**Training Fiche**

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| Title | Optimizing digital VET - ​Digital tools and resources - Learning styles and Roles | |
| Ref. DigCompEdu | Transversal | |
| Keywords (meta tag) | Learning styles, Facilitation, Roles | |
| Language | English | |
| Objectives / Goals / Learning outcomes | At the end of the training the user will be able to:  Know the four core learning styles  Understand the meaning of facilitating and roles​ | |
| Description | Learning styles refer to the different ways in which individuals absorb and process information, and the four core learning styles are visual, auditory, reading/writing, and kinesthetic. Facilitating and roles refer to the responsibilities of the instructor or facilitator in delivering the course and managing the learning process. | |
| Contents arranged in 3 levels | Optimizing digital VET - ​Digital tools and resources   1. Learning styles    1. Learning styles and digital tools    2. The four core learning styles 2. Facilitating and roles    1. Digital learning facilitator    2. The roles of a digital learning facilitator | |
| Self-evaluation (multiple choice queries and answers) | **Learning Styles**   * **What are learning styles?** * Ways in which people prefer to learn new information and concepts. * Ways in which teachers prefer to teach new information and concepts. * C) Ways in which digital tools can replace traditional learning methods. * D) Ways in which students can avoid learning new information and concepts * **What are the four core learning styles?** * Verbal, logical, physical, social * Visual, auditory, reading/writing, kinesthetic * Memory, cognitive, affective, behavioral * **Which type of learner prefers to learn by seeing information?** * Visual learners * Auditory learners * Reading/writing learners * Kinesthetic learners * **Which of the following statements is true about learning styles and digital tools?** * There is no correlation between learning styles and the use of digital tools * Students who have a single learning style should not use digital tools * Digital tools can be used to facilitate multimodal learning * Digital tools are only useful for visual learners   **Facilitating and roles**   * **What is a Digital learning facilitator?** * A webmaster for a digital platform. * Facilitator of learning using digital tools * A teacher who plans the introduction of a new learning platform * **What does the pedagogical role involve?** * Creating lesson plans and other instructional materials * The role of the student in participating in educational experiences * Maintainer of server database * Participating in professional development activities * **What does the Managerial Role involve?** * Organize digital teaching and learning activities * Maintaining and updating the digital infrastructure * Read-write emails * Publish video on a digital platform * **What does the Technical role involve?** * Maintaining and updating the digital infrastructure * Support the use of digital tools among students * Participating in professional development activities * Participating in professional development activities   **Final summary test 1-2**   * **What is a Digital learning facilitator?** * A webmaster for a digital platform. * Facilitator of learning using digital tools * A teacher who plans the introduction of a new learning platform * **What does the pedagogical role involve?** * Creating lesson plans and other instructional materials * The role of the student in participating in educational experiences * Maintainer of server database * Participating in professional development activities | |
| Toolkit (guidelines, best practices, checklist, lessons learned…) | Name | Get ready to ‘moodle’ |
| Description | Easy to use guideline to get started on Moodle. Moodle is a free, open-source Learning Management System (LMS) that is widely used for creating and managing online educational content. It allows educators to create, manage, and deliver educational content and activities, such as quizzes, assignments, and discussion forums, to students. Moodle is designed to be flexible and customizable, so it can be used in a variety of settings, including schools, universities, and businesses. It can be accessed via a web browser and supports a wide range of features, including course management tools, assessment tools, and e-portfolios. Moodle is also known for its ability to integrate with other educational technology tools and its active user community, which provides support and resources for users. |
| File name | RESET\_PR3\_AH\_TOOL\_Digital tools and resources\_EN |
| Resources (videos, reference link) | (Harasim, 2017; Hiim & Hippe, 2012),(Garreta-Domingo et al., 2018), (*Moodle.Org*, n.d.), (Deci & Ryan, 2000), (Marsh & Rajaram, 2019), (Henriksen & Richardson, 2017)  Deci, E. L., & Ryan, R. M. (2000). The ‘What’ and ‘Why’ of Goal Pursuits: Human Needs and the Self-Determination of Behavior. *Psychological Inquiry*, *11*(4), 227–268. https://doi.org/10.1207/S15327965PLI1104\_01  Garreta-Domingo, M., Hernández-Leo, D., & Sloep, P. B. (2018). Education, Technology and Design: A Much Needed Interdisciplinary Collaboration. In E. Kapros & M. Koutsombogera (Eds.), *Designing for the User Experience in Learning Systems* (pp. 17–39). Springer International Publishing. https://doi.org/10.1007/978-3-319-94794-5\_2  Harasim, L. M. (2017). *Learning theory and online technologies* (Second edition). Routledge, Taylor & Francis Group.  Henriksen, D., & Richardson, C. (2017). Teachers are designers: Addressing problems of practice in education. *Phi Delta Kappan*, *99*(2), 60–64. https://doi.org/10.1177/0031721717734192  Hiim, H., & Hippe, E. (2012). *Undervisningsplanlægning for faglærere* (2. udgave, 7. oplag). Gyldendal.  Marsh, E. J., & Rajaram, S. (2019). The digital expansion of the mind: Implications of internet usage for memory and cognition. *Journal of Applied Research in Memory and Cognition*, *8*(1), 1–14. https://doi.org/10.1016/j.jarmac.2018.11.001  *Moodle.org*. (n.d.). Retrieved 20 December 2022, from https://moodle.org/ | |
| Related material |  | |
| Related PPT | RESET\_PR3\_AH\_Optimizing digital VET - Learning styles and Roles\_ppt\_EN | |
| Bibliography |  | |
| Provided by | Aalborg Handelsskole | |