Innovation in VET

Preliminary insights from OECD survey

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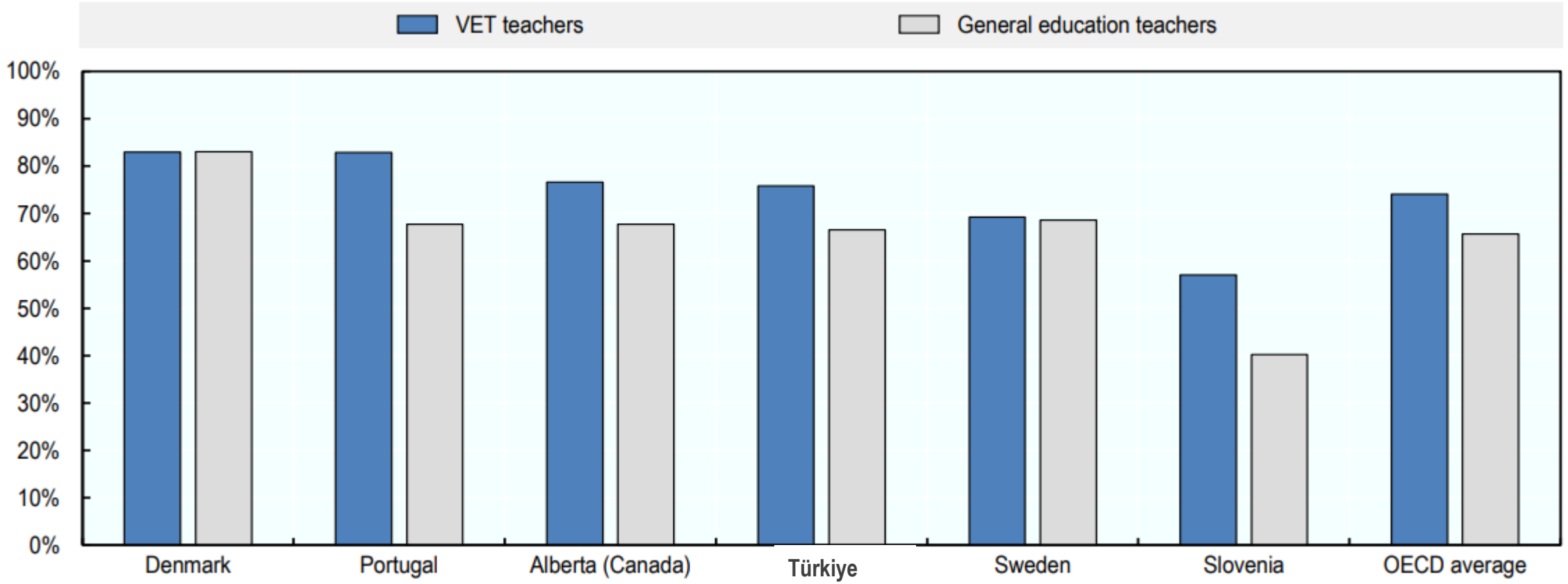
OECD TALIS data provide interesting insights on technology use in VET, but coverage is limited

VET teachers are more likely to let their students use ICT than general education teachers

Percentage of teachers who let their students use ICT for projects and classwork "frequently" or "always"



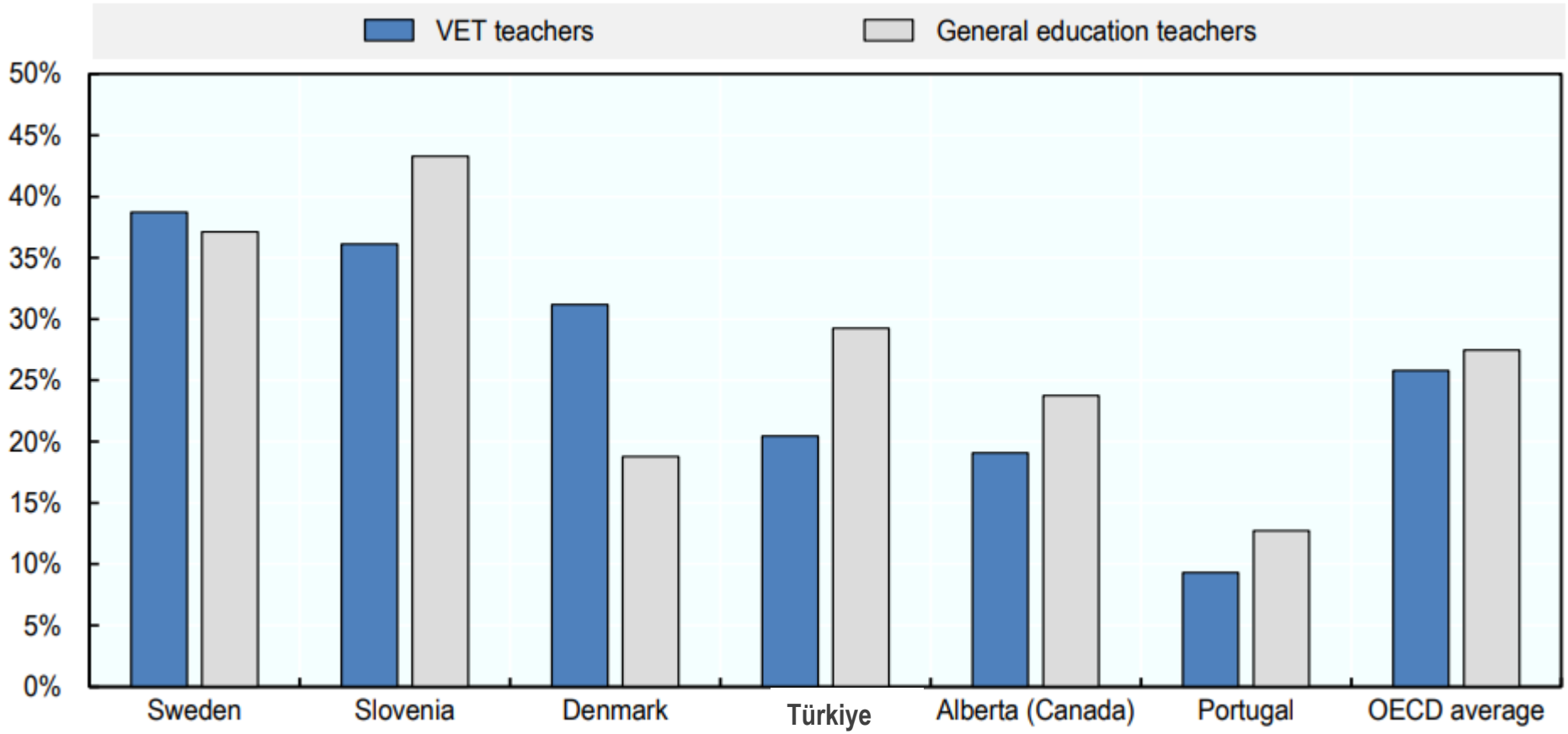
Note: VET teachers are those who reported in TALIS that they were teaching practical and vocational skills in the survey year in upper secondary programmes (ISCED 3), regardless of the type of school where they teach. The reported average corresponds to the unweighted average for the six OECD member countries/regions in the sample.

Source: Elaboration based on OECD TALIS 2018 database, http://www.oecd.org/education/talis/talis-2018-data.htm

OECD TALIS data provide interesting insights on technology use in VET, but coverage is limited

A substantial proportion of teachers cannot or only to a limited extent support their students trhough the use of digital technologies

Percentage of upper-secondary teachers who are able to support their students learning through the use of digital technology "to some extent" or "not at all"



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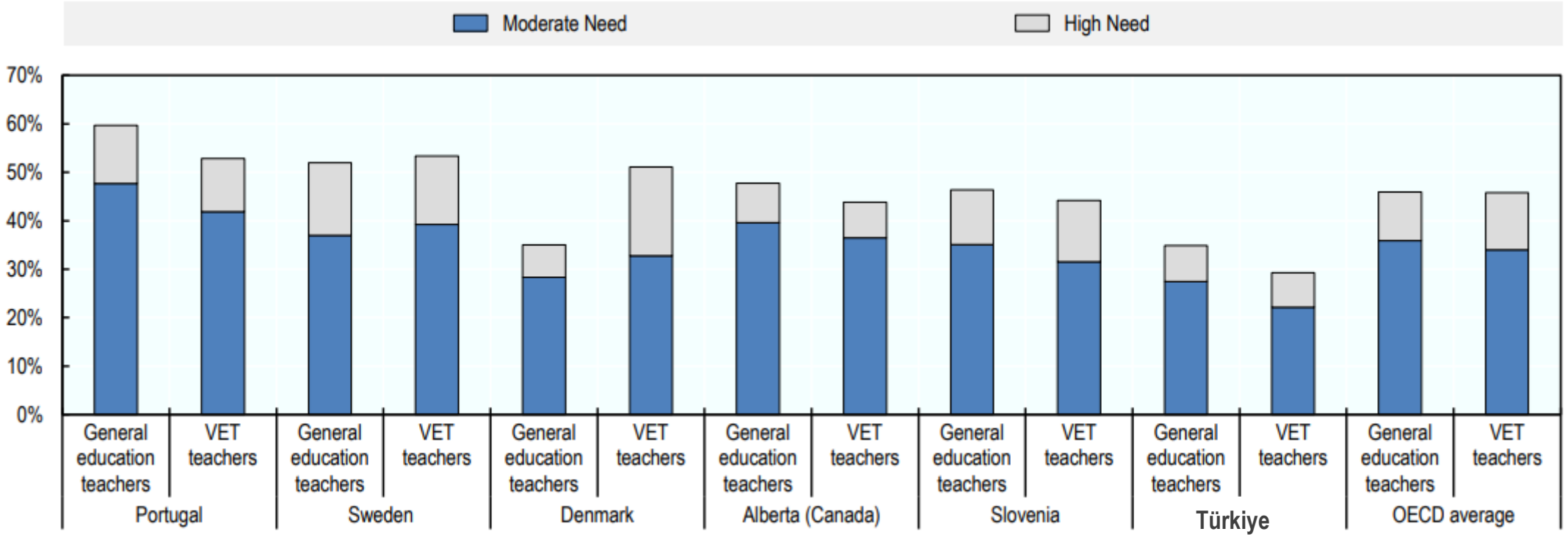
Share of upper-secondary teachers reporting a moderator or high need for training in ICT skills for teaching



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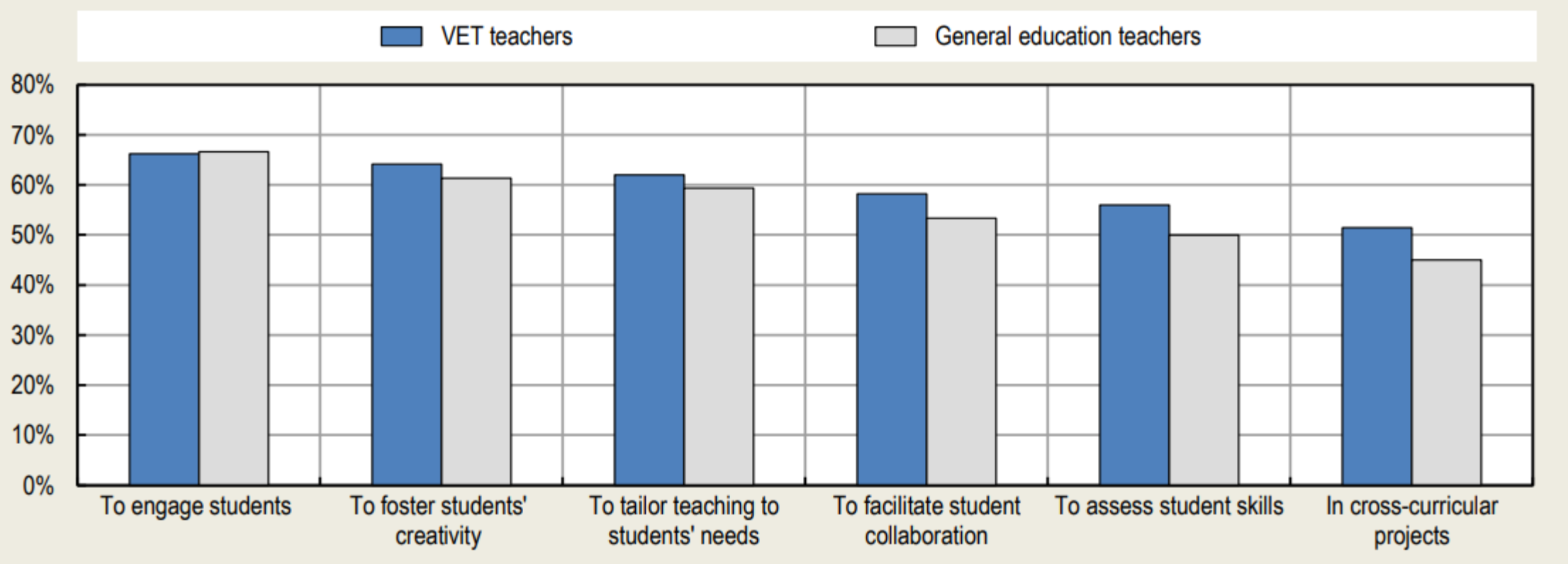
Answers from SELFIE respondents provide valuable insights

Teachers use technologies for various purposes

Proportion of upper secondary teachers who (strongly) agree to be using digital technologies in their teaching

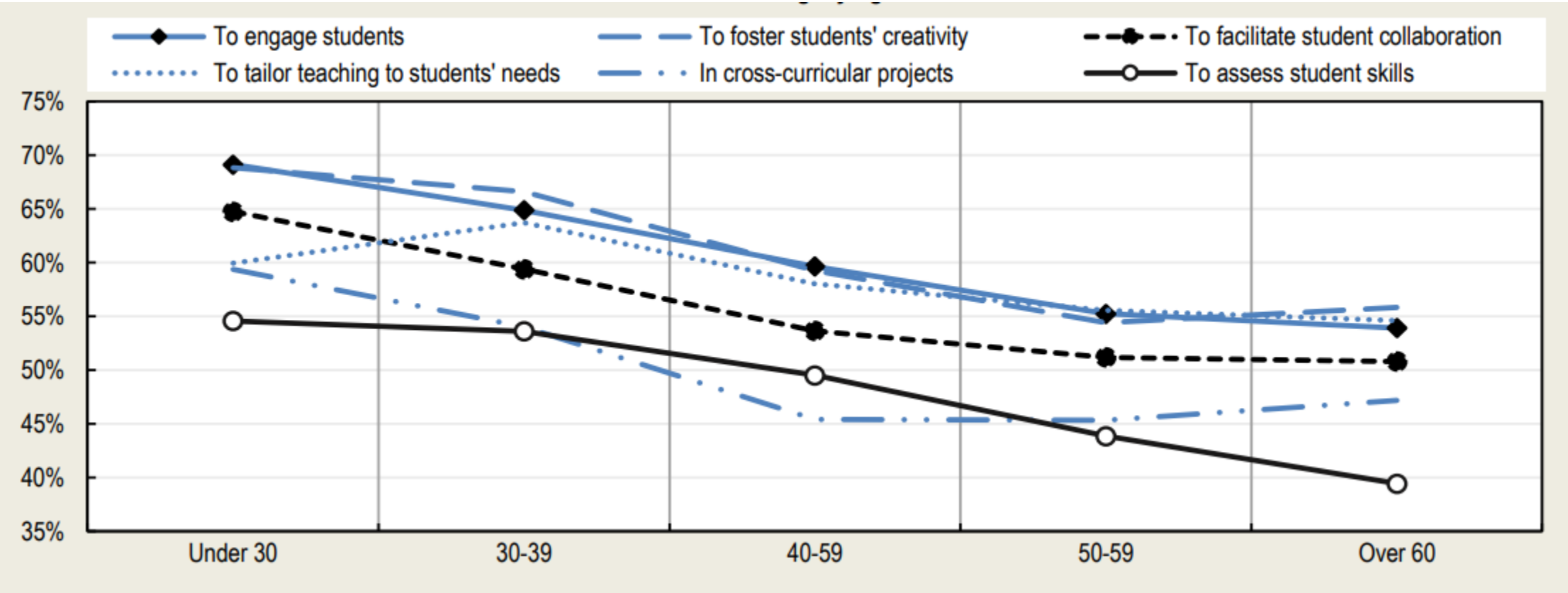


Note: All percentages refer to the share of high responses (i.e., 4 and 5 on a 5-point-scale). Participation in SELFIE is anonymous and voluntary, thus the data are not representative. Not all OECD countries are available and included in the dataset. This aggregated and anonymised data is extracted by the European Commission from SELFIE and does not necessarily reflect an official opinion of the Commission. The Commission does not guarantee the accuracy of the data included in this document. Neither the Commission nor any person acting on the Commission's behalf may be held responsible for the use which may be made of the information contained therein.
Source: SELFIE database (extraction October 2018-December 2020)

Answers from SELFIE respondents provide valuable insights

The use of technology various by age of the VET teacher

Proportion of upper secondary VET teachers who (strongly) agree to be using digital technologies in their teaching, by age



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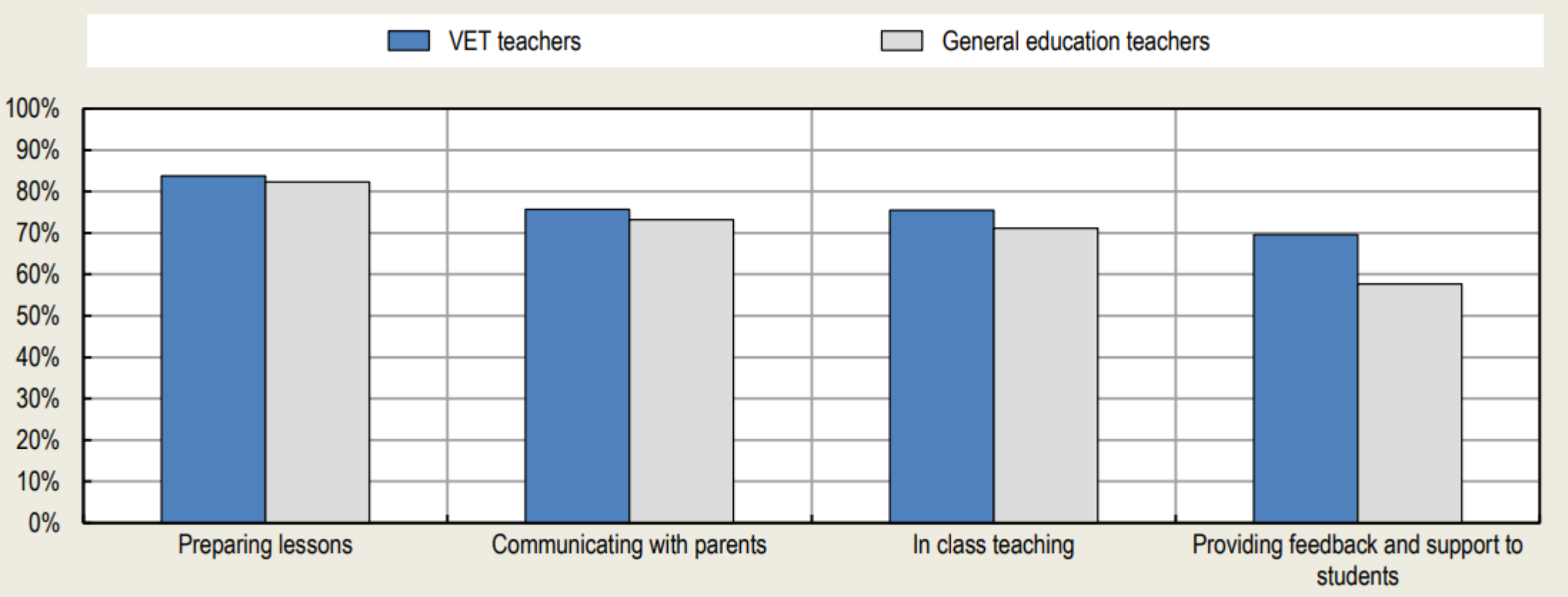
Not all teachers feel confident using digital technologies

Proportion of upper secondary teachers in OECD countries who are (very) confident using digital technologies



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Answers from SELFIE respondents provide valuable insights

Not all teachers receive strategic guidance and support to integrate new technology into VET

	% of VET teachers who (strongly) agree
Teachers receive support from school leaders in trying out new ways of teaching with digital technologies	52%
School leaders support teachers in sharing experiences within their school about teaching with digital technologies	51%
School leaders discuss with teachers their professional development needs for teaching with digital technologies	45%
Teachers have time to explore how to improve their teaching with digital technologies	31%

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New data collection about technology use can provide more detailed insights

New OECD survey on technology use in VET
- Piloted in Estonia, Norway and Scotland (United Kingdom) in Q2-Q3 2022

Types of technologies

- *Online courses*
  Immersive/enveloping technologies
- *Robots*
- *Personalised learning with Artificial Intelligence*
- *Digital examinations, tests and assessments*
- *Online meetings*
- *School information systems*

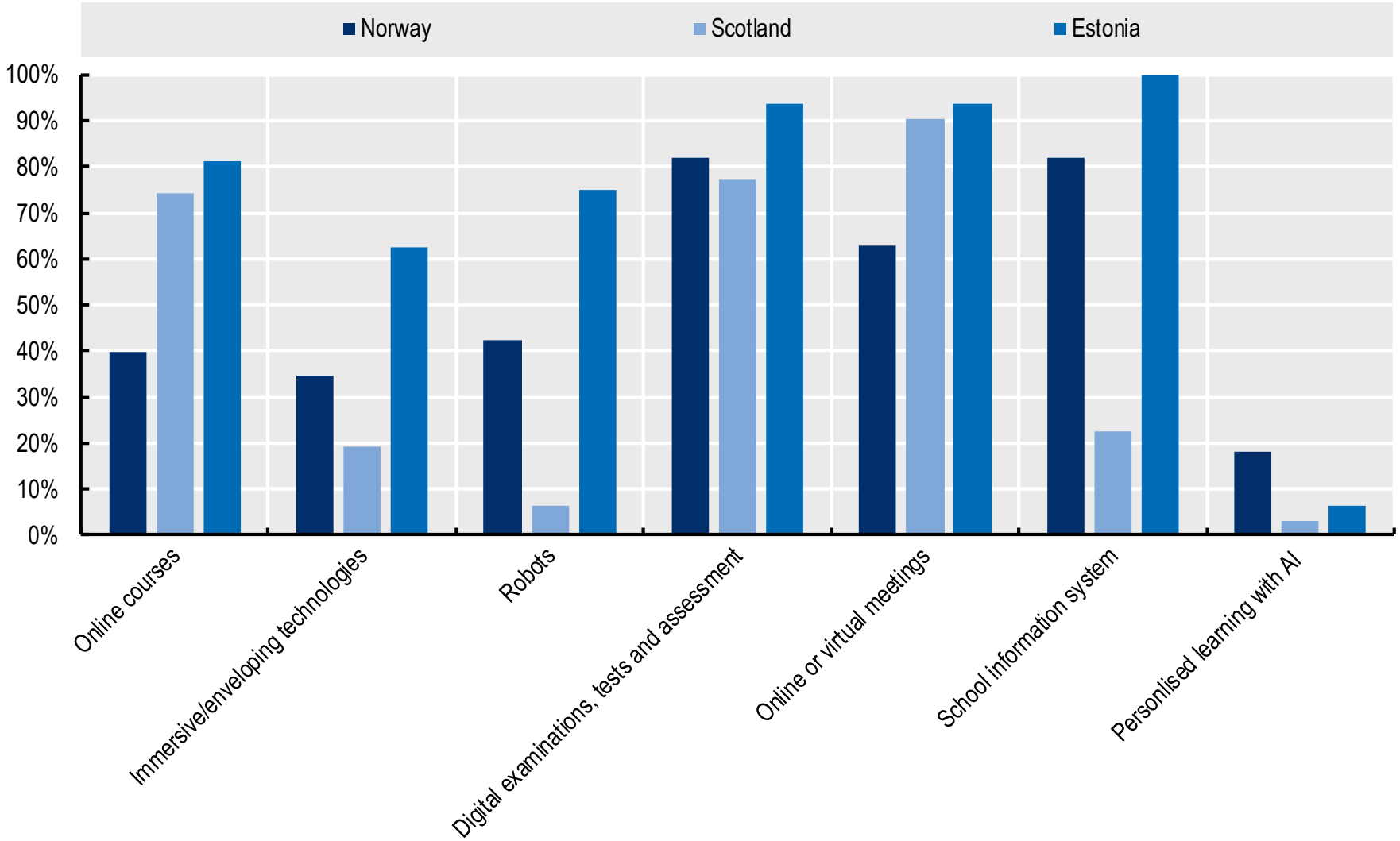
Topics

- *Use of technology (coverage)*
- *Setting/level of use*
- *Purposes of technology use*
- *Reasons for technology use/goals*
- *Succesfulness*
- *Barries to technology adoption and use*

Target audience: VET providers (including school leaders and VET teachers)

Preliminary insights from new OECD survey among VET providers

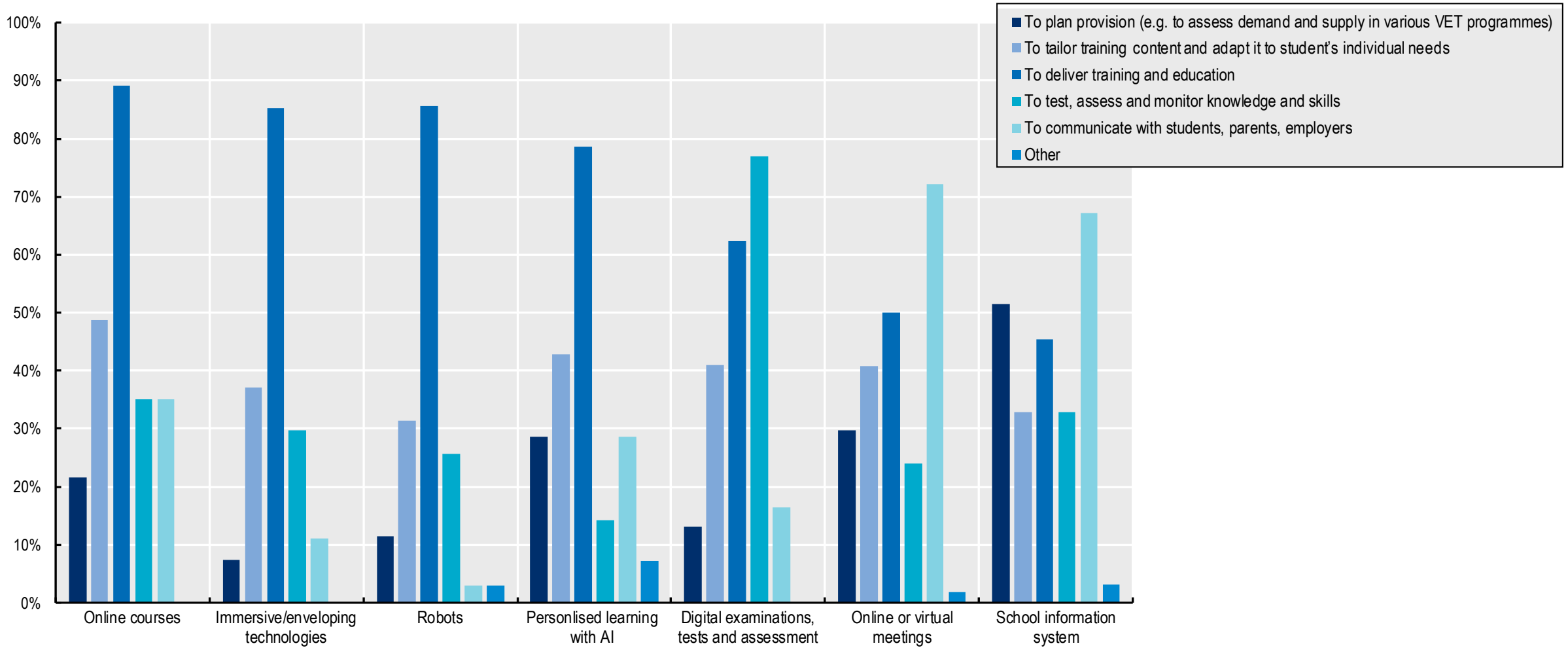
Share of respondents reporting using the specific technology



Note: Number of observations by country: Norway – 77 responses from 51 VET institutions, Scotland – 31 responses from 29 VET institutions, Estonia – 16 responses from 15 VET institutions. Please note that the results should be interpreted with caution as the samples may be not be fully representative of all the institutions in the country.
Source: OECD Survey on the use technologies in VET.

Preliminary insights from new OECD survey among VET providers

Share of respondents using a specific technology by its purpose (Norway)



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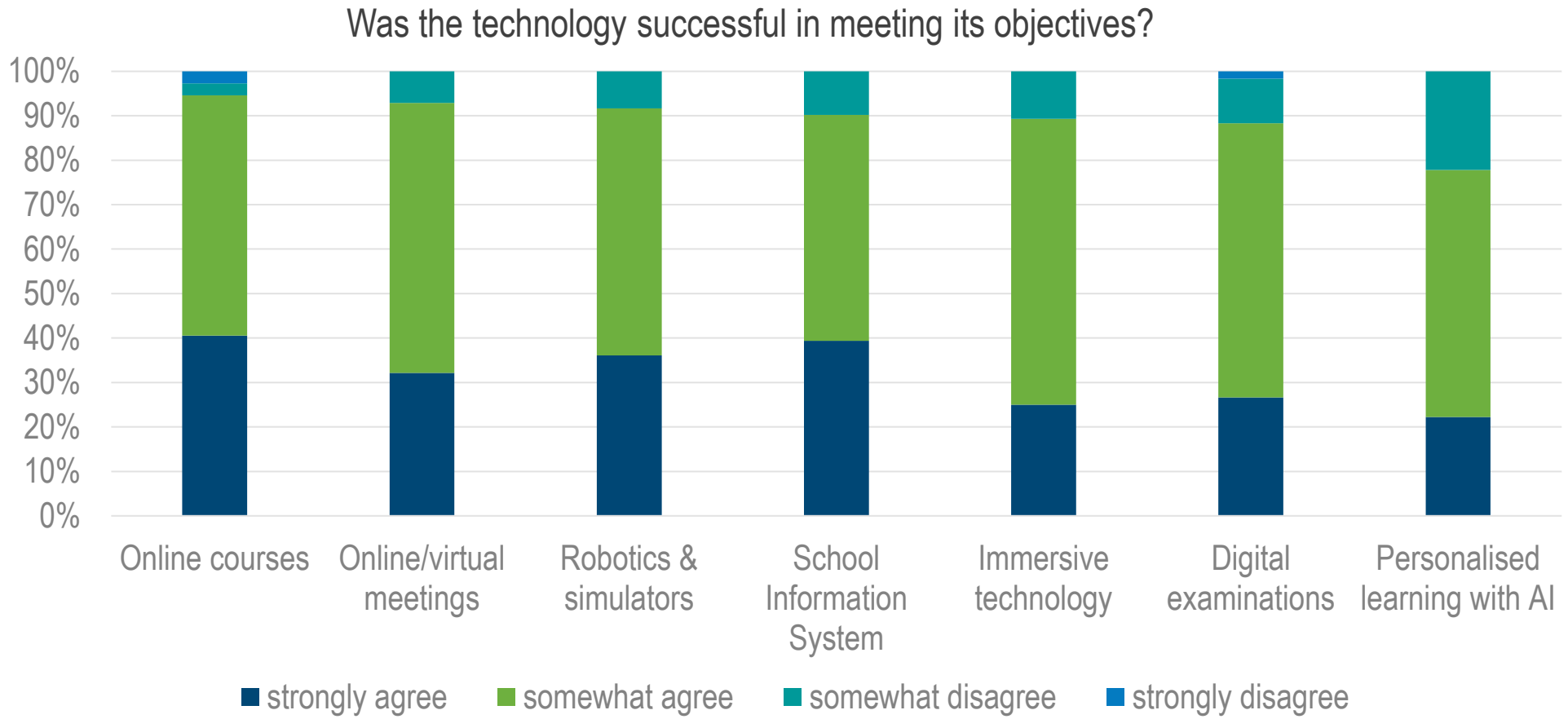
Preliminary insights from new OECD survey among VET providers

Share of respondents using a specific technology by level of satisfaction with the specific technology (Norway)



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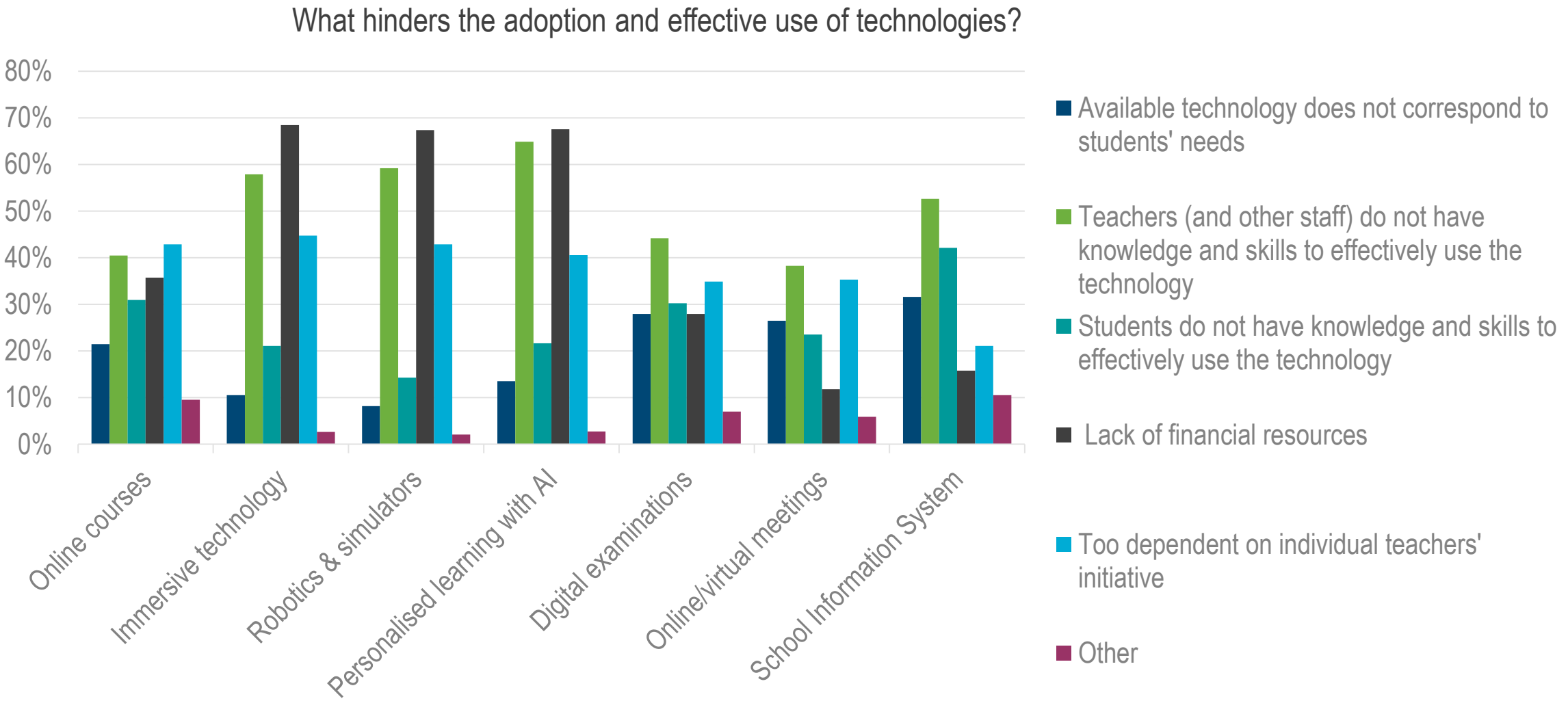
Preliminary insights from new OECD survey among VET providers

Share of respondents by barriers to technology adoption and use (Norway)



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Identifying good practices

Engage

- Targeting individuals & employers with awareness-raising and guidance
- Matching individuals and training

Train

- Improving access
- Diversifying the offer
- Safe learning environment
- Avoiding wasteful expenditure
- Personalised learning
- Better alignment with the needs of the labour market

Manage and communicate

- Following learning activities and progress of learners in different learning environments
- Information exchange between actors

Assess and evaluate

- Assessing learners' skills
- Certification of skills acquired
- Evaluating outcomes and the need for revised or new training

Info

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