see Deutscher Arbeitgeberverband 2016).

The objectives of DigI-VET are to gather information about Digitalisation in Europe and about the new trends in Industry 4.0 to provide an adequate information basis.

Therefore, the aim of DigI-VET is:

* to do **qualitative** and **quantitative research** in the partner countries to provide
* an **information platform for VET** on our **Website** and
* **create a book** with **background information** and **didactical hints** for **VET teachers** and **trainers**.

So, DigI-VET addresses the challenges of the rapidly changing environment in economy and transfer this into pedagogical settings. The VET schools have a need for information in different vocational fields, like business administration, production, marketing as well as in IT.

The teachers have to face the new situation and the have to provide the learnings with new learning scenarios which have to be created. But, such a creation is only possible, when the teachers and trainers are aware of the current change. Therefore DigI-VET has a strong focus on creating awareness to provide a first step toward new approaches in VET.

**** All project information and results can be downloaded under:

|  |
| --- |
| http://digivet.eduproject.eu/?lang=de |

## II Core results of the DigI-VET Project

## The DigI-VET Curriculum

One of the main aims of the European project DigI- VET is to create a curriculum structure to integrate Digitisation and Industry 4.0 in VET- courses. Therefore, the curriculum has a module structure and offers insights into current developments. The curriculum goes hand in hand with didactical materials and resource for teachers who wants to integrate it in their course structure. All the results are part of Intellectual Outcome 4 and available as download on the DigI- VET project website:

|  |
| --- |
| Link: https//: <http://digivet.eduproject.eu/wp-content/> |

The Learning Outcome matrix is designed to inform about the development of the curriculum structure to integrate Digitisation and Industry 4.0 in VET-courses. Focusing on a learning outcomes approach facilitates the tailoring of the pedagogic induction resources. This provides the possibility to suit specific cultural and societal values and ensures that local issues and necessary topics are addressed within the DigI-VET approach (DigI- VET 2020).

The DigI-VET curriculum and didactical materials are based in the intellectual outcome 4 (IO4). In total covers this outcome the following results. The following documents give an insight into the curriculum and didactical materials of DigI-VET.

Here the direct link to the download area of the DigI-VET website. Please click on the following outcome headline.

**IO4: Curriculum and Didactical Materials**

[O4-A1-P1-DigI-VET Teaching material UPB – DE – No 1 Digitisation](http://digivet.eduproject.eu/wp-content/uploads/2019/11/O4-A1-P1-DigI-VET-Teaching-material-UPB-DE-No-1-Digitisation-2.pdf)

[O4-A2-P1-DiGI-VET Modules for the VET training measures – EN](http://digivet.eduproject.eu/wp-content/uploads/2019/11/O4-A2-P1-DiGI-VET-Modules-for-the-VET-training-measures-EN.pdf)

[O4-A2-P1-DiGI-VET Competence Profile – EN](http://digivet.eduproject.eu/wp-content/uploads/2019/11/O4-A2-P1-DiGI-VET-Competence-Profile-EN.pdf)

[O4-A4-P1-DIGI-VET- Competentce Profil- DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A4-P1-DIGI-VET-Competentce-Profil-DE.docx)

[O4-A4-P1-DIGI-VET- Competentce Profil- DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A4-P1-DIGI-VET-Competentce-Profil-DE.pdf)

[O4-A4-P1-DIGI-VET-Competence Profil Skills-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A4-P1-DIGI-VET-Competence-Profil-Skills-EN.docx)

[O4-A4-P1-DIGI-VET-Competence Profil Skills-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A4-P1-DIGI-VET-Competence-Profil-Skills-EN.pdf)

[O4-A5-P1-DiGI-VET Learning Outcome Matrix – EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A5-P1-DiGI-VET-Learning-Outcome-Matrix-EN.docx)

[O4-A5-P1-DiGI-VET Learning Outcome Matrix – EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A5-P1-DiGI-VET-Learning-Outcome-Matrix-EN.pdf)

[O4-A5-P1-DiGI-VET Modules for the VET training measures – EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A5-P1-DiGI-VET-Modules-for-the-VET-training-measures-EN.pdf)

[O4-A4-P1\_DIGI-VET-Competence Profil Presentation-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A4-P1_DIGI-VET-Competence-Profil-Presentation-EN.pdf)

[O4-A4-P1\_DIGI-VET-Competence Profil Presentation-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A4-P1_DIGI-VET-Competence-Profil-Presentation-EN.pptx)

**DigI-VET Competences**

**P1 / University of Paderborn (UPB):**

[O4-A4-P1\_DIGI-VET-Competence Profil Presentation-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1_DIGI-VET-Competence-Profil-Presentation-DE.pptx)  
[O4-A4-P1-DIGI-VET- Competentce Profil- DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1-DIGI-VET-Competentce-Profil-DE.docx)  
[O4-A4-P1-DIGI-VET- Competentce Profil- DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1-DIGI-VET-Competentce-Profil-DE.pdf)  
[O4-A4-P1-DIGI-VET-Competence Profil Skills-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1-DIGI-VET-Competence-Profil-Skills-DE.docx)  
[O4-A4-P1-DIGI-VET-Competence Profil Skills-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1-DIGI-VET-Competence-Profil-Skills-DE.pdf)  
[O4-A5-P1-DiGI-VET Learning Outcome Matrix – DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A5-P1-DiGI-VET-Learning-Outcome-Matrix-DE.docx)  
[O4-A5-P1-DiGI-VET Learning Outcome Matrix – DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A5-P1-DiGI-VET-Learning-Outcome-Matrix-DE.pdf)  
[O4-A5-P1-DiGI-VET Modules for the VET training measures – DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A5-P1-DiGI-VET-Modules-for-the-VET-training-measures-DE.pdf)  
[O4-A4-P1\_DIGI-VET-Competence Profil Presentation-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1_DIGI-VET-Competence-Profil-Presentation-DE.pdf)

**P2 / AR Vocational Education and Training Ltd., United Kingdom (ARVET)**

[O4-A5-P1-DiGI-VET Learning Outcome Matrix – EN](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A5-P1-DiGI-VET-Learning-Outcome-Matrix-EN.docx)  
[O4-A5-P1-DiGI-VET Learning Outcome Matrix – EN](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A5-P1-DiGI-VET-Learning-Outcome-Matrix-EN.pdf)  
[O4-A5-P1-DiGI-VET Modules for the VET training measures – EN](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A5-P1-DiGI-VET-Modules-for-the-VET-training-measures-EN.pdf)  
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[O4-A4-P1\_DIGI-VET-Competence Profil Presentation-EN](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1_DIGI-VET-Competence-Profil-Presentation-EN.pptx)  
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[O4-A4-P1-DIGI-VET- Competentce Profil- EN](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1-DIGI-VET-Competentce-Profil-EN.pdf)  
[O4-A4-P1-DIGI-VET-Competence Profil Skills-EN](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1-DIGI-VET-Competence-Profil-Skills-EN.docx)  
[O4-A4-P1-DIGI-VET-Competence Profil Skills-EN](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1-DIGI-VET-Competence-Profil-Skills-EN.pdf)

**P3 / Private Institute Emphasys Centre, Cyprus (EMPH)**[O4-A4-P1\_DIGI-VET-Competence Profil Presentation-GR](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1_DIGI-VET-Competence-Profil-Presentation-GR.pptx)  
[O4-A4-P1-DIGI-VET-Competence Profile Skills-GR](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1-DIGI-VET-Competence-Profile-Skills-GR.docx)  
[O4-A4-P1-DIGI-VET-Competence Profile Skills-GR](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1-DIGI-VET-Competence-Profile-Skills-GR.pdf)  
[O4-A5-P1-DiGI-VET Learning Outcome Matrix – GR](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A5-P1-DiGI-VET-Learning-Outcome-Matrix-GR.docx)  
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[O4-A5-P1-DiGI-VET Modules for the VET training measures – GR](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A5-P1-DiGI-VET-Modules-for-the-VET-training-measures-GR.pdf)  
[O4-A4-P1\_DIGI-VET-Competence Profil Presentation-GR](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1_DIGI-VET-Competence-Profil-Presentation-GR.pdf)  
[O4-A4-P1-DIGI-VET- Competentce Profil- EN](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1-DIGI-VET-Competentce-Profil-EN-2.docx)  
[O4-A4-P1-DIGI-VET- Competentce Profil- EN](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1-DIGI-VET-Competentce-Profil-EN-2.pdf)

**P4 / Asociata Oamenilor de Afaceri Agres Romania (AOAA)**[O4-A4-P1-DIGI-VET-Competence Profil Skills-RO](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1-DIGI-VET-Competence-Profil-Skills-RO.docx)  
[O4-A4-P1-DIGI-VET-Competence Profil Skills-RO](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1-DIGI-VET-Competence-Profil-Skills-RO.pdf)  
[O4-A5-P1-DiGI-VET Learning Outcome Matrix – RO](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A5-P1-DiGI-VET-Learning-Outcome-Matrix-RO.docx)  
[O4-A5-P1-DiGI-VET Learning Outcome Matrix – RO](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A5-P1-DiGI-VET-Learning-Outcome-Matrix-RO.pdf)  
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[O4-A4-P1\_DIGI-VET-Competence Profil Presentation-RO](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1_DIGI-VET-Competence-Profil-Presentation-RO.ppt)  
[O4-A4-P1-DIGI-VET- Competentce Profil- EN](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1-DIGI-VET-Competentce-Profil-EN-2.docx)  
[O4-A4-P1-DIGI-VET- Competentce Profil- EN](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A4-P1-DIGI-VET-Competentce-Profil-EN-2.pdf)

## The DigI-VET Learning and Teaching Resources

The DigI-VET teaching and learning resources comprise training modules for Trainers and teachers in VET as well as learner modules. Every module implies a classroom material for the analog teaching and learning scenario.

The documents are available in partner languages.

|  |
| --- |
| Download Link: <http://digivet.eduproject.eu/?page_id=44&lang=de> |

All modules are embedded in the DigI-VET Learning Platform, too. Please visit the platform to learn more about the modules, structure and additional materials of the DigI-VET project.



DigI-VET Learning Plattform: http://digivet-tasks.eduproject.eu/de/digi-vet-willkommen/

## (2.1) Training Modules for Trainers and Teachers in VET

The trainers and teachers’ modules as well as additional classroom material are available in all partner languages: DE, EN, RO and GR). The following overview shows the topics and allocation of involved project partner (developer of the module/ classroom material):

**Training Modules for VET- teacher and trainer**

* Module 1: The DigI-VET project and the DigI-VET curriculum
  + created by University of Paderborn, Germany

Here the direct link to the download area of the DigI-VET website. Please click on the following Outcome headline:

[O4-A1-P1-DigI-VET- Teacher Module 1-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P1-DigI-VET-Teacher-Module-1-DE.pdf)

[O4-A1-P1-DigI-VET- Teacher Module 1-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P1-DigI-VET-Teacher-Module-1-DE.pptx)

[O4-A1-P1-DigI-VET- Teacher Module 1-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P1-DigI-VET-Teacher-Module-1-EN.pdf)

[O4-A1-P1-DigI-VET- Teacher Module 1-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P1-DigI-VET-Teacher-Module-1-EN.pptx)

[O4-A1-P1-DigI-VET- Teacher Module 1-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P1-DigI-VET-Teacher-Module-1-RO.pdf)

[O4-A1-P1-DigI-VET- Teacher Module 1-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P1-DigI-VET-Teacher-Module-1-RO.ppt)

[O4-A1-P1-DigI-VET-Teacher Module 1-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P1-DigI-VET-Teacher-Module-1-GR.pdf)

[O4-A1-P1-DigI-VET-Teacher Module 1-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P1-DigI-VET-Teacher-Module-1-GR.pptx)

[O4-A3-P1-DigI-VET-Classroom Material-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Classroom-Material-GR.docx)

[O4-A3-P1-DigI-VET-Classroom Material-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Classroom-Material-GR.pdf)

[O4-A-P1-DigI-VET- Classroom Material-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A-P1-DigI-VET-Classroom-Material-DE.docx)

[O4-A-P1-DigI-VET- Classroom Material-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A-P1-DigI-VET-Classroom-Material-DE.pdf)

[O4-A-P1-DigI-VET- Classroom Material-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A-P1-DigI-VET-Classroom-Material-EN.docx)

[O4-A-P1-DigI-VET- Classroom Material-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A-P1-DigI-VET-Classroom-Material-EN.pdf)

* Module 2: Digitisation and Industry 4.0 Terms and history
  + created by Private Institute Emphasys Centre, Cyprus

Here the direct link to the download area of the DigI-VET website. Please click on the following Outcome headline:

[O4-A1-P3-DigI-VET- Teacher Module Terms and History-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P3-DigI-VET-Teacher-Module-Terms-and-History-DE.pdf)

[O4-A1-P3-DigI-VET- Teacher Module Terms and History-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P3-DigI-VET-Teacher-Module-Terms-and-History-EN.pdf)

[O4-A1-P3-DigI-VET- Teacher Module Terms and History-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P3-DigI-VET-Teacher-Module-Terms-and-History-GR.pdf)

[O4-A1-P3-DigI-VET- Teacher Module Terms History Agriculture-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P3-DigI-VET-Teacher-Module-Terms-History-Agriculture-DE.pdf)

[O4-A1-P3-DigI-VET- Teacher Module Terms History Agriculture-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P3-DigI-VET-Teacher-Module-Terms-History-Agriculture-EN.pdf)

[O4-A1-P3-DigI-VET- Teacher Module Terms History Agriculture-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P3-DigI-VET-Teacher-Module-Terms-History-Agriculture-GR.pdf)

[O4-A1-P3-DigI-VET- Teacher Module Terms History Agriculture-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P3-DigI-VET-Teacher-Module-Terms-History-Agriculture-RO.pdf)

[O4-A3-P3-DigI-VET- Classroom Material-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/12/O4-A3-P3-DigI-VET-Classroom-Material-GR.docx)

[O4-A3-P3-DigI-VET- Classroom Material-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/12/O4-A3-P3-DigI-VET-Classroom-Material-GR.pdf)

[O4-A3-P3-DigI-VET- Classroom Material-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P3-DigI-VET-Classroom-Material-EN-1.docx)

[O4-A3-P3-DigI-VET- Classroom Material-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P3-DigI-VET-Classroom-Material-EN-1.pdf)

[O4-A3-P3-DigI-VET- Classroom Material-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P3-DigI-VET-Classroom-Material-GER.docx)

[O4-A3-P3-DigI-VET- Classroom Material-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P3-DigI-VET-Classroom-Material-GER.pdf)

* Module 3: Good practices of digitization and Industry 4.0
  + created by VAR Vocational Education and Training Ltd, United Kingdom

Here the direct link to the download area of the DigI-VET website. Please click on the following Outcome headline:

[O4-A1-P2-DigI-VET- Teacher Module 3-Genera view on Future-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P2-DigI-VET-Teacher-Module-3-Genera-view-on-Future-RO.pptx)

[O4-A1-P2-DigI-VET- Teacher Module 3-Genera view on Future-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P2-DigI-VET-Teacher-Module-3-Genera-view-on-Future-RO.pdf)

[O4-A1-P2-DigI-VET- Teacher Module 3-General view on Future-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P2-DigI-VET-Teacher-Module-3-General-view-on-Future-DE.pdf)

[O4-A1-P2-DigI-VET- Teacher Module 3-General view on Future-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P2-DigI-VET-Teacher-Module-3-General-view-on-Future-DE.pptx)

[O4-A1-P2-DigI-VET- Teacher Module 3-General view on Future-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P2-DigI-VET-Teacher-Module-3-General-view-on-Future-EN.pdf)

[O4-A1-P2-DigI-VET- Teacher Module 3-General view on Future-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P2-DigI-VET-Teacher-Module-3-General-view-on-Future-EN.pptx)

[O4-A1-P2-DigI-VET- Teacher Module 3-General view on Future-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/12/O4-A1-P2-DigI-VET-Teacher-Module-3-General-view-on-Future-GR.pdf)

[O4-A1-P2-DigI-VET- Teacher Module 3-General view on Future-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/12/O4-A1-P2-DigI-VET-Teacher-Module-3-General-view-on-Future-GR.pptx)

[O4-A1-P2-DigI-VET- Teacher Module 3-Importance of Digitisation Education- Industry- DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P2-DigI-VET-Teacher-Module-3-Importance-of-Digitisation-Education-Industry-DE.pdf)

[O4-A1-P2-DigI-VET- Teacher Module 3-Importance of Digitisation Education- Industry- DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P2-DigI-VET-Teacher-Module-3-Importance-of-Digitisation-Education-Industry-DE.pptx)

[O4-A1-P2-DigI-VET- Teacher Module 3-Importance of Digitisation Education- Industry- EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P2-DigI-VET-Teacher-Module-3-Importance-of-Digitisation-Education-Industry-EN.pdf)

[O4-A1-P2-DigI-VET- Teacher Module 3-Importance of Digitisation Education- Industry- EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P2-DigI-VET-Teacher-Module-3-Importance-of-Digitisation-Education-Industry-EN.pptx)

[O4-A1-P2-DigI-VET- Teacher Module 3-Importance of Digitisation Education- Industry-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P2-DigI-VET-Teacher-Module-3-Importance-of-Digitisation-Education-Industry-RO.pdf)

[O4-A1-P2-DigI-VET- Teacher Module 3-Importance of Digitisation Education- Industry-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P2-DigI-VET-Teacher-Module-3-Importance-of-Digitisation-Education-Industry-RO.pptx)

[O4-A1-P2-DigI-VET- Teacher Module 3-Importance of Digitisation Education- Industry- GR](http://digivet.eduproject.eu/wp-content/uploads/2020/12/O4-A1-P2-DigI-VET-Teacher-Module-3-Importance-of-Digitisation-Education-Industry-GR.pptx)

[O4-A1-P2-DigI-VET- Teacher Module 3-Importance of Digitisation Education- Industry- GR](http://digivet.eduproject.eu/wp-content/uploads/2020/12/O4-A1-P2-DigI-VET-Teacher-Module-3-Importance-of-Digitisation-Education-Industry-GR.pdf)

[O4-A3-P2-DigI-VET- Classroom Material-Module 3-Teacher-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P2-DigI-VET-Classroom-Material-Module-3-Teacher-DE.docx)

[O4-A3-P2-DigI-VET- Classroom Material-Module 3-Teacher-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P2-DigI-VET-Classroom-Material-Module-3-Teacher-DE.pdf)

[O4-A3-P2-DigI-VET- Classroom Material-Module 3-Teacher-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P2-DigI-VET-Classroom-Material-Module-3-Teacher-EN.docx)

[O4-A3-P2-DigI-VET- Classroom Material-Module 3-Teacher-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P2-DigI-VET-Classroom-Material-Module-3-Teacher-EN.pdf)

[O4-A3-P2-DigI-VET- Classroom Material-Module 3-Teacher-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P2-DigI-VET-Classroom-Material-Module-3-Teacher-RO.docx)

[O4-A3-P2-DigI-VET- Classroom Material-Module 3-Teacher-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P2-DigI-VET-Classroom-Material-Module-3-Teacher-RO.pdf)

[O4-A3-P2-DigI-VET- Classroom Material-Module 3-Teacher-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/12/O4-A3-P2-DigI-VET-Classroom-Material-Module-3-Teacher-GR-1.pdf)

[O4-A3-P2-DigI-VET- Classroom Material-Module 3-Teacher-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/12/O4-A3-P2-DigI-VET-Classroom-Material-Module-3-Teacher-GR-1.odt)

* Module 4: The need of digitization in today´s world and insights into future developments
  + created by Asociatia Oamenilor de Afaceri Agres Romania, Romania

Here the direct link to the download area of the DigI-VET website. Please click on the following Outcome headline:

[O4-A1-P4- DigI- VET- Teacher Module 4- DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P4-DigI-VET-Teacher-Module-4-DE.pdf)

[O4-A1-P4- DigI- VET- Teacher Module 4- DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P4-DigI-VET-Teacher-Module-4-DE.pptx)

[O4-A1-P4- DigI- VET- Teacher Module 4- EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P4-DigI-VET-Teacher-Module-4-EN.pdf)

[O4-A1-P4- DigI- VET- Teacher Module 4- EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P4-DigI-VET-Teacher-Module-4-EN.ppt)

[O4-A1-P4 -DigI-VET- Teacher Module 4- GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P4-DigI-VET-Teacher-Module-4-GR.pdf)

[O4-A1-P4 -DigI-VET- Teacher Module 4- GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P4-DigI-VET-Teacher-Module-4-GR.ppt)

[O4-A1-P4 -DigI-VET- Teacher Module 4- RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P4-DigI-VET-Teacher-Module-4-RO.pdf)

[O4-A1-P4 -DigI-VET- Teacher Module 4- RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A1-P4-DigI-VET-Teacher-Module-4-RO.ppt)

[O4-A3-P4- DigI-VET- Classroom Material- Module 4- Teacher- DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-Module-4-Teacher-DE.docx)

[O4-A3-P4- DigI-VET- Classroom Material- Module 4- Teacher- DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-Module-4-Teacher-DE.pdf)

[O4-A3-P4- DigI-VET- Classroom Material- Module 4- Teacher- EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-Module-4-Teacher-EN.docx)

[O4-A3-P4- DigI-VET- Classroom Material- Module 4- Teacher- EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-Module-4-Teacher-EN.pdf)

[O4-A3-P4- DigI-VET- Classroom Material- Module 4- Teacher- GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-Module-4-Teacher-GR.docx)

[O4-A3-P4- DigI-VET- Classroom Material- Module 4- Teacher- GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-Module-4-Teacher-GR.pdf)

[O4-A3-P4- DigI-VET- Classroom Material- Module 4- Teacher- RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-Module-4-Teacher-RO.docx)

[O4-A3-P4- DigI-VET- Classroom Material- Module 4- Teacher- RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-Module-4-Teacher-RO.pdf)

## (2.2) Training Modules for learners in VET

The learner modules as well as additional classroom material are available in all partner languages: DE, EN, RO and GR). The following overview shows the topics and allocation of involved project partner (developer of the module/ classroom material):

Every consortium (except the IT- partner/ IK) created the three modules:

**Training Modules for learners**

* Module A: Digitisation Terms and history
* Module B: Industry 4.0 Terms and history
* Module C: Current status and future development

**Training modules by P1 / University of Paderborn (UPB)**

Here the direct link to the download area of the DigI-VET website. Please click on the following Outcome headline:

**Module A:**

Module A:

[O4-A2-P1-DigI-VET- Learner Modul A- Digitisation-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Learner-Modul-A-Digitisation-DE.pdf)

[O4-A2-P1-DigI-VET- Learner Modul A- Digitisation-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Learner-Modul-A-Digitisation-DE.pptx)

[O4-A2-P1-DigI-VET- Learner Modul A- Digitisation-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Learner-Modul-A-Digitisation-EN.pdf)

[O4-A2-P1-DigI-VET- Learner Modul A- Digitisation-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Learner-Modul-A-Digitisation-EN.pptx)

[O4-A2-P1-DigI-VET- Learner Modul A- Digitisation-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Learner-Modul-A-Digitisation-GR.pdf)

[O4-A2-P1-DigI-VET- Learner Modul A- Digitisation-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Learner-Modul-A-Digitisation-GR.pptx)

[O4-A2-P1-DigI-VET- Learner Modul A- Digitisation-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Learner-Modul-A-Digitisation-RO.pdf)

[O4-A2-P1-DigI-VET- Learner Modul A- Digitisation-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Learner-Modul-A-Digitisation-RO.ppt)

[O4-A2-P1-DigI-VET-Classroom Material-Module A-Learner-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Classroom-Material-Module-A-Learner-DE.docx)

[O4-A2-P1-DigI-VET-Classroom Material-Module A-Learner-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Classroom-Material-Module-A-Learner-DE.pdf)

[O4-A2-P1-DigI-VET-Classroom Material-Module A-Learner-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Classroom-Material-Module-A-Learner-EN.docx)

[O4-A2-P1-DigI-VET-Classroom Material-Module A-Learner-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Classroom-Material-Module-A-Learner-EN.pdf)

[O4-A2-P1-DigI-VET-Classroom Material-Module A-Learner-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Classroom-Material-Module-A-Learner-GR.docx)

[O4-A2-P1-DigI-VET-Classroom Material-Module A-Learner-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Classroom-Material-Module-A-Learner-GR.pdf)

[O4-A2-P1-DigI-VET-Classroom Material-Module A-Learner-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Classroom-Material-Module-A-Learner-RO.docx)

[O4-A2-P1-DigI-VET-Classroom Material-Module A-Learner-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Classroom-Material-Module-A-Learner-RO.pdf)

**Module B:**

[O4-A2-P1-DigI-VET- Learner Modul B- Industry-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Learner-Modul-B-Industry-DE.pdf)

[O4-A2-P1-DigI-VET- Learner Modul B- Industry-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Learner-Modul-B-Industry-DE.pptx)

[O4-A2-P1-DIGI-VET-Learner Modul B- Industry-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DIGI-VET-Learner-Modul-B-Industry-GR.pptx)

[O4-A2-P1-DIGI-VET-Learner Modul B- Industry-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DIGI-VET-Learner-Modul-B-Industry-GR.pdf)

[O4-A2-P1-DigI-VET- Learner Modul B-Industry-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Learner-Modul-B-Industry-EN.pptx)

[O4-A2-P1-DigI-VET- Learner Modul B-Industry-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P1-DigI-VET-Learner-Modul-B-Industry-EN.pdf)

[04-A2-P1-DigI-VET- Learner Modul B- Industry- RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/04-A2-P1-DigI-VET-Learner-Modul-B-Industry-RO.ppt)

[04-A2-P1-DigI-VET- Learner Modul B- Industry- RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/04-A2-P1-DigI-VET-Learner-Modul-B-Industry-RO.pdf)

[O4-A3-P1-DIGI-VET- Classroom Material B-Industry-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DIGI-VET-Classroom-Material-B-Industry-RO.pdf)

[O4-A3-P1-DIGI-VET- Classroom Material B-Industry-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DIGI-VET-Classroom-Material-B-Industry-RO.docx)

[O4-A3-P1-DigI-VET- Classroom Material B- Industry-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Classroom-Material-B-Industry-GR.pdf)

[O4-A3-P1-DigI-VET- Classroom Material B- Industry-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Classroom-Material-B-Industry-GR.docx)

[O4-A3-P1-DigI-VET- Classroom Material B- Industry-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Classroom-Material-B-Industry-EN.pdf)

[O4-A3-P1-DigI-VET- Classroom Material B- Industry-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Classroom-Material-B-Industry-EN.docx)

[O4-A3-P1-DigI-VET- Classroom Material B- Industry-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Classroom-Material-B-Industry-DE.pdf)

[O4-A3-P1-DigI-VET- Classroom Material B- Industry-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Classroom-Material-B-Industry-DE.docx)

**Module C:**

[O4-A3-P1-DigI-VET- Learner Modul Current Status-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Learner-Modul-Current-Status-DE.pptx)

[O4-A3-P1-DigI-VET- Learner Modul Current Status-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Learner-Modul-Current-Status-DE.pdf)

[O4-A3-P1-DigI-VET- Learner Modul Current Status-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Learner-Modul-Current-Status-EN.pdf)

[O4-A3-P1-DigI-VET- Learner Modul Current Status-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Learner-Modul-Current-Status-EN.pptx)

[O4-A3-P1-DigI-VET- Learner Modul Current Status-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Learner-Modul-Current-Status-RO.pdf)

[O4-A3-P1-DigI-VET- Learner Modul Current Status-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Learner-Modul-Current-Status-RO.ppt)

[O4-A3-P1-DIGI-VET-Learner Modul Current Status-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DIGI-VET-Learner-Modul-Current-Status-GR.pdf)

[O4-A3-P1-DIGI-VET-Learner Modul Current Status-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DIGI-VET-Learner-Modul-Current-Status-GR.pptx)

[O4-A3-P1-DigI-VET- Classroom Material Current Status-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Classroom-Material-Current-Status-DE.docx)

[O4-A3-P1-DigI-VET- Classroom Material Current Status-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Classroom-Material-Current-Status-DE.pdf)

[O4-A3-P1-DigI-VET- Classroom Material Current Status-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Classroom-Material-Current-Status-EN.docx)

[O4-A3-P1-DigI-VET- Classroom Material Current Status-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Classroom-Material-Current-Status-EN.pdf)

[O4-A3-P1-DigI-VET- Classroom Material Current Status-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Classroom-Material-Current-Status-GR.docx)

[O4-A3-P1-DigI-VET- Classroom Material Current Status-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Classroom-Material-Current-Status-GR.pdf)

[O4-A3-P1-DigI-VET- Classroom Material Current Status-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Classroom-Material-Current-Status-RO.docx)

[O4-A3-P1-DigI-VET- Classroom Material Current Status-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P1-DigI-VET-Classroom-Material-Current-Status-RO.pdf)

**P2 / AR Vocational Education and Training Ltd., United Kingdom (ARVET)**

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[O4-A3-P2-DigI-VET- Classroom Material-A-Learner-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A3-P2-DigI-VET-Classroom-Material-A-Learner-DE.docx)  
[O4-A3-P2-DigI-VET- Classroom Material-A-Learner-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A3-P2-DigI-VET-Classroom-Material-A-Learner-DE.pdf)  
[O4-A3-P2-DigI-VET- Classroom Material-A-Learner-EN](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A3-P2-DigI-VET-Classroom-Material-A-Learner-EN.docx)  
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[O4-A3-P2-DigI-VET- Classroom Material-A-Learner-RO](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A3-P2-DigI-VET-Classroom-Material-A-Learner-RO.pdf)  
[O4-A2-P2-DigI-VET- Learner Modul A-Industry-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A2-P2-DigI-VET-Learner-Modul-A-Industry-DE.pdf)  
[O4-A2-P2-DigI-VET- Learner Modul A-Industry-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A2-P2-DigI-VET-Learner-Modul-A-Industry-DE.pptx)  
[O4-A2-P2-DigI-VET- Learner Modul A-Industry-EN](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A2-P2-DigI-VET-Learner-Modul-A-Industry-EN.pdf)  
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Module B:

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[O4-A3-P2-DigI-VET- Classroom Material-B-Learner-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A3-P2-DigI-VET-Classroom-Material-B-Learner-DE.docx)  
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[O4-A2-P2-DigI-VET- Learner Modul B-Industry-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A2-P2-DigI-VET-Learner-Modul-B-Industry-DE.pptx)

Module C:

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[O4-A3-P2-DigI-VET- Classroom Material C-Learner-EN](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A3-P2-DigI-VET-Classroom-Material-C-Learner-EN.pdf)  
[O4-A3-P2-DigI-VET- Classroom Material-C-Learner-GR](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A3-P2-DigI-VET-Classroom-Material-C-Learner-GR.odt)  
[O4-A3-P2-DigI-VET- Classroom Material-C-Learner-GR](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A3-P2-DigI-VET-Classroom-Material-C-Learner-GR.pdf)  
[O4-A3-P2-DigI-VET- Classroom Material-C-Learner-RO](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A3-P2-DigI-VET-Classroom-Material-C-Learner-RO.docx)  
[O4-A3-P2-DigI-VET- Classroom Material-C-Learner-RO](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A3-P2-DigI-VET-Classroom-Material-C-Learner-RO.pdf)  
[O4-A2-P2-DigI-VET- Learner Modul C-Industry-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A2-P2-DigI-VET-Learner-Modul-C-Industry-DE.pdf)  
[O4-A2-P2-DigI-VET- Learner Modul C-Industry-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A2-P2-DigI-VET-Learner-Modul-C-Industry-DE.pptx)  
[O4-A2-P2-DigI-VET- Learner Modul C-Industry-EN](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A2-P2-DigI-VET-Learner-Modul-C-Industry-EN.pdf)  
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**P3 / Private Institute Emphasys Centre, Cyprus (EMPH)**

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[O4-A3-P3-DigI-VET- Learner Module A -GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P3-DigI-VET-Learner-Module-A-GR-4.pptx)

[O4-A3-P3-DigI-VET- Learner Module A -GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P3-DigI-VET-Learner-Module-A-GR-4.pdf)

[O4-A3-P3-DigI-VET- Learner Module A -EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P3-DigI-VET-Learner-Module-A-EN-4.pptx)

[O4-A3-P3-DigI-VET- Learner Module A -EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P3-DigI-VET-Learner-Module-A-EN-4.pdf)

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[O4-A3-P3-DigI-VET- Learner Module A -DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P3-DigI-VET-Learner-Module-A-DE-4.pdf)

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Module B:

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[O4-A3-P3-DIGI-VET- Classroom Material-B-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A3-P3-DIGI-VET-Classroom-Material-B-DE.docx)  
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[O4-A2-P3-DigI-VET-Learner Modul B- Industry Agriculture-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/06/O4-A2-P3-DigI-VET-Learner-Modul-B-Industry-Agriculture-DE.pdf)  
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Module C:

[O4-A3-P3-DigI-VET- Learner Modul C- Current StatusCY-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P3-DigI-VET-Learner-Modul-C-Current-StatusCY-DE-7.pdf)

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[O4-A3-P3-DigI-VET- Classroom Material C-Current StatusCY-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P3-DigI-VET-Classroom-Material-C-Current-StatusCY-DE.pdf)

[O4-A3-P3-DigI-VET- Classroom Material C-Current StatusCY-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P3-DigI-VET-Classroom-Material-C-Current-StatusCY-EN-6.docx)

[O4-A3-P3-DigI-VET- Classroom Material C-Current StatusCY-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P3-DigI-VET-Classroom-Material-C-Current-StatusCY-EN-6.pdf)

[O4-A3-P3-DigI-VET- Classroom Material C-Current StatusCY-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P3-DigI-VET-Classroom-Material-C-Current-StatusCY-RO-6.docx)

[O4-A3-P3-DigI-VET- Classroom Material C-Current StatusCY-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P3-DigI-VET-Classroom-Material-C-Current-StatusCY-RO-6.pdf)

[O4-A3-P3-DigI-VET- Classroom Material C-Current StatusCY-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/12/O4-A3-P3-DigI-VET-Classroom-Material-C-Current-StatusCY-GR.odt)

[O4-A3-P3-DigI-VET- Classroom Material C-Current StatusCY-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/12/O4-A3-P3-DigI-VET-Classroom-Material-C-Current-StatusCY-GR.pdf)

**P4 / Asociata Oamenilor de Afaceri Agres Romania (AOAA)**

Here the direct link to the download area of the DigI-VET website. Please click on the following Outcome headline

Module A:

[O4-A2-P4- DigI-VET- Learner Module A-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Module-A-DE-1.pdf)

[O4-A2-P4- DigI-VET- Learner Module A-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Module-A-DE-1.ppt)

[O4-A2-P4- DigI-VET- Learner Module A-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Module-A-EN-1.pdf)

[O4-A2-P4- DigI-VET- Learner Module A-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Module-A-EN-1.ppt)

[O4-A2-P4- DigI-VET- Learner Module A-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Module-A-GR-1.pdf)

[O4-A2-P4- DigI-VET- Learner Module A-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Module-A-GR-1.ppt)

[O4-A2-P4- DigI-VET- Learner Module A-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Module-A-RO-1.pdf)

[O4-A2-P4- DigI-VET- Learner Module A-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Module-A-RO-1.ppt)

[O4-A2-P4-DigI-VET-Classroom Material-Module A-Learner-DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Classroom-Material-Module-A-Learner-DE-1.pdf)

[O4-A2-P4-DigI-VET-Classroom Material-Module A-Learner-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Classroom-Material-Module-A-Learner-EN-1.doc)

[O4-A2-P4-DigI-VET-Classroom Material-Module A-Learner-EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Classroom-Material-Module-A-Learner-EN-1.pdf)

[O4-A2-P4-DigI-VET-Classroom Material-Module A-Learner-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Classroom-Material-Module-A-Learner-GR-1.docx)

[O4-A2-P4-DigI-VET-Classroom Material-Module A-Learner-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Classroom-Material-Module-A-Learner-GR-1.pdf)

[O4-A2-P4-DigI-VET-Classroom Material-Module A-Learner-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Classroom-Material-Module-A-Learner-RO-1.doc)

[O4-A2-P4-DigI-VET-Classroom Material-Module A-Learner-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Classroom-Material-Module-A-Learner-RO-1.pdf)

Module B:

[O4-A2-P4- DigI-VET- Learner Modul B- DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Modul-B-DE.pdf)

[O4-A2-P4- DigI-VET- Learner Modul B- DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Modul-B-DE.ppt)

[O4-A2-P4- DigI-VET- Learner Modul B- EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Modul-B-EN.pdf)

[O4-A2-P4- DigI-VET- Learner Modul B- EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Modul-B-EN.ppt)

[O4-A2-P4- DigI-VET- Learner Modul B-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Modul-B-GR.pdf)

[O4-A2-P4- DigI-VET- Learner Modul B-GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Modul-B-GR.ppt)

[O4-A2-P4- DigI-VET- Learner Modul B-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Modul-B-RO.pdf)

[O4-A2-P4- DigI-VET- Learner Modul B-RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Modul-B-RO.ppt)

[O4-A3-P4 – DigI-VET- Classroom Material B- DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-B-DE.doc)

[O4-A3-P4 – DigI-VET- Classroom Material B- DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-B-DE.pdf)

[O4-A3-P4 – DigI-VET- Classroom Material B- EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-B-EN.doc)

[O4-A3-P4 – DigI-VET- Classroom Material B- EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-B-EN.pdf)

[O4-A3-P4 – DigI-VET- Classroom Material B- GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-B-GR.doc)

[O4-A3-P4 – DigI-VET- Classroom Material B- GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-B-GR.pdf)

[O4-A3-P4 – DigI-VET- Classroom Material B- RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-B-RO.doc)

[O4-A3-P4 – DigI-VET- Classroom Material B- RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-B-RO.pdf)

Module C:

[O4-A2-P4- DigI-VET- Learner Modul C- DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Modul-C-DE.pdf)

[O4-A2-P4- DigI-VET- Learner Modul C- DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Modul-C-DE.pptx)

[O4-A2-P4- DigI-VET- Learner Modul C- EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Modul-C-EN.pdf)

[O4-A2-P4- DigI-VET- Learner Modul C- EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Modul-C-EN.ppt)

[O4-A2-P4- DigI-VET- Learner Modul C- GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Modul-C-GR.odp)

[O4-A2-P4- DigI-VET- Learner Modul C- GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Modul-C-GR.pdf)

[O4-A2-P4- DigI-VET- Learner Modul C- RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Modul-C-RO.pdf)

[O4-A2-P4- DigI-VET- Learner Modul C- RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A2-P4-DigI-VET-Learner-Modul-C-RO.ppt)

[O4-A3-P4- DigI-VET- Classroom Material- C- DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-C-DE.docx)

[O4-A3-P4- DigI-VET- Classroom Material- C- DE](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-C-DE.pdf)

[O4-A3-P4- DigI-VET- Classroom Material- C- EN](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-C-EN.pdf)

[O4-A3-P4- DigI-VET- Classroom Material- C- GR](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-C-GR.pdf)

[O4-A3-P4- DigI-VET- Classroom Material- C- RO](http://digivet.eduproject.eu/wp-content/uploads/2020/11/O4-A3-P4-DigI-VET-Classroom-Material-C-RO.pdf)

## The DigI-VET Online Observatory with best practice information and videos

To show how businesses integrate the benefits and new possibilities of technologies of Industry 4.0 the DigI-VET consortium create an online tool which provides insights into real existing showcases and offer pictures and videos of best practices examples. Moreover, a description of the enterprise and how the use digitisation it provided together with contact data. In total there are at least 25 showcases in the observatory (every partner provides 5 examples). To find the online observatory tool please visit:

**IO5: Online Observatory of Digitisation Best Practices**The following documents give an insight into the criteria of the Online Observatory. Here the direct link to the download area of the DigI-VET website. Please click on the following Outcome headline:

[O5-A1-P1-DiGI-VET Showcases and Online Observatory – EN](http://digivet.eduproject.eu/wp-content/uploads/2019/11/O5-A1-P1-DiGI-VET-Showcases-and-Online-Observatory-EN-1.pdf)

[O5-P1-DiGI-VET Showcases and Online Observatory-EN](http://digivet.eduproject.eu/wp-content/uploads/2019/11/O5-P1-DiGI-VET-Showcases-and-Online-Observatory-EN.pdf)

[O5-P3-DiGI-VET Showcases and Online Observatory-ENG](http://digivet.eduproject.eu/wp-content/uploads/2019/12/O5-P3-DiGI-VET-Showcases-and-Online-Observatory-ENG.pdf)

**Link to the DigI-VET Online Observatory:**

|  |
| --- |
| [**http://digivet-platform.eduproject.eu/**](http://digivet-platform.eduproject.eu/) |

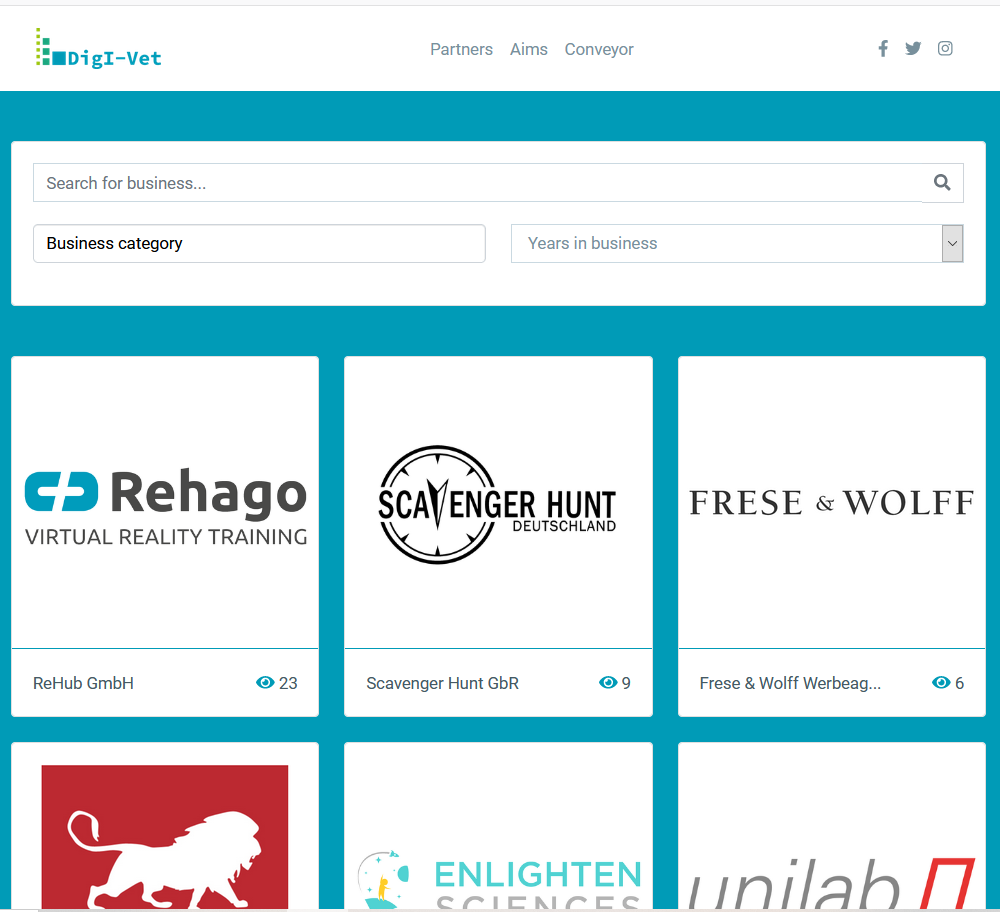
## (3.1) Template for the Online Observatory

The structure to summarise the best practice, was based on the following template and is part of the structure of the online observatory

The two aims of the online observatory are to present role models for teachers and learners to inspire them to work with real information on enterprises who are working in the field of digitization and Industry 4.0 and to also prove idea n instant access library of information and resources identified by the consortium that could prove useful to teachers and learners.

|  |  |
| --- | --- |
| Business Profile | |
| 1. Name of the business |  |
| 2. Years in business |  |
| 3. Category of business |  |
| 4. Description of business and digitisation |  |
| 5. Size of your business |  |
| 6. Supports to set up your business and digitisation |  |
| 7. Pitfalls and challenges |  |
| 8. Opportunities and plans for the future |  |
| Logo of business Maybe: enterprise film |  |

## (3.2) Screenshot of the DigI-VET Online Observatory



## The DigI-VET Book on Digitisation and Industry 4.0 in European VET

The DigI-VET team created a book, which tries to provide teachers and an interested audience information in the topics of digitization and industry 4.0 as well as in results developed in out innovation project. The aim is to foster teachers with additional information and to broaden the perspectives and ways to deal with digitisation in VET. Change in the world of work means always that there has to be a change in VET, too. This is, because digitization is not only digitization of teaching processes but also the change of topics at school due to new processes and ways to create and develop greater customer benefits in business. This book guide through the different aspects of topic and helps the reader to establish an own position with regard to the current developments.

The following documents give an insight into the first glace of the DigI-VET book and his idea of content, structure and research focus. Here the direct link to the download area of the DigI-VET website. Please click on the following Outcome headline:

**IO3: The DigI-VET Book**

[O3-A1-P1-DigI-VET Book Structure – EN](http://digivet.eduproject.eu/wp-content/uploads/2019/11/O3-A1-P1-DigI-VET-Book-Structure-EN-1.pdf)

The DigI-VET book is available in English and German language and can be download at our DigI-VET website as an Open Educational Resource (OER / CC BY Licence is used).[[1]](#footnote-1)



Moreover, the book is available as a printed book, too. It can be ordered at our homepage by writing a direct mail to the consortium.

Link to the DigI-VET books:

<http://digivet.eduproject.eu/?page_id=44&lang=de>

## The DigI-VET sMOOC

Outcome IO 2 has a strong focus on the DigI-VET sMOOC (small massive open online courses). The DigI-VET sMOOCs run on MOOC platform which is called MOOC-IT (see Beutner 2019). It offers the information on the results and the current situation in digitisation to a broad audience and can be used in VET-courses and VET schools as well. It offers a combination of graphics, texts, interactive tasks, videos and audios and provides an overview for teachers and learners. Therefore, it is transferable to different parts of the VET system and is also interesting for enterprises.

The MOOC of IO2 is available in all partner languages (DE, EN, GR, RO) of the DigI-VET project and guarantees sustainability after the end of DigI-VET.

Here the links to the sMOOCs in the national partner languages:

**IO2: The DigI-VET sMOOC**

English sMOOC:  
<https://moocit.de/index.php?title=DigI-VET_-_English_sMOOC>

Geman sMOOC:  
<https://moocit.de/index.php?title=DigI-VET_-_German_sMOOC>

Greek/Cypriot sMOOC:  
<https://moocit.de/index.php?title=DigI-VET_-_Cypriot-Greek_sMOOC>

Romanian sMOOC:  
<https://moocit.de/index.php?title=DigI-VET_-_Romanian_sMOOC>

## The DigI-VET research report

The evaluation approach of DigI-VET mainly focusses on descriptive evaluations but also addresses explanative and prescriptive evaluation aspects (for the different approaches see Beutner 2018, p. 83). The study offers insights into digitisation and industry 4.0 in Cyprus, Germany, Romania and United Kingdom.

Therefore, the research activities combine desktop research with empirical research and therefore offer a combination of qualitative (cf. Flick 2000 and Flick / Kardorf / Steinke 2000) and quantitative approaches (cf. Mummendey 2014 sowie Raab-Steiner / Benesch 2015). The empirical research was conducted in two ways

(a) a quantitative study based on multi-language questionnaires and

(b) a qualitative interview study with Industry 4.0 and digitalisation users and providers.

Accordingly, questionnaires to the target groups had to be created and also interview guidelines had to be designed. The research of DigI-VET was the basis of all work in DigI-VET and led into a research report and a best practice database with showcases on the website.

The DigI-VET research report is part of the DigI-VET book, too. And can be downloaded in English and German language. Here the link to the DigI-VET research report:

**DigI-VET survey results**

# The DigI-VET Study on digitisation and Industry 4.0

# (6.2) Evaluation Structure of the DigI-VET-Study

Marc Beutner

An evaluation approach is characterised by evaluation objects, evaluation subjects and valuing processes (cf. Beutner 2018, p. 37). The evaluation approach of DigI-VET mainly focusses on descriptive evaluations but also addresses explanative and prescriptive evaluation aspects (for the different approaches see Beutner 2018, p. 83). It is integrated a project evaluation approach but offers an own evaluation study which is as a combination of single evaluations (see as well Beutner 2018, p. 89).

The DigI-VET study offers insights into digitisation and industry 4.0 in Cyprus, Germany, Romania and United Kingdom.

The research activities combine desktop research with empirical research and therefore offer a combination of qualitative (cf. Flick 2000 and Flick / Kardorf / Steinke 2000) and quantitative approaches (cf. Mummendey 2014 sowie Raab-Steiner / Benesch 2015). The empirical research was conducted in two ways (a) a quantitative study based on multi-language questionnaires and (b) a qualitative interview study with Industry 4.0 and digitalisation users and providers. Therefore, questionnaires according to the target groups had to be created and also interview guidelines had to be designed. The research of DigI-VET was the basis of all work in DigI-VET and led into a research report and a best practice database with showcases on the website.

The qualitative interviews were based on a criteria-oriented approach to have a chance to get comparable information which could also be used to the showcase database of DigI-VET.

All interviews were conducted in mother tongue of the participants to allow a secure situation and a broader variety of answers. This also means that the answers had to be translated into English to offer a basis for the comparison and to make it assessable for all partners. For the analysis of the interviews we used the approach of content analysis according to Mayring (c.f. Mayring 2000). The average duration of each interview was about 15 minutes. All interviews were semi-structured. This helped to collect data based on an interview guideline. The core aim was to get direct information about the participant and his or her context. This was addressed to delineate personal meanings and experiences (Flick 1998; Strauss / Corbin 1998). An adequate documentation of the interviews was ensured by using and compiling data tables as well as a structured approach via argumentation tables. On the basis of the approach of Mayring content analysis was used to analyse and categorise the data derived from the interviews. In DigI-VET trustworthiness is an important issue. Therefore, all interviews were assigned and analysed by the same persons in the project team. All interviews were conducted by team members who agreed on a common ways and strategy to conduct the interviews. This happened to make sure that always the same information were provided and the same design of the interview was applied. All categories that emerged from the data are consistent with the understandings of the participants. Consequently, validity it can be stated for the study. All interviews were conducted in 2019. The interviewed persons, had all an educational or economic background and were situated in the different partner countries. In total 20 interviews were conducted in the four partner countries.

The second part of the study is designed as an explorative quantitative research study and offers information concerning:

* The use of definitions of digitisation in the partner countries
* The challenges and opportunities which come along with digitisation activities
* The essential focus of digitisation
* The persons and groups which are responsible for digitisation aspects
* The awareness of industry 4.0 and the term itself in Europe
* The importance of digitisation and industry 4.0 with regard to today and the future
* Skill and competence sets which are important for digital change in society
* Estimation profiles of digitisation and their change in the future

This part of research was conducted during September 2020. The following chapter explains the research results and shows the particularities of the partner countries of the DigI-VET consortium.

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# (6.3)The DigI-VET Study - Insights in the research results

Marc Beutner

To provide an insight into the quantitative research results we will have a closer look at the different countries involved in DigI-VET. This will help compare the answers in the different European countries and takes also the differences in life standard and IT in the countries into account. An aggregation over the countries could be misleading here.

## Insights into the results from Cyprus

First, we will focus on the results from Cyprus.

Having a closer look at the participants of the Cypriot study it can be said that 96 participants took part in it. 38% of the respondents were female and 56% were male. Moreover, 6% would rather not tell their gender.

38% of the participants were under 30 years old and 6% were over 60. In Cyprus it was not possible to integrated all age groups in the study. There were no people who were between 41 and 50 years old:

|  |  |
| --- | --- |
| Below 20 | 13 |
| 21-30 | 25 |
| 31-40 | 31 |
| 41-50 | 0 |
| 51-60 | 19 |
| Over 60 | 6 |

Table 1: Age of the participants from Germany - Percentages.

Concerning the status 44% were teacher or trainers and 25% students or learners. This was the majority. The rest were staff members of the Human Resources Management (6%), business/company owners (6%), Educational and Career Counsellors (13%) or they haven´t provided an answer concerning this status aspect (6%).

Concerning the activity status most participants came from vocational schools (31%) or educational institutions (25%). Also 19% of the respondents did activities at a company. Moreover, 13 % were active at a university and 6% worked at VET providers as well as 6% at secondary schools.

Looking at the feedback of people who selected ´agree or ´strongly agree´ in the questionnaire it can be stated that in Cyprus 100% of the participants pointed out that they think that digitisation is the process of converting information into a digital (i.e. computer-readable) format and that also 100% of the participants see digitisation as a process of converting economic processes from an analogue to a digital way of work. Also 100% of the participants think that digitisation is the digital modification of instruments and tools. Also 93.75% of the participants agreed or strongly agreed to the idea that digitisation means to compress data lossless or lossy. In addition to that, 81.25% stated that digitisation is the process of digital change in society and the digital transformation which is recognized as the digital revolution. Last but not least also three quarters of the participants from Cyprus (75%) think that digitisation means optimisation of Business processes using information technology.

With regard to the study answers from Cyprus it seems that the people accept different and broad views on mean digitisation at the same time. Many participants agreed to nearly all definitions. This can be a hint that the concept is still not clear enough. The term digitisation seems to be used with many connotations which make transparency often not that easy. It can also provide the hint that in Cyprus digitisation and digitalisation seems not to be differentiated exactly.

In Cyprus 69% of the participants state that they are familiar with the term industry 4.0.

Taking the answers of the Cypriot participants into account digitisation focuses essentially on enhancing processes (96.88% rated for agree or strongly agree). Moreover, a huge number also agreed on the other aspects. Here, digitisation focusses essentially on digital network infrastructure (93.75%), on collecting data (93.75%) and offering information (93.75%). The lowest agreement percentage had the idea that digitisation focusses essentially on data security and privacy (81.25%). But, also with regard to this aspect the numbers are quite high.

In Cyprus, all respondents (rating for agree or strongly agree) were sure that digitisation should be handled by learner (100%) and business leaders (100%). The idea that digitisation should be handled by politicians got the lowest percentage (68.75%).

Rating the importance of digitisation in Cyprus today on a scale from 1 to 10 where 1 stands for unimportant and 10 for important, the mean is 8.69. This is a quite high number which underpins the importance. With regard to the situation in 5 years the mean increases to 9.31. This provides the insight that the importance of digitization will increase in the future.

The same rating was done with regard to industry 4.0. Here, a similar effect can be found. Concerning the situation today the mean of the importance of the change in Cyprus concerning industry 4.0 is 7.94 while for the situation in 5 years it becomes 8.43. In total, these ratings show, that the Cypriote participants estimate that the importance of the change by industry 4.0 will increase in the future.

Asking the Cypriot participants concerning the competences which are important for the digital change in society a competence estimation profile became obvious:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Very important | Important | Less important | Unimportant |
| Social competences | 50.00 | 37.50 | 6.25 | 6.25 |
| Communicative competences | 50.00 | 37.50 | 6.25 | 6.25 |
| Methodological competences | 60.00 | 26.67 | 6.67 | 6.67 |
| Process-related competences | 66.67 | 26.67 | 0 | 6.67 |
| Research-related competences | 66.67 | 26.67 | 0 | 6.67 |
| Subject specific competences | 56.25 | 37.50 | 0 | 6.25 |
| Practice-related competences | 62.50 | 25.00 | 0 | 12.50 |
| Managerial competences | 50.00 | 37.50 | 0 | 12.50 |
| Other, please specify: | 0 | 0 | 0 | 0 |

Table 2: Important competences for digital change - Cypriote respondents - Percentages.

It comes into view highest percentages for very important and import of the Cypriot participants points on subject-related competences (93,75%). But also interesting are the high scores of process-related competences (93,34%) and research-related competences (93,34%). These are not that much in focus in the other countries as you will recognize later in this text.

With regard to the skills which are important for the digital change in society the respondents of Cyprus the following overview can be provided:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Very | Important | Less important | Unimportant |
| important |
| Basic IT skills | 81.25 | 8.33 | 4.17 | 6,25 |
| Deep IT skills | 87.50 | 7.29 | 0.00 | 5,21 |
| Technical skills | 68.75 | 18.75 | 5.21 | 7,29 |
| Organisational skills | 75.00 | 12.50 | 9.38 | 3,13 |
| Applying theoretical knowledge | 68.75 | 18.75 | 6.25 | 6,25 |
| Self-awareness and self-management | 62.50 | 18.75 | 6.25 | 12,50 |
| Leadership skills | 66.67 | 20.00 | 6.67 | 6,67 |
| Team working skills | 81.25 | 6.25 | 0.00 | 12,50 |
| Planning skills | 62.50 | 18.75 | 12.50 | 6,25 |
| Implementation skills | 62.50 | 25.00 | 6.25 | 6,25 |
| Evaluation skills | 62.50 | 25.00 | 0.00 | 12,50 |
| Ethical skills | 56.25 | 31.25 | 2.08 | 10,42 |
| Problem-Solving skills | 75.00 | 18.75 | 4.17 | 2,08 |
| Decision Making skills | 62.50 | 25.00 | 5.21 | 7,29 |
| Data analysis skills | 62.50 | 18.75 | 6.25 | 12,50 |
| Flexibility | 68.75 | 18.75 | 0.00 | 12,50 |
| Patience | 75.00 | 10.42 | 2.08 | 12,50 |
| Other, please specify | 0.00 | 0.00 | 0.00 | 0,00 |

Table 3: Important competences for digital change - Cypriote respondents – percentage.

With regard to the table above the highest percentage for a very important skill can be found at deep IT skills and here we also find the highest combination of important and very important (94.97%). Problem-solving skills are the second highest skill with regard to the importance estimation (93.75%). The lowest scores for importance can be found at data analysis skills (81.25%) and Planning skills (81.25%) which is also be surprising compared to the results in the other countries provided later in this text.

The rating of ´Digitisation is …´ provides us with a profile concerning digitisation and who it can be characterised. The following figure provides a red line for the rating of the situation today and a black line which represents the rating in the future (in five years). All numbers and crosses added in the profile show the mean of the rating in the specific row of the profile.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Important |  | X X  2.0 2.1 |  |  |  |  | Unimportant |
| Intresting |  | X X  2.0 2.4 |  |  |  |  | Uninteresting |
| Motivating |  | X X  1.6 2.2 |  |  |  |  | Demotivating |
| Fun |  | X  2.1 | X  2.6 |  |  |  | Boring |
| Inovative |  | X X  1.7 2.0 |  |  |  |  | old-fashioned |
| Helpful |  | X 1,8 | X  2.9 |  |  |  | Not helpful |
| Useful |  | X X  1.9 2.0 |  |  |  |  | Useless |
| Necessary |  | X X  1.7 2.0 |  |  |  |  | Unnecessary |
| Easy to use in teaching |  | X 2.3 | X  3.0 |  |  |  | Hard to use in teaching |
| Easy to use in learning |  | X 2,5 | X  2.8 |  |  |  | Hard to use in learning |

Table 4: Profile of Digitisation for Cyprus – Means.

In addition to this positive trend of estimations for the situation in the future in Germany also 100% (79.1% yes and 20.9% rather yes) of the participants think that VET teachers and VET trainers should support their students with digitisation to foster their learning processes.

In Cyprus the participants also provided qualitative feedback on opportunities of digitisation and industry 4.0 will be displayed here in its categories (combined due to only a few answers):

1. potential is unlimited.
2. mass production could grow even faster and easier
3. the entire industrial sector will run only on quick digital data processes

With regard to the qualitative question of other challenges of digitisation and industry 4.0, the Cypriot participants mentioned the following categories:

1. financial issues
2. educating people who do not have a technological background to handle the new sophisticated machinery
3. unemployment might rise as machines could replace the human factor

## Insights into the results from Germany

Regarding the German study results it can be said that 115 participants took part in it. 43.5 of the respondents were female and 56.5% of the participants were male. 57.4% of the participants were under 40 years old (19.1% under 30 years) and 2.6% were over 60 years old. In Germany the study integrated all age groups.

|  |  |
| --- | --- |
| Below 20 | 1.7 |
| 21-30 | 17.4 |
| 31-40 | 38.3 |
| 41-50 | 27.8 |
| 51-60 | 12.2 |
| Over 60 | 2.6 |

Table 5: Age of the participants from Germany - Percentages.

Concerning the status, it can be stated that 58.3% of the people who answered to the questionnaire in Germany were teachers and 15.7% were learners. The third largest group were business or company owners with 7% of all German respondents.

Also, with regard to their status, 66.1% of the German participants were active at a vocational school. 13% were active in a company and 7.8% at a university. Some people worked at chambers (5.2%), were active at a VET provider (2.6%), worked at an employer’s association (1.7%) or at a trade union/ employees association (1.7%). Also 0.9% were active at a teacher association or at the government (0.9%).

In Germany 100% of the participants stated that they think that digitisation is the process of converting information into a digital (i.e. computer-readable) format. We are looking here concerning these aspects on people who selected ´agree or ´strongly agree´ in their feedback. And also, a huge number, namely 99.1% of the respondents think that digitisation is a process of converting economic processes from an analogue to a digital way of work. Moreover, 98.3% pointed out that digitisation is the digital modification of instruments and tools. Also 98.3% of the participants claimed that digitisation means optimisation of Business processes using information technology. 97.4% of the participants responded that digitisation is the process of digital change in society and the digital transformation which is recognized as the digital revolution. But only 39.1% of the German respondents think that digitisation means to compress data lossless or lossy.

For Germany these results mean that the people are not really able to see the differences in different views on digitisation. But, most of them are very sure that compressing data without loss is not a core focus on digitisation. The numbers of participants who agreed to nearly all definitions were enormous and this may hint to the need of more awareness concerning the tasks and elements of digitisation or it may hint on the fact that the term digitisation is used with many different connotations in Germany. This also indicates that a difference between digitisation and digitalisation seems not really to be focused in Germany today.

The term industry 4.0 is known by 67% of the German participants which is nearly 2 thirds of the respondents.

Concerning the challenges which come along with digitisation most of the respondents agreed or strongly agreed to challenges for society (68.7% + 30.4% = 99.1%). Also 99.1% agreed or strongly agreed on challenges for politics, on challenges for enterprises / companies and on challenges for teachers/trainers. But the strength of agreement between these four is different in order of their mentioning in the sentences before. The next table will provide a more detailed overview and also shows that also other possible challenges are rated quite high:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strongly agree | Agree | Disagree | Strongly disagree |
| Digitisation is a process which challenges society. | 68.7 | 30.4 | 0.9 | 0 |
| Digitisation is a process which challenges enterprises / companies. | 47 | 52.2 | 0.9 | 0 |
| Digitisation is a process which challenges everyone. | 41.7 | 56.5 | 1.7 | 0 |
| Digitisation is a process which challenges teachers / trainers. | 41 | 50 | 0.9 | 0 |
| Digitisation is a process which challenges learners. | 39.1 | 57.4 | 3.5 | 0 |
| Digitisation is a process which challenges politics. | 44.3 | 54.8 | 0..9 | 0 |
| Digitisation is a process which challenges economy. | 38.3 | 60.0 | 0.9 | 0 |

Table 6: Challenges of Digitisation with regard to German respondents - Percentages.

This shows that the participants seem to be very aware of possible risks and challenges. The agreement is very high in all presented cases. This could also hint on uncertainty which goes sometimes along with overestimation of challenges. But it has to be noted that the participants feel this way even if their estimation may not be realistic. This may hint to the need of more information and transparency.

According to the German participants digitisation focuses essentially on data security and privacy (98.3%) as well as on enhancing processes (98.3%). Here, we look at the answers of the participants who agreed or strongly agreed. 93.0 % of the respondents think that digitisation focusses essentially on offering information. Moreover, 92.2% pointed out that digitisation focusses essentially on digital network infrastructure. Just, the idea that digitisation focusses essentially on data collection was not agreed on that much (65.2%) but also here nearly two third of the respondents agreed.

In Germany, all respondents (agree or strongly agree) think that digitisation should be handled by VET providers (100%), technical experts (100%), staff members if companies (100%) and teachers and trainers (100%). The lowest percentage of 87.8% stated that digitisation should be handled by politicians.

Rating the importance of digitisation today on a scale from 1 to 10 where 1 stands for unimportant and 10 for important, the mean is 7.46, which is pretty high. With regard to the situation in 5 years the mean goes up to 8.00 which shows that the importance will increase.

Doing the same rating with regard to industry 4.0 a similar effect can be seen on a level which is just a bit higher. For today the mean of the importance of the change concerning industry 4.0 is 7.60 while for the situation in 5 years it is 8.82. These ratings show, that the German participants think that the importance of the change by industry 4.0 will increase as well.

Regarding the competences which are important for the digital change in society the following results occurred:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Very important | Important | Less important | Unimportant |
| Social competences | 7,00 | 85.2 | 7.8 | 0 |
| Communicative competences | 45.2 | 54.8 | 0 | 0 |
| Methodological competences | 34.8 | 65.2 | 0 | 0 |
| Process-related competences | 73.9 | 26.1 | 0 | 0 |
| Research-related competences | 0.9 | 43.5 | 53.00 | 2.6 |
| Subject specific competences | 57.4 | 40.0 | 2.6 | 0 |
| Practice-related competences | 12.2 | 83.5 | 4.3 | 0 |
| Managerial competences | 8.7 | 81.7 | 9.6 | 0 |
| Other, please specify: | 0 | 0 | 0 | 0 |

Table 7: Important competences for digital change - German respondents - Percentages.

Interesting is the fact that the majority of the German participants points out that research-related competences are less or unimportant. All other provided competences were seen as relevant (rating at important or very important). Also remarkable is the fact that always 100% of the respondents agree or strongly agree on the importance of communicative competences, methodological competences and process-related competences.

With regard to the skills which are important for the digital change in society the German participants of the study put the number of persons who voted for very important on ethical skills .

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Very | Important | Less important | Unimportant |
| important |
| Basic IT skills | 76.5 | 23.5 | 0 | 0 |
| Deep IT skills | 86.1 | 13.9 | 0 | 0 |
| Technical skills | 18.3 | 81.7 | 0 | 0 |
| Organisational skills | 52.2 | 47.8 | 0 | 0 |
| Applying theoretical knowledge | 7.0 | 57.4 | 35.7 | 0 |
| Self-awareness and self-management | 0 | 19.1 | 80.9 | 0 |
| Leadership skills | 0 | 21.7 | 76.5 | 1.7 |
| Team working skills | 0 | 56.5 | 43.5 | 0 |
| Planning skills | 77.4 | 22.6 | 0 | 0 |
| Implementation skills | 31.3 | 67.8 | 0.9 | 0 |
| Evaluation skills | 2.6 | 90.4 | 7.0 | 0 |
| Ethical skills | 2.6 | 67.8 | 29.6 | 0 |
| Problem-Solving skills | 79.1 | 20.9 | 0 | 0 |
| Decision Making skills | 47.0 | 52.2 | 0.98 | 0 |
| Data analysis skills | 10.4 | 85.2 | 4.3 | 0 |
| Flexibility | 14.8 | 82.6 | 2.6 | 0 |
| Patience | 10.4 | 85.2 | 2.6 | 1.7 |
| Other, please specify | 0 | 0 | 0 | 100.00 |

Table 8: Important competences for digital change - German respondents – percentages.

The highest percentage for a very important skill can be found at Deep IT skills. 100 % of the respondents think that Basic IT skills, Deep IT skills, technical skills organisational skills and problem-solving skills are important or very important. The skills Self-awareness and self-management (80.9%) as well as Leadership skills (78.2%) are seen by the majority of the German participants as unimportant or less important.

Having a closer look at digitisation (Digitisation is …) a profile can be created. In the following figure the red line describes the rating for the situation today and the black line represents the rating for the situation in the future with regard to a five years perspective. The crosses with the numbers next to it provide always the mean of the rating in this profile row.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Important | X  1,5 | X  1,80 |  |  |  |  | Unimportant |
| Intresting | X 1,5 | X  1,8 |  |  |  |  | Uninteresting |
| Motivating |  | X X  1,6 1,9 |  |  |  |  | Demotivating |
| Fun |  | X X  1,6 1,8 |  |  |  |  | Boring |
| Inovative | X  1,5 | X  1,8 |  |  |  |  | old-fashioned |
| Helpful | X  1,5 | X X  1,6 2,0 |  |  |  |  | Not helpful |
| Useful | X  1,5 | X  2,0 |  |  |  |  | Useless |
| Necessary |  | X X  1,8 1,9 |  |  |  |  | Unnecessary |
| Easy to use in teaching | X 1,5 | X  2,0 |  |  |  |  | Hard to use in teaching |
| Easy to use in learning | X 1,2 | X  2,0 |  |  |  |  | Hard to use in learning |

Table 9: Profile of Digitisation for Germany – Means.

In addition to this positive trend of estimations for the situation in the future in Germany also 100% (79.1% yes and 20.9% rather yes) of the participants think that VET teachers and VET trainers should support their students with digitisation to foster their learning processes.

In Germany the participants also provided qualitative feedback on opportunities of digitisation which will be displayed here in its categories:

1. Speeding up knowledge (mentioned with the highest frequency of 7 times
2. Knowledge is increasing
3. Processes are quicker
4. Cost reduction
5. More automation
6. Everybody can get information easily
7. Better life standard
8. More content
9. Less problems

The qualitative feedback on opportunities of industry 4.0 of the German participants focused on the following categories:

1. Processes are much smoother (mentioned with the highest frequency of 4 times)
2. Easier work
3. Speeding up production
4. More interaction
5. Better overview
6. Clear information on work structures
7. Smart products
8. Services can be increased
9. new markets
10. better in competition
11. workforce is better involved
12. new possibilities

Concerning the qualitative question of other challenges of digitisation, the German participants mentioned the next categories:

1. too much work (mentioned with the highest frequency of 11 times)
2. data security
3. information losses
4. no concept
5. different approaches
6. cost intensive
7. content not only created by experts
8. financing is complicated

Regarding the qualitative categories on challenges of industry 4.0 the respondents answered:

1. data security (mentioned with the highest frequency of 12 times)
2. workload
3. no process overview
4. high costs
5. only experts are aware of industry 4.0
6. different in every enterprise
7. need to teach industry 4.0 and digitisation

Interesting is here that there a cost effects mentioned as opportunities (low costs) and challenges (high costs) and also a similar situation regarding getting overview (opportunity: better overview; challenge: no process overview). The participant seems to have different ideas or estimations concerning these topics.

## Insights into the results from Romania

In Romania N= 111 participants responded to the study. With regard to Romania 60% of the respondents were female and 38% were male. 2 % would rather not say anything about gender. The majority of the respondents was up to 30 years old (52%) but the study integrated here participants of all age groups. But just 3% were over 60 years old.

|  |  |
| --- | --- |
| Below 20 | 29 |
| 21-30 | 23 |
| 31-40 | 19 |
| 41-50 | 15 |
| 51-60 | 11 |
| Over 60 | 3 |

Table 10: Age of the participants from Romania - Percentages.

20 % of the people who answered to the questionnaire in Romania were teachers and 38% were learners. The third largest group were business or company owners with 10% of all Romanian respondents. With regard to their status 19% were active at a primary school and 11% were active in a secondary school. The other teachers 3% of the respondents came from vocational schools. 10 % of the participants in Romania were active at a university and also 10% at another educational institution. 18% of the people were active at a company. Some people worked at chambers (3%), at an employer’s association (8%) or at a trade union/ employees association (1%) while the rest provided no answer.

In Romania 92% of the people who took part in the study think that digitisation means optimisation of Business processes using information technology (they selected agree or strongly agree). 90% of the respondents agreed or strongly agreed to the definition that digitisation is the process of converting information into a digital (i.e. computer-readable) format. Bit less percentages of the respondents, namely 86%, agreed or strongly agreed to the definition that digitisation is a process of converting economic processes from an analogue to a digital way of work. 80% stated that digitisation is the process of digital change in society and the digital transformation which is recognized as the digital revolution. Moreover, 76% pointed out that digitisation is the digital modification of instruments and tools. Also 70% of the Romanian respondents think that digitisation means to compress data lossless or lossy.  
This is in total quite surprising because all definitions provide a different focus. Always more than 3 quarters of the participants agreed or strongly agreed and seems to hint on the fact that they are not really sure, what is exactly focussed with digitisation or have a good overview what different aspects could be addressed with the same term. A difference between digitisation and digitalisation seems not really be focused. The term industry 4.0 is known by 53% of the Romanian participants which is just a bit more than half of the respondents. Regarding challenges which go along with digitisation most of the respondents agreed or strongly agreed to challenges for society (49% + 43% = 92%). But also, other challenges could be seen:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strongly agree | Agree | Disagree | Strongly disagree |
| Digitisation is a process which challenges society. | 43 | 38 | 15 | 4 |
| Digitisation is a process which challenges enterprises / companies. | 43 | 49 | 7 | 1 |
| Digitisation is a process which challenges everyone. | 41 | 35 | 22 | 2 |
| Digitisation is a process which challenges teachers/trainers. | 41 | 50 | 9 | 0 |
| Digitisation is a process which challenges learners. | 40 | 49 | 11 | 0 |
| Digitisation is a process which challenges politics. | 22 | 51 | 26 | 1 |
| Digitisation is a process which challenges economy. | 39 | 51 | 9 | 1 |

Table 11: Challenges of Digitisation with regard to Romanian respondents - Percentages.

Digitisation focuses essentially on digital network infrastructure is a statement that 86% of the participants agreed or strongly agreed on. Also 84% of the respondents think that digitisation focusses essentially on offering information. 82% see in digitisation a process of data collection. 78 % pointed out that digitisation focusses essentially on enhancing processes while 71% state that digitisation focusses essentially on data security and privacy.

Most respondents think that digitisation should be handled by VET providers, 98 participants, followed by 93 respondents who think it should be handled by technical experts and 92% who think it should be handled by teachers and trainers. The lowest percentage of only 55% stated that digitisation should be handled by politicians.

Rating the importance of digitisation today on a scale from 1 to 10 where 1 stands for unimportant and 10 for important, the mean is 8.15, which is pretty high. With regard to the situation in 5 years the mean goes up to 8.92 which shows that the importance will increase.

Doing the same rating with regard to industry 4.0 a similar effect can be seen on a level which is just a bit lower. For today the mean of the importance of the change concerning industry 4.0 is 8.11 while for the situation in 5 years it is 8.73. This also shows that the Romanian participants think that the importance of the change by industry 4.0 will increase as well.

With regard to the competences which are important for the digital change in society the following results occurred:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Very important | Important | Less important | Unimportant |
| Social competences | 33 | 46 | 16 | 5 |
| Communicative competences | 40 | 49 | 8 | 3 |
| Methodological competences | 35 | 50 | 12 | 3 |
| Process-related competences | 39 | 44 | 14 | 3 |
| Research-related competences | 49 | 42 | 7 | 2 |
| Subject specific competences | 53 | 41 | 4 | 2 |
| Practice-related competences | 41 | 48 | 8 | 3 |
| Managerial competences | 37 | 45 | 15 | 3 |
| Other, please specify: | 0 | 0 | 0 | 0 |

Table 12: Important competences for digital change - Romanian respondents - Percentages.

Here the important competences are practice-related and research related competences and communicative competences. But, also the other competence aspects are rated quite high. The highest number of ´very important´ ratings can be found at subject specific competences. Here is also the highest percentage of the combined rating of important or very important, which is 90%.

With regard to the skills which are important for the digital change in society the participants put the number of persons who voted for very important on ethical skills.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Very | Important | Less important | Unimportant |
| important |
| Basic IT skills | 55 | 29 | 8 | 7 |
| Deep IT skills | 55 | 36 | 10 |  |
| Technical skills | 43 | 48 | 4 | 1 |
| Organisational skills | 35 | 50 | 12 | 2 |
| Applying theoretical knowledge | 40 | 47 | 9 |  |
| Self-awareness and self-management | 30 | 49 | 13 | 5 |
| Leadership skills | 29 | 39 | 23 | 7 |
| Team working skills | 42 | 45 | 7 | 2 |
| Planning skills | 35 | 48 | 9 | 4 |
| Implementation skills | 36 | 50 | 8 | 1 |
| Evaluation skills | 29 | 58 | 9 | 2 |
| Ethical skills | 29 | 57 | 17 | 5 |
| Problem-Solving skills | 36 | 55 | 8 | 1 |
| Decision Making skills | 42 | 47 | 8 | 1 |
| Data analysis skills | 46 | 44 | 7 |  |
| Flexibility | 36 | 42 | 16 | 4 |
| Patience | 32 | 41 | 10 | 7 |
| Other, please specify |  |  |  |  |

Table 13: Important competences for digital change - Romanian respondents – Number of participants who voted

The highest numbers of participants who voted with very important or important can be found at deep IT skills (91 participants), technical skills (91 participants), problem-solving skills (91 participants) and data analysis skills (90 participants).

The profile concerning digitisation (Digitisation is …) looks like this in red, when you fill in the means of each row and concerning digitisation with regard to the (Digitisation will be …) like this in black:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Important |  | X X  1,6 2,0 |  |  |  |  | Unimportant |
| Intresting |  | X X  1,6 1,8 |  |  |  |  | Uninteresting |
| Motivating |  | X X  1,8 2,2 |  |  |  |  | Demotivating |
| Fun |  | X  1,9 | X  2,5 |  |  |  | Boring |
| Inovative |  | X X  1,6 1,7 |  |  |  |  | old-fashioned |
| Helpful |  | X X  1,6 1,6 |  |  |  |  | Not helpful |
| Useful | X  1,5 | X  1,6 |  |  |  |  | Useless |
| Necessary | X  1,5 | X 1,7 |  |  |  |  | Unnecessary |
| Easy to use in teaching |  | X X  1,6 1,9 |  |  |  |  | Hard to use in teaching |
| Easy to use in learning |  | X X  1,6 1,8 |  |  |  |  | Hard to use in learning |

Table 14: Profile of Digitisation for Romania – Means.

In total in Romania 93% of the participants think that VET teachers and VET trainers should support their students with digitisation to foster their learning processes.

## Insights into the results from United Kingdom

In UK N= 103 participants responded to the study. With regard to UK 61.9% of the respondents were female and 38.1% were male. The majority of the respondents was up to 40 years old (61.2%) but the study integrated here participants of all age groups. But just 1% were over 60 years old.

|  |  |
| --- | --- |
| Below 20 | 15.3 |
| 21-30 | 25.5 |
| 31-40 | 20.4 |
| 41-50 | 25.5 |
| 51-60 | 12.2 |
| Over 60 | 1.0 |

Table 15: Age of the participants from Romania - Percentages.

25.5% of the people who answered to the questionnaire in UK were teachers and 37.8% were learners/students. The third largest group of all UK respondents were other types of educational experts with 12.2%. With regard to their status no one was active at a primary school and 17.3% were active in a secondary school. The other teachers 19.4% of the respondents came from VET providers schools. 25.5% were active at universities, 28.6% came from other educational institutions. Some people 7.1% worked at companies and 2.0% at other institutions.

In UK 100% of the respondents were sure that digitisation is the process of converting information into a digital (i.e. computer-readable) format. At bit less - 99% of the people who took part in the study think that digitisation means optimisation is a process of converting economic processes from an analogue to a digital way of work. They selected agree or strongly agree. 95.1 % of the respondents stated that digitisation is the process of digital change in society and the digital transformation. According to 90.3% of the participants digitisation means optimisation of business processes using information technology. This is in total quite surprising because all definitions provide a different focus. Always more than 3 quarters of the participants agreed or strongly agreed and seems to hint on the fact that they are not really sure, what is exactly focused with digitisation or have a good overview what different aspects could be addressed with the same term. A difference between digitisation and digitalisation seems not really be focused. The term industry 4.0 is known by 80.6% of the UK participants and therefore has a broad basis in UK.

Regarding challenges which go along with digitisation most of the respondents agreed or strongly agreed to the statement ´Digitisation is a process which challenges teachers/trainers.´ (73.8% + 19.4% = 92%). But also, other challenges could be seen:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strongly agree | Agree | Disagree | Strongly disagree |
| Digitisation is a process which challenges society. | 67.0 | 25.2 | 5.8 | 1.9 |
| Digitisation is a process which challenges enterprises / companies. | 73.8 | 19.4 | 3.9 | 2.9 |
| Digitisation is a process which challenges everyone. | 77.5 | 13.7 | 5.9 | 2.9 |
| Digitisation is a process which challenges teachers/trainers. | 73.8 | 19.4 | 5.8 | 1.0 |
| Digitisation is a process which challenges learners. | 56.3 | 32.0 | 9.7 | 1.9 |
| Digitisation is a process which challenges politics. | 65.0 | 25.2 | 7.8 | 1.9 |
| Digitisation is a process which challenges economy. | 78.6 | 11.7 | 7.8 | 1.9 |

Table 16: Challenges of Digitisation with regard to UK respondents - Percentages.

According to 98.1% of the UK respondents who agreed or strongly agreed digitisation focuses essentially on enhancing processes. In addition to that, 97.1% of the British participants pointed out that digitisation is essentially on offering information. Moreover, 95.1% stated that digitisation is essentially about collecting data. 92.2% had in mind that digitisation focuses essentially on digital network infrastructure. But, only 73.8 % stated that digitisation focuses essentially on data security and privacy.

Most respondents think that digitisation should be handled by technical experts (99.0%). This is followed by 97.1 % who think it should be handled by teacher, 92.2% of the respondents who think it should be handled by VET providers and 88.3% who think that digitisation should be handled by learners. The lowest percentage of only 52.4% stated that digitisation should be handled by politicians.

Rating the importance of digitisation today on a scale from 1 to 10 where 1 stands for unimportant and 10 for important, the mean is 8.5, which is really high. With regard to the situation in 5 years the mean goes up to 9.63 which shows that the importance will increase tremendously.

Doing the same rating with regard to industry 4.0 a similar effect can be seen on a level which is a bit lower. For today the mean of the importance of the change concerning industry 4.0 is 7.8 while for the situation in 5 years it is 9.32. This means that the UK participants point out that the importance of the change by industry 4.0 will increase, too.

Concerning the competences which are important for the digital change in society / industry 4.0 the following table offers the core results:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Very important | Important | Less important | Unimportant |
| Social competences | 91.2 | 0.0 | 7.8 | 1.0 |
| Communicative competences | 98.0 | 0.0 | 1.0 | 1.0 |
| Methodological competences | 87.1 | 0.0 | 11.9 | 1.0 |
| Process-related competences | 84.3 | 0.0 | 14.7 | 1.0 |
| Research-related competences | 93.1 | 0.0 | 5.9 | 1.0 |
| Subject specific competences | 95.1 | 0.0 | 3.9 | 1.0 |
| Practice-related competences | 94.1 | 0.0 | 4.9 | 1.0 |
| Managerial competences | 94.1 | 0.0 | 4.9 | 1.0 |
| Other, please specify: | 69.6 | 0.0 | 8.7 | 21.7 |

Table 17: Important competences for digital change - UK respondents - Percentages.

Within this overview the most important competences are communicative competences, subject specific competences, practice-related and managerial competences. But, also most of the other competence aspects are rated quite high (above 85%). The highest number of ´very important´ ratings can be found at communicative competences.

With regard to the skills which are important for the digital change in society the participants put the number of persons who voted for very important on ethical skills.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Very | Important | Less important | Unimportant |
| important |
| Basic IT skills | 97.1 | 0.0 | 2.0 | 1.0 |
| Deep IT skills | 53.9 | 0.0 | 46.1 | 0.0 |
| Technical skills | 80.4 | 0.0 | 19.6 | 0.0 |
| Organisational skills | 97.1 | 0.0 | 2.9 | 0.0 |
| Applying theoretical knowledge | 86.3 | 0.0 | 13.7 | 0.0 |
| Self-awareness and self-management | 95.1 | 0.0 | 4.9 | 0.0 |
| Leadership skills | 93.1 | 0.0 | 5.9 | 1.0 |
| Team working skills | 98.0 | 0.0 | 1.0 | 1.0 |
| Planning skills | 100.0 | 0.0 | 0.0 | 0.0 |
| Implementation skills | 97.0 | 0.0 | 3.0 | 0.0 |
| Evaluation skills | 94.1 | 0.0 | 5.9 | 0.0 |
| Ethical skills | 98.0 | 0.0 | 2.0 | 0.0 |
| Problem-Solving skills | 99.0 | 0.0 | 1.0 | 0.0 |
| Decision Making skills | 97.1 | 0.0 | 2.9 | 0.0 |
| Data analysis skills | 95.1 | 0.0 | 4.9 | 0.0 |
| Flexibility | 80.0 | 0.0 | 0.0 | 20.0 |
| Patience | 0.0 | 0.0 | 0.0 | 0.0 |
| Other, please specify | 0.0 | 0.0 | 0.0 | 0.0 |

Table 18: Important competences for digital change - UK respondents – Number of particiants who voted.

The highest numbers of participants who voted with very important or important can be found at planning skills (100%), problem-solving skills (99 %), team working skills (98%) and ethical skills (98%).

Filling in the means of each row the profile concerning digitisation today (Digitisation is …) looks like the red line and concerning digitisation with regard to the future (Digitisation will be …) looks like black line:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Important |  |  | X 3,5 | X 3.9 |  |  | Unimportant |
| Intresting |  |  |  | X X 3,6 4,0 |  |  | Uninteresting |
| Motivating |  |  | X 3,5 | X 3.9 |  |  | Demotivating |
| Fun |  |  |  | X X 3,6 3,8 |  |  | Boring |
| Inovative |  |  |  | X X 3,6 3,9 |  |  | old-fashioned |
| Helpful |  |  |  | X X 3,8 3,9 |  |  | Not helpful |
| Useful |  |  | X 3,3 | X 3.8 |  |  | Useless |
| Necessary |  |  | X 3,3 | X 3.8 |  |  | Unnecessary |
| Easy to use in teaching | X 1,3. |  |  | X 3,9 |  |  | Hard to use in teaching |
| Easy to use in learning |  |  |  | X 4.0 |  |  | Hard to use in learning |

Table 19: Profile of Digitisation for UK – Means.

In UK no participants answered on the question if VET teachers and VET trainers should support their students with digitisation to foster their learning processes.

Nevertheless, UK the participants also provided qualitative feedback on opportunities of digitisation which will be displayed here in its core categories:

1. Benefits to humanity globally due to easing of work processes and better work-life balances. / Better work-life balance (6 times)
2. Better compiled/longer lasting data (2 times)
3. Cheaper production (2 times)
4. Decreased inequality effecting all industries (2 times)
5. Digitisation is easing work processes benefitting humanity across the world.
6. New Innovations
7. The rise of digitisation will create new job opportunities
8. People can lean faster
9. Easier access to education

The qualitative feedback on opportunities of industry 4.0 of the UK participants focused mainly on the following categories:

1. All sectors benefit from new technology from telecommunications, information, media, entertainment to medical, food and even leisure industries (12 times)
2. New products and services (5 times)
3. Increase efficiency, profit margins, increased productivity and economic growth (5 times)
4. Easing working practices and allowing more free time for personal hobbies and leisure. (4 times)
5. Processes are much smoother (mentioned with the highest frequency of 4 times)
6. Speeding up production (2 times)

Concerning the qualitative question of other challenges of digitisation, the UK participants mentioned the next categories:

1. Privacy and security (19 times)
2. Lack of labour force who is fully adapted to work in an environment influenced by digitisation
3. Lack of social skills

Regarding the qualitative categories on other topics which should be addressed:

1. A new code and security precautions may be needed for the safety of all users across the internet (3 times)
2. Promote privacy (2 times)
3. Issues about misinformation, fake news is a major challenge facing educators in the 21st Century (2 times)
4. Ethical and moral issues

Interesting is here that privacy issues are mentioned several times with different decisions and that this emphasises the importance of these aspects.

**References**

All information are own study results of the DigI-VET project.

**Moreover, additional research materials and documents for the report:**   
  
[O1-A1-P1-DiGI-VET Questionnaire final – DE](http://digivet.eduproject.eu/wp-content/uploads/2019/11/O1-A1-P1-DiGI-VET-Questionnaire-final-DE-1.pdf)

[O1-A1-P1-DiGI-VET Questionnaire final – EN](http://digivet.eduproject.eu/wp-content/uploads/2019/11/O1-A1-P1-DiGI-VET-Questionnaire-final-EN-1.pdf)

[O1-A1-P3-DiGI-VET Questionnaire final – GR](http://digivet.eduproject.eu/wp-content/uploads/2019/11/O1-A1-P3-DiGI-VET-Questionnaire-final-GR-1.pdf)

[IO1-P3-DiGI-VET Survey Results Questionnaire\_EN](http://digivet.eduproject.eu/wp-content/uploads/2019/12/IO1-P3-DiGI-VET-Survey-Results-Questionnaire_EN.pdf)

[O1-A1-P4-DiGI-VET Questionnaire final – RO](http://digivet.eduproject.eu/wp-content/uploads/2019/11/O1-A1-P4-DiGI-VET-Questionnaire-final-RO-1.pdf)

[O1-A1-P1 DigI-VET – Frequencies Germany- EN](http://digivet.eduproject.eu/wp-content/uploads/2019/11/O1-A1-P1-DigI-VET-Frequencies-Germany-EN.pdf)

[O1-A1-P2-DiGI-VET\_ResearchonDigitalisationandIndustry4.0\_UK – EN](http://digivet.eduproject.eu/wp-content/uploads/2019/11/O1-A1-P2-DiGI-VET_ResearchonDigitalisationandIndustry4.0_UK-EN.pdf)

[O1-A2-P3-DiGI-VET-ResearchonDigitalisationandIndustry4.0\_Cyprus – EN](http://digivet.eduproject.eu/wp-content/uploads/2019/11/O1-A2-P3-DiGI-VET-ResearchonDigitalisationandIndustry4.0_Cyprus-EN-2.pdf)

[O1-A1-P1-DiGI-VET-ResearchonDigitalisationandIndustry4.0\_GER-EN](http://digivet.eduproject.eu/wp-content/uploads/2019/11/O1-A1-P1-DiGI-VET-ResearchonDigitalisationandIndustry4.0_GER-EN.pdf)

[O1-A1-P4-DiGI-VET-ResearchonDigitalisationandIndustry4.0\_RO-EN](http://digivet.eduproject.eu/wp-content/uploads/2019/11/O1-A1-P4-DiGI-VET-ResearchonDigitalisationandIndustry4.0_RO-EN.pdf)

## The DigI-VET dissemination materials (posters, leaflets, brochure, cards, pens, flyer)

To guarantee a successful dissemination of the Erasmus+ Project DigI-VET, the consortium addressed on local, regional, national and EU levels. While all partners are responsible for adapting the dissemination strategy to their contexts, integrated EU dissemination actions will be agreed upon by the consortium.

Inside the organizations the project will be presented to those who can benefit the most. This is especially relevant for universities. Lecturers and professors will be informed and provided with introductions of using the DigI-VET results and the website. Dissemination inside the universities will be the dissemination on the local level by poster presentation and teaching in classes, too.

Outside the organizations different the target groups will mainly be addressed on a regional and a national level. In order to reach lecturers and students the consortium will direct its dissemination activities at universities and institutions of higher education in the project countries. The partners will also target teacher organizations as multipliers through which they can reach teachers and learners in schools. Therefore, the consortium will spread the dissemination materials on the DigI-VET project website, on multiplier events, university classes, social media etc. To sum up, the audience will be contact online and via print media.

To archive all the dissemination activities of the DigI-VET consortium, the partners agree to complete the following created dissemination template. Every partner describes and specify their dissemination activities: therefore, he can select between “Online” activities and “print” activities and has to fill in the

* **Titles, short description, names, web-addresses etc.**
* **Date and Place**
* **Target Group(s)**
* **Numbers Reached**
* **Kind of documentation available**
* **Level (L = local; R = regional; N = national; E = EU; O = Outside EU)**

Here the direct link to the download area of the DigI-VET website. Please click on the following Outcome headline:

Link: <http://digivet.eduproject.eu/?page_id=368>

Moreover, the DigI-VET publications, newsletter, press articles (see DigI-VET Core Results chapter 13) as well as dissemination materials like poster, leaflets or brochures are parts of a five stage model for dissemination which is basis of the DigI-VET project. The Dissemination Plan, which is downloadable at the DigI-VET website, too explains the five stages and shows a list of all dissemination activities the partner consortium made in the project lifetime and even beyond the lifetime (see DigI-VET Core Result chapter 13.1).

## The DigI-VET Website with Blog

The DigI-VET website is one of the main project results of the DigI-VET consortium. It helps to spread the research results of the project, the teaching and learning materials and modules for VET teachers/ trainers and learners as well as give a wide audience the opportunity to download all project documents in an easy and comfortable way. At least all information about the sMOOC and Online Observatory as well as actual information and hints to social media activities are linked on the website and helps the audience to find their search orders. The Blog on the website allows a direct communication with interest readers and shows a user-friendly way to get in touch with the audience.

Here the link to the DigI-VET website:

|  |
| --- |
| <http://digivet.eduproject.eu/> |

All information of the project are classified under the tabs:

* Project
* Download
* Online Observatory
* Social Network
* Gallery
* Conveyor
* Language

**Here a screenshot of the DigI-VET website:**

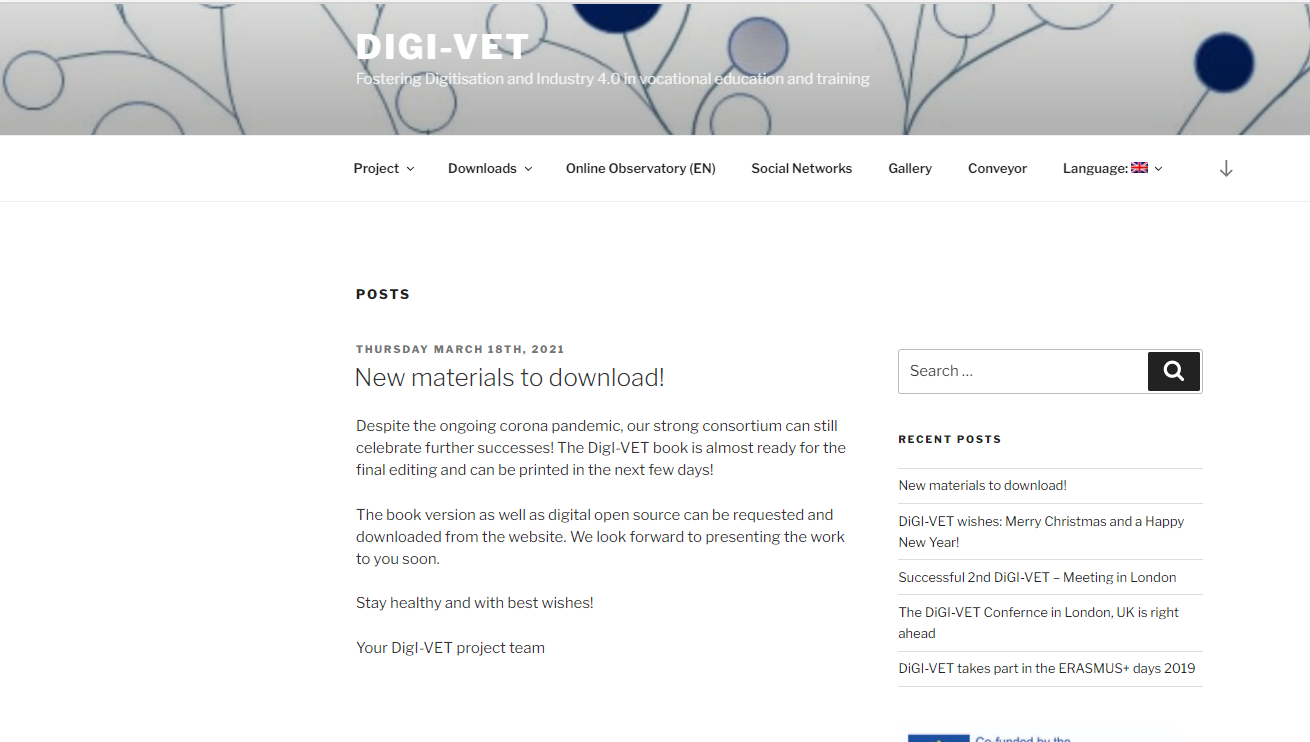


Figure 1 Screenshot of the DigI-VET project website

|  |
| --- |
| Link: <http://digivet.eduproject.eu/> |

## The DigI-VET Checklist for VET educators and teachers

The following DigI-VET Checklist for VET educators and teachers helps to embed the DigI-VET learner and teaching modules to their classes. Because vocational education institutions and schools rarely have just one objective, the strategic planning and embedding of eLearning approaches has to be considered and explained in detail. The checklist gives hints and guided you to successful concepts for your teaching.

The next organigrams give a fist overview of the topics and contents which have to taken into account:

## (9.1) Checklist: DigI-VET Checklist for VET educators and teachers – General Consideration

|  |  |
| --- | --- |
| DigI-VET Checklist for VET educators and teachers | |
| General Consideration | Note |
| Who? |  |
| Who is your target group? |  |
| Please specificy who should be instructed? |  |
| training class? |  |
| across years? |  |
| * + heterogen target group? |  |
| * + People with disabilities? |  |
| * + - What kind of disadvantages? |  |
| * + - etc.? |  |
|  |  |
| Where and How? |  |
| Where will your class take place and what technical equipment is necessary? |  |
| Online Classes? |  |
| Technical equipment: |  |
| * + Mobile devices? |  |
| * + Laptop? |  |
| * + Internet? |  |
| * + etc.? |  |
| Face- to- Face Classes? |  |
| Technical equipment: |  |
| * + - Beamer? |  |
| * + - Mobile Devices? |  |
| * + - Laptop? |  |
| * + - microfone? |  |
| * + - class room with Internet/ WIFI? |  |
| * + - etc.? |  |
| Blended Learning classes? |  |
| Technical equipment: |  |
| * + - Beamer? |  |
| * + - Mobile Divices? |  |
| * + - Laptop? |  |
| * + - microfone? |  |
| * + - class room with Internet/ WIFI? |  |
| * + - etc.? |  |
| Additional, different aspects which has to be focused… |  |

## (9.2) Checklist: DigI-VET Checklist for VET educators and teachers: Didactical consideration

|  |  |  |
| --- | --- | --- |
| DigI-VET Checklist for VET educators and teachers | | |
| Didactical Consideration | Note | |
| Topic: |  | |
| What is the main topic? |  | |
| Are there different subtopics? |  | |
| Materials: |  | |
| * + mix of typical classroom materials? |  | |
| * + - worksheets |  | |
| * + - eLearning materials |  | |
| * + - * videos |  | |
| * + - * interactive tasks like H5P |  | |
| * + - * self-learning sessions with MOOCs |  | |
| * + - * platforms? |  | |
| * + use of single materials? |  | |
| * + - * worksheets |  | |
| * + - * PowerPoints |  | |
| * + - * paper based materials |  | |
| * + - * platforms |  | |
| * + - * digital materials |  | |
| Duration: |  | |
| One lesson/ class | |  |
| series of lessons | |  |
| workshops for more days | |  |
| self-learning sessions (one day/ more days?) | |  |
| Feedback: |  | |
| Time for feedback: |  | |
| * + after classes: |  | |
| * + - Face-to-Face? |  | |
| * + - surveys? |  | |
| * + - online feedback? |  | |
| * + - * chat? |  | |
| * + - * survey? |  | |
| * + during classes |  | |
| Quality: |  | |
| Test after module | |  |
| Test inbetween the learning series | |  |
| Test as online evaluation | |  |
| class tests | |  |
| etc. | |  |
| Additional, different aspects which has to be focused… |  | |

## The DigI-VET videos (integrated in the website and the online observatory)

The DigI-VET videos are statement videos, which were created in the DigI-VET partner teams. Every national team creates at least one video which answers the question(s):

* What means digitalisation for me? Why is it important to go with the digitisation?
* What are challenges of digitisation and Industry 4.0?
* What changes means digitisation for the vocational education?
* Etc.?

The general promotion video of the project will be available in all partner languages (DE, EN, RO and GR):

Please click on the following outcome headline to get forwarded to the video/ website the video is hosted:

**Emphasis / Greek:**

Link:

* Statement videos

<https://www.youtube.com/watch?v=3901LOHtn5Q>

* Promotion video – in Greek  
  <https://www.youtube.com/watch?v=s_5aFKCaMTQ>
* Regarding the online observatory   
  <https://www.youtube.com/watch?v=HxTC4g2JeXA&t=5s>

**Asociatia Oamenilor de Afaceri Agres (AOAA) / Romania:**

**Link:**

* <https://www.facebook.com/watch/?v=299170115075685>
* <https://www.facebook.com/digiveteu/videos/299170115075685>
* <https://www.facebook.com/digiveteu/videos/478511896682655>

**University of Paderborn / German:**

**Link:**

* [**https://www.youtube.com/watch?v=pV9odCQfuPo&t=12s**](https://www.youtube.com/watch?v=pV9odCQfuPo&t=12s)
* [**https://www.youtube.com/watch?v=9xD7xDHE88k**](https://www.youtube.com/watch?v=9xD7xDHE88k)

**AR Vocational Education and Training Ltd. (ARVET) / United Kingdom:**

**Link:**

* [**https://www.facebook.com/350233285814676/videos/316506723331935**](https://www.facebook.com/350233285814676/videos/316506723331935)
* [**https://www.facebook.com/350233285814676/videos/482244546356169**](https://www.facebook.com/350233285814676/videos/482244546356169)
* [**https://www.facebook.com/350233285814676/videos/283125873483055**](https://www.facebook.com/350233285814676/videos/283125873483055)

|  |
| --- |
|  |

## The Videos of the Online Observatory

The Online Observatory of the DigI-VET Project presents a wide variety of different Best Practices examples for companies to implement digitalisation, digitisation and Industry 4.0 in their daily business. The Observatory implement YouTube Videos of the Best Practices. The following example shows you the structure of the Observatory and the embedding of the video.

Please click on the following outcome headline to get forwarded to the video/ website of the Online Observatory:

|  |
| --- |
| Link: <http://digivet-platform.eduproject.eu/> |

## The DigI-VET OER strategy

The Erasmus+ Project DigI-VET goes beyond the advantages of Open Educational Resources and the umbrella term of open education. This opening up idea is a way of carrying out education and knowledge by often using digital technologies. This aims to widen access and participation for everyone who is interested in the project, its intellectual outcomes as well as sMOOC and learning platform, by removing barriers of time, space and access as well as monetary boundaries and limits. The idea of opening up education is an is an important item on the European policy agenda for many reasons:

* “First, it can help to reduce or remove barriers to education (e.g. cost, geography, time, entry requirements). This gives learners the opportunity to up skill or re-skill at a lower or nearly no cost, and in a flexible way.
* Second, it supports the modernisation of higher education in Europe, since contemporary open education is largely carried out via digital technologies.
* Finally, it opens up the possibility of bridging non-formal and formal education. This can take place if HE institutions and other accredited institutions recognised the credentials they each issue to learners.”[[2]](#footnote-2)

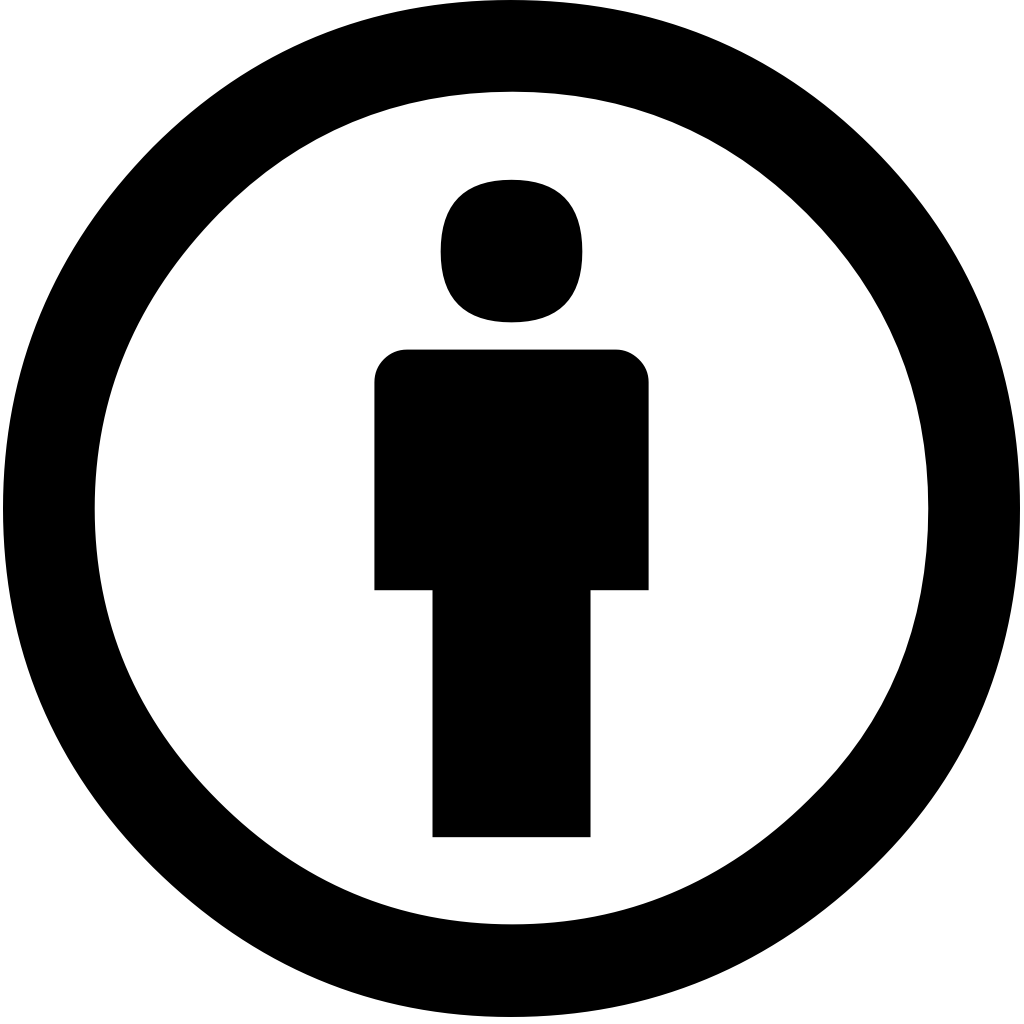
Therefore, the European Commission defines the open education idea as

"a way of carrying out education, often using digital technologies. Its aim is to widen access and participation to everyone by removing barriers and making learning accessible, abundant, and customisable for all. It offers multiple ways of teaching and learning, building and sharing knowledge. It also provides a variety of access routes to formal and non-formal education, and connects" (Opening up Education: A Support Framework for Higher Education Institutions, 2016)”[[3]](#footnote-3)

To guarantee the open education idea, the resources have to be open, too. This means, we need content that is “libre” – open licensed content and free of charge. One very popular and common free licence for educational materials is the Creative Commons License. [[4]](#footnote-4) The American non-profit organization Creative Commons has released several copyright licenses, which are known as Creative Commons licenses and are different in their openness. Regarding Open Educational Resources (OER) it is necessary and increases the usefulness and efficiency for learners, if the materials are free of charge and free to be used, shared, remixed, adapted, distributed etc. The factor of openness differs with the type of licence. The following six different license types of Creative Commons License are listed from most to least permissive:

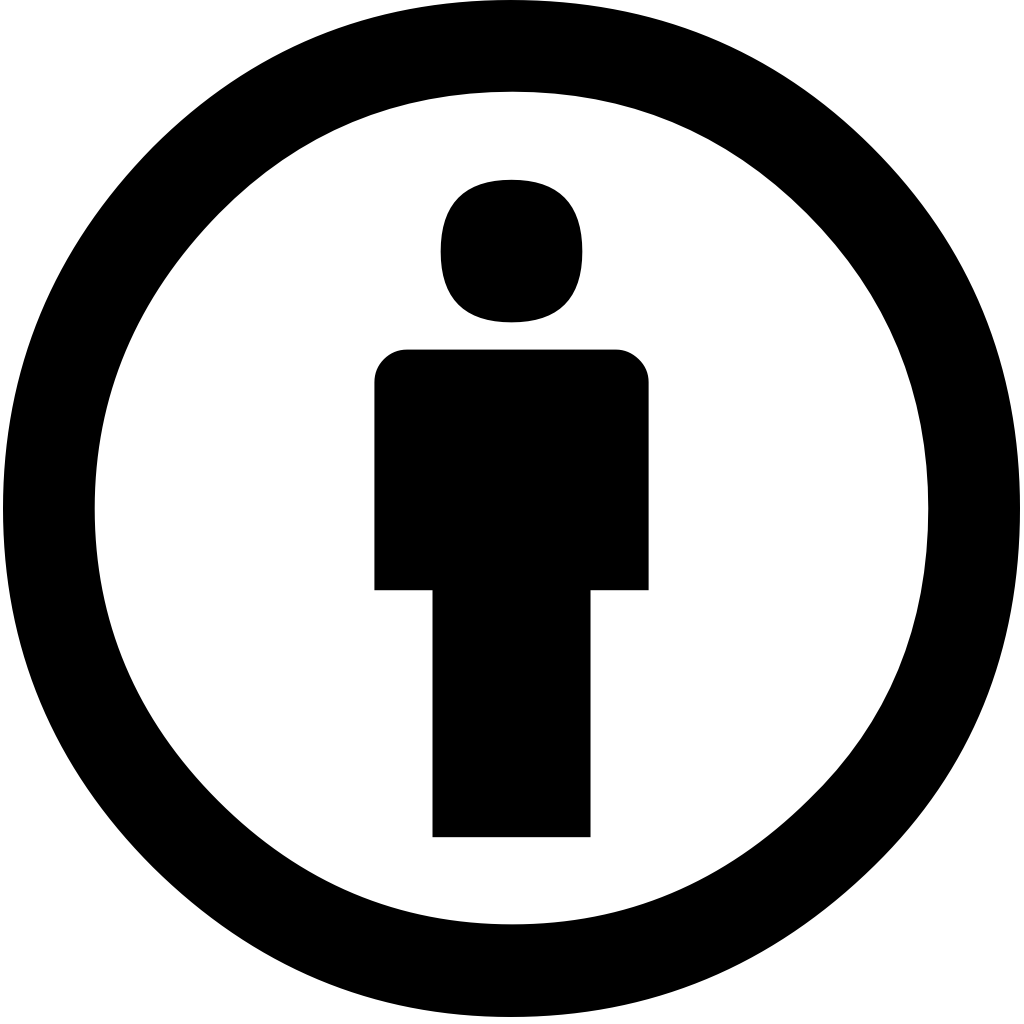
**“[](https://creativecommons.org/licenses/by/4.0/)** [**CC BY**](https://creativecommons.org/licenses/by/4.0/)**:**This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator. The license allows for commercial use.

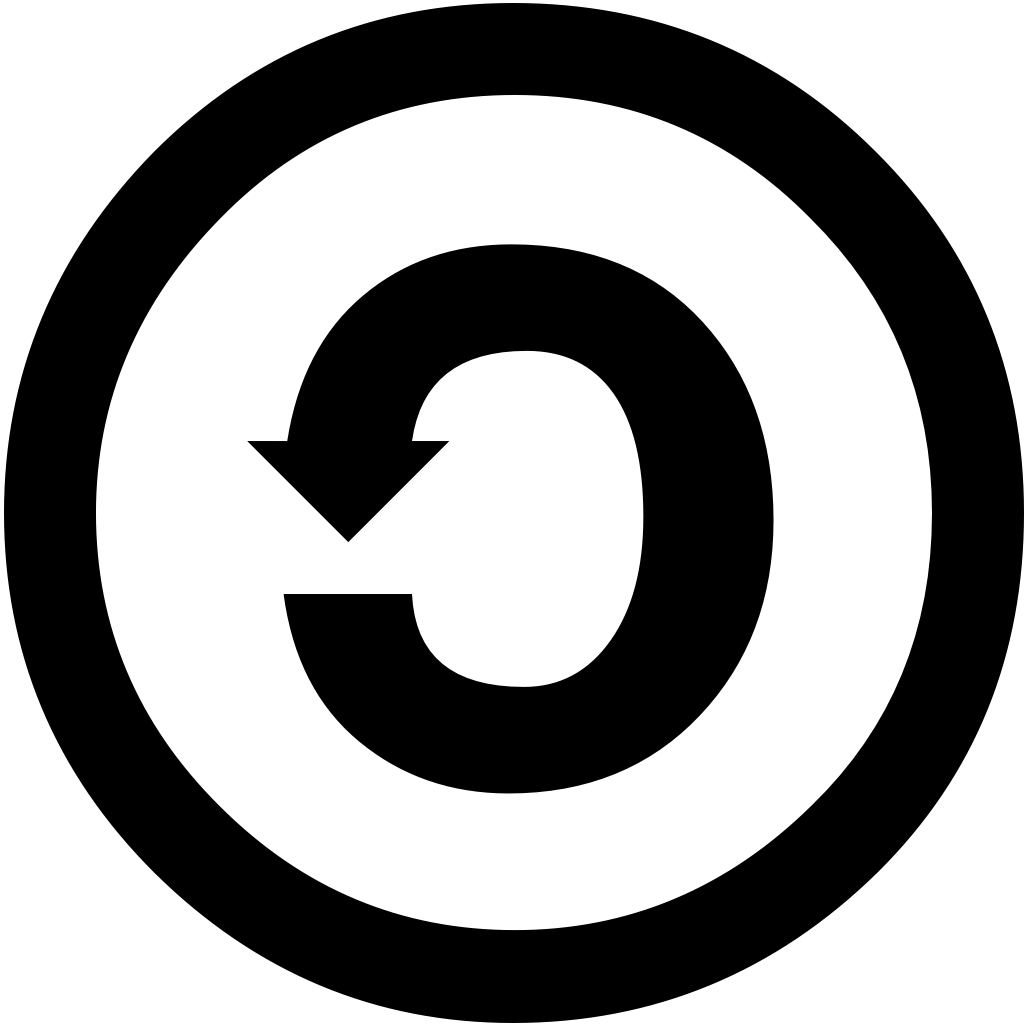
CC BY includes the following elements:

BY  – Credit must be given to the creator

* **[](https://creativecommons.org/licenses/by-sa/4.0/)**[**CC BY-SA**](https://creativecommons.org/licenses/by-sa/4.0/): This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format, so long as attribution is given to the creator. The license allows for commercial use. If you remix, adapt, or build upon the material, you must license the modified material under identical terms.

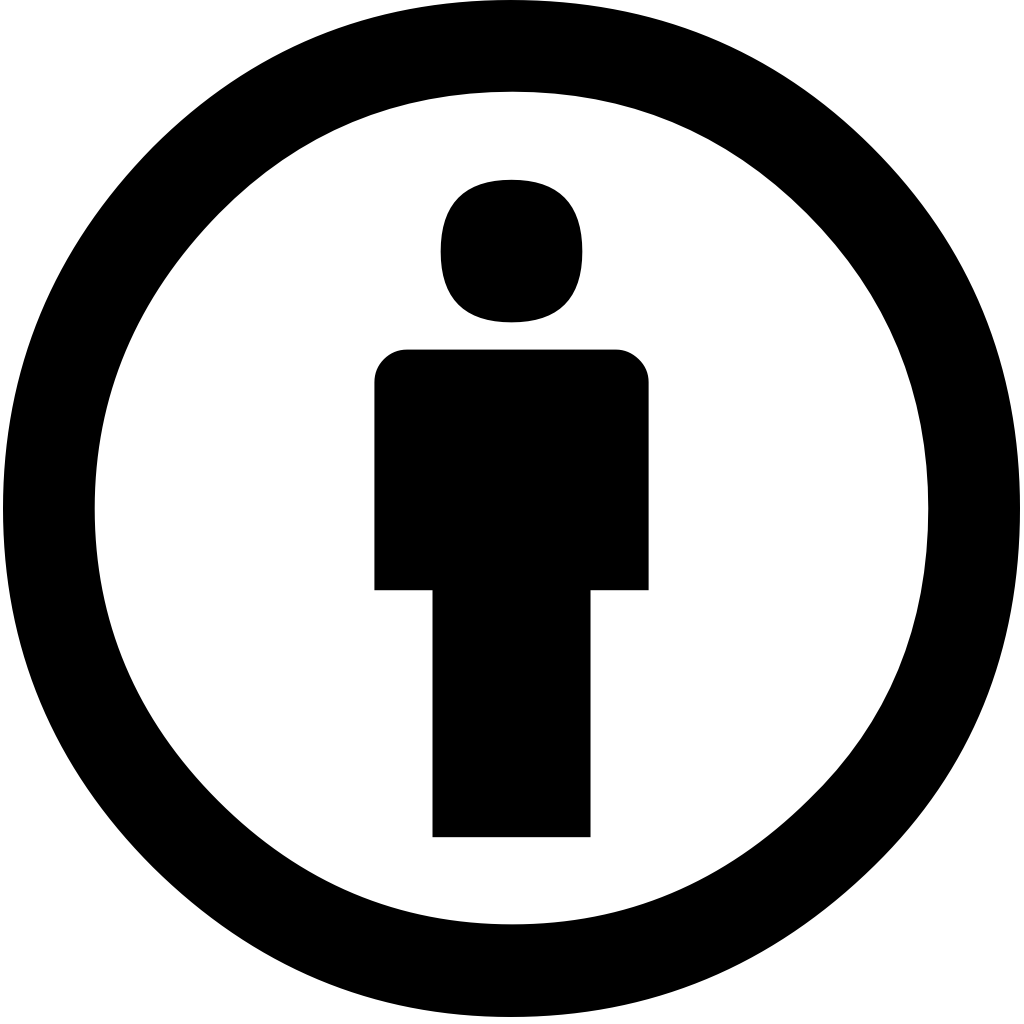
CC BY-SA includes the following elements:

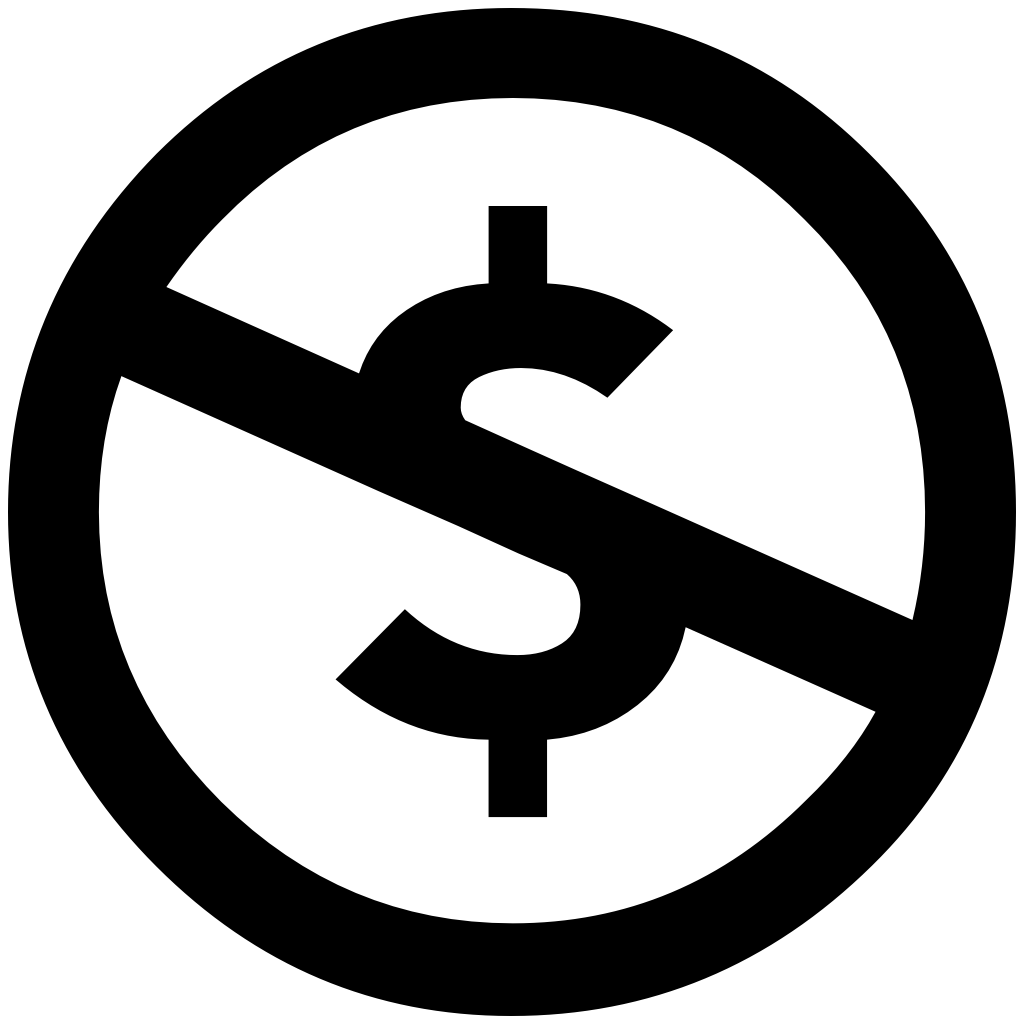
BY  – Credit must be given to the creator

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* **[](https://creativecommons.org/licenses/by-nc/4.0/)**[**CC BY-NC**](https://creativecommons.org/licenses/by-nc/4.0/): This license allows reusers to distribute, remix, adapt, and build upon the material in any medium or format for noncommercial purposes only, and only so long as attribution is given to the creator.

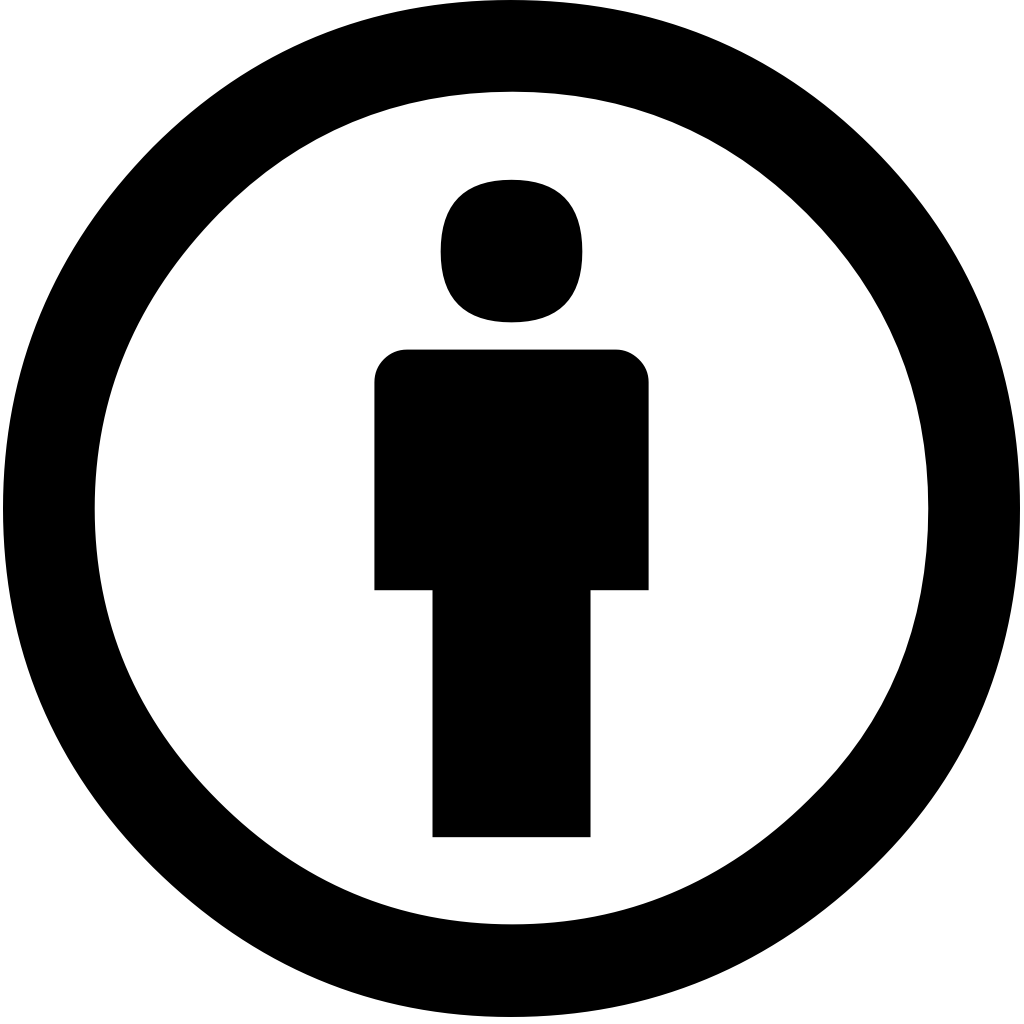
It includes the following elements:

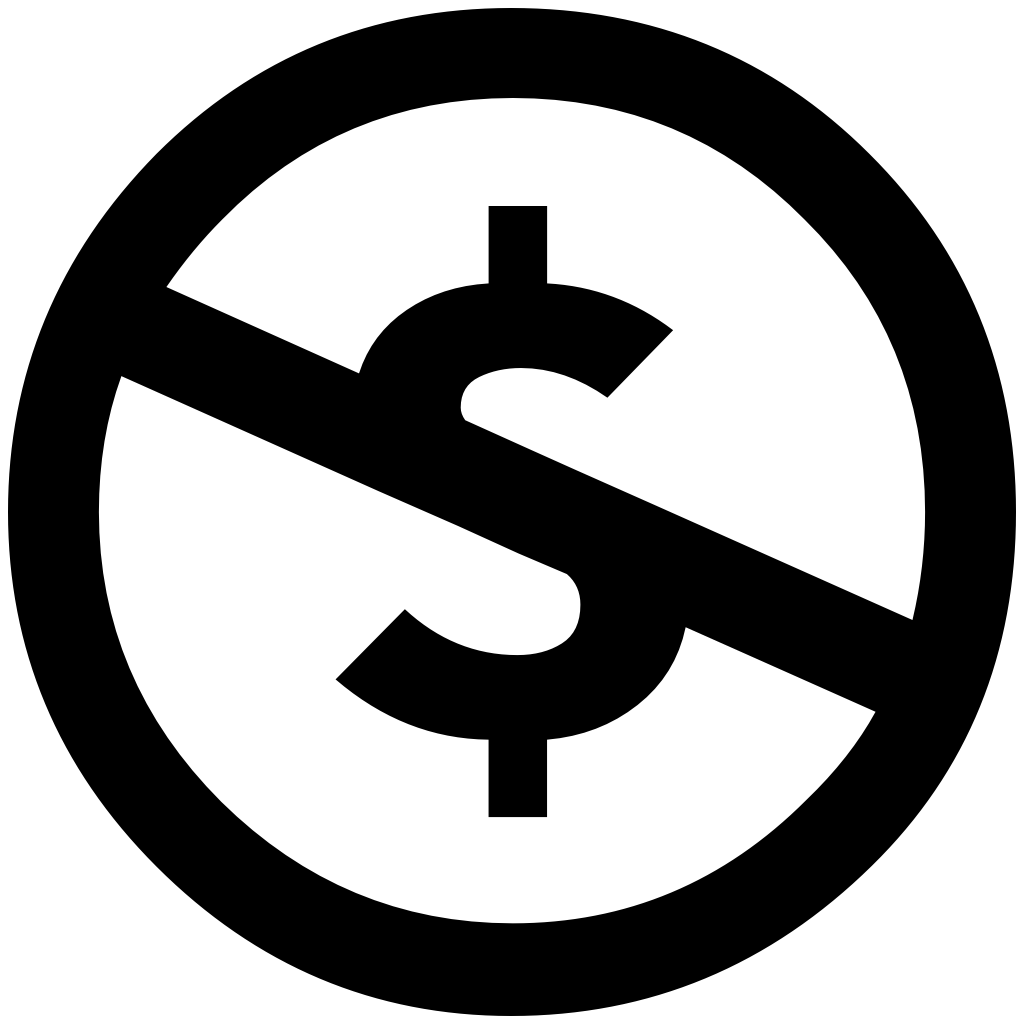
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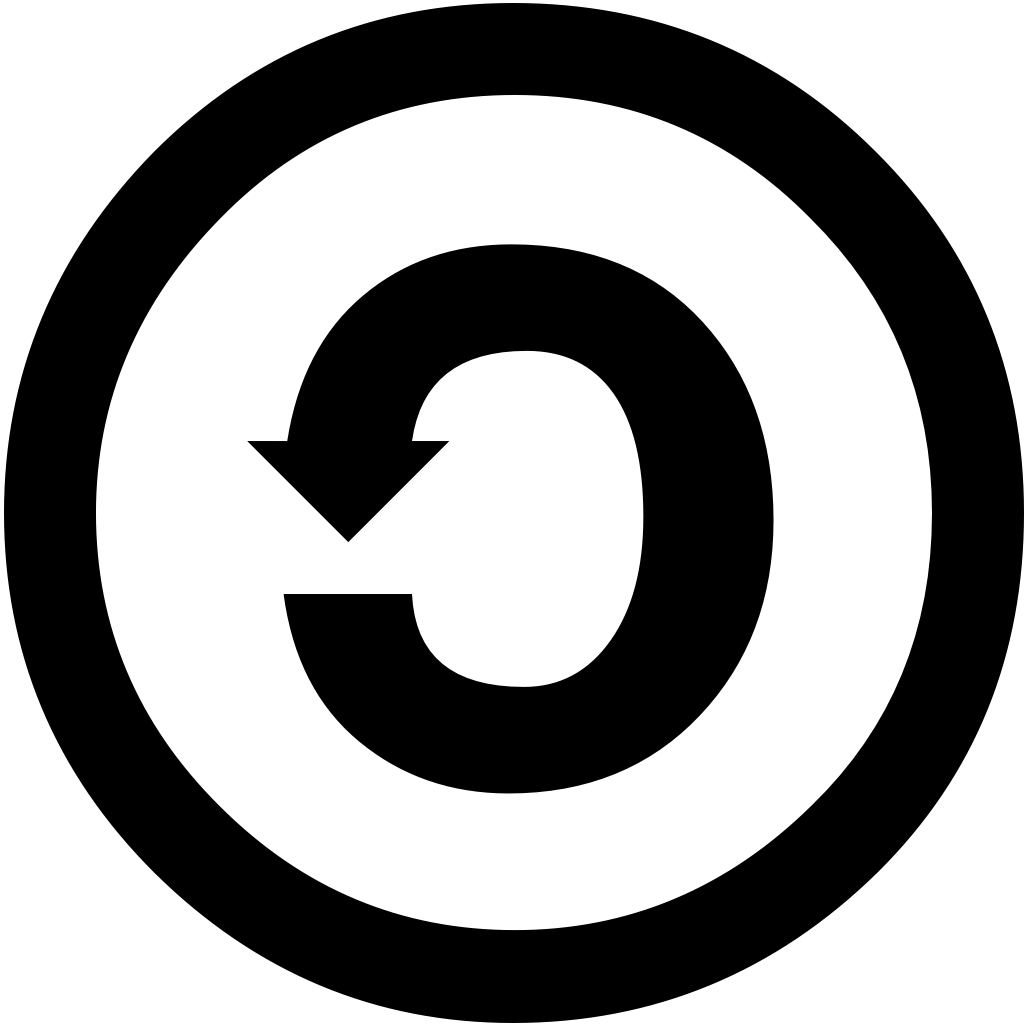
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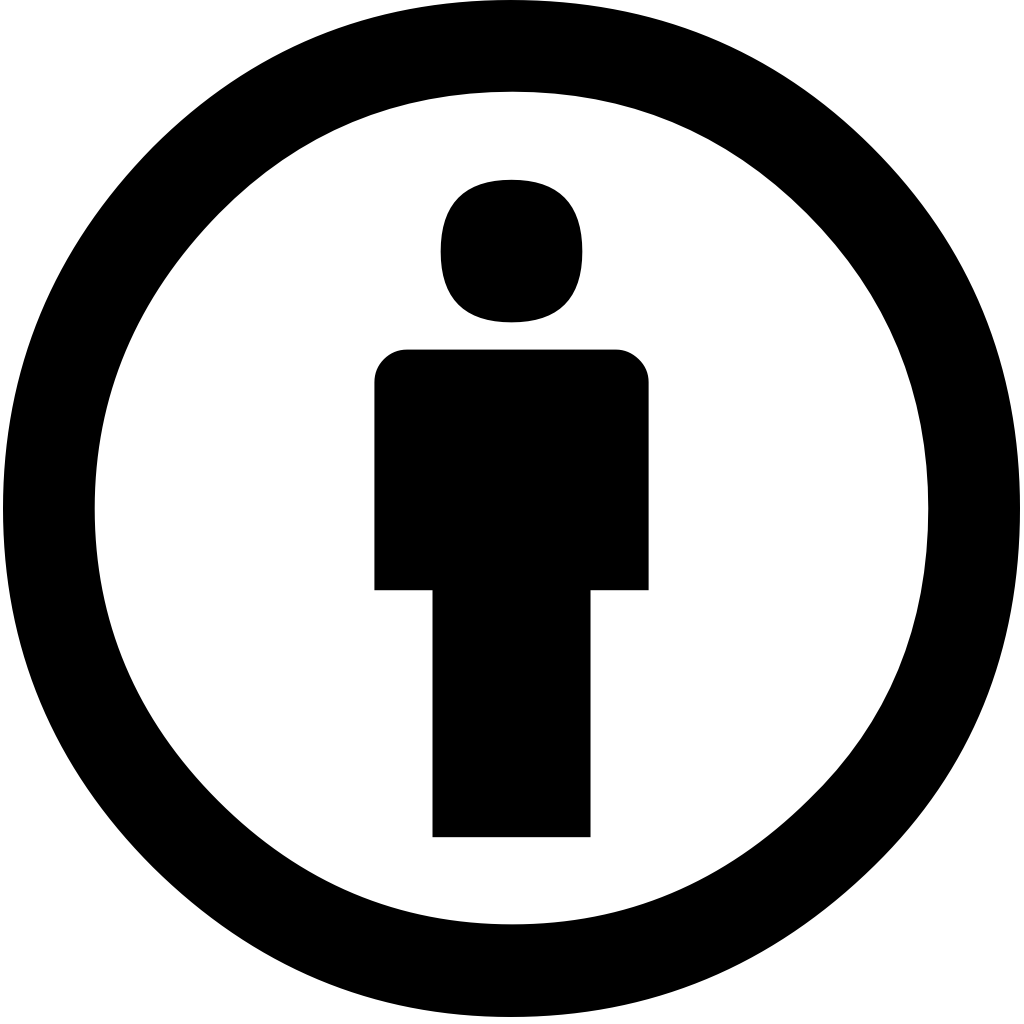
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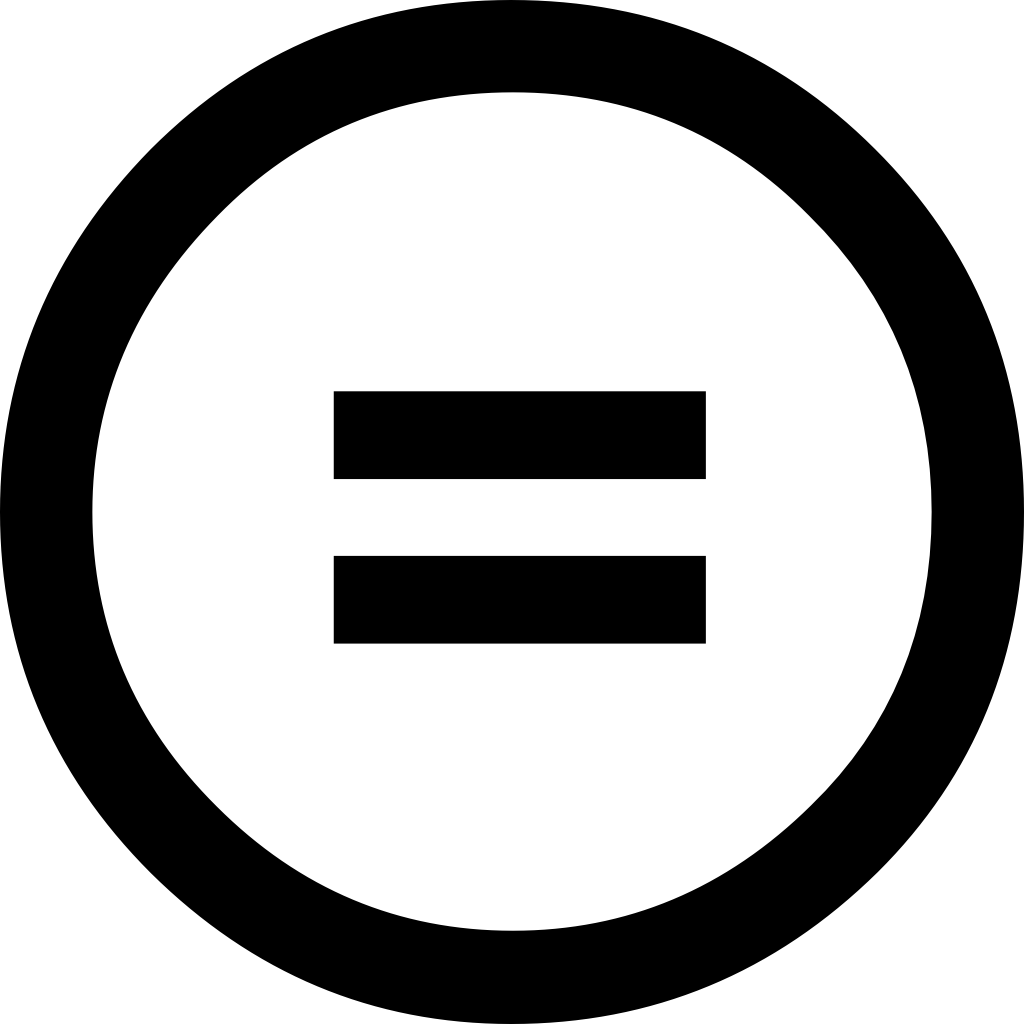
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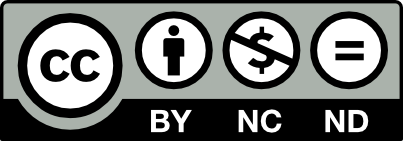
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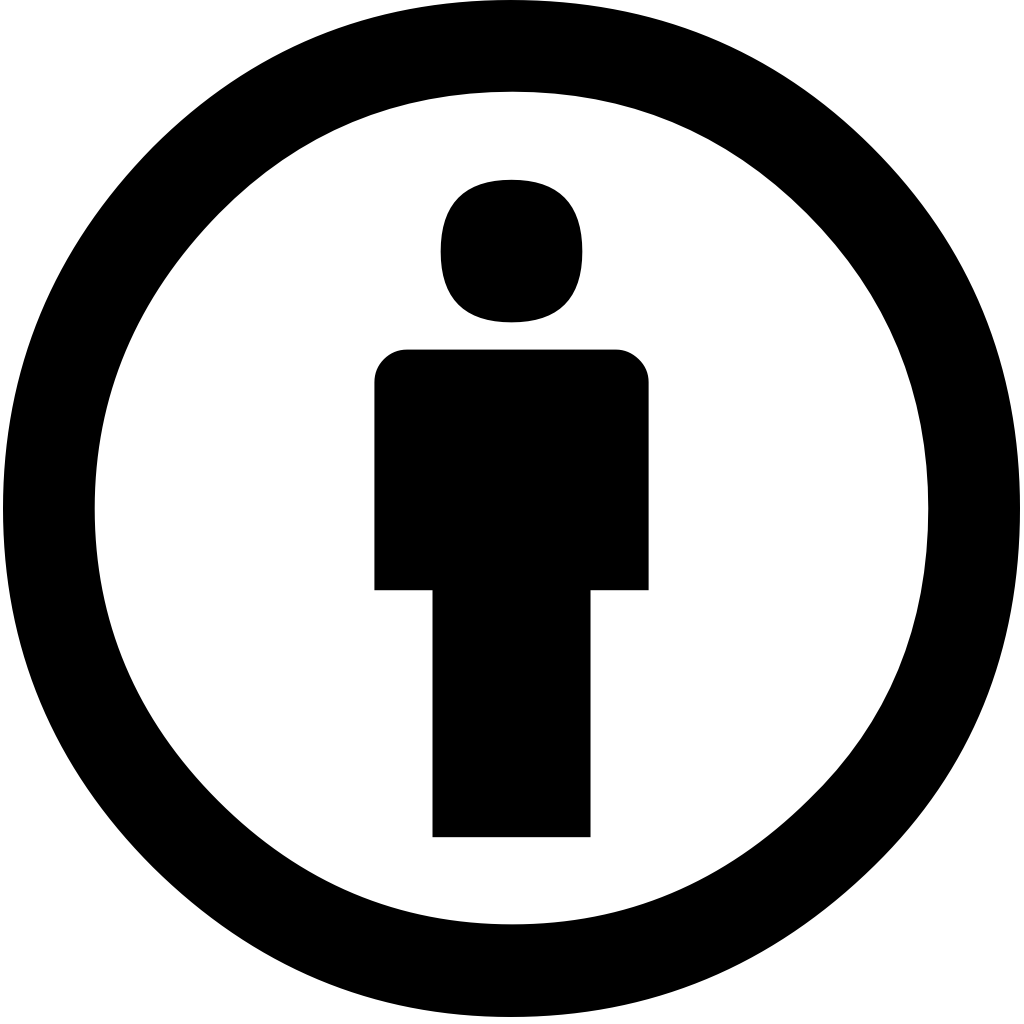
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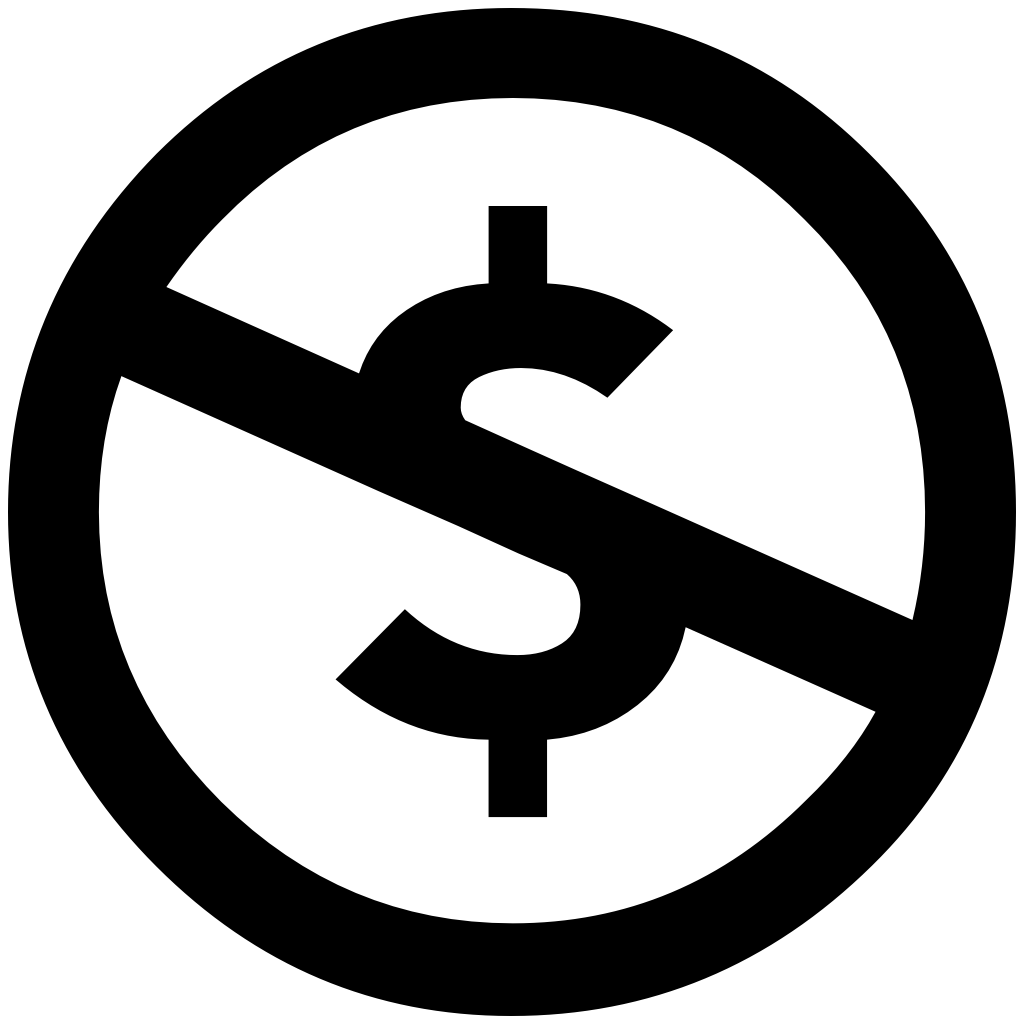
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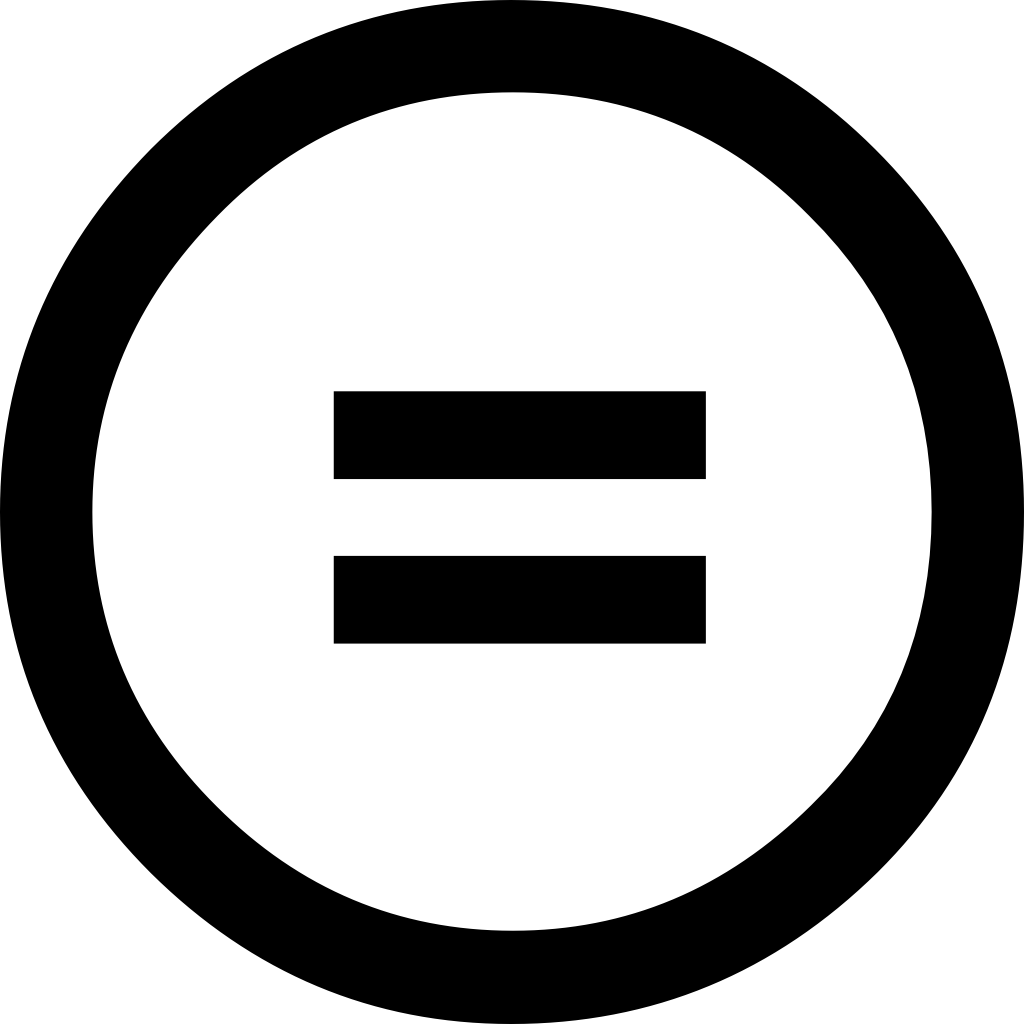
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**Focus on DigI-VET:**

Erasmus+ has an open access requirement for all materials developed through its projects. That means, that if the European founded project is producing intellectual outputs/ tangible deliverables, the consortium has to describe how they intend to ensure free access for the public to a digital form of their material. If they intend to put any limitation on the use of the open licence a description of reasons, extent and nature of this limitation hat to be added.

Moreover, Pawlowski argued that it is crucial for Europe to engage a broad community in cross-border collaboration to be successful. His EU vision paper ´Open Education 2030´ shows six recommendations: (see Pawlowski, p. 78)

(1) to create an inventory of OER and OEP,

(2) to integrate existing communities,

(3) to integrate curricula,

(4) to create regional networks,

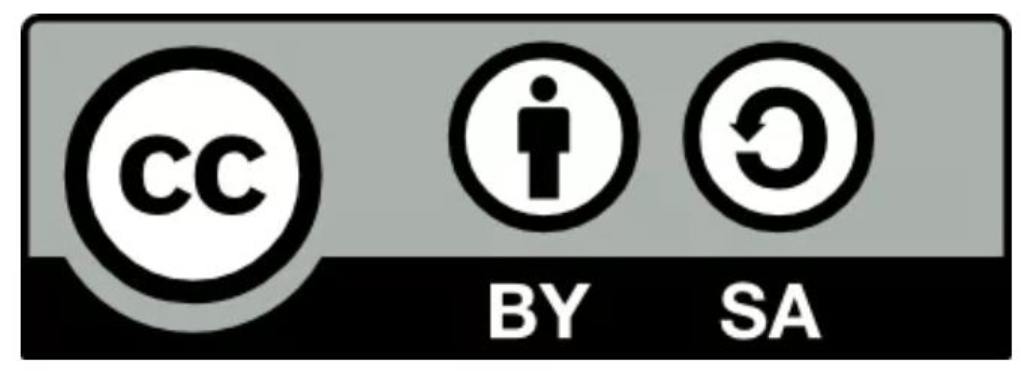
(5) to create global outreach programs,

(6) to support Open Education Policy.

This is well aware for the DigI-VET partnership. The information and results will be available as open educational resources on the DigI-VET website and on European portals.

The DigI-VET team offers all information and will be rated with its results in the rating tool of the former ERASMUS+ project EU-StORe which provides information on high quality OER.

**Creative Commons Licence for DigI-VET:**



**Target Group of DigI-VET:**

To reach a broad audience it is crucial that VET materials and resources are developed as open educational resources (OER) and can be accessed easily and without any cost. Only this can bring digitisation on VET a step ahead and offers the same possibilities to every VET provider and enterprise.

**Intellectual Outcomes of DigI-VET:**

All created intellectual outcomes including DigI-VET Online Observatory, DigI-VET sMOOC and DigI-VET learning platform etc. are published under Creative Commons: CC- BY- SA 4.0

**Insights from the DigI-VET application:**

* O4- Curriculum and Didactical Material
  + In this part of DigI-VET the partners create a curriculum structure to integrate Digitisation and Industry 4.0 in VET-courses. The Curriculum will have a module structure and offers insights into the current developments. The curriculum goes hand in hand with didactical materials and resources for teachers who want to integrate it in their course structure .
  + The curriculum and the learning and teaching resources will be OER.
* O5 – Online Observatory of Digitisation and Best Practice
  + The partners create an online tool, where VET teachers can find information of practical examples of digitisation and industry 4.0. The tool will provide insights into real existing showcases and offer pictures and wherever possible also videos. Moreover a description of the enterprise and how the use digitisation it provided together with contact data.
  + The online observatory will be an open educational resource.
  + It will be integrated in a website.

## The DigI-VET digitisation concept for VET

The DigI-VET digitisation concept for VET comes with an action and implementation concept and a step- by- step-approach for implementation. Moreover, DigI-VET tested if the results of the project fit to the needs of specific job profiles e.g. in Germany with regard to the apprenticeship Industriekaufmann/ -frau (industrial clek) and the apprenticeships have a specific process- oriented and situated curricular approach (Lernfeldkonzept- concept of learning fields). Also in the other countries there is the check for the fit of the DigI-VET results with regard to jobs in the field of industry and office with the specific focus and then fit to the clerk jobs.

The digitisation concept offers the check if national regulations fit to the results of DigI-VET. In all partner countries such fits could be found and the matching helps the partners and people in the partner countries to implement the results within the specific national educational system.

## (12.1) Digitisation concept for VET – Focus on clerk jobs in Germany

The following table “Focus on Industrial Clerk” gives a short presentation of the industrial clerk apprenticeship, its supporting competences and skills as well as first impressions of its process- oriented and situated curricular approach, which will be summarised in the “Concept of learning fields”. Due to the fact the curriculum of Industrial Clerk is in German language, the table gives an additional translation of the text.

**In detail: Focus on Industrial Clerk**

|  |  |
| --- | --- |
| **Kurze Vorstellung des Ausbildungsberufs Industriekaufmann\* frau** | **Brief presentation of the industrial clerk apprenticeship** |
| „Der Industriekaufmann/die Industriekauffrau ist in Unternehmen unterschiedlicher Branchen und Größen tätig, die zunehmend nicht nur Produkte herstellen, sondern auch ergänzende und eigenständige Dienst- und Serviceleistungen zum Teil in umfangreichen Projekten anbieten. Industriekaufleute verfügen über ein nicht nur auf die industrielle Fertigung bezogenes breites kaufmännisches Grundwissen, insbesondere auch im Bereich der Kundenberatung, Kundenbetreuung und der Projektabwicklung. Das Berufsbild umfasst arbeitsfeldübergreifende Qualifikationen, Fachqualifikationen und profilgebende Einsatzbereiche, in denen branchen- bzw. betriebsbezogene Qualifikationen im Hinblick auf einen angestrebten Arbeitsplatz erworben werden. Kundenorientierung und geschäftsprozessbezogene Handlungskompetenz werden besonders herausgestellt.  Betriebliche und schulische Ausbildung ermöglichen den Zugang zu grundlegenden betriebswirtschaftlichen Problemstellungen und Begriffen aus einer geschäftsprozessorientierten Sicht. Die Förderung von Orientierungswissen, das Lösen komplexer und exemplarischer Aufgabenstellungen, systemorientiertes und vernetztes Denken und Handeln sind Bestandteil der Ausbildung.“ (Rahmenlehrplan für den Ausbildungsberuf Industriekaufmann/Industriekauffrau (Beschluss der Kultusministerkonferenz vom 14.06.2002, S. 7). | The industrial clerk works in companies of different industries and sizes, which increasingly not only manufacture products, but also offer supplementary and independent services, some in extensive projects. Industrial clerks have a broad basic commercial knowledge that is not only related to industrial production, especially in the area of ​​customer advice, customer care and project management. The job description includes cross-field qualifications, specialist qualifications and profile-giving areas of activity in which industry or company-related qualifications are acquired with a view to a desired job. Customer orientation and business process-related skills are particularly emphasized.  In-company and school-based training enable access to basic business management problems and terms from a business process-oriented point of view. The promotion of orientation knowledge, the solving of complex and exemplary tasks, system-oriented and networked thinking as well as acting are part of the training (Translation: Rahmenlehrplan für den Ausbildungsberuf Industriekaufmann/Industriekauffrau (Beschluss der Kultusministerkonferenz vom 14.06.2002, S. 7). |
| **Lernfelder des Rahmenlehrplans – Lernfeldkonzept** | **Process- oriented and situated curricular approach – Concept of learning fields** |
| Die Lernfelder dieses Rahmenlehrplanes orientieren sich an typischen Geschäftsprozessen eines Industrieunternehmens. Die Auftragsabwicklung wird als wesentlicher Kernprozess  betrachtet, aus dem heraus sich unterstützende Prozesse mit Schnittstellen zu weiteren Kernprozessen ergeben. Die Abgrenzung der Lernfelder berücksichtigt die Unterscheidung von Kern- und unterstützenden Prozessen. Ihre Zielformulierungen ermöglichen didaktisch unterschiedliche Reihenfolgen der Lernfelder in einem Ausbildungsjahr. Insbesondere im Hinblick auf das erste Ausbildungsjahr ist hierzu eine Abstimmung vor Ort erforderlich. Neben anderen Lernfeldern greift vor allem Lernfeld 12 die zunehmende Projektarbeit in den Betrieben auf und leistet über die Entwicklung einer umfangreichen Eigenverantwortlichkeit im Hinblick auf die Einschätzung und Optimierung von Abläufen einen wesentlichen Beitrag zur beruflichen Qualifizierung.“ (Rahmenlehrplan für den Ausbildungsberuf Industriekaufmann/Industriekauffrau (Beschluss der Kultusministerkonferenz vom 14.06.2002, S. 7). | The learning areas of this framework curriculum are based on typical business processes of an industrial company. Order processing is an essential core process from which supporting processes with interfaces to other core processes result. The delimitation of the learning fields takes into account the distinction between core and supporting processes. The formulations of their goals enable the didactically different sequences of the learning fields in an apprenticeship year. On-site coordination is required, particularly with regard to the first year of training. In addition to other learning fields, especially learning field 12 takes up the increasing project work in the companies and makes a significant contribution to professional qualification through the development of extensive personal responsibility with regard to the assessment and optimization of processes (Translation: Rahmenlehrplan für den Ausbildungsberuf Industriekaufmann/Industriekauffrau (Beschluss der Kultusministerkonferenz vom 14.06.2002, S. 7). |
| **Geförderte, umfassend (Handlungs-) Kompetenzen** | **Decision- making and responsibility – Competences** |
| Zur Betonung sind Personal-, Sozial-, Methoden- und Lernkompetenz in einigen Lernfeldern ausdrücklich verankert. Sie sind in den anderen Lernfeldern weiter aufzugreifen und zu festigen. Eine frühere Thematisierung oder eine spätere vertiefende Anwendung bleibt davon unberührt.  Die Informationsbeschaffung, -verarbeitung und –auswertung erfolgt integrativ über Medien und informationstechnische Systeme in allen Lernfeldern. Hierfür ist ein Gesamtumfang von mindestens 80 Stunden im Rahmenlehrplan berücksichtigt. Die Vermittlung von fremdsprachlichen Qualifikationen gemäß der Ausbildungsordnung zur Entwicklung entsprechender Kommunikationsfähigkeit ist mit 40 Stunden in die Lernfelder integriert. Darüber hinaus können 80 Stunden berufsspezifische Fremdsprachenvermittlung als freiwillige Ergänzung der Länder angeboten werden. Die Lernfelder des zweiten und dritten Ausbildungsjahres bieten Anknüpfungen für fremdsprachliche Lernsituationen“ (Rahmenlehrplan für den Ausbildungsberuf Industriekaufmann/Industriekauffrau (Beschluss der Kultusministerkonferenz vom 14.06.2002, S. 7). | To emphasize, personal, social, methodological and learning skills are expressly anchored in some learning fields. They are to be taken up and consolidated in the other learning fields. An earlier theming or a later in-depth application remains unaffected.  Information acquisition, processing and evaluation takes place interactively via media and information technology systems in all learning fields. For this purpose, a total of at least 80 hours is taken into account in the framework curriculum. The teaching of foreign language qualifications in accordance with the training regulations for developing appropriate communication skills is integrated into the learning fields with 40 hours. In addition, 80 hours of job-specific foreign language teaching can be offered as a voluntary addition to the federal states. The learning fields of the second and third year of training offer opportunities to foreign language learning situations (Translation: Rahmenlehrplan für den Ausbildungsberuf Industriekaufmann/Industriekauffrau (Beschluss der Kultusministerkonferenz vom 14.06.2002, S. 7). |

Table 1 Focus on Industrial Clerk – Overview (German and English translation). Diagram by author.

## (12.2) The DigI-VET Action and implementation concept – a step- by- step-approach for implementation

The latest chapter give an overview of the German VET apprenticeship as Industrial Clerk. In addition, the core curriculum comes together with an additional overview of the concept of learning fields (Lernfeldkonzept). This concept explains, more or less in detail, what and how the learners shall learn during the three years of apprenticeship. Therefore, 12 learning fields have been established and time frames / hours for learning and teaching, have been defined (see table 2: Industrial Clerk: Concept of learning fields (Rahmenlehrplan für den Ausbildungsberuf Industriekaufmann/Industriekauffrau (Beschluss der Kultusministerkonferenz vom 14.06.2002, S. 8).

|  |  |  |
| --- | --- | --- |
| **Nr./ No.** | **Lernfelder** | **12 learning fields** |
| 1 | In Ausbildung und Beruf orientieren | Orientation in training and career |
| 2 | Marktorientierte Geschäftsprozesse eines Industriebetriebes erfassen | Record market-oriented business processes of an industrial company |
| 3 | Werteströme und Werte erfassen und dokumentieren | Record and document value streams and values |
| 4 | Wertschöpfungsprozesse analysieren und beurteilen | Analyze and assess value creation processes |
| 5 | Leistungserstellungsprozesse planen, steuern und kontrollieren | Plan, manage and control service creation processes |
| 6 | Beschaffungsprozesse planen, steuern und kontrollieren | Plan, manage and control procurement processes |
| 7 | Personalwirtschaftliche Aufgaben wahrnehmen | Perform human resource management tasks |
| 8 | Jahresabschluss analysieren und bewerten | Analyze and evaluate the annual financial statements |
| 9 | Das Unternehmen im gesamt- und weltwirtschaftlichen Zusammenhang einordnen | Classify the company in the macroeconomic and global economic context |
| 10 | Absatzprozesse planen, steuern und kontrollieren | Plan, manage and control sales processes |
| 11 | Investitions- und Finanzierungsprozesse planen | Plan investment and financing processes |
| 12 | Unternehmensstrategien, -projekte umsetzen | Implement corporate strategies and projects |

Table 2 Concept of learning fields (Lernfelder) – English translation.

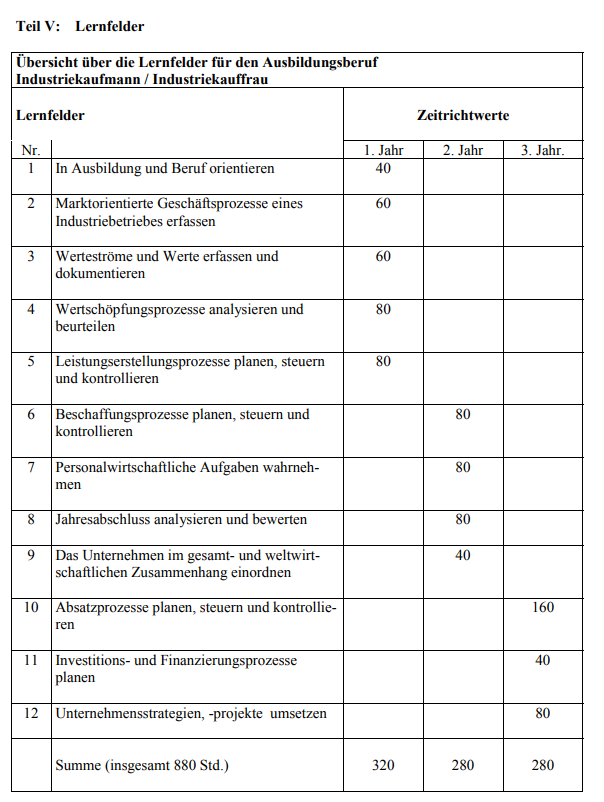


Table 3 Industrial Clerk: Concept of learning fields (Rahmenlehrplan für den Ausbildungsberuf Industriekaufmann/Industriekauffrau (Beschluss der Kultusministerkonferenz vom 14.06.2002, S. 8).

## (12.3) The DigI-VET Step-by-step approach for implementation

The DigI-VET digitisation concept for VET focus on this learning fields and recommend a step- by- step approach to integrate the topic “digitisation, digitalisation and digital transformation as well as Industry 4.0” in the learning fields of (in this case industrial) clerk apprenticeship. Therefore, the DigI-VET approach focus on the learning fields 1, 5, 7, 8 and 12, because of the importance of using digital/ online media and medium. Moreover, the approach gives a short hint to the addressed

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Nr./ No.** | **12 learning fields** | **Short description** | **DigI-VET – digitalisation step-by- step approach for implementation** | **Competences and skills** |
| 1 | Orientation in training and career | “[…] The students work on tasks independently in groups  and apply problem-solving methods. They deal reflexively with conflicts that arise and regulate them constructively. They present and document theirs structured work results **using appropriate** media. They use modern communication media to obtain information.” | Integration of Training modules of DigI-VET:  **Training Modules for learners**   * Module A: Digitisation Terms and history * Module B: Industry 4.0 Terms and history * Module C: Current status and future development   Optional:  Selflearning phase about the importance of digitisation  Embedding the DigI-VET sMOOC  English sMOOC: <https://moocit.de/index.php?title=DigI-VET_-_English_sMOOC>  Geman sMOOC: <https://moocit.de/index.php?title=DigI-VET_-_German_sMOOC>  Greek/Cypriot sMOOC: <https://moocit.de/index.php?title=DigI-VET_-_Cypriot-Greek_sMOOC>  Romanian sMOOC: <https://moocit.de/index.php?title=DigI-VET_-_Romanian_sMOOC> | * Methodological and learning skills * (vocational) action competence: occupational competence, personal competences and social competences |
| 5 | Plan, manage and control service creation processes | “As part of quality management, the students explain procedures  for process optimization, which in the phases of product or service creation the  Ensure and further develop the quality of the product or service. When carrying out the various tasks, they use suitable information technology systems to monitor and maintain the required data.  The students solve problem-oriented tasks in teams. you  document and present their results. They reflect on learning progress and develop learning strategies.” | Embedding the DigI-VET sMOOC:  English sMOOC: <https://moocit.de/index.php?title=DigI-VET_-_English_sMOOC>  Geman sMOOC: <https://moocit.de/index.php?title=DigI-VET_-_German_sMOOC>  Greek/Cypriot sMOOC: <https://moocit.de/index.php?title=DigI-VET_-_Cypriot-Greek_sMOOC>  Romanian sMOOC: <https://moocit.de/index.php?title=DigI-VET_-_Romanian_sMOOC>  Optional:  Idea of using a blended learning approach – see DigI-VET blended learning approach (chapter 14ff.). | * Methodological and learning skills * (vocational) action competence: occupational competence, personal competences and social competences |
| 7 | Perform human resource management tasks | Taking into account personnel regulations from labor and social law, collective bargaining law and company agreements, they evaluate employment contracts and the consequences for them  Relocations and layoffs. They develop concepts for basic, advanced and advanced training to actively shape personnel development and improve employee motivation. In doing so, they also recognize the importance of lifelong learning for personal development and the active shaping of their own professional future.  They assess job evaluation criteria and the remuneration systems, and calculate remuneration  and book them. | Embedding the DigI-VET Online Observatory and training modules/ classroom materials to get in touch with existing best practices and successful companies which integrate the idea of Industry 4.0 and digitisation in their daily life and work.  Optional:  Integration of Training modules of DigI-VET:  **Training Modules for learners**   * Module A: Digitisation Terms and history * Module B: Industry 4.0 Terms and history * Module C: Current status and future development | * Methodological and learning skills * (vocational) action competence: occupational competence, personal competences and social competences |
| 8 | Analyze and evaluate the annual financial statements | “The pupils select suitable media for processing their tasks, present their work results and justify their conclusions.” | Embedding the DigI-VET learning platform to foster individual self- learning phases with the opportunity to transfer the contents in the classroom  Optional:  Idea of using a blended learning approach – see DigI-VET blended learning approach (chapter 14ff.). | * Methodological and learning skills * (vocational) action competence: occupational competence, personal competences and social competences |
| 12 | Implement corporate strategies and projects | “In the course of the project, they take responsibility for compliance with the established rules, document the progress of the project, analyze and evaluate the course of the project and present  the result. They communicate in teams and use information and documentation  and presentation also justifies selected technical systems and media.” | Embedding the DigI-VET Online Observatory and training modules/ classroom materials to get in touch with existing best practices and successful companies which integrate the idea of Industry 4.0 and digitization in their daily life and work.  Optional:  Idea of using a blended learning approach – see DigI-VET blended learning approach (chapter 14ff.). | * Methodological and learning skills * (vocational) action competence: occupational competence, personal competences and social competences |

For more information regarding DigI-VET competences profile and skills please have a closer look in the DigI-VET book. Moreover, visit the DigI-VET project website to download the classroom materials and additional supporting materials and guidelines.

DigI-VET website: http://digivet.eduproject.eu/?lang=de

DigI-VET Online Observatory: http://digivet-platform.eduproject.eu/

Learning Plattform: http://digivet-tasks.eduproject.eu/de/digi-vet-willkommen/

**References**

DigI-VET (2021): Project website. Retrieved from the Internet: <http://digivet.eduproject.eu/?lang=de>. Access date: 28.05.2021.

**R A H M E N L E H R P L A N** für den Ausbildungsberuf **Industriekaufmann/ Industriekauffrau** (Beschluss der Kultusministerkonferenz vom 14.06.2002)**.** Retrieved from the Internet: <https://www.kmk.org/themen/berufliche-schulen/duale-berufsausbildung/downloadbereich-rahmenlehrplaene.html?tx_fedownloads_pi3%5Bcontroller%5D=Downloads>. Access date: 28.05.2021.

## The DigI-VET publications, newsletter and press articles

The DigI-VET publications, newsletter, press articles as well as dissemination materials like poster, leaflets or brochures (see chapter 7) are parts of a five stage model for dissemination which is basis of the DigI-VET project. The following Dissemination Plan, which is downloadable at the DigI-VET website, too explains the five stages and shows a list of all dissemination activities the partner consortium made in the project lifetime and even beyond the lifetime.

## (13.1) Dissemination Plan

The Dissemination Plan for the DigI-VET project is designed on the basis of the five-stage model for dissemination and exploitation of the European Union.

The five strategic levels are described as follows:

1. A clear rationale for and objectives of dissemination and exploitation;

2. A strategy to identify which results to disseminate and to which audiences – and designing programmes and initiatives accordingly;

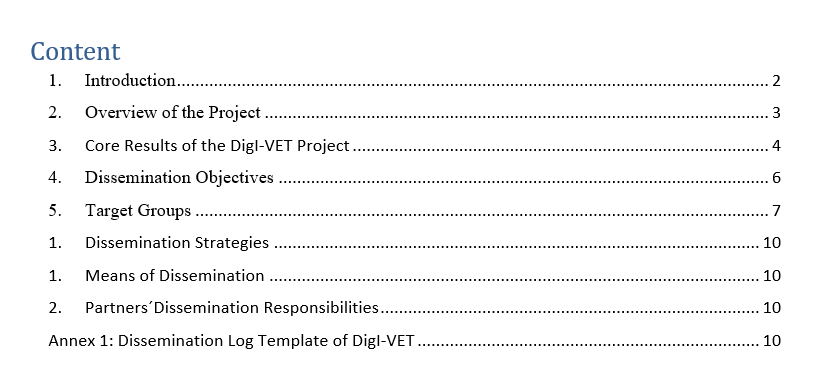
3. Determining organisational approaches of the different stakeholders and allocating responsibilities and resources;

4. Implementing the strategy by identifying and gathering results and undertaking dissemination and exploitation activities;

5. Monitoring and evaluating the effects of the activity.

This document will be used by partners as a guide to their efforts to enhance the dissemination and exploitation action results within the framework of the DigI-VET project. Firstly, the Dissemination Plan defines the rationale of the DigI-VET project and provides an overview, identifies the Dissemination Objectives and the Target Groups which will be addressed during the dissemination process. Secondly, the Dissemination Plan identifies the Partner Dissemination Responsibilities, Dissemination Strategies and Means of Dissemination, which will be employed in order to reach the objectives of the DigI-VET project and address the target audiences effectively.

Here the table of content of the DigI-VET Dissemination Plan:



Please click on the following link to download the DigI-VET Dissemination Plan:

<http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Plan-UPB.pdf>

As well as all other information under “Dissemination Activities of the DigI-VET Project”:

<http://digivet.eduproject.eu/?page_id=368&lang=de>

**Summary of all documents developed at the Erasmus+ project DigI-VET**

## **(13.2) Dissemination Activities of the DigI-VET Project**

**Dissemination Tables of the consortium:**

[DigI-VET- Dissemination Log Template – final](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Log-Template-final.pdf)

**Dissemination Plan:**

[DigI-VET- Dissemination Plan – UPB](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Plan-UPB.pdf)

## (13.2.1) Templates

Dissemination Log Template

[DigI-VET-Dissemination Log Template blanko](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Log-Template-blanko.docx)

**Social Media Roster:**

[DigI-VET\_Social Media\_Roster](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET_Social-Media_Roster.docx)

## (13.2.2) DigI-VET Project Dissemination Activities – Overview:

PR Article:

[DigI-VET-Dissemination Activity-7-Printed activities](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-7-Printed-activities.docx)  
[DigI-VET-Dissemination Activity-3.1-3.3-PRTerminal- article](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-3.1-3.3-PRTerminal-article.docx)  
[DigI-VET-Dissemination Activity-3.4-PRTerminal- article](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-3.4-PRTerminal-article.docx)  
[DigI-VET-Dissemination Activity-3-PRTerminal- article](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-3-PRTerminal-article.docx)

Newsletter:

[DigI-VET- Dissemination Activity- Newsletter 1-EN](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-Newsletter-1-EN.docx)  
[DigI-VET- Dissemination Activity- Newsletter 1-GR](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-Newsletter-1-GR.docx)  
[DigI-VET- Dissemination Activity- Newsletter 1-RO](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-Newsletter-1-RO.docx)  
[DigI-VET- Dissemination Activity- Newsletter 2-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-Newsletter-2-DE.docx)  
[DigI-VET- Dissemination Activity- Newsletter 2-EN](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-Newsletter-2-EN.docx)  
[DigI-VET- Dissemination Activity- Newsletter 2-GR](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-Newsletter-2-GR.docx)  
[DigI-VET- Dissemination Activity- Newsletter 2-RO](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-Newsletter-2-RO.docx)  
[DigI-VET- Dissemination Activity- Newsletter 1-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-Newsletter-1-DE.docx)

Face- to Face:  
[DigI-VET-Dissemination Activity-6.1-Face-to-Face](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-6.1-Face-to-Face.docx)  
[DigI-VET-Dissemination Activity-6.2-Face-to-Face](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-6.2-Face-to-Face.docx)  
[DigI-VET-Dissemination Activity- Online presentation](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-Online-presentation.pdf)

Website:  
[DigI-VET-Dissemination Activity-2.2-Website\_UPB](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-2.2-Website_UPB.docx)  
[DigI-VET-Dissemination Activity-2.1-Website\_UPB](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-2.1-Website_UPB.docx)  
[DigI-VET-Dissemination Activity-1.3-Website](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-1.3-Website.docx)  
[DigI-VET-Dissemination Activity-1.2-Website](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-1.2-Website.docx)  
[DigI-VET-Dissemination Activity-1.1-Website](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-1.1-Website.docx)  
[DigI-VET-Dissemination Activity-1.4-Website](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-1.4-Website.docx)  
[DigI-VET-Dissemination Activity-1.5-Website](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-1.5-Website.docx)

Poster:  
[DigI-VET-Dissemination Activity-4-poster](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Dissemination-Activity-4-poster.docx)

[DigI-VET Poster Feb](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Poster-Feb.pptx)  
[DigI-VET Poster-II-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Poster-II-DE.pptx)  
[DigI-VET Poster-II-EN](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Poster-II-EN.pptx)  
[DigI-VET Poster-III-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Poster-III-DE.pptx)  
[DigI-VET Poster-III-EN](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Poster-III-EN.pptx)  
[DigI-VET Poster DE](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Poster-DE.pdf)  
[DigI-VET Poster DE](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Poster-DE.pptx)  
[DigI-VET Poster EN](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Poster-EN.pdf)  
[DigI-VET Poster EN](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Poster-EN.pptx)

Flyer:

[DigI-VET-Flyer UPB – ENG](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Flyer-UPB-ENG.pptx)  
[DigI-VET-Flyer UPB – ENG-Platform](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Flyer-UPB-ENG-Platform.pptx)  
[DigI-VET-Flyer UPB – German](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Flyer-UPB-German.pptx)  
[DigI-VET-Flyer UPB – German-Platform](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Flyer-UPB-German-Platform.pptx)  
[DigI-VET-Flyer UPB – German-sMOOC-II](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Flyer-UPB-German-sMOOC-II.pptx)  
[DigI-VET-Flyer UPB – EN- sMOOC-II](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Flyer-UPB-EN-sMOOC-II.pptx)

Banner:

[DigI-VET-Banner – EN](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Banner-EN.pdf)

Brochure:

## **(13.3) Social Media Activities**

**Facebook:**

[facebook.com/digiveteu](https://www.facebook.com/digiveteu)

**DigI-VET Videos:**

**Emphasis / Greek:**

**Link:**

* <https://www.youtube.com/watch?v=3901LOHtn5Q>
* <https://www.youtube.com/watch?v=s_5aFKCaMTQ>
* <https://www.youtube.com/watch?v=HxTC4g2JeXA&t=5s>

**Asociatia Oamenilor de Afaceri Agres (AOAA) / Romania:**

**Link:**

* <https://www.facebook.com/watch/?v=299170115075685>
* <https://www.facebook.com/digiveteu/videos/299170115075685>
* <https://www.facebook.com/digiveteu/videos/478511896682655>University of Paderborn / German:

**Link:**

* <https://www.youtube.com/watch?v=pV9odCQfuPo&t=12s>
* <https://www.youtube.com/watch?v=9xD7xDHE88k>AR Vocational Education and Training Ltd. (ARVET) / United Kingdom:

**Link:**

* <https://www.facebook.com/350233285814676/videos/316506723331935>
* <https://www.facebook.com/350233285814676/videos/482244546356169>
* <https://www.facebook.com/350233285814676/videos/283125873483055>

## The DigI-VET sMOOC Concept

The Erasmus+ Project DigI-VET "Fostering Digitization and Industry 4.0 in Vocational Education and Training." created a sMOOC which runs on the MOOC platform MOOC-IT.

On the one hand it offers the information on the results and the current situation in digitisation/ digitalisation, Industry 4.0 and challenges & opportunities for VET and businesses to a broad audience and

on the other hand it can be used in VET-courses and VET schools.

The idea of the DigI-VET sMOOC concept is to offer a combination of graphics, texts, interactive tasks, links to further literature, the project website and social media. This provides a great overview for teachers and learners and makes the content of the sMOOC transferable to different parts of the VET system as well as interesting for enterprises.

Short insertion: MOOCs are Massive Open Online Courses, shortly MOOCs, which aim at an unlimited audience, while being open in access. Pioneerrs are George Siemens and Stephen Downes, which started their first online course on open global online learning (see e.g. Perry, 2010).[[6]](#footnote-6) Some month later famous universities like Stanford or MIT developed MOOC platforms and invited thousands of learners to their MOOCs (Carson, Schmidt, 2012).[[7]](#footnote-7)

sMOOC are Massive Open Online Course with the specification, that they are created for a specific audience and are usually designed in a seminar like manner. The abbreviation stands for small Massive Open Online Course.[[8]](#footnote-8)

The DigI-VET sMOOC are available in all partner languages (DE, EN, GR and RO) and are part of the Intellectual Outcomes IO2 of the DigI-VET project:

Here the links to the sMOOCs in the national partner languages:

**The DigI-VET sMOOC**

English sMOOC:  
<https://moocit.de/index.php?title=DigI-VET_-_English_sMOOC>

Geman sMOOC:  
<https://moocit.de/index.php?title=DigI-VET_-_German_sMOOC>

Greek/Cypriot sMOOC:  
<https://moocit.de/index.php?title=DigI-VET_-_Cypriot-Greek_sMOOC>

Romanian sMOOC:  
<https://moocit.de/index.php?title=DigI-VET_-_Romanian_sMOOC>

To sum up the core aspects of the DigI-VET sMOOC concept, this paper explains the following topics:

* 1. Main target group and sMOOC structure of the DigI-VET sMOOC
  2. Aims and Outcomes of the DigI-VET sMOOCs
  3. Opportunities to implement the DigI-VET sMOOC in VET

Additional hint: The DigI-VET sMOOC concept is available as Download at the DigI-VET homepage under Intellectual Outcome 2:

Here the link:

[O2-A1-P1-DigI-VET- sMOOC Concept- UPB-EN (Pdf.)](http://digivet.eduproject.eu/wp-content/uploads/2021/03/O2-A1-P1-DigI-VET-sMOOC-Concept-UPB-EN.pdf)  
  
[O2-A1-P1-DigI-VET- sMOOC Concept- UPB-EN](http://digivet.eduproject.eu/wp-content/uploads/2021/03/O2-A1-P1-DigI-VET-sMOOC-Concept-UPB-EN-1.docx)

## (14.1) Main target group and sMOOC structure of the DigI-VET sMOOC

In general the DigI-VET sMOOC is created for a wide audience of the field of vocational education. Teachers as well as vocational trainers and human resource developers in businesses can use the sMOOC to get information about digitalisation/ digitisation and Industry 4.0. Because of the different topics of the sMOOC the interested reader get - on the one hand - information about best practices and businesses, which implement features of digitalisation in their daily business and - on the other - hand teachers and educators get further information about competences which has to be teached, information about the curriculum and for example an overview and links to teaching and learning materials which can be used as Open Educational Resource in their classroom activities or for blended learning.

Moreover, learner and students of VET are person of the main target group, too. The different learning materials which are linked in the sMOOC are great to use for self-learning sessions. A variety of H5P tasks complete the input parts, while allowing further self-learning parts.

In total, the sMOOC makes it easier to find information on digitization and industry 4.0 and thus to obtain a basis for using it adequately. It helps to create innovative vocational training and to adopt a European approach.

That's why we decided to provide the following information and learning activities about:

**Table of content of the DigI-VET sMOOC:**

1 Information on the DigI-VET sMOOC

1.1 Main target groups

1.2 Aims of the DigI-VET sMOOCs

1.3 Outcome

1.4 Structure of the DigI-VET-sMOOC

2 Introduction

3 The DigI-VET Project

4 Insights about challenges and opportunities of digitization and Industry

4.1 Economic Opportunities

4.2 National and international learning landscape

5 The DigI-VET Curriculum and Profiles

5.1 DigI-VET Learning Outcome Matrix and the DigI-VET Curriculum – Integration into course structures

5.2 Aspects and challenges for the target group of teachers, trainers as well as learners, pupils and students in the field of vocational training

6 Overview of the digitization competence profile

7 Digitization and skills in vocational teaching and VET classroom

7.1 Digital Competence Profile of DigI- VET

7.2 DigI-VET learning and teaching materials

7.2.1 Training modules for teachers and trainers in VET

7.2.2 Training modules for learner

8 DigI-VET Learning platform

To summarize the idea of the DigI-VET sMOOC the eight chapters were created to inform the wide audience about the

* idea of DigI-VET
* insight into the difference between digitization and digitalization
* insights into possible competence profiles
* the presentation of the importance of pre- and post-processing sequences
* And further more

Therefore, please visit the DigI-VET sMOOC and the DigI-VET website to get all necessary information:

****

|  |
| --- |
| http://digivet.eduproject.eu/?lang=de |

## (14.2) Aims and Outcomes of the DigI-VET sMOOCs

The DigI-VET sMOOC force to give vocational teachers and trainers insights into the challenges and opportunities of digitisation in VET and provide an overview of the DigI-VET competence profile for digitisation. Additionally, it offers examples and best practices of implementing of digitisation and Industry 4.0 in daily business and gives teachers and trainers hints to implement new ideas of digitisation and didactical approaches for their classes and general teaching activities. This raise awareness of challenges in VET, too. This is also on of the reasons why the DigI-VET project focused on a suitable curriculum approach and teacher and learner modules for classes and online sessions.

Therefore, the target group of the DigI-VET sMOOC gain knowledge about the challenges and opportunities of digitization in VET contexts and in the field of digitization, while focusing European education approaches to digitisation. The consortium of the project focus on European educational approaches to digitization, too. And give space to rethink the form of digitisation training and Industry 4.0 – in VET. To complete the focused outcomes and aims of the sMOOC and general aims of the project, the target group get information about the core results of the Erasmus+ project DigI-VET: this includes information about the DigI-VET website, social media accounts and outcomes in general, with the hint to download the from the website.

At least, the impact of the DigI-VET sMOOC is usually huge in this field and it reachs more than 250 users already during the project. Due to the fact, that thw sMOOC is completle autarc and online available at the host platform MOOC-IT, it also guarantees sustainability after the end of DigI-VET!

## (14.3) Opportunities to implement the DigI-VET sMOOC in VET

Digitisation, digitalisation and aspects of Industry 4.0 become part of our daily life, even in the environment of our classroom and influences our teaching and learning behaviour. That means that the rise of digitisation in schools relives in many parts the “traditional” teaching methods and take new technologies, solutions and tools over classrooms.

The DigI-VET sMOOC permit the opportunity to use a digital online MOOC tool, which have the potential to increase the learning productivity and fascination of the learner.

The Pädagogische Hochschule Freiburg is a German University of Education and offers the platform MOOCit, as a German result to use, create and share Massive Open Online Courses. The tool offers the opportunity to educational learning content, while being user-friendly and offering quick and uncomplicated access without an additional login. This helps teachers and trainers to integration the DigI-VET sMOOC so easy in their daily classes.

On the one hand the sMOOC can be used as a tool for blended learning scenarios:

During the in- classroom teaching the teacher and trainer can use the DigI-VET teaching and learning modules from Intellectual outcome 4 to teach aspects of digitisation, Internet of Things, the history of Industry 4.0 or other important topics. Because of the fact, that all modules are created under Creative Commons licence the audience can remix, change, spilt and reuse the content and adapted them for their in- classroom teaching needs.

For the at-home classes, what means online self-learning sessions, the learner can be free to use the sMOOC and learn more in detail different aspects of the Erasmus+ project DigI-VET. Therefore, the sMOOC provides for example content about best practices and the link to the Online Observatory or explains aspects of the competence profile of DigI-VET.

To sum up, the DigI-VET sMOOC is an additional building block and complete the learner centred learning and teaching approach of the project. Therefore, the online tool offers convenience and flexibility in time. The audience get the ability to control their learning pace, learn remotely, while being also flexible in working place. Research results explains, that this concept gives learners more comprehensive understanding of the course content, than it has in only in-classroom teaching. At least, social learning will be supported by this concept. Learners can organise digital online groups to discuss the topics and contents, to solve the implemented H5P tasks or to use additional chat options on social media accounts.

## (14.4) A variety of teaching and learning scenarios with the DigI-VET sMOOC

In the year 2019 Martin Ebner and his research team created an user- friendly poster based on the research review “Ebner, M., Braun, C., Schön, S. (2019). Mehr als nur ein MOOC – Sieben Lehr- und Lernszenarien zur Nutzung von MOOCs in der Hochschullehre und anderen Bildungsbereichen.“ to explain different scenarios of: how to implement an MOOC in a teaching and learning environment?

Therefore, they explain seven different learning- and teaching scenarios by using MOOC. For the DigI-VET sMOOC this great description and idea of implementation can be adapted, especially Type 1 till Type 4:

Type 1: The Conventional MOOC

The scenario starts with the MOOC first- and ends with an assessment.

Type 2: The Pre- MOOC

This scenario starts with the MOOC with an assessment at the end. Than an additional face- to face scenario starts. This one ends with an additional assessment.

Type 3: The blended MOOC

This scenario will be great for a larger learning series: It starts with face- to- face classes. Than the MOOC begins – replaced by another face- to face class. Than a MOOC and afterwards another face- to- face class, for example to ask open questions, to work in groups or just to discuss further steps. At the end an another assessment will take place.

Type 4: The In- Between MOOC

This learning and teaching scenario starts with a face-to face class and goes over to the MOOC. Than the learner get an opportunity to ask e.g. open questions, discuss topics or work in groups. After this sessions the learners have an assessment.

The following poster of Ebner and Schön (2019) shows the other types of implementing MOOCs in learning in teaching scenarios, too.

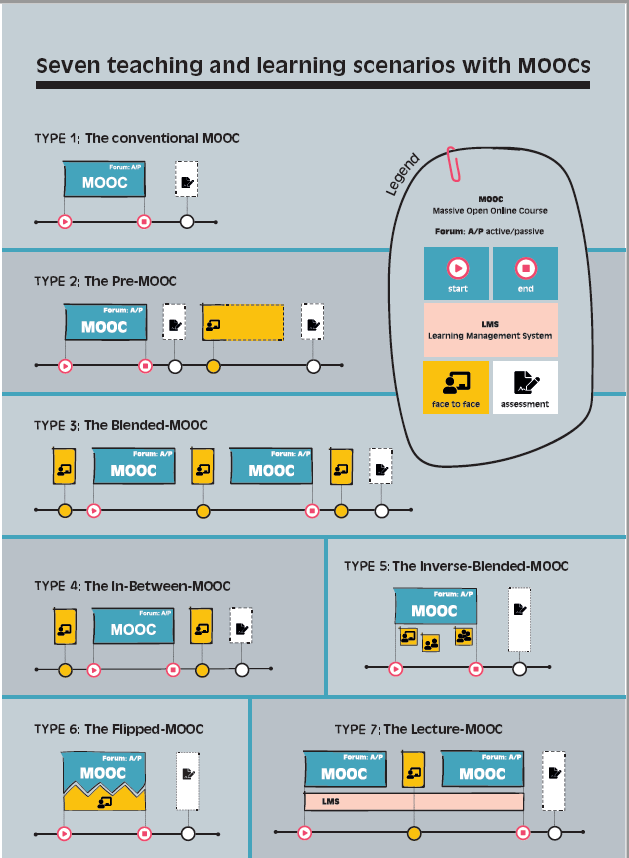


Figure 2 Ebner, M., Braun, C., Schön, S. (2019). Mehr als nur ein MOOC – Sieben Lehr- und Lernszenarien zur Nutzung von MOOCs in der Hochschullehre und anderen Bildungsbereichen. In: Jörg Hafer, Martina Mauch & Marlen Schumann (Hrsg.), Teilhabe in der digitalen Bildungswelt, GMW Proceedings 2019, Medien in der Wissenschaft, Band 75, Münster: Waxmann, S. 138-149 | Graz University of Technology/Educational Technology, Graz 2019. https://creativecommons.org/licenses/by/4.0/.

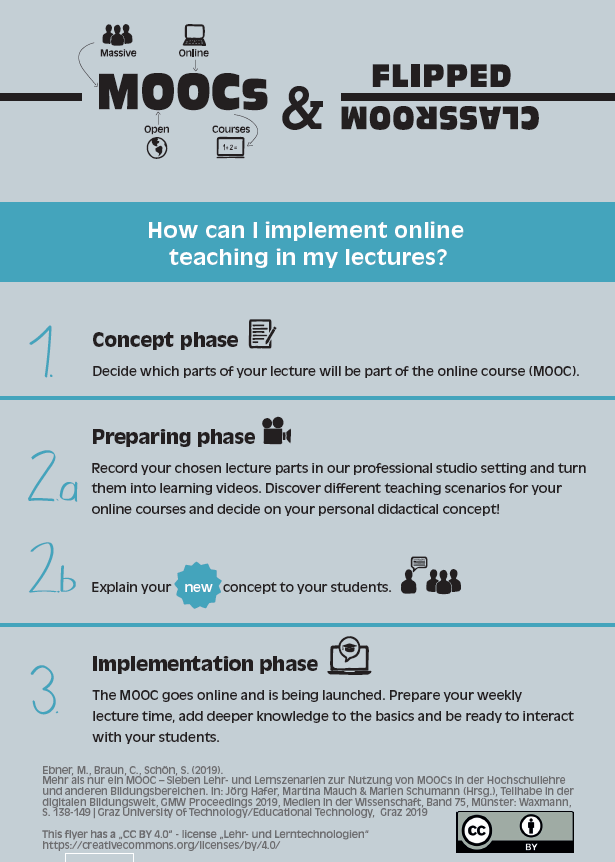


Figure 3 Ebner, M., Braun, C., Schön, S. (2019). Mehr als nur ein MOOC – Sieben Lehr- und Lernszenarien zur Nutzung von MOOCs in der Hochschullehre und anderen Bildungsbereichen. In: Jörg Hafer, Martina Mauch & Marlen Schumann (Hrsg.), Teilhabe in der digitalen Bildungswelt, GMW Proceedings 2019, Medien in der Wissenschaft, Band 75, Münster: Waxmann, S. 138-149 | Graz University of Technology/Educational Technology, Graz 2019. https://creativecommons.org/licenses/by/4.0/.

## (15) The DigI-VET evaluation report

The evaluation approach of DigI-VET mainly focusses on descriptive evaluations but also addresses explanative and prescriptive evaluation aspects (for the different approaches see Beutner 2018, p. 83). The study offers insights into digitisation and industry 4.0 in Cyprus, Germany, Romania and United Kingdom.

Therefore, the research activities combine desktop research with empirical research and therefore offer a combination of qualitative (cf. Flick 2000 and Flick / Kardorf / Steinke 2000) and quantitative approaches (cf. Mummendey 2014 sowie Raab-Steiner / Benesch 2015). The empirical research was conducted in two ways

(a) a quantitative study based on multi-language questionnaires and

(b) a qualitative interview study with Industry 4.0 and digitalisation users and providers.

Accordingly, questionnaires to the target groups had to be created and also interview guidelines had to be designed. The research of DigI-VET was the basis of all work in DigI-VET and led into a research report and a best practice database with showcases on the website.

The DigI-VET research report is part of the DigI-VET book, too. And can be downloaded in English and German language. Here the link to the DigI-VET research report:

**DigI-VET survey results**

**All Information at the DigI-VET Project website under Deliverables IO1 and IO3 –**

**Link:** [**http://digivet.eduproject.eu/?page\_id=44&lang=de**](http://digivet.eduproject.eu/?page_id=44&lang=de)

## (15.1) Multiplier Workshop

**Multiplier Workshops in Germany, Cyprus, Romania and United Kingdom**

In the workshop the results of the research and ideas about how to address digitalisation and industry 4.0 in VET is provided to VET teachers and VET educators as well as to future VET teachers. The workshop consists of six parts:

Part A: Insight into the current situation in industry 4.0

Part B: Insight into the current situation in digitalisation

Part C: Chances and challenges for VET

Part D: Results of the DigI-VET research

Part E: Didactical and pedagogical hints and insights into the DigI-VET Book

Part F: Future perspectives

It is a one-day workshop which will be held in the period of time mentioned below.

Here the link to the workshop documents, presentations and participant lists:

## **(15.2) Multiplier Event in Germany**

**Agenda:**  
[DigI-VET-Agenda-Multiplier Event- UPB-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/04/DigI-VET-Agenda-Multiplier-Event-UPB-DE.docx)

**Multiplier Event Minutes:**  
[DigI-VET-Multiplier Event- Meeting Minutes-UPB-DE](http://digivet.eduproject.eu/wp-content/uploads/2021/04/DigI-VET-Multiplier-Event-Meeting-Minutes-UPB-DE.docx)

**Presentations:**  
[DigI-VET-Multiplier Event-General Information- UPB](http://digivet.eduproject.eu/wp-content/uploads/2021/04/DigI-VET-Multiplier-Event-General-Information-UPB-1.pptx)

[DigI-VET-Multiplier Event-Insights- UPB](http://digivet.eduproject.eu/wp-content/uploads/2021/04/DigI-VET-Multiplier-Event-Insights-UPB.pptx)

[DigI-VET-Multiplier Event-Warm Welcome- UPB](http://digivet.eduproject.eu/wp-content/uploads/2021/04/DigI-VET-Multiplier-Event-Warm-Welcome-UPB.pptx)

[](http://digivet.eduproject.eu/?attachment_id=1170) [](http://digivet.eduproject.eu/?attachment_id=1171) [](http://digivet.eduproject.eu/?attachment_id=1172)[](http://digivet.eduproject.eu/?attachment_id=1176) [](http://digivet.eduproject.eu/?attachment_id=1173) [](http://digivet.eduproject.eu/?attachment_id=1174) [](http://digivet.eduproject.eu/?attachment_id=1175) [](http://digivet.eduproject.eu/?attachment_id=1177)

## **(15.2) Multiplier Event – Online Multiplier Event in United Kingdom**

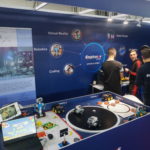
[DigI-VET-Multiplier-Event-ARVET UK](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Multiplier-Event-ARVET-UK.pdf)

## **(15.3) Multiplier Event in Cyprus**

Agenda  
[DigI-VET-Multiplier Event- Agenda-CY](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Multiplier-Event-Agenda-CY-1.pdf)  
[DigI-VET-Multiplier Event- Agenda-EDUFAIR2020- CY](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Multiplier-Event-Agenda-EDUFAIR2020-CY.pdf)

Presentation:  
[DigI-VET-Multiplier Event- Module 2 – Terms, History and Agriculture](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Multiplier-Event-Module-2-Terms-History-and-Agriculture.pdf)

Multiplier Event Minutes:  
[DigI-VET-Multiplier Event- Report – CY](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Multiplier-Event-Report-CY-1.docx)

[](http://digivet.eduproject.eu/?attachment_id=1164) [](http://digivet.eduproject.eu/?attachment_id=1161) [](http://digivet.eduproject.eu/?attachment_id=1162) [](http://digivet.eduproject.eu/?attachment_id=1167) [](http://digivet.eduproject.eu/?attachment_id=1163) [](http://digivet.eduproject.eu/?attachment_id=1165) [](http://digivet.eduproject.eu/?attachment_id=1166) [](http://digivet.eduproject.eu/?attachment_id=1168)

Dissemination documents:

[DigI-VET-Banner – EN](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Banner-EN-1.pdf)

## **(15.4) Multiplier Event in Romania**

Agenda  
[DigI-VET-Multiplier Event-Agenda workshop- RO](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Multiplier-Event-Agenda-workshop-RO.pdf)

Presentation / Poster Presentation:

[DigI-VET-Multiplier Event-Poster- RO](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Multiplier-Event-Poster-RO.pptx)

Multiplier Event Minutes:

[DigI-VET-Multiplier Event- Minutes Short Report- RO](http://digivet.eduproject.eu/wp-content/uploads/2021/07/DigI-VET-Multiplier-Event-Minutes-Short-Report-RO.docx)

[](http://digivet.eduproject.eu/?attachment_id=1185) [](http://digivet.eduproject.eu/?attachment_id=1182) [](http://digivet.eduproject.eu/?attachment_id=1183) [](http://digivet.eduproject.eu/?attachment_id=1188) [](http://digivet.eduproject.eu/?attachment_id=1184) [](http://digivet.eduproject.eu/?attachment_id=1186) [](http://digivet.eduproject.eu/?attachment_id=1187)

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