**WORK PACKAGE 4 – CAPACITY BUILDING**

**TEMPLATE FOR COLLECTION OF GOOD PRACTICES**

(condition: the good practice needs to be transferrable to the other networks)

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| **Name of the best practice** | eTutor |
| **Country** | Gradia, Finland |
| **Description** | eTutors are teachers who are the digital ambassadors or ‘super-users’ of digital tools for learning and teaching |
| **Who is involved? How were they motivated to participate?** | * Approximately 50 teachers (out of 680) across all colleges, units and departments * Selected annually by open application * Number of hours dedicated for tutoring depends on the number of staff and activities required in the department |
| **Benefits of eTutor network** | Benefits for the teachers:   * support in using digital tools and help with digital pedagogy from a peer, someone who does the same work as you do instead of an external expert/specialist; * easy access to technical and pedagogical support in daily work, during breaks etc.; * low threshold to ask for help; no need to know the correct terms or contact ‘faceless’ support services via official routes   Benefits for the curriculum department:   * co-creating and developing sector-specific digital pedagogy; * eTutors are a bridge between the curriculum dept. and the digital services dept; * increased digital pedagogical skills and wider dissemination (of good practises) across the department   Benefits for the college:   * eTutors facilitate sharing good practice within the whole organisation; * faster overall development of a digital pedagogy; * more efficient communication of the college’s recommended practices within units and departments |
| **Challenges and how they were overcome** | •at present, usually only one eTutor per dept. => plans to increase the number of eTutors to meet the need (more efficient dialogue/co-development)  •the challenge of allocating adequate working time for eTutors to support colleagues in a timely manner => quite surprisingly, the current exceptional situation (COVID-19) has both offered more resources for eTutoring as well as created even more demand for it thus making is more visible and relevant for the whole organisation |
| **Step by step for the implementation of the good practice (transferability to other VET college)** | * identifying the needs for skills development and support in the department/college   (Relevant EU tool https://ec.europa.eu/education/schools-go-digital\_en)   * identifying the competences eTutors need   (Relevant EU tool https://ec.europa.eu/jrc/en/digcompedu)   * selecting teachers to be trained as eTutors based on their individual skills and interest as well as the needs of the dept. * teachers who are trained to act as peer-tutors for teachers in their of unit and/or sector. * allocate time and resources (curriculum manager) for the eTutor in their annual plan * provide training for the eTutor according to their individual needs (peer-learning events, formal training) ded * regular (monthly) meetings of eTutors with the digital services dept. (training and exchange of experiences) * regular assessment of effectiveness of eTutor activities and planning further development |