



## CL-BVET: Education and Training for Collaborative Learning in Blended Learning Environments

### Minutes National activity POST-PLA 2

#### General information:

<b>Responsible organization</b>	Šolski center Novo mesto, Šegova ulica 112, Novo mesto
<b>Date</b>	<b>25 August 2025</b>
<b>Place</b>	Šolski center Novo mesto, Šegova ulica 112, Novo mesto
<b>Duration from to</b>	10.00 – 15.30
<b>Moderator(ji)</b>	Tomaž Pintarič

#### Participants:

No.	Name	Organization	Function
1.	Tomaž Pintarič	ŠC NM	Project CL-BVET
2.	Marjana Šporar	ŠC NM	Project CL-BVET
3.	Albin Pečnik	ŠC NM	teacher of professional subjects
4.	Anja Plut	School of Economics Novo mesto	teacher of professional subjects
5.	Boštjan Škrabec	ŠC NM	teacher of professional subjects
6.	Darja Bremec	Srednja šola Črnomelj	teacher of professional subjects
7.	Dejan Čurk	ŠC NM	Lecturer at the College of Applied Sciences
8.	Irena Genorio	Center for Biotechnology and Tourism	development of educational programs
9.	Jernej Čuček	ŠC NM	teacher of professional subjects
10.	Jernej Kastelic	ŠC NM	teacher of professional subjects
11.	Lara Pintarič	Euroskill d.o.o.	Project CL-BVET
12.	Mateja Brudar	ŠC NM	teacher of professional subjects
13.	Matejka Kure	ŠC NM	teacher of professional subjects
14.	Nedim Husić	ŠC NM	Lecturer at the College of Applied Sciences
15.	Jure Petric	ŠC NM	Lecturer at the College of Applied Sciences
16.	Klemen Pečnik	UL FE	Research and evaluation studies
17.	Anja Zupan	UL FE	Research and evaluation studies
18.	Žana Juvan	UL FE	Project Manager



At the beginning, Tomaž Pintarič, project manager at the partner Šolski center Novo mesto, greeted all those present and thanked them for their response to the invitation to today's meeting.

He presented the CL-BVET project to the participants: Education and training for collaborative learning in blended learning environments: about the project, project partners, recommendations and reasons for the project, project implementation, expected results.

For the introductory part, a presentation was prepared - **Use of Open Badges to identify acquired competencies**, which is attached to the minutes.

The PLA method – mutual learning and the topic of the second **workshop PLA 2 – Education programmes for the acquisition of competences for collaborative learning** were presented.

To this end, a **presentation of the POST PLA2 25 8 2025** was prepared (**annex to the minutes**)

**The focus was on the expectations of the workshop:**

1. Use of open badges to identify acquired competences.
2. Suitability of the prepared basic structure of the educational program for the acquisition of competences for collaborative learning.
3. Examples of ready-made programs from PLA 2 – analysis and suitability for use.
4. Preparation of a uniform form for collaborative learning programmes.

**We also presented two examples of educational programs with an open badge (attached):**

**Open Badge Training Program Design Thinking**

**Open Badge Training Program Team Building activity**

And a proposal for a basic form for an Open Badge educational program.

**Open Badge Training Program Template**

**Presentation of prepared programs**

- The concept of the presented programs was well received – simplicity and all the main components – the name of the program (achievement – Open Badge), who prepared the program, short content, Open Badge accreditation, acquired competencies (learning outcomes), criteria for verifying the achieved competencies, how to prove the achieved competencies.
- The main advantage or novelty of non-formal education and training programmes has been very well received – it is a record of how the acquired competences are proven and how this is verified – the Open Badge is a certificate for the refined, **proven and verified knowledge and skills**.
- The group puts a lot of potential on these forms of programs and the trust in the badges behind the organizations that test and validate skills.
- The digitalisation of non-formal education and training with the help of the Open Badge – the introduction of standardisation and control in a relatively cheap and easy way – is also very well appreciated.
- The group would expand on the individual points of the program and write down it in more detail – especially the competencies and then the content – and the assessment would be more targeted.
- There is also a fear that the programmes would be too fragmented and difficult to assemble into larger units in this way.

## Implementation of the workshop

The workshop was conducted as a group in the form of a round table. The project representatives led the workshop by asking questions that we debated and at the end tried to write down common findings.

### 1. Question – Which collaborative learning program in our project should be done first? (the question was also asked at the PLA2 workshop in Velika Gorica)

The whole team realized that it would be necessary to first create a program to acquire competencies for collaborative work in remote project management – digital competencies for successful communication and remote file sharing, for the use of cloud data stores.

We have developed the following competencies:

Competence	Specific skills/behaviors
Communication	Clear and structured expression, Active listening, <b>Adaptation to different channels (video, chat, email)</b>
Digital and technical skills	Use of project management tools (Asana, Trello, Jira...), <b>Mastering communication platforms (Teams, Zoom, Slack),</b> Solving basic technical problems
Use of cloud solutions (Google Drive, etc.)	<b>Create, store and share documents,</b> <b>Simultaneous editing and commenting,</b> Monitoring the history of changes, Access management and security, <b>Organization of folders and files,</b> Integration with other tools
Organization and planning	<b>Setting goals and priorities,</b> <b>Time, deadline and resource management,</b> <b>Tracking progress,</b> Adapting to change
Independence and responsibility	Self-discipline without constant supervision, <b>Taking responsibility for results,</b> Proactive problem solving
Collaboration and teamwork	<b>Building trust in a virtual environment,</b> Knowledge sharing, Support for colleagues, <b>Receiving and giving feedback</b>
Leadership and interpersonal skills	<b>Motivating the team from a distance,</b> Empathy and cultural sensitivity, Conflict resolution, <b>Building positive team dynamics.</b>
Flexibility and learning	<b>Quick adaptation to new tools and processes,</b> Continuous improvement of practices, Resilience to stress and work in uncertainty

## 2. Question – What would you call an education program that would have these competencies

The group suggested the following names

- Remote leadership and collaboration competencies
- Digital Project Manager
- Virtual Leadership: From Idea to Successful Execution
- 360° remote collaboration – tools, communication, guidance
- Project management in the digital environment
- Effective online project management
- Remote project management
- How to Build Successful Projects Remotely
- **Digital tools for effective project management**

## 3. Question – What would you call the open badge that a participant would earn after completing this program

- Digital Skills for Project Management
- Mastering digital tools for project work

## 4. What learning outcomes should this program have

After the program, participants are able to select, use and connect digital tools for project work, collaborate remotely, organize documents in the cloud and effectively manage tasks in a virtual environment.

### 1. Use of digital tools

- Effectively use selected project management tools (e.g. Trello, Asana, MS Project, Jira).
- Use communication platforms (Zoom, Teams, Slack) for remote collaboration.

### 2. Document management in the cloud

- Create, organize, and share documents within Google Drive (or other cloud solutions).
- Collaborate on document editing and use comments and change history features at the same time.
- Set appropriate access rights and ensure secure file sharing.

### 3. Planning and organization of projects

- Set project goals, tasks and deadlines using digital tools.
- Monitor progress, identify risks and adapt to change.
- Organize the team's work in a transparently structured digital environment.

### 4. Remote collaboration and communication

- Establish clear and effective communication flows in the virtual team.
- Give and receive feedback through digital channels.
- Build a culture of trust and collaboration remotely.

### 5. Autonomy and responsibility in the digital environment

- Independently solve basic technical challenges in the use of tools.
- Take responsibility for your tasks in a virtual project.
- Be proactive and contribute to the team's success.

## 5. How to check these learning outcomes

<b>Use digital tools for project work</b>	Practical task: the participant creates a project board with tasks, deadlines, responsible persons and progress monitoring in the chosen tool (Trello, Asana, etc.).
<b>Manage documents in the cloud</b>	Exercise: A participant creates a folder in Google Drive, saves the document to it, shares it with the appropriate permissions, and shows how to co-edit and use comments.
<b>Collaborate effectively remotely</b>	Simulation: conducting a short virtual meeting (Zoom/Teams) where the participant presents a task, uses the screen sharing function and leads the discussion.
<b>Creating a transparent digital environment</b>	Task: Creating a logical structure of folders and documents in the cloud for a specific project and presenting it to the team.
<b>Choose the right tools for different project needs</b>	Case study: analysis of the project scenario and justification of what tools he would use for communication, task management and document storage.
<b>Use best practices in virtual project management</b>	Final project: preparation and presentation of a mini-project, which includes a project board, document structure and communication plan; additionally peer-review, where other participants give feedback.

## 6. What should be the optimal scope of this programme and how it could be implemented most effectively

Therefore, it is optimal to structure the program into **16 - 20 hours**, with a lot of practical work carried out in a **hybrid or completely online form**, where participants are constantly active and work on concrete examples.

It was proposed that the project team prepare a training program **"Digital Tools for Effective Project Management"**. That would then be implemented. They assure that there would be interest in this program.

Written by: Tomaž Pintarič