ANNEX 1.1   Presentation on traditional teaching practice vs. teaching in online

The facilitator explains that the PROMOVET project aims to develop a new approach to engage low-skilled young people from generations Y and Z in education and training. The project is based on the premise that VET trainers find it increasingly difficult to reach socially disadvantaged and low-skilled young learners through traditional education and training methodologies. PROMOVET is seeking to up-skill VET teachers and trainers in modern IT tools, applications and social media platforms where young learners are actively engaged through communication and information-sharing activities learning with their peers; so that teachers and trainers can begin to incorporate these new communication channels in their teaching practice and to support the learning of disadvantaged and low-skilled young people. The idea behind this approach is that by interacting with young learners and providing educational content to them on the platforms that they are already using; this will help to provide innovative, quality educational content to young learners through a medium that is interesting and engaging for them. Additionally, due to the nature of the social media platforms, applications and communication channels that young learners are engaged on, content delivered through these platforms will be more visual, aural, interactive and stimulating compared with the traditional methods of education and training currently used in VET in Europe.

One of the central messages of the project is that rather than expecting 'uniformity', educators working with young people have to strive for '*multiformity*'; this means revising traditional models of learning and education which taditionally has adopted a 'one-size fits all' approach, and instead tailoring the learning experience to appeal to the needs and preferences of young people. This might be easier said than done; but as a starting point PROMOVET will support educator's learning and development in terms of working with the latest technology tools to support lesson planning and training delivery and we will offer practical case studies and examples of how they can integrate these tools into their teaching practice.

Traditional teaching methods tend to be predominately teacher-led following a 'chalk and talk' or 'sage on stage' format, with the teacher very much in control of the learning content, format and environment. Traditional teaching methods rely on repetition and memorisation where the attainment of results or grades is the focus rather then the participation in the learning experience. Finally, traditional teaching methods tend to be for text or book based and adopt a one-size fits all approach with little scope for modification or adaptability.

Whereas the integration of technology into ones teaching practice lends itself to a more personalised learning experience for young people where choice can be facilitated. Collaborative learning underpinned by technology involves students learning from each other through informal peer-learning partnerships or small networks that can be hosted through social media tools. Using online platforms, peer-learning networks can be developed and sustained by young people from different locations. The aim of this type of learning is to empower the young people to be a 'producer' of learning content. This is a very innovative form of 'learner-centred' education. By integrating social media platforms into education provision, educators can share learning content with young people who may have been absent from a face-to-face session, set assignments to the group, share media content such as useful video lectures sourced through YouTube, elicit feedback on materials from learners and also provide additional support to learners who may be struggling with a particular task or topic. This type of interaction between the young person and educator also helps to provide a more personalised and supportive learning experience, which is of particular importance when working with marginalised, and hard-to-reach young people.

In saying all that, traditional and modern teaching methods can both be effective and useful in today's teaching environment; it is important to understand when a traditional method works best and when it's right to try new and innovative approaches.