

**SNBI**

Schweizerisches Netzwerk für Bildungsinnovation  
Swiss Educational Innovation Network

## Kick-Off Meeting to Identify Solutions, Key Questions and Actors

*Prof. em. Dr. Urs Gröhbiel and Dr. Christoph Pimmer / [www.snbi.ch](http://www.snbi.ch)*





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**This webinar will be recorded**

# Welcome to this Kick-off



**Andrea Inglin**  
Focal point e+i



**Christoph Pimmer**  
Senior Researcher  
SNBI



**Franz Thiel**  
Advisor Knowledge  
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HELVETAS



**Brigitte Colarte**  
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**Urs Gröhbiel**  
Director SNBI



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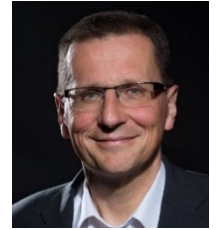
# Share & Connect: Our Goals for Today

Identifying learning activities & digital tools

Identifying implementation issues and good practice

Connecting actors with similar interests

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# Today's Programme

**Welcome** (*Focal Point e+i, 5'*)

**Introduction** (*Urs & Christoph, SNBI, 15'*)

- a) Which solution works for me? Overview of key learning activities and tools
- b) How can I implement this solution? Overview of key implementation areas
- c) Clarifying all open questions

**Sharing our experience and questions** (*all, 30'*)

- a) Collaborative writing: Solutions, experience implementation, and questions
- b) Synthesis and clarification of open questions

**Next steps** (*Urs & Christoph, 10'*)

- a) Identifying potential topics for further CoP-meetings
- b) Identifying interest and commitment for participation in CoP

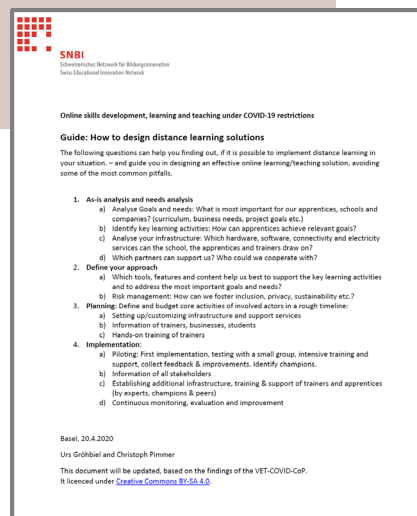


# Developing Solutions Together - Links

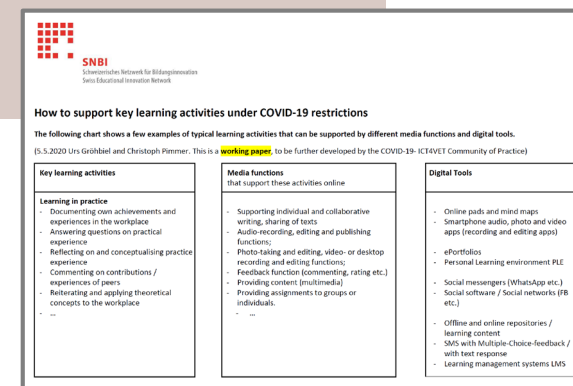
## Best Practice Albania: Presentation, Recording Q&A



## How to Start: Guide for ICT4VET under COVID-19 Restrictions

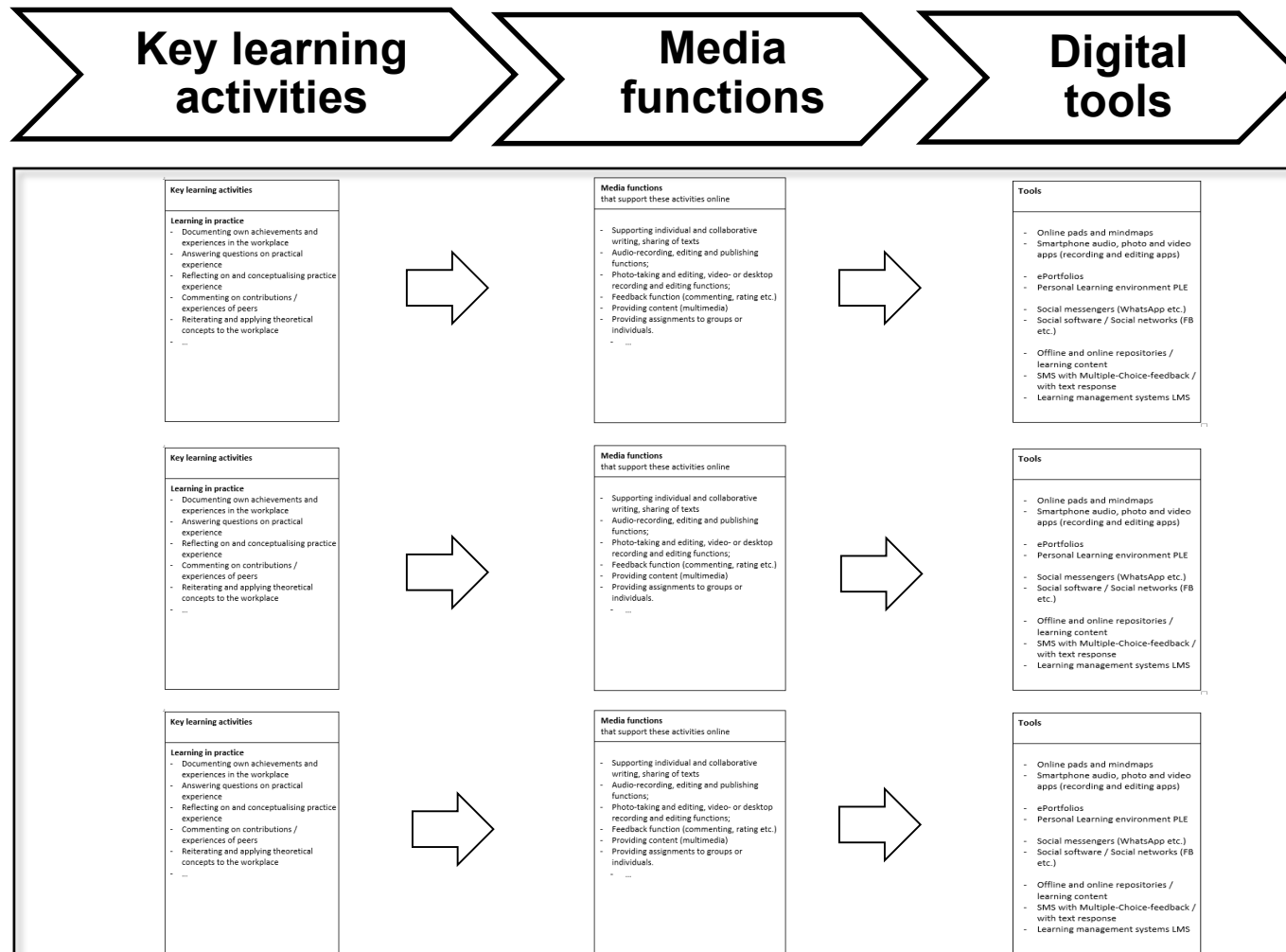


## Learning Activities





## 2. Introduction I: Key Learning Activities and Tools

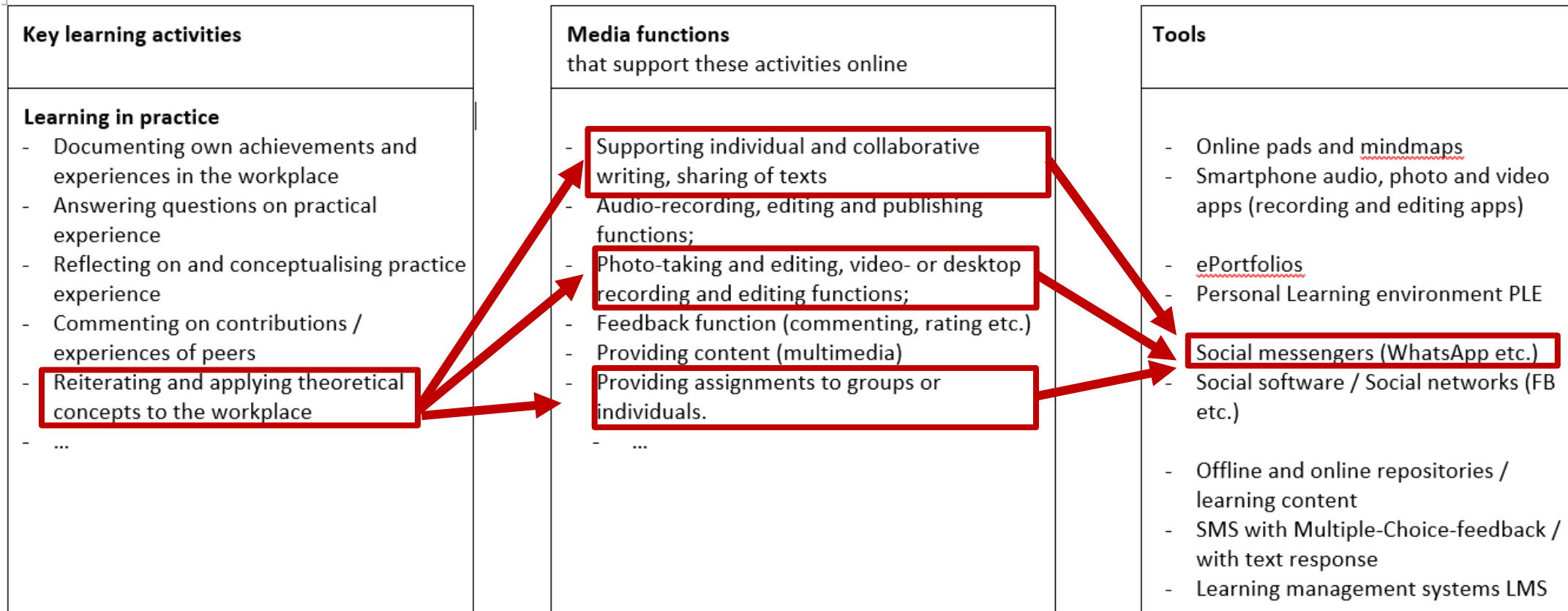


**Example Zimbabwe**

**Example Albania**

**Example Finland**

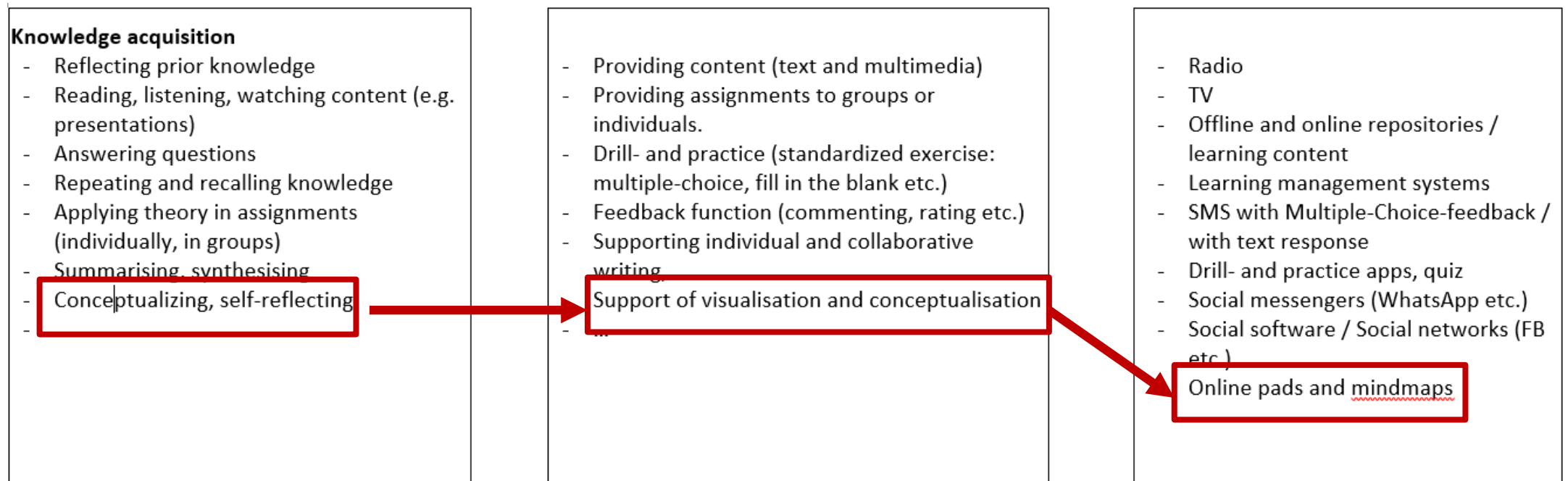
## Learning in practice: Example of Tech College in Zimbabwe



**Example: Apprentices in a Tech College in Zimbabwe applied concepts from school during their practical (activity) through assignments provided by their school teachers: E.g. "Draw and wire the control and power circuit diagrams for a ... ". They did so on WhatsApp (tool) described their activities with text and images, which, in turn, was commented by the teacher. (functions).**

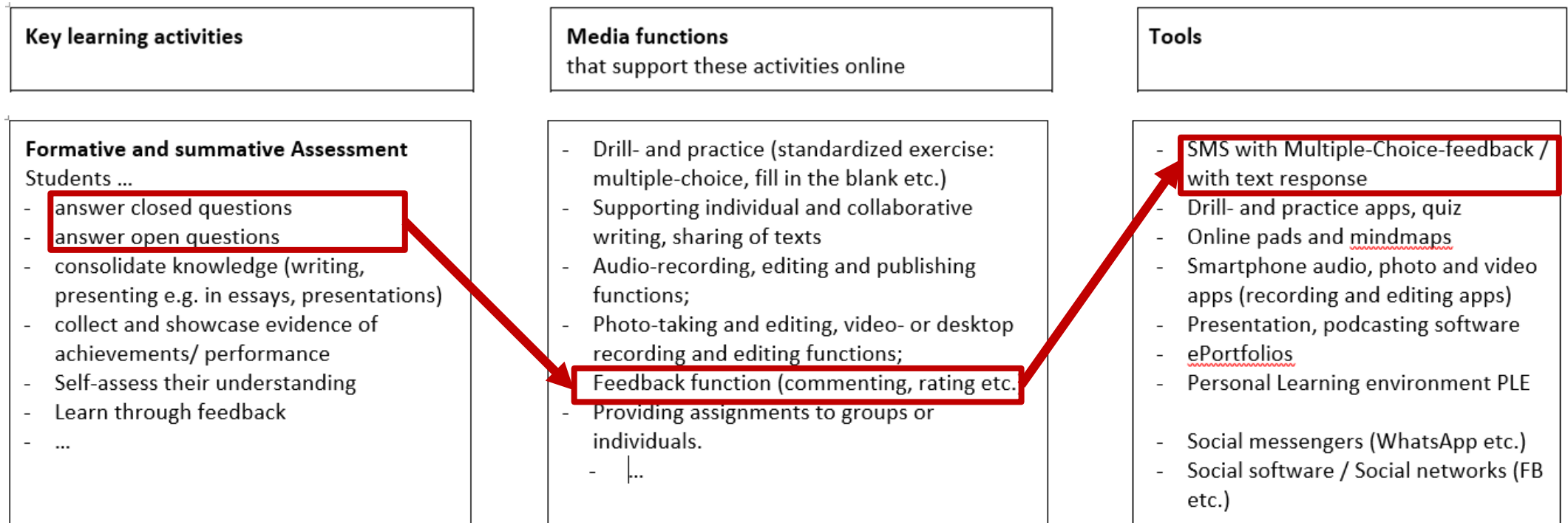


## Knowledge acquisition: Example VET in Albania

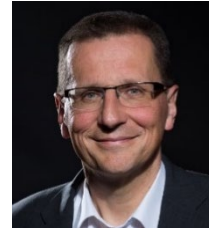


**Example: Apprentices of Tourism and Hospitality in Albania summarize recipes of cream that they have learned of and compare the different preparation processes. They do this by developing together mind maps in groups of four with the help of a free collaborative online mind map tool. The results can be presented and shared.**

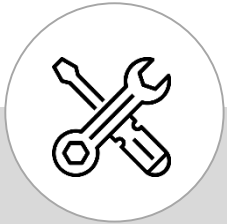
## Formative and summative assessment: Example VET Finland



**Example: Apprentices in Finland answered and reflected on open and closed questions (activity) about their progress in certain competency. For example: "I have the basic knowledge of ..". They received these questions from the teacher via simple text-based rating (functions) on a simple phone based app (tool).**



## 2. Introduction II: Implementation Issues



Setting up/  
customizing tools



Information  
Management

Target groups –  
content - channels



Training and  
Support

Topics - methods  
- channels



Managing goals,  
controls, quality  
& knowledge

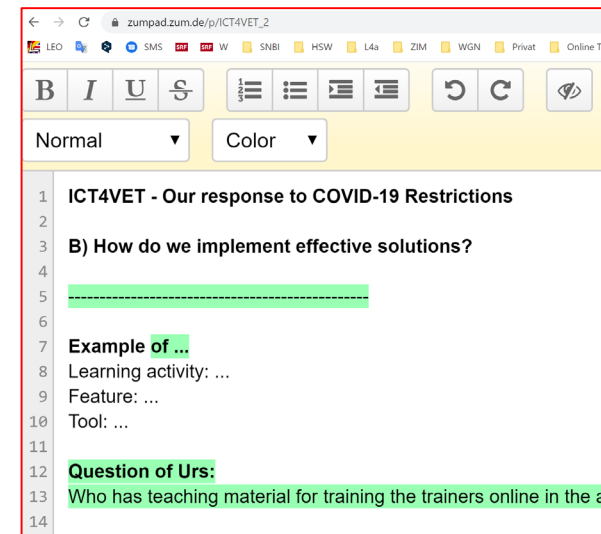
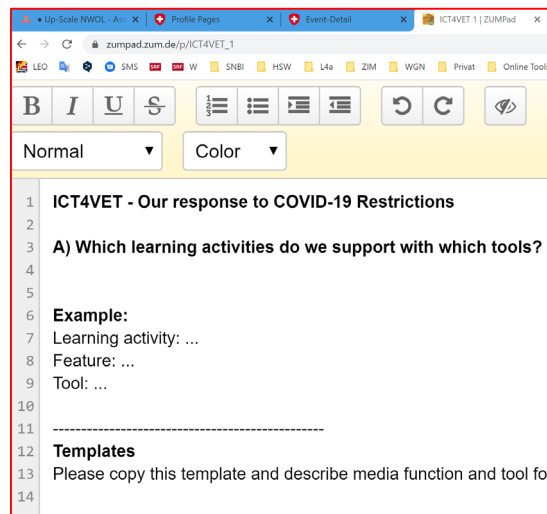


### 3. Sharing Our Experience and Questions: Your Turn!

Please add your examples and questions on ...

... key learning activities and tools  
 ([https://zumpad.zum.de/p/ICT4VET\\_1](https://zumpad.zum.de/p/ICT4VET_1))

... implementation  
 ([https://zumpad.zum.de/p/ICT4VET\\_2](https://zumpad.zum.de/p/ICT4VET_2))





## 4. Outlook on The Next Steps

- a) Identifying potential topics, interest and commitment for participation in CoP
- b) Launch CoP
- c) Individual coaching



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**CONTACT US  
FOR SUPPORT**

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