THE FUTURE OF LEARNING - changing perspective in digital education for VET trainers

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Comperative Report Norway & Poland

Stiftelsen Mangfold i arbeidslivet (MiA)

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Spis treści

Introduction

This document, Comperative Report is organized in the framework of the result 1 RESEARCH AND ANALYSIS, which represents the starting point of the project to to develop innovative resources ofor distance/digital and inclusive teaching and learning. The first task of this result focuses on the research on distance/digital and inclusive teaching and learning at the local, regional and national levels and on available methods and materials for distance/digital and inclusive teaching and learning, while the second task implements the Focus Groups and in-depth interviews in both countries Norway and Poland.

The key outcomes of the result research are:

- To identify the tools, techniques, and knowledge needed to implement distance/digital and inclusive teaching and learning.
- To analyze the available support for VET teachers in the area of distance/digital and inclusive teaching and learning in the partner countries;
- To research on needs within the distance/digital and inclusive teaching and learning.

In particular, THE FUTURE OF LEARNING partners will develop new methodology and ready-to-use guidelines for distance/digital and inclusive teaching and learning. To make sure that these resources are useful and adapted to VET learners' needs, the partners will conduct user-centered research including Focus Groups and Interviews to identify the real needs of VET teachers and VET learners. This will help to create materials that address the target group in the most appropriate and will multiply the impact on both VET teachers and learners.

The Comperative Report is a summary of all result activities in both partner countries. It will explore the challenges in VET distance/digital and inclusive teaching and learning. This will help the partnership to identify existing gaps in training and improve the quality and accuracy of the recommendations and conclusions put forward when developing the training materials for THE FUTURE OF LEARNING.

2. Introduction to organizations MiA and Globalnet

2.1. Mangfold i Arbeidslivet (MiA)

Mangfold i Arbeidslivet (MiA), translated in English as Diversity in the workplace is a non-governmental organisation that works with a goal of promoting a good working life for employees and employers. MiA is an independent foundation, not subject to control by the public or other guidelines from organizations, political parties or institutions. MiA has 6 employees from diverse nations and professional backgrounds, such as extensive competence within pedagogy, sociology and economics, as well as criminology, language training, psychology, international health, social anthropology and in several languages.

The goal of the Foundation is to influence the development of a diverse workplace / labour market where everyone should be included and have equal opportunities regardless of ethnic, religious and cultural background, age, gender, disability and sexual orientation. For us, a good work practice means a place where talents are realized and developed, there is collaboration and value creation is given priority.

MiA is a knowledge centre and network for Norwegian businesses in need of expertise and experience. We have extensive experience in facilitating for good management and talent utilization at (the) Norwegian labour market, as well as actions for creating and maintaining constructive work environments and workplace learning. MiAs 'goal is to awareness that diversity is a breeding ground for increased creativity, focusing on equality, good governance, participation, and learning - which could give Norwegian jobs more innovative strength in the future.

MiA works daily with training, research and dissemination missions in cooperation with public authorities, private businesses and NGOs / social entrepreneurs. We offer among other guidance, education and customized courses related to diversity management, leadership in multicultural workplaces, Norwegian as second language geared towards different professions etc. MiA can easily be affiliated with their activities in the development of projects that realize the human capital in private and public workplaces.

For over 20 years MiA has been working with second language and vocational training. We have been actively involved in several international projects, as well as a leading role in national development projects such as developing new methods for language training in private enterprises, initiated by the Norwegian Association of Municipalities, KS, the Labour union, NHO and the enterprise organisation of Norway. MiA has also had leading role in projects on preventing discrimination, promoting inclusion and integration in the society, - we developed and advanced at a university course based on the aforementioned topics for 4 years. In MiA, we

have evaluated programs both in Norway and internationally. We also organize seminars and conferences.

EVOLVE - European Values of social Life and Vocational Integration- aspires to develop a suitable educational offer for migrants, as a response to the current migration crisis in Europe. The project aims to promote EU values and ensure that migrants improve their language skills and enhance their employability skills and, as a result, they find easier to get a job. PIONEERS - promoting Innovation and Social Entrepreneurship through Service Learning.

MIA is the coordinator of a project about service-learning and entrepreneurship for youth, approved by the Norwegian NA 2018. IBM-MORE - International Business Mediator: Matching Opportunities with Resources for Entrepreneurs, aims to support VET teachers and trainers with innovative tools and methods to stimulate innovation, digital, intercultural and entrepreneurship competences of VET learners through Apps—based learning.

2.2. Globalnet

Globalnet sp zoo is an educational institution that belongs to the non-formal learning system in Poland and mostly operates in the adult education field. The company also designs, develops, implement e-learning products and software and provide e-learning solutions, trening and services for different sectors of education. It is committed to high quality instructional design and educational new media development, and provides a core deliverable of programs, courses, and learning objects for the distance education and e-learning markets.

The company is based on the mission to teach people, to inspire them to learn. We are looking for inspiration in teaching and learning, we try to change the way of thinking about language learning and teaching that it does not have to be an obligation it could be an adventure and fun and a place where you can meet other people willing to acquire the same or other language qualifications.

We cooperate with teachers, methodologists, ICT specialists, psychologists, trainers, coaches. Globalnet sp zoo organizes workshops for adults, language courses, vocational training courses, distance, digital learning training. We own the e-learning platform that we adjust to different training courses. The company deals with: trainings, developing programs and training materials, implementation of computer systems, designing web pages, e-learning, e-business. Globalnet has experience of many years of carrying out European Union

educational programs, within the framework of which it conducts research, experimental and educational activities. Globalnet's main product are an e-learning platform Losglobos, Learning Management System LMS and I-office software, which is an innovative tool accessible for teachers and students. This is a fully modern system that is designed to improve the quality of education of students and to make the work of teachers easier and more enjoyable.

Over the years Globalnet has developed and implemented many trainings and courses: for adults, seniors, people at the risk of social exclusion, psychologists, trainers, coaches, people working in catering, footwear, mentoring. We have participated in many Erasmus+ projects, some of them are: Intercultural mediation for Managers INTERMED, Happiness@Work, Skills4succession, Green Public Procurement.

Teaching and learning is our main activity and finding solutions to motivate people to learn by taking advantage of innovative tools and creating incentives such as e-learning, digital learning. Globalnet coordinates and implementes also EFS projects for unemployed, NEETS- providing counseling services, psychology, vocational courses and internship for them and for people at the risk of social exclusion. Globalnet cooperates with local authorities, associations and adult and vet education providers.

3. Distance and digital learning and teaching

Countries researched, Norwey and Poland, showed a lot of differences in the area of distance/digital and inclusive teaching and learning and the feedback from teachers differs when it comes to pandemic situation and dealing with distance teaching. Polish teachers are not sufficiently prepared to conduct online classes and they miss the skills in technological, digital preparation. Norwegian teachers need digital professional competence (PfDK) to be able to teach in a digital environment. Polish teachers reported the lack of equipment, computer (computers, laptops, tablets), the lack of a sufficiently fast one and stable access to the Internet, which is not the same in Norwey. Both countries need more methodological preparation in terms of transferring traditional classes to the digital world, understood as the ability to choose the right one tools, methods and content available in digital form.

3.1. Distance and digital learning in Norway

Nine of ten teachers have increased their digital competence during Covid 19, according to a new survey. Still only one of four state that they manage to follow up the vulnerable learners sufficiently well (NRK, 2020).

The closing of the schools the 12th of March 2020 was also a national test of digital competence in the education system. Norway was reasonably well equipped for digital teaching compared to other OECD-countries (OECD, 2021). But the technological solutions at the schools was not good enough, and the competence of learners and teachers were quite varied.

A survey among the managers of teachers in the schools and universities shows that 72 % think they have sufficient infrastructure to teach digitally. There are huge differences between the counties. Only 55 % of the Oslo managers think that they have sufficient infrastructure, whilst

93 % of the managers in Rogaland think so, and 86 % in Viken county (Bergene mfl. 2021a).

The reasons for this may be that the digital platforms in use were not designed to show several users videos at the same time, and low capacity on network and sound. These factors led to less interaction in the classes (Caspersen mfl. 2021), and thus a poorer learning environment..

Most of the learners have their own personal digital unit. In the VET- institutions the learners have laptops as their main digital unit. 81 % of the learners in the 100 largest municipalities have their own digital unit (Universitetet i Oslo 2021). In the VET-schools 81 % of the students think that the units are sufficiently sophisticated for students to engage in different kinds of digital teaching, like video meetings, co writing and the use if learning platforms (Bergene mfl. 2021a).

Most of the teachers have well equipped units to use in digital teaching, also from home (Bergene mfl. 2021a). The teachers are more satisfied with their equipment than the learners (Vika 2021), alas there is an asymmetrical relation between teachers vs learners equipment. A risk factor may be that the teachers use more sophisticated software and assign too demanding tasks to the learners if they do not spend time checking the learners equipment before the teaching starts.

Common login-platform

Feide is a national platform for secure login and sharing of data in education and research. The platform is used in all municipalities and counties in Norway. The digital teaching aids and the services used in Norwegian education, have to use Feide as a login-solution. Feide has about 280 different services (2021), a huge increase from 160 in 2020. The number of log-ins in 2021 was 210 million.

Digital competence a strategic goal

The strategy for education mention pedagogic use of ICT as a goal. Another important goal is the development of digital competence for learners. Digital competence is one of the five basic competencies in the curriculum for education in Norway, Læreplanverket for Kunnskapsløftet 2020, (LK20).

Definition of digital skills

Digital skills involve being able to use digital tools, media and resources efficiently and responsibly, to solve practical tasks, find and process information, design digital products and communicate content. Digital skills also include developing digital judgement by acquiring knowledge and good strategies for the use of the Internet.

Digital skills are a prerequisite for further learning and for active participation in working life and a society in constant change. The development in digital technology has changed many of the conditions for reading, writing and oral forms of expression. Consequently, using digital skills is a natural part of learning both in and across subjects, and their use provides possibilities for acquiring and applying new learning strategies while at the same time requiring new and increased powers of judgment..

Sub-categories

Search and process means being able to use different digital tools, media and resources as well as to search for, navigate in, sort out, categorize and interpret digital information appropriately and critically.

Produce means being able to use digital tools, media and resources to compose, reapply, convert and develop different digital elements into finished products, e.g. composite texts.

Communicate means using digital tools, resources and media to collaborate in the learning processes, and to present one's own knowledge and competence to different target groups.

Digital judgement means being able to use digital tools, media and resources in a responsible manner, and being aware of rules for protecting privacy and ethical use of the Internet. (Norwegian Directorate for education and Training 2012).

The framework for the curriculum connected to Kunnskapsløftet 2020 (LK20) reinforces the position for digital skills as one of five basic skills.

Technology, programming and thinking in algorithms are competence goals in several subjects. These current changes in the curriculum mirrors the understanding of digital technology and programming, and a close connection to the society, learning and leasure activities.

When the schools closed in March 2020, VET- students has to use several digital tools they had not used before, and several teachers experienced insufficient digital competence among students. Students struggled to find assignments, send assignments and login for digital meetings. Most teachers in the survey stated that students managed to increase their digital competence during the period when the schools was closed (Andersen mfl. 2021).

More students than before read texts digitally

Students read more digital texts and books than before on their personal digital unit (Gilje 2021).

Research shows that they have managed to change their reading patterns and are able to read complicated texts, feature, and search for information in the news feed in social media (Stenseth 2021). They have basic skills in source evaluation, but are less trained in navigating on the internett and still needs to enhance their competence in effective and strategic reading strategies.

76 % of VET students respond that they learn to think about how they use information from the internet in most subjects they learn. 75 % of them answer that they also learn source evaluation.

The ability to recognize facts from opinions are lower among Norwegian students than the OECD- average (Suarez-Alvarez 2021). Students with lower socio-economic background have most difficulties with source evaluation of credibility of sources.

The national strategy of digitalization aims to contribute to the use of ICT in the organisation and implementation of the teaching, to facilitate increased learning outcomes for students. A study also shows an increase in the use of digital learning resources, probably due to the closing of the schools, but also in connection with the new curriculum (LK20), and the general attention to the digitalization of learning.

The VET institutions would like to develop the pedagogical use of ICT in the schools (Andersen mfl, 2020). 9 of 10 managers in the Norwegian schools agree that pedagogical use of ICT is visibly integrated in the annual plans for the schools and local curriculum (Bergene mfl. 2021a).

They also give priority to digital learning resources rather than traditional books, according to 87 % of the managers in a survey in 2021 (Bergene mfl. 2021b).

Digital teaching aids are developed especially for education, while digital learning resources are not. Digital teaching aids may be closely connected to teaching materials owned by publishers, and are ofte found in the form of animations, films, games and websites. Digital learning resources may be topic relevant pictures, text, music, films and sounds used in a didactic context by teachers (Utdanningsdirektoratet 2021c).

Most of the teachers report that the digital software and the learning resources they use, are better now than before the Covid 19 pandemic in 2020 (Vika 2021). Presumably the explanation may be technical improvements and functionality, and the teachers gaining competence by using more digital sofware and resources. According to research from 2021, - freedom of choice concerning various digital learning resources and learning aids contributes to higher motivation for both teachers and students. (Gilje 2021).Teachers experience that the teaching becomes more relevant and up to date when they have the freedom of choice combining digital and analogue teaching aids (Gilje 2021).

Teachers need digital professional competence (PfDK) to be able to teach in a digital environment. Digital professional competence is about integrating pedagogical, subject didactics and administrative tasks in a teaching institution.(Utdanningsdirektoratet 2021c). Research shows huge variations in teachers digital professional competence (Andersen mfl. 2021).

Even if the infrastructure was ready before the pandemic, several teachers and learners was not familiar with using them. Several VET-teachers were familiar with digital tools for communication and co-working like Teams, Zoom and Google Meet, but they had little experience with digital meetings and teaching (Andersen mfl. 2021 og Caspersen mfl. 2021). Teachers have gained digital competence since 2020, but especially experienced teachers need to enhance their digital competence. 7 of 10 teachers expressed a need for digital competence enhancement in 2018, and managers thought this could be a bottleneck for digital teaching (Gudmundsdottir og Björnsson 2021). More than 50 % of the teaching institutions owners expressed in 2021 that they give priority to strengthening the teachers digital professional competence (Bergene mfl. 2021b). Almost 50 % of managers in the VET-institutions expresses that they have written plans to enhance teachers digital professional competence. (Bergene mfl. 2021a).

The VET-institutions may apply for funding from the state to have their teachers enhancing their digital professional competence.

The digitalisation of learning also raises issues concerning GDPR and ownership of the learners personal information and user information. The institutions are responsible for securing this, and it is a part of the Norwegian legislation. The owners of the VET- institutions are aware of these issues and spend time and resources securing GDPR (Bergene mfl. 2021a).

Free software on the internet is a concern when thinking about GDPR and security of information. The companies behind these services earn money by collecting personal information and behavioural data that may be used in targeted marketing. Teachers share information about free software in Facebook-groups (Bouvet 2021). It is a concern that several free services teachers use in their teaching, has not been sufficiently evaluated in terms of risk- and vulnerability. The Norwegian authority securing data has published a report that shows a huge potential for improvement regarding this issue in the teaching institutions (Datatilsynet 2021).

3.2. DISTANCE AND DIGITAL LEARNING IN POLAND

Population (2019) 38,386,00018 — Poland spends 4.9% of GDP on education (2019)

The research implemented in Polish institutions from March 2020, on the use of distance learning methods and techniques. 2,961 teachers and school principals participated in the survey showed the following conclusions that teachers are not sufficiently prepared to conduct online classes and they miss the skills in technological preparation, understood as the lack of equipment, computer (computers, laptops, tablets), the lack of a sufficiently fast one and stable access to the Internet; in methodological preparation in terms of transferring traditional classes to the digital world, understood as the ability to choose the right one tools, methods and content available in digital form; and lack of sufficient digital competences.

Teachers did not receive the administrative support, no coordination in lesson conducting nor institutional from the place where they worked. They learned about the methods on how to provide online classes from Internet. The Covid situation forced them to move digital and online and they were forced to adjust even if they missed the basic equipement and software and even th access to Internet. They managed to organize themselves and were quite successful in online teaching. They looked for support and knowledge in teacher forums, groups on social networks created by experienced digital educators, or presentations, webinars and other materials made available by publishing houses, experts, NGOs and themselves. Despite so many problems and difficulties teachers recognized many advantages of digital and distance learning and they agreed that it was a future of learning.

Unfortunatelly, because of some bad experience 59% of teachers would not want to teach in digital form in the future. They appreciate and see the advantages but at the same time they are affraid and they encountered some risks and dangers.

One main conclusion is that the distance education process conducted during the COVID-19 period has strengthened teachers' digital competences as they learnt a lot about digital and distance teaching and learning methodology, often by learning by doing proces. Teachers had also the opportunity to got used to many digital tools and software and digital materials. They learnt new skills and gained new competences which seams a valuable base for future work in education.

One of most dangerous facets of digital and online education is the lack of motovation and this question was explored during pandemic among learners where 16% of respondents indicated a definite lack of motivation, 27% of the respondents rated the motivation to remote education as not motivated and only 15 % teachers and students rated the motivation as good (among them only 5% very good)

The research asked teachers about the troublesome elements in remote/online education.

Polish teachers adapted very quickly to the remote education, they learned how to use communication platforms and mostly switched to conducting live lessons remotely. https://oko.press/raport-z-nauczania-zdalnego/.

Teachers exchanged experiences and information and good practices and they learnt a lot fro each others. They educated themselves outside the system without waiting for training from the Ministry of Education. Local governments were very much involved in the process of helping schools and teachers in organizing distance learning.

There were also some negative aspects of remote teaching, the social dimension of teaching was lost, the cooperation between students was abandoned, the "lecture" way of conducting lessons was dominant, which made the lessons unattractive and tiring for students. Students missed socializing, meeting with peers, meeting with teachers and this resulted in the deterioration of relationships between students and between students and teachers. This resulted in the deterioration of the students family relationships.

The psychosocial problems of young people arised and their relationships with families worsened. The students as well as teachers lost their psychological and pedagogical support.

Pandemic was a shock for everybody and nobody cared for teachers and students

There was no system support on a macro scale, as well as support at the school level and individual activities of teachers.

One interesting aspect of the remote education during pandemic was the abundance of the software and tools used by teachers and learners.

A variety of tools for remote teaching and learning

to provide a lesson	to contact	homework	to evatuate and test	to present material	others
Cisco Webex	E - dzienniki (Librus, Vulcan itp.)	E - dzienniki (Librus, Vulcan itp.)	Kahoot	Canva	Biteable
Discord	Messenger	Google Classroom	Socrative	Eduelo	CodeOrg
Google Classroom	Moodle	Messenger	Testportal	Genially	Etwinning
Google Meets	Skype	Microsoft Teams	Quizizz	Google Maps	Kodable
Live Streaming Facebook		Moodle	Quizlet	LearningApps	
Microsoft Teams		Watch2Gether		Lekcje TVP	
Skype		WhatsApp		Jamboard	
WhatsApp				Mapy meteorologiczne	
Zoom				Mentimeter	
				Microsoft Excell	
				Microsoft PowerPoint	
				Microsoft OneNote	
				Microsoft Sway	
				SketchNoting	
				ThingLink	
				Wordwall	

3.3. Best practices and successful projects to improve distance learning/digital learning/inclusive distance learning in Norway

In 2020 Rambøll consulting interviewed teachers, and managers and owners of educational institutions to find best practices using ICT as an integrated pedagogical tool in teaching.

Their found that teachers plan their teaching based on selected competence goals and skills, and the choice of digital tools, learning resources and learning aids is decided by whether they may provide surplus value for students motivation, teachers evaluation of learning outcomes, and efficiency in teaching (Rambøll 2020).

Also the framework provided by the owners of the institutions and the structural framework by the managers, competence enhancement and the possibility of using digital platforms, units, tools and teaching aids influences the use of ICT in teaching.

The research reveals that a structural base is needed to succeed in using ICT to improve the learning outcomes of students. These decisions are made at the level of the owners of the institutions.

A precondition for success and have good practices is a holistic implementation that also includes the institutions effort, demands and expectations towards their employees.

It has been a positive development in the use of ICT in teaching the last years. When digital units, tools, teaching aids and resources are used in a pedagogic way, - they will contribute to several positive effects for learners. Examples are: Increased learning outcomes, varied methods for learning, better basic skills, effective cooperation for learning and more learning.

There are room for improvement concerning common practices in the teaching institutions, as opposed to individual teachers taking the responsibility for fueling the use of ICT in teaching.

Selected examples of projects to promote more use of ICT in teaching

UIB

The university of Bergen has analyzed the needs for advice to teachers, and har published three useful step by step guides for teachers in the following areas: General advice, Asyncron teaching, Synchron teaching: https://www.uib.no/med/enhetforlæring/134647/hjelp-til-god-pedagogikk-i-digital-undervisning

FIKS

The unit for Research, Innovation and Competence Development in Schools (FIKS) manages and coordinates the work with decentralized competence development (DeKomp) between the University of Oslo, school owners, school leaders, and teachers. Decentralized competence development (Norwegian acronym: DeKomp) was initiated in the 2017/2018 school year. The ideal of DeKomp is to establish decentralized capacity-building projects that meet local needs through closer collaboration between school owners, schools, and higher education.

They have a resource base for digital teaching, in Norwegian and English: https://www.uv.uio.no/forskning/satsinger/fiks/kunnskapsbase/digitalisering-i-skolen/

Rambøll Management

Examples of best practice using ICT in teaching. Report, 2020.

https://www.udir.no/globalassets/upload/forskning/rapport_udir_pedagogisk-bruk-av-ikt_ferdig.pdf

3.4. Best practices and successful projects to improve distance learning/digital learning/inclusive distance learning in Poland

 (based on Open Education as a game changer – stories from the pandemic Fundacja Centrum Cyfrowe

INVITE ME TO YOUR LESSON by Irmina Żarska and Magdalena Krajewska It is a grassroots initiative for the exchange and cooperation of teachers from Polish schools, organized by means of a Facebook group based on cross-invitations and conducting remote lessons by other teachers or experts. It strated as a place bringing together a small group of teachers who wanted to invite each other to online lessons at schools to diversify their students' classes. For these lessons experts in the given fields and teachers passionate about the given topics are invited to present the discussed topic to the students using their knowledge and experience.

WOLNE LEKTURY (Free Readings), is a digital library run since 2007 by Fundacja Nowoczesna Polska (Modern Poland Foundation), a non-governmental organization. It has been successively expanding its collection and reaching a growing number of users. 'The library's collection contains 5,611 works, including many school books recommended for use by the Ministry of National Education which have already been made available in the public domain'. Books from Wolne Lektury are perfectly edited and available in many formats – as text or mobile versions, adapted to the needs of people with disabilities.

In March 2020, following the closure of schools and libraries, Wolne Lektury was the only place where students and teachers could download school books in mobile formats. User statistics are impressive: 800,000 unique users visited the library in February 2020, the number doubled to 1,500,000 in March. In the first days of September 2020, the number of visitors has already reached 5,800,000 since the beginning of the year, compared to 5,000,000 in the whole of 2019. (Open Education as a game changer – stories from the pandemic)

PISTACJA channels is another initiative with the aim to provide high quality video lessons that can be used in a reverse lesson model, alone or as a complement to the lesson.The lessons are adjusted very precisely to the Polish core curriculum, which during the pandemic made it easier for teachers to use them by providing materials remotely and to include Pistacja in the materials recommended by the Ministry of National

Education. The Pistacja videos and additional materials they create are available entirely under a free licence. It is a scientifically based methodology - as numerous studies have shown, video lesson is the best form of remote knowledge transfer because it uses a path that has been encoded in our brains through evolution. Source: https://pistacja.tv/

By the mid-March 2020, the Pistacja Mathematics channel had a total of 2,500,000 views (for 4 years of operation). In turn, three months later, at the end of the school year, this number increased to 15,000,000.

4. Focus Groups

4.1. Introduction

The aim of the Focus Groups was to explore the challenges in VET distance/digital and inclusive teaching and learning. The Focus Group included questions and themes addressed by the project, to enable accurate cross-countries and cross-cultural comparisons. This will help the partnership to identify existing gaps in training.

The Focus Groups sought to investigate discussion between participants, to allow the facilitators to identify areas of agreement or common understanding, in addition to areas of disagreement or opinions that are unique to the individual. This should improve the quality and accuracy of the recommendations and conclusions put forward and when developing the training materials of THE FUTURE OF LEARNING.

Focus groups gathered about 5-7 participants in both countries. The participants were selected because they had experience as both VET teachers and had been engaged in distance learning themselves, thus they have certain characteristics in common relation to the topic of the research.

4.2. Findings and evaluation

Not all participants had experience in online and digital learning in both countries and they all see the difference in teaching online and face to face. Another issues is that not all the groups of learners can equally benefit from online classes. It is a difference for teachers to work with VET learners than with other groups and between teaching face to face and teaching online. Even though they got used to the situation

and move their classes online, they all preferred to stay face to face. They even mentioned that time disappear when teaching online. Nevertheless, they also somehow appreciate online and remote teaching as this gave they much time to prepare and to stay at home as they do not spend time commuting. On the other hand, saving time for commuting is the main advantage mentioned by learners in Norway.

Polish VET teachers mentioned that the progress is worse while teaching online. In their opinion, education will suffer from moving online and digital. Pandemic forced teachers to move and teach online/remotely using all these digital tools and software and they appreciate that as they would probably never make that without being forced by the pandemic. Norway was much more developed in digital teaching and learning even before pandemic.

Teachers as well learners in Poland, according to the participants of the focus group, were satisfied with the fact that they learned a lot about digital tools during a pandemic and they used many tools such as Miro, Teams, Mentimeter, Doodle, Canva, Google docs, Google Drive, Google classroom, Genially, Moodle. They still use it as even now when they came back to school they try to continue with some online tasks or meetings. They appreciate a lot working on projects online which, in their opinion, went even better than face to face. Project working was sometimes difficult to implement as some learners did not have enough time or they were shy or they did not want to work with some other learners and distance project working somehow facilitated this process.

Talking about the advantages of distance and digital learning in Norway, participants of the focus group mentioned the fact the people with health problems can participate and with disabilities.

Asked about methods in both countries, teachers did not heart about any specific method to teach online. In Poland the facilitator asked them about flipped learning or microlearning and they only guess the meaning of these terms.

In Norway participants stated that having students use Padlets etc to create presentations is a kind of method and the use of different apps like padlet, Wheel of fortune - creates involvement. And Kahoot. making it more interactive. For the part of Norwegian focus groups participants it is important to create some rules like do not turn off your videos etc. students disappear and some participants had a different point of view. Things are easier to follow up in the classes.

The ministry of education in Norway stated that home management classes can't do the practical elements because the schools cannot collect them - difficult to do online. They had to take a video of this at home. Norwegian focus groups agreed that generally only theoretical subjects can be taught online, the subjects that are heavy reading, like studies for a chef - nutrition etc can be done digitally.

Polish teachers said that they used different methods for different groups. Another concern for Polish teachers was cybersecurity and source evaluation.

The most difficult was the evaluation and assessment. It may, in the opinion of teachers, change the whole approach to teaching and assessment. In Poland teachers are used to tests and written assessments and in the context of distance teachers, we may require a different type of assessment. For Norwegian teachers a feedback should start with the positive and it can be non formal and formal feedback. A teacher can give a constructive and detailed feedback and critique or send a GIF or a meme - depending on formal or non-formal. When giving feedback - oral feedback - body language is another factor too - there has to be consistence in the body language and what we are saying. Learners watch teachers face.

INCLUSION IN DISTANCE LEARNING

Teachers and learners who participated in focus groups in Poland did not encounter in their work many learners with disabilities but they realized that all materials and teaching processes should be adjusted to all people/learners (universal).

 In Norway participants noticed that online education excludes people with less digital skills, and who has difficulties learning online and for some people who are very quiet in class they may become kind of extinct. Digital education depends on the disabilities, likes people that can't hear very well, they may feel lost, and they would not like to tell. And the inclusion issue depends on the age group learner belong to. If learners are young they can turn off the microphone etc. They cannot do that if you are physically in the class.

When asked how to make distance learning inclusive in Poland, they gave some examples like always providing a written version of the teaching content, or recording a lesson. They mentioned also some functionalities that the online platform or computer should have, some standards but they were not able to say what are those standards. They were also asked about good practices on inclusiveness in education and they were not able to remind themselves about any good practices.

The most crucial issue was for all participants, of course, motivation and engagement. Polish teachers stated that it is very difficult to keep motivated while learning online, at a distance. Learners got the impression that

they move apart from the teacher and school and other participants. They would appreciate it if the teaching is blended face to face and distance/digital.

Teachers realised also that they need more skills and knowledge to be able to deliver distance training. They would appreciate it if this kind of training are available.

Focus groups in Norway mentioned skills that are needed for teachers, such as good computer skills, the ability of more rigorous planning in online teaching, quite a strict plan, pre-planning.

Another skills that are needed are improvisation skills, technology breaks down and patience in big letters. It would be also appreciated if the plans are made out of the individual needs and teachers will use more time ahead one to one conversation and building relationships and flexibility of a teacher.

5. Interviews

Each project partner country conducted 3 semi-structured interviews with VET teachers. With the help of this qualitative method, the aim is to gather ideas and find out effective distance/digital and inclusive teaching and learning. The information gathered during the interviews will help to have a better understanding of the teaching, training for the VET sector, strategies, and methodological tools teachers use when working remotely and inclusively.

One of the main comments and also self reflection within Polish interviewees were that teachers were not prepared to move almost 100% of education online and talking about being prepared to online inclusive education was even difficult to imagine. The findings were sometimes the same in Norway and in Poland and sometimes they cover even the focus groups but participants were more open and more complaining during the interviews as the were alone and nobody was listening to them. They were very open and curious about any methods of teaching, learning, assessment or evaluation online. They were very interested in this project and its results.

In Norway grown-ups want to learn because the subject is relevant for their life situation and/or professional goals, and they connect what they learn to their previous experience and competence. In Poland working in the VET sector is for all teachers a challenge as they all agreed that VET learners look for specific work qualifications and all should be related to work. There are always different needs while working in VET or in Youth sector, different from adult education needs.

Taking online teaching into consideration motivation is lacking according to Polish teachers. It is the main problem. Learners do not feel the obligation. Teaching totally online, in one interviewee opinion, is leaving some learners without support. Some learners need real exposure in the classroom. Learners have concentration limits.

Norwegian teachers mentioned technical issues, not everyone has the digital skills or tools needed. But for a teacher, creating a personal connection with students is harder in a digital learning environment, it is harder to get to know and evaluate the students and their learning process, especially in the groups that clearly need a more inclusive approach than others.

Buliding relationships is becoming very difficult while teaching online, students still need real contacts with a teacher. One of the interviewee said that teachers in Poland generally need a training in inclusive teaching as some teachers have completely no idea on how to implement inclusive teaching, what are the tools and requirements, how to approach the inclusive teaching. According to Norwegian VET teachers it all depends on the group. If the learners have higher education and the task is to teach a specific thing, the personal connection is not always necessary. If the group is composed of learners in challenging life situations (family issues, migration issues, economical distress), a personal connection is necessary for creating a mutual understanding of the process and a good environment for learning.

Norwegian teachers mention icebreakers as a helping tool. They can share stories and experiences from their own life and let the learners to know themselves on a personal level. It's beneficial to emphasize that the teacher is not an evaluator with stern approach and a red marker pen, but a facilitator for their learning process.

Taking into account the teaching methods and techniques the Norwegian teachers said that some learners may have difficulties in concentrating due to a difficult family situation, another person is hard of hearing and needs to see teacher's face clearly etc. Also many students have migrant background and it is important to make sure that the material used is something that resonates with their lives without being culturally exclusive. Language awareness is also very important, since the learners 'skills in Norwegian varies a lot. If a teacher for instance use idioms, should choose them carefully and make sure everybody understands the references.

Polish teachers are generally not prepared to teach inclusively and they would appreciate the training on how to teach inclusively. In Norway general understanding for what distance learning takes both from the learner and the teacher should be improved. Unlike MOOC-classes offered online, distance learning classes cannot have an infinite number of participants, if teaching is expected to be inclusive. Learners with varied needs must feel safe both with the teacher and the other learners, and that is very hard to achieve in larger groups.

One of the Norwegian teacher said that it is hard to measure impact of single tools or methods. Teachers try to bring variation to the classes, and find ways how to incorporate real life in the digital world (use of apps like Padlet for sharing images etc) Breakout room function in Zoom is very good for group work. In distance learning it is very important that people don't spend the whole class sitting in one place. We can have yoga stretches from Youtube or "find an item"-assignments to break the physical stasis (but at the same time the assignments must be such that you can do them from your sofa, some learners may be recovering from operations etc). Also leaving the Zoom open and encouraging the participants to chat with each other seems to improve the class participation during the lessons.

Teachers need better practices and routines for sharing the material from the lessons. Learners appreciate the possibility to watch the lessons afterwards, but if parts of the class are recorded for later use, it affects how comfortable the participants are with asking questions and expressing their views during the lesson. Anything structural that hinders open conversation and sharing of experiences makes the learning situation non-inclusive.

In Norway groups have a great variation in their linguistic skills, educational and cultural background, and teaching strategies vary thereafter. Learners with higher education can be expected to work more independently with assignments and they already possess good learning strategies. Learners who have experienced a more authoritative education culture may struggle with open assignments, and setting their own specific learning goals. Adult learners who have just recently learned to write may have very good practical and conversational skills that teachers can rely on when planning the lessons. Some groups may enjoy certain methods like music and singing or role play, for others it may be demeaning, something they see is for children.

Norwegian teacher gave some perspectives on how to ensure successful and continuous involvement of VET learners in the learning process such as a simple thing that improve the attendance and contact: to send a reminder SMS of the forthcoming class to the participants (if class is only once a week or on different days) and make it clear that you expect to know when learners cannot attend the class.

Activate the learners, let them organize/bring something of their own into the class, like organizing a What's Up – group. Give them an opportunity to share information about their common interest in their mother tongue (jobs, qualifications, celebrations etc) during breaks or assigned time slot during the class.

Give them ownership for their own learning processes, help them set individual goals based on their own needs and life situation, and support them in reaching their own particular goals. Treat everyone as the resourceful individual they are, make sure they are aware of their own resources and make them visible also in the learning context.

For Polish VET teachers regarding the question about the attractiveness of the online teaching the participants said the following:

- o that the content should be attractive
- o that it should be combined with face to face classes
- o that they need more activities that build the relationship between students/learners

6. CONCLUSIONS

It was observed that the participants are different and have different perspectives to internet-based distance education. The two kinds of distance learning are: synchronous and asynchronous was emphasized, the asynchronous which is tailored to organized technological opportunities to students who study individually. In synchronous distance learning, all of the students participate in digital classes in real time, which require two-way communication (Tsipianitis & Groumpos, 2018, p. 346) the teachers have the responsibility of teaching and there is room for students to communicate with one another directly, so this form is considered as more interactive and it increases student involvement. The number of participants was not large, but the idea was to have an engaged and active discussion. The focus group discussion and outcome was very satisfactory.

Teachers and learners were forced to move online The basic needs that appeared after Polish focus groups are:

- Need for special skills and knowledge for distance and digital teaching

- Need to know tools and new software

- Cybersecurity

- Need for a new methodology to teach digitally

- How to assess digitally and how to evaluate effectively

- How to motivate and engage learners

- Need of knowledge on inclusiveness in online education, some basic tools, requirements, standards

Conclusions:

- deliver a training for VET teachers on how to teach online would be appreciated
- RELATIONSHIPS with learners, between teachers and learners are crucial, how to build them, how to sustain them and how to use them for teaching
- Engagement of learners
- Increase creativity
- Source evaluation, how to use information from Internet, credibility of sources
- Building learners strong, supporting learners due to psychological problems after pandemic
- Improvisation skills
- Ready to use activities
- Activities focusing on motivation and engagement
- Teachers need more knowledge (general) about inclusiveness, they know a little in this subject and are curious
- Tips on how to make teaching online inclusive, universal design for teaching and learning

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