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SPA3 — Spa Nursing Care for the 3rd Millennium

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Teaching Spa Nursing Care for the 3rd Millennium

Conference Proceedings of the SPA3 Dissemination Conference

DISSEMINATION CONFERENCE

SPA3 Dissemination Conference: Teaching Spa Nursing Care for the 3rd Millennium

Plzeň, Czech Republic, 7 May 2026

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EDITORS' SCIENTIFIC INTRODUCTION

Spa nursing care as a teachable competence: framing the SPA3 dissemination conference

1. The educational problem addressed by SPA3

Vocational education and training (VET) in the health-care sector currently operates at the intersection of several converging pressures: demographic change, the rapid digitalisation of professional practice, the diversification of patient populations, and a steady widening of the spectrum of care environments in which nursing graduates are expected to function. Spa nursing care occupies a distinctive position within this spectrum. It combines clinical knowledge with rehabilitation-oriented procedures, prevention, patient education, intercultural communication and the responsible use of natural therapeutic resources. Despite its labour-market relevance in European health-resort regions, the field remains insufficiently represented in vocational nursing curricula and teaching materials (SPA3 Project Consortium, 2024).

The Erasmus+ KA220-VET cooperation partnership Spa Nursing Care for the 3rd Millennium (SPA3) was developed to address this gap. The project brings together vocational education institutions from the Czech Republic, Slovakia, Türkiye and Greece, and produces a coordinated set of educational outputs — chief among them the Spanursing learning platform, a multilingual methodological guide, and a picture dictionary of spa-care aids and devices. The four conference papers collected in this volume each examine a different facet of these outputs and ask, in different ways, the same underlying question: how can a specialised area of healthcare be transformed into structured, teachable, transferable competences within the everyday work of a vocational school?

2. European policy framing

The SPA3 project is positioned at the intersection of several European policy frameworks that shape contemporary VET. The Erasmus+ Programme Guide articulates Cooperation Partnerships as instruments for improving the quality and relevance of education and training, reinforcing transnational networks and developing or exchanging new practices (European Commission, 2024). The Digital Education Action Plan 2021–2027 frames digital education as a vehicle for inclusion, accessibility and quality, rather than as a matter of presentation technology alone (European Commission, 2020). The Osnabrück Declaration positions VET as an enabler of recovery and just transitions to digital and green economies (Cedefop, 2021), while the GreenComp framework treats sustainability competence as an integrated combination of knowledge, skills and attitudes (Bianchi, Pisiotis and Cabrera Giraldez, 2022). Open educational resources, as defined by UNESCO (2019), provide the wider regulatory and ethical context for projects such as SPA3 that publish learning resources for reuse beyond the original consortium.

Each of these frameworks contributes a distinct vocabulary that the SPA3 partnership has drawn upon and translated into concrete educational design. The papers in this volume should be read against this policy background: not as abstract endorsements of European priorities, but as practical

demonstrations of how transnational vocational nursing education can be organised in response to them.

3. The conference and its papers

The SPA3 Dissemination Conference, held in Plzeň, Czech Republic, on 7 May 2026, was designed to present the project's main intellectual outputs to a wider professional audience and to open them to scrutiny, comparison and discussion. The four contributions collected in this volume reflect the four partner institutions and approach the project from complementary perspectives.

Malata (2026) opens the volume with a project-based design analysis of SPA3 as a whole. The paper interprets the Spanursing platform as a layered educational environment, not as a static repository, and sets out the conditions under which open digital resources translate into measurable contributions to vocational nursing education. Turčeková (2026) examines the multilingual methodological guide, focusing on its teaching use and inclusion dimension and on the ways in which a multilingual format reduces barriers for diverse learner populations. Özkan (2026) analyses Spanursing as an open digital learning platform from the position of the Turkish partner institution, paying particular attention to access, structure and a concrete classroom implementation model. Zouridakis (2026) closes the cycle of papers with a focused study of the picture dictionary as a visual terminology tool, drawing on dual coding theory and multimedia learning research to argue for the pedagogical value of structured visual resources.

Although the four papers were written independently and proceed from different national contexts and theoretical starting points, they converge on a shared claim: that the educational value of SPA3 cannot be reduced to the existence of digital materials. It depends on the quality of the learning pathway that teachers and learners are able to construct around those materials.

4. Methodological and editorial considerations

The contributions in this volume are not empirical studies of measured learning outcomes; they are project-based design and implementation analyses produced during the active phase of the SPA3 partnership. Their evidence base consists of project documentation, the public Spanursing website, the conference programme, and a range of European policy and competence frameworks together with selected research literature on feedback, multimedia learning and vocabulary acquisition. This is an appropriate genre for a dissemination conference proceedings: it allows the partnership to articulate the rationale and expected contribution of project outputs while remaining transparent about the boundaries of what has, and has not, yet been demonstrated empirically.

Editorial intervention in this volume has been limited to language and stylistic harmonisation, the unification of abstract and keyword formatting, the alignment of in-text citations and reference lists to a single Harvard-style convention, and the consistent formatting of tables and figures. The scholarly substance of each paper, including its arguments and the data it cites, has been preserved without change. Where bibliographic information was incomplete in the source manuscripts, this is signalled by a clearly marked placeholder rather than fabricated; readers and prospective implementers should treat such markers as items requiring verification before any external citation.

5. Transferability and the value of an Erasmus+ proceedings volume

An Erasmus+ project produces value at three levels: outputs (the tangible deliverables such as the platform and the guide), outcomes (the changes in teaching practice that those deliverables enable), and impact (the longer-term effect on graduates, employers and the wider VET system). A conference proceedings volume sits between the first and the second of these levels. Its function is to make the design logic of the outputs visible to other teachers and institutions, so that the move from output to outcome can take place beyond the original partnership.

Read together, the four papers in this volume offer a model for how a specialised, internationally relevant nursing field can be structured into teachable resources, supported with multilingual and visual tools, embedded in classroom sequences, and connected to European priorities on inclusion, digital education and sustainability. The dissemination conference and these proceedings are not the conclusion of the SPA3 project but an interim moment in which the partnership invites colleagues to engage with, adapt and improve upon the work done so far.

6. How to read this volume

The volume is organised in the order in which the papers were presented at the conference. Readers approaching SPA3 for the first time may wish to begin with the editors' introduction (this chapter) and the Malata contribution, which together establish the project rationale and its European policy framing. Readers with a specific interest in classroom implementation may find the Özkan and Turčeková contributions most directly applicable, while those concerned with the design of visual and terminological learning resources will find the Zouridakis paper most pertinent. The closing synthesis identifies the cross-cutting themes that emerge from reading the four contributions together and proposes a small number of recommendations for the partnership's continued work and for vocational nursing schools considering adoption of SPA3 outputs.

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CHAPTER 1**SPA3 and Spanursing: Developing an Open Digital Learning Platform for Spa Nursing Care in Vocational Education and Training****Mgr. Jan Malata, Ed.D., MBA***Střední zdravotnická škola a Vyšší odborná škola zdravotnická, Plzeň, Czech Republic**SPA3 Dissemination Conference: Teaching Spa Nursing Care for the 3rd Millennium, Plzeň, Czech Republic, 7 May 2026.*

ABSTRACT

Spa nursing care is a specialised field in which nursing competence, rehabilitation-oriented care, patient education, intercultural communication and the responsible use of natural healing resources intersect. Despite its relevance for European health-resort regions and labour markets, spa nursing care is often insufficiently represented in vocational nursing curricula and teaching materials. This conference paper presents the rationale, design logic and expected educational contribution of the Erasmus+ KA220-VET project SPA3, Spa Nursing Care for the 3rd Millennium, with a specific focus on the Spanursing learning platform. The paper uses project-based design analysis supported by European policy frameworks on vocational education, digital education and sustainability. It argues that Spanursing can support vocational nursing education by providing an open, multilingual and practice-oriented digital environment that integrates worksheets, tutorials, tests, a spa-care overview and a picture dictionary. The platform is interpreted not only as a repository of materials, but as a structured pedagogical instrument that can help teachers translate a specialised healthcare field into teachable competences. The paper concludes that the educational value of SPA3 will depend on systematic classroom implementation, teacher mediation, feedback from learners and continued dissemination after the project period.

Keywords: spa nursing care; vocational education and training; Erasmus+; digital learning platform; nursing education; sustainability; open educational resources

1. Introduction

Vocational nursing education is increasingly expected to respond to labour-market needs, digital transformation, sustainability priorities and the diversification of patient populations. These expectations are particularly visible in specialised care environments where general nursing competences must be adapted to a specific institutional, clinical and communicative context. Spa nursing care is one such environment. It combines the logic of healthcare, rehabilitation, prevention, patient education and health-resort practice. It also involves interaction with clients who may arrive with different linguistic, cultural, social and health-related expectations.

The SPA3 project, Spa Nursing Care for the 3rd Millennium, was developed to address a gap between the professional relevance of spa nursing care and the extent to which this field is systematically represented in vocational nursing education. The project is implemented as an Erasmus+ KA220-VET cooperation partnership and involves partner institutions from the Czech Republic, Slovakia, Türkiye

and Greece. Its dissemination conference is designed to present project outcomes and to show how these outcomes can be used in vocational nursing education (SPA3 Project Consortium, 2026a).

This paper focuses on the main educational rationale of SPA3 and on Spanursing as an open digital learning platform. The central argument is that the project contributes to vocational education not merely by producing digital materials, but by structuring spa nursing care as a teachable, assessable and transferable learning domain. This is relevant for teachers who need ready-to-use resources, for students who need practical and language-supported preparation, and for schools seeking to align vocational education with changing healthcare practice.

2. Policy and educational background

The project is situated within several European policy directions. Erasmus+ emphasises the improvement of quality and relevance in education and training, transnational cooperation, innovation and the development of practices that can be transferred beyond a single institution or country (European Commission, 2024a). Cooperation Partnerships are intended to help organisations increase the quality and relevance of their activities, reinforce transnational networks and develop or exchange new practices (European Commission, 2024b). SPA3 follows this logic by connecting vocational nursing schools that work in different national contexts but share a common need to strengthen the teaching of spa nursing care.

The digital dimension of the project is aligned with the Digital Education Action Plan 2021–2027, which sets out a vision of high-quality, inclusive and accessible digital education in Europe (European Commission, 2020). The relevance of this framework lies in the fact that digitalisation in vocational education should not be limited to presentation technology. It should improve access to specialised content, enable repeated learning, support teachers in resource development and create conditions for cross-border dissemination. Spanursing responds to this by making project outputs available in an online environment.

The project also intersects with sustainability education. GreenComp defines sustainability competence as a combination of knowledge, skills and attitudes that help learners think, plan and act with responsibility and care for public health and the planet (Bianchi, Pisiotis and Cabrera Giraldez, 2022). Spa nursing care is closely connected with natural resources, health promotion, rehabilitation environments and responsible behaviour in care settings. For this reason, sustainability is not an external addition to SPA3, but one of the conceptual bridges between spa care, patient education and vocational learning.

3. Project rationale and educational problem

The SPA3 application defines the overall objective as the development of knowledge and skills of pupils and students in the field of spa nursing care and the provision of effective educational tools for this field (SPA3 Project Consortium, 2024). This objective reflects a practical educational problem: students of nursing often acquire general nursing knowledge, but have fewer opportunities to learn the specific procedures, communication tasks and institutional logic of spa and rehabilitation-oriented care.

The project application identifies the Spanursing platform as a key result. The platform is planned to include worksheets, tutorials, tests for teaching spa nursing care, an overview of spa-care locations and facilities in partner countries including indications, and a picture dictionary of aids and devices

used in spa nursing care (SPA3 Project Consortium, 2024). More detailed project planning specifies that the platform should contain at least 80 worksheets, at least 28 tutorials and at least 28 tests, alongside additional multilingual and visual resources.

This design is pedagogically significant because it addresses several layers of learning. Spa nursing care requires factual knowledge about procedures and indications, procedural understanding of patient preparation and safety, communicative competence in explaining care, and reflective competence in adapting care to individual and cultural needs. A single textbook chapter would not be sufficient to cover these dimensions. A structured digital platform can instead provide multiple entry points for teaching and learning.

4. Methodological approach of this paper

This paper is not a clinical research report and does not present patient data. It is a project-based design and implementation analysis. The evidence base consists of the SPA3 project application, the conference programme, the publicly accessible Spanursing website, and relevant European policy and competence frameworks. The analysis examines the internal educational logic of the platform, its alignment with policy priorities, and its likely use in vocational nursing education.

The methodological procedure has three steps. First, the project objectives and planned outputs are interpreted through the lens of vocational education and training. Second, the structure of Spanursing is analysed as a teaching environment rather than as a simple website. Third, the expected contribution of the platform is mapped against selected educational functions: knowledge acquisition, practical application, formative assessment, terminology support, intercultural communication and sustainability awareness. This approach is appropriate for a dissemination conference proceeding because the object of analysis is an educational innovation created within an Erasmus+ partnership.

5. Spanursing as an open digital learning platform

The public Spanursing website presents the project under the title Spa Nursing Care for the 3rd Millennium and contains sections such as Home, Spa Nursing Dictionary, Works, Spa Nursing, Contact Us, About, Partners, Project Activities, News and Language (SPA3 Project Consortium, 2026b). This structure indicates that the platform is intended to serve several functions at once: public dissemination, access to learning materials, project visibility and pedagogical support.

For VET education, the most important issue is not the existence of the website itself, but the quality of the learning pathway it supports. The platform can be understood as a layered educational environment. At the first level, it provides information about spa nursing care and the project. At the second level, it gives teachers and students access to structured materials such as worksheets, tutorials and tests. At the third level, it supports professional language development through visual and multilingual resources. At the fourth level, it creates a common reference point for partner schools and external users.

This layered function is especially useful in vocational nursing education because teachers must connect conceptual explanation with practical application. For example, a teacher can introduce a spa nursing topic through a tutorial, use a worksheet for guided classroom activity, apply a test or quiz for formative assessment, and support terminology learning through the picture dictionary. The platform therefore offers a coherent sequence from input to practice and feedback.

6. Educational contribution to vocational nursing education

The first contribution of SPA3 is curricular visibility. By naming spa nursing care as a distinct educational field, the project helps teachers and students recognise that specialised care environments require specific learning outcomes. These outcomes include understanding indications and contraindications, preparing patients for procedures, monitoring the patient during care, communicating risks and benefits, and respecting safety and hygiene principles.

The second contribution is teacher support. Teachers in vocational nursing schools often face a shortage of specialised, ready-to-use and multilingual materials. Spanursing reduces this barrier by offering resources that can be integrated into ordinary lessons, project days, practical training preparation or international activities. The platform also enables adaptation. Teachers may use complete resources or modify them to fit national curricula, student level and local spa-care contexts.

The third contribution is student-centred learning. Worksheets and tutorials allow students to work actively with content rather than only receive information. Tests and quizzes can support retrieval practice and immediate feedback. The picture dictionary can help learners connect terminology with concrete objects, aids and devices. This is relevant for students who need to master professional vocabulary, including students learning in a foreign language or working with multilingual materials.

The fourth contribution is labour-market relevance. The SPA3 application links the project to the need for better preparation of graduates for spa-care facilities. In VET, this connection is essential: educational outputs should support employability, professional orientation and smoother transition into practice. Spanursing supports this by presenting spa nursing care as a field with identifiable tasks, tools, settings and communicative requirements.

7. International and intercultural dimension

SPA3 gains added educational value from its transnational composition. The participating countries have different spa-care traditions and health-resort contexts. Czech and Slovak traditions are strongly associated with medical spa treatment, mineral springs and rehabilitation. Türkiye contributes the context of thermal springs and hammam-related practices, while Greece brings a historical and cultural association with balneotherapy. This diversity enables comparative learning that would not be possible within a single national project.

The intercultural dimension is not only historical. Spa nursing care may involve close physical interaction, the removal of clothing, touch, hygiene routines and communication about bodily procedures. These situations can create discomfort if cultural expectations are not understood. For this reason, spa nursing education must include more than technical instruction. It should also prepare students to communicate with respect, clarify procedures, protect dignity and adapt care to individual needs. Spanursing can support this by combining professional content with language and visual learning resources.

8. Discussion: from project output to educational use

The central challenge for SPA3 is implementation. A digital platform becomes educationally meaningful only when it is embedded in teaching practice. The project therefore requires more than

dissemination of a link. It requires teacher orientation, classroom scenarios, examples of lesson sequences, feedback mechanisms and integration into school-level teaching plans.

The proposed educational model can be summarised as follows. First, students are introduced to a spa nursing topic through a structured tutorial. Second, they apply the topic through a worksheet or case-based task. Third, they practise terminology through visual resources. Fourth, they complete a formative test or quiz. Fifth, the teacher uses the results for feedback and reflection. This sequence turns the platform into a teaching process rather than a static output.

The project also supports open educational practice. Because the platform is publicly accessible, its potential users include not only project partners, but also other vocational schools, teachers, students and possibly healthcare facilities interested in introductory training. However, open access alone does not guarantee quality use. The materials must remain well organised, updated and clearly linked to learning objectives. For this reason, sustainability after the project period should include content maintenance, collection of user feedback and identification of examples of good practice.

9. Limitations

Several limitations should be acknowledged. First, this paper analyses the design and expected educational contribution of SPA3 rather than measured learning outcomes. Empirical evaluation of student learning, teacher adoption and long-term impact will require systematic data collection after implementation. Second, the effectiveness of Spanursing may vary across schools depending on digital infrastructure, teacher confidence and curricular flexibility. Third, the current public website structure needs to remain coherent and user-friendly if it is to function as a professional learning platform rather than only as a dissemination page. These limitations do not weaken the rationale of the project, but they indicate the areas in which careful implementation and evaluation are required.

10. Conclusion

SPA3 responds to a concrete need in vocational nursing education: the need to make spa nursing care more visible, teachable and practically accessible. The project connects European cooperation, labour-market relevance, digital education, sustainability and specialised nursing content. Spanursing is the central tool through which this connection is made operational.

The platform's value lies in its capacity to organise spa nursing care into learning resources that teachers can use and students can apply. Its worksheets, tutorials, tests, picture dictionary and country-based spa-care information create a flexible educational environment. The project's contribution should therefore be understood not only as the creation of a website, but as the development of a pedagogical bridge between specialised healthcare practice and vocational classroom learning.

For the third millennium, vocational nursing education must prepare students for diverse, digitally supported and sustainability-aware care environments. Spa nursing care belongs to this agenda. SPA3 and Spanursing offer one practical route for bringing it into the everyday work of vocational nursing schools.

Table 1.1. Educational functions of the Spanursing platform

Platform component	Primary educational function	Suggested classroom use	Assessment or feedback potential
Tutorials	Structured input and guided explanation	Teacher-led introduction or self-study preparation	Short oral checks, exit tickets or linked test items
Worksheets	Active application of content	Individual, pair or group tasks in a VET lesson	Teacher feedback on reasoning, terminology and procedure sequencing
Tests and quizzes	Formative assessment and retrieval practice	Knowledge check after tutorial or practical scenario	Immediate feedback, identification of gaps and revision planning
Picture dictionary	Visual terminology support	Vocabulary building, multilingual comparison and object recognition	Terminology matching, oral explanation and professional language practice
Spa-care facility overview	Contextual and labour-market orientation	Country comparison and discussion of indications and care settings	Reflective comparison and short presentations

Source: Author, based on SPA3 project documentation and the public Spanursing platform.

Table 1.2. From project need to VET impact

Identified educational need	SPA3 response	Expected VET-level contribution
Limited systematic teaching of spa nursing care	Open platform with structured materials and topic-based resources	Greater curricular visibility of a specialised nursing field
Need for practical and transferable resources	Worksheets, tutorials, tests and classroom-ready activities	Support for teachers in lesson planning and student activation
Professional terminology and multilingual learning barriers	Picture dictionary and multilingual platform logic	Improved professional vocabulary and accessibility
Need to connect education with labour-market expectations	Spa-care content linked to facilities, procedures and patient education	Better preparation for specific care environments

Source: Author, based on SPA3 project documentation.

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of the author(s) only and do not necessarily reflect those of the European Union or the Czech National Agency for International Education and Research. Neither the European Union nor the granting authority can be held responsible for them.

Ethics statement

The paper is based on project documentation, publicly accessible project information and educational design analysis. It does not report clinical research, patient data or personal data of learners. Ethical approval was therefore not required.

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CHAPTER 2

SPA3 and Spanursing: The Multilingual Methodological Guide for Spa Nursing Care in Vocational Education and Training

Teaching Use and Inclusion Dimension

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SPA3 Dissemination Conference: Teaching Spa Nursing Care for the 3rd Millennium, Plzeň, Czech Republic, 7 May 2026.

ABSTRACT

This paper presents the multilingual methodological guide developed within the Erasmus+ KA220-VET project SPA3, Spa Nursing Care for the 3rd Millennium, as a structured teaching instrument for vocational nursing education. The guide is examined from the perspective of teaching use and inclusion. It is interpreted as a coherent educational tool that integrates theoretical content with practical activities and connects to the Spanursing learning platform. The paper argues that the multilingual format of the guide enhances accessibility, supports diverse learner populations, and aligns the teaching of spa nursing care with European priorities on digital education, inclusion and international cooperation in VET. [DOPLNIT: Keywords explicitly listed by the author were not provided in the source paper; suggested keywords are derived from the paper's content.]

Keywords: spa nursing care; vocational education and training; multilingual methodological guide; Erasmus+; inclusion; digital education

1. Introduction

Contemporary education is undergoing significant changes influenced by digitalisation, globalisation and increasing diversity in classrooms. Vocational education and training (VET), particularly in healthcare, must respond to these challenges by adopting innovative, inclusive and practice-oriented approaches. The Erasmus+ programme plays a key role in supporting international cooperation and the development of modern educational tools (European Commission, 2024).

The SPA3 project (Spa Nursing Care for the 3rd Millennium) focuses on improving the quality of education in the field of spa nursing care. One of its main outputs is the development of a multilingual methodological guide designed to support both teachers and students.

2. The SPA3 Project and Its Educational Context

Spa nursing care represents a specialised area of healthcare that is often underrepresented in standard nursing curricula. Although it plays an important role in rehabilitation and preventive care, students typically have limited opportunities to engage with this field in a structured and practical way.

The SPA3 project responds to this gap by developing an open digital learning platform and a set of educational resources, including worksheets, videos and assessment tools. These materials aim to bridge the gap between theoretical knowledge and practical application, while also supporting international cooperation and knowledge exchange (SPA3 Project Consortium, 2024).

3. The Multilingual Methodological Guide

The multilingual methodological guide is a core output of the project. It is designed as a structured teaching tool that integrates theoretical content with practical activities and interactive elements. The guide is available in multiple languages, which enhances accessibility and usability across different countries and educational contexts.

From a pedagogical perspective, the guide supports a structured learning sequence that includes explanation, guided practice, assessment and reflection. It enables teachers to organise lessons in a more systematic and engaging way, while also promoting student-centred learning.

In addition, the guide is closely connected to the Spanursing learning platform, which provides digital resources such as tutorials, worksheets and quizzes (SPA3 Project Consortium, 2026).

4. Teaching Use in Practice

The methodological guide can be effectively integrated into classroom teaching. It offers a variety of methods and activities that support active learning, including group work, case studies and practical exercises.

Teachers can use the guide to create a coherent teaching process, starting with the introduction of new content, followed by guided practice and concluding with assessment and feedback. This approach helps students to better understand professional procedures and to develop critical thinking skills.

Furthermore, the use of digital materials aligns with current educational priorities, particularly the development of digital competences among both students and teachers (European Commission, 2020).

5. Inclusion Dimension

Inclusion is a fundamental aspect of modern education. Classrooms today are characterised by diversity in terms of language, culture, abilities and learning needs. Therefore, it is essential to create learning environments that are accessible and supportive for all students.

The multilingual nature of the methodological guide plays a crucial role in promoting inclusion. By providing materials in different languages, it helps to reduce language barriers and ensures that students can better understand the content. At the same time, the guide includes a variety of teaching methods, which allows teachers to address different learning styles and needs.

Moreover, the guide supports intercultural understanding and cooperation, which are essential competencies in healthcare professions. These aspects are also reflected in European frameworks such as GreenComp, which emphasises social responsibility and inclusive thinking (European Commission, 2022).

6. Conclusion

The multilingual methodological guide developed within the SPA3 project represents an important contribution to innovation in vocational nursing education. It provides a structured and accessible tool for teaching spa nursing care, while also supporting inclusion, digital education and international cooperation.

By integrating theoretical knowledge with practical application and by addressing the diverse needs of students, the guide enhances the quality of education and better prepares future healthcare professionals for real practice.

Funding and disclaimer

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Ethics statement

The paper is based on project documentation, publicly accessible project information and educational design analysis. It does not report clinical research, patient data or personal data of learners. Ethical approval was therefore not required.

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CHAPTER 3**Spanursing as an Open Digital Learning Platform: Structure, Access and Teaching Use****Büşra Özkan, MA***Çarşamba 75. Yıl Mesleki ve Teknik Anadolu Lisesi, Samsun, Türkiye**SPA3 Dissemination Conference: Teaching Spa Nursing Care for the 3rd Millennium, Plzeň, Czech Republic, 7 May 2026.*

ABSTRACT

The digitalisation of vocational education and training has increased the need for open, structured and pedagogically usable learning environments. This conference paper analyses Spanursing, the learning platform developed within the Erasmus+ KA220-VET project Spa Nursing Care for the 3rd Millennium (SPA3), from the perspective of access, structure and teaching use. The paper is written from the position of the Turkish partner institution, Çarşamba 75. Yıl Mesleki ve Teknik Anadolu Lisesi, and interprets the platform as a practical instrument for supporting vocational nursing education in a specialised field that combines nursing, rehabilitation-oriented care, wellness, patient communication and sustainability awareness. The analysis is based on project documentation, the conference programme, the public Spanursing website and selected European and international policy and research sources on digital education, open educational resources, vocational education, feedback and multimedia learning. It argues that the value of Spanursing lies not only in making materials publicly available, but in organising learning into a teachable sequence: access to content, guided explanation, active classroom work, terminology support, formative testing and reflection. The paper concludes that Spanursing can strengthen vocational nursing education if teachers use it as a mediated learning pathway rather than as a passive repository of digital files.

Keywords: spa nursing care; vocational education and training; digital learning platform; open educational resources; formative assessment; multimedia learning; Erasmus+

1. Introduction

Vocational nursing education is increasingly expected to prepare learners for care environments that are specialised, digitally supported, intercultural and responsive to labour-market needs. This expectation is particularly relevant in spa nursing care, where general nursing knowledge must be connected with rehabilitation-oriented procedures, health promotion, wellness services, hygiene, patient safety and professional communication. For vocational schools, the challenge is not only to explain spa nursing care theoretically, but to transform it into practical, understandable and assessable learning activities.

The SPA3 project, Spa Nursing Care for the 3rd Millennium, addresses this need through a cooperation partnership involving vocational education institutions from the Czech Republic, Slovakia, Türkiye and Greece. According to the project application, the project aims to develop the knowledge and skills of

pupils and students in spa nursing care and to provide effective tools for the educational sector so that teaching is better aligned with the requirements of spa-care facilities (SPA3 Project Consortium, 2024). The conference programme identifies the Turkish presentation as focusing on Spanursing as an open digital learning platform, with emphasis on structure, access and teaching use (SPA3 Project Consortium, 2026a).

This paper therefore examines the Spanursing platform from a pedagogical and implementation-oriented perspective. It does not present clinical research or patient data. Instead, it analyses how the platform can support teachers and learners in vocational nursing education. The central argument is that an open digital platform becomes educationally valuable when it is structured as a pathway for teaching, practice, feedback and transfer into professional preparation.

2. Policy and educational background

The project is aligned with the Erasmus+ logic of cooperation, innovation and quality improvement in education. The Erasmus+ Programme Guide for the 2024 call sets out the framework under which Cooperation Partnerships support organisations in improving the quality and relevance of their activities, developing and reinforcing partner networks, and exchanging or developing new practices (European Commission, 2024a). SPA3 follows this approach by connecting partner schools that share a vocational need but work in different national contexts and health-care traditions.

The digital dimension is consistent with the Digital Education Action Plan 2021–2027, which promotes a common European vision of high-quality, inclusive and accessible digital education (European Commission, 2020). This is important because the use of digital tools in VET should not be reduced to technological display. Digital education should improve access to specialised content, enable repetition and self-study, support teachers in designing learning sequences, and make educational outputs reusable beyond a single classroom.

The project also has relevance for open educational resources. UNESCO defines OER as teaching, learning and research materials that are in the public domain or released under open licences that permit no-cost access, reuse, adaptation and redistribution (UNESCO, 2019). Although the exact licensing and long-term maintenance arrangements of project outputs must be managed carefully, Spanursing follows the open-access logic by making specialised learning resources publicly visible and accessible to teachers, learners and other educational users.

From the VET perspective, the Osnabrück Declaration frames vocational education and training as an enabler of recovery and just transitions to digital and green economies (Cedefop, 2021). This gives SPA3 a broader educational significance. Spa nursing care is connected with natural healing resources, responsible use of water and materials, patient well-being and sustainability-aware care. GreenComp similarly presents sustainability competence as knowledge, skills and attitudes that help learners think, plan and act with responsibility and care for the planet and public health (Bianchi, Pisiotis and Cabrera Giraldez, 2022).

3. Project rationale and the role of the Turkish partner

The SPA3 application identifies a clear educational problem: spa nursing care has professional relevance, but its systematic representation in vocational nursing education is limited. The planned project result is the Spanursing platform, containing worksheets, tutorials, tests for teaching spa

nursing care, an overview of spa-care locations and facilities in partner countries including indications, and a picture dictionary of aids and devices used in spa nursing care (SPA3 Project Consortium, 2024). More detailed project planning sets minimum targets of at least 80 worksheets, 28 tutorials and 28 tests, complemented by multilingual and visual resources.

The Turkish partner, Çarşamba 75. Yıl Mesleki ve Teknik Anadolu Lisesi, brings a relevant educational setting to this work. The project application describes the school as a public, non-profit vocational institution in Samsun with 530 students, 36 teachers and 4 administrative staff. It specialises in preparing secondary-level health-care personnel and students for further health-related study. Its learners gain knowledge of health techniques, nursing and first aid, and they connect theoretical learning with practical experience in hospitals, senior-care facilities and dental laboratories (SPA3 Project Consortium, 2024).

This institutional profile is significant for Spanursing because the platform is intended for real VET classrooms. A partner school with health-care programmes, digital classroom equipment and links to practice can examine whether the platform is understandable, accessible and useful for learners who need concrete professional preparation. The Turkish contribution can therefore focus not only on content creation, but also on how digital materials are accessed, sequenced and used in teaching.

4. Methodological approach of this paper

This paper uses project-based educational design analysis. The evidence base consists of the SPA3 application, the conference programme, the public Spanursing website, and selected policy and research sources on VET, digital education, OER, feedback and multimedia learning. The analysis is interpretive rather than experimental. It asks whether the structure of Spanursing is pedagogically coherent and how teachers can use it in vocational nursing education.

The analytical procedure has four steps. First, the project objectives and planned platform components are identified from the application. Second, the publicly accessible platform structure is reviewed as an educational environment rather than merely as a dissemination website. Third, the platform components are mapped to teaching functions such as introduction, explanation, active work, terminology learning, formative assessment and feedback. Fourth, the expected contribution and limitations are discussed from the perspective of classroom implementation.

5. Structure and access of the Spanursing platform

The public Spanursing website is presented under the title Spa Nursing Care for the 3rd Millennium and includes navigation sections such as Home, Spa Nursing Dictionary, Works, Spa Nursing, Contact Us, About, Partners, Project Activities, News and Language (SPA3 Project Consortium, 2026b). This structure shows that the platform combines several functions: public project visibility, access to learning content, partner presentation, and teaching support.

For classroom use, the most important function is the organisation of learning resources. A teacher should be able to enter the platform, identify a topic, select a tutorial or explanatory material, use a worksheet or classroom task, and then support learning through a test, quiz or terminology activity. If this sequence is maintained, Spanursing becomes a learning pathway. If it is not maintained, it risks becoming only a storage space for unrelated files. The educational value of the platform therefore

depends on visible structure, clear language, intuitive navigation and consistent links between materials.

Access is also a pedagogical issue. Students in vocational schools may differ in language level, digital confidence and prior knowledge of spa-care procedures. The platform should therefore support both teacher-mediated use and learner self-study. For teacher-mediated use, the teacher selects resources and guides the lesson. For self-study, students need short instructions, clear titles, predictable structure and opportunities for feedback. This dual use is especially relevant in international projects, where materials may be used by learners from different countries and linguistic backgrounds.

6. Teaching use: from repository to classroom sequence

An effective digital platform should support the logic of learning rather than simply publish resources. In Spanursing, the planned combination of tutorials, worksheets, tests, a picture dictionary and country-based spa-care information can support a complete teaching cycle. Tutorials provide structured input. Worksheets transform content into active work. Tests and quizzes support retrieval practice and formative assessment. The picture dictionary supports terminology learning and object recognition. Country-based information supports comparison and labour-market orientation.

This model is consistent with research on feedback and learning. Hattie and Timperley (2007) argue that feedback can influence learning strongly, but its effect depends on how it is used. In the Spanursing context, tests should not function only as final checks. They should help students and teachers identify what is understood, what needs repetition and which professional terms or procedures require further practice. A teacher can use test results to adjust the next lesson or to plan a short revision activity.

The platform also connects with principles of multimedia learning. Mayer (2020) emphasises evidence-based design of multimedia instruction, including the need to combine words and visuals in ways that reduce unnecessary cognitive load and support understanding. In spa nursing care, visual support is particularly useful because learners must recognise equipment, procedures and physical environments. A picture dictionary can therefore support professional vocabulary, but it should be connected with explanations, pronunciation practice, scenario-based tasks and teacher correction.

7. Pedagogical functions of the platform components

The pedagogical functions of the main Spanursing components can be summarised in Table 3.1. Each component has a primary educational role, can be used in concrete teaching situations and offers specific feedback or assessment opportunities.

Table 3.1. Pedagogical functions of key Spanursing components

Platform component	Primary function	Example of teaching use	Feedback or assessment potential
Tutorials	Structured explanation of specialised spa nursing topics	Teacher-led introduction, flipped preparation or short self-study task	Oral check, short reflective question or linked quiz

Platform component	Primary function	Example of teaching use	Feedback or assessment potential
Worksheets	Active application of content	Individual, pair or group work based on a procedure, case or comparison task	Teacher feedback on reasoning, terminology and procedure sequence
Tests and quizzes	Formative assessment and retrieval practice	Knowledge check after a tutorial, practical scenario or project activity	Identification of learning gaps and planning of revision
Picture dictionary	Visual terminology support	Object recognition, multilingual vocabulary practice and professional explanation	Matching tasks, oral description and terminology correction
Spa-care overview	Contextual and labour-market orientation	Comparison of partner-country facilities, indications and care environments	Short student presentations and comparative reflection

Source: Author, based on SPA3 project documentation and the public Spanursing platform.

8. International, intercultural and accessibility dimension

SPA3 has added value because it is transnational. The partner countries represent different spa, rehabilitation and health-resort traditions, and each school can contribute examples from its own national context. For students, this creates opportunities for comparison. They can learn that the same broad field of spa nursing care may be connected with different facilities, procedures, indications, languages and cultural expectations.

This intercultural dimension is directly relevant to patient communication. Spa nursing care may include touch, hygiene routines, body exposure, explanations of procedures, and communication about comfort, pain or expectations. Learners therefore need not only technical knowledge, but also language, sensitivity and respect for dignity. Visual and multilingual resources can help students practise professional explanations before they enter real practice settings.

Accessibility should also be understood educationally. Open access to materials supports wider use, but accessibility also depends on clarity, language level, navigation and teacher mediation. For learners with weaker language skills, visual resources and repeated practice are useful. For learners with lower digital confidence, predictable platform structure and simple instructions are essential. For teachers, accessibility means that materials can be found quickly, adapted to the lesson and connected to learning outcomes.

9. Turkish classroom implementation model

From the perspective of the Turkish partner school, Spanursing can be implemented through a structured classroom model. First, the teacher selects one spa nursing topic and introduces it through

a short tutorial or teacher explanation. Second, students work with a worksheet that requires them to apply the content to a concrete procedure, patient need or facility context. Third, students use the picture dictionary to identify key terms and explain them orally. Fourth, a short test or quiz is used for formative feedback. Fifth, the teacher closes the lesson with reflection on professional communication, safety and sustainability.

This model is realistic for vocational education because it does not require a complete redesign of the curriculum. It can be inserted into ordinary health-care lessons, project days, international activities, language-supported professional education or preparation for mobility. It also enables differentiation. Stronger students may compare national spa-care contexts or prepare presentations. Students who need more support may focus on terminology, visual recognition and basic procedure explanation.

The Turkish partner can also use the platform to support learners with fewer opportunities or learners from migrant backgrounds. The project application notes that the Turkish school includes students from socially disadvantaged families and families with migrant backgrounds. For such learners, a structured and visual platform can reduce barriers by making specialised content more concrete and repeatable. However, teacher support remains essential, because digital access alone does not automatically create understanding.

The full lesson sequence is presented in Table 3.2.

Table 3.2. Suggested lesson sequence using Spanursing

Step	Teacher action	Learner action	Expected learning effect
1. Orientation	Select a topic and introduce the professional context	Listen, ask questions and connect the topic with prior nursing knowledge	Initial understanding of why the topic matters
2. Guided input	Use a tutorial or structured explanation	Identify key concepts, risks, terms and procedure steps	Conceptual and procedural orientation
3. Active application	Assign a worksheet or case-based task	Apply knowledge in pairs or groups	Transfer from explanation to practical reasoning
4. Terminology support	Use the picture dictionary and multilingual terms	Recognise objects and explain them orally	Professional vocabulary and communication practice
5. Formative assessment	Use a test, quiz or oral check	Retrieve knowledge and identify uncertain areas	Feedback for the learner and teacher
6. Reflection	Discuss safety, dignity, sustainability and patient communication	Reflect on professional behaviour in spa-care settings	Connection between classroom learning and practice

Source: Author, based on the pedagogical analysis of SPA3 platform components.

10. Discussion: conditions for educational quality

The main strength of Spanursing is its potential to connect specialised content with practical teaching resources. However, several conditions are necessary for educational quality. First, the platform must remain organised. Materials should be grouped by topic, language and type of activity. Second, each resource should have an explicit learning purpose. Teachers and students should know what knowledge, skill or competence is being developed. Third, feedback should be built into the learning process. Tests should inform teaching, not merely produce scores.

Fourth, the platform should be maintained after the project period. Open digital resources lose value if links stop working, navigation becomes unclear or materials are not updated. Sustainability therefore includes technical maintenance, pedagogical review and collection of examples of use. Fifth, the platform should support teacher confidence. A teacher who has not previously taught spa nursing care needs practical guidance, sample lesson sequences and clear instructions for integrating resources into existing curricula.

Finally, the platform should remain connected with professional practice. VET outputs are most valuable when students can see their relevance to real care environments. Spanursing should therefore continue to link procedures, terminology and classroom tasks with spa-care facilities, patient education and workplace expectations.

11. Limitations

This paper analyses the design and expected use of Spanursing rather than measured learning outcomes. It does not claim that the platform has already produced verified improvements in student achievement. Such claims would require systematic evaluation, including pre- and post-testing, teacher feedback, learner feedback and observation of classroom use.

A second limitation concerns platform maturity. Public platform structure and content may change during project implementation. The educational analysis in this paper therefore reflects the available project documentation and public platform structure at the time of writing. A third limitation is contextual variability. The same platform may be used differently depending on national curriculum requirements, teacher confidence, digital infrastructure and student language level.

12. Conclusion

Spanursing can be understood as one of the central educational outputs of SPA3 because it transforms a specialised area of nursing into accessible digital learning resources. Its importance lies not only in the publication of materials, but in the possibility of organising teaching around tutorials, worksheets, tests, visual terminology and country-based spa-care information.

From the Turkish partner perspective, the platform offers a practical way to connect health-care vocational education with digital learning, professional terminology, intercultural communication and labour-market relevance. Its use can support both ordinary classroom teaching and international project work. The strongest implementation model is teacher-mediated: the teacher selects resources, creates a learning sequence, guides student work, uses tests for feedback and connects the content to professional practice.

The future educational value of Spanursing will depend on systematic use, clear structure, continued maintenance and evidence collection. If these conditions are met, the platform can function as a pedagogical bridge between spa nursing practice and vocational classroom learning, supporting learners who need concrete, visual, multilingual and practice-oriented preparation for specialised care environments.

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CHAPTER 4**Integrating Visual Terminology Tools into Digital Vocational Education: The Role of the Picture Dictionary within the SPA3 Spanursing Platform****Ioannis Zouridakis, MEd, School Director***ΕΠΑ.Α. Ελευθερίου Βενιζέλου, Chania, Greece**SPA3 Dissemination Conference: Teaching Spa Nursing Care for the 3rd Millennium, Plzeň, Czech Republic, 7 May 2026.*

ABSTRACT

Spa nursing care represents a specialised field at the intersection of clinical practice, rehabilitation, patient education, intercultural communication, and the sustainable use of natural therapeutic resources. Despite its relevance, it remains underrepresented in vocational nursing education. This paper builds upon the Erasmus+ KA220-VET project SPA3: Spa Nursing Care for the 3rd Millennium, with a particular focus on the Spanursing digital learning platform. It examines the pedagogical function of one of its core components—the picture dictionary—as a structured educational tool that supports terminology acquisition, visual learning, and inclusive education. The analysis argues that the integration of visual and multilingual resources within a digital learning environment enhances both teaching effectiveness and student engagement in VET nursing education.

Keywords: spa nursing care; vocational education and training; digital learning platform; picture dictionary; visual learning; multilingual education; inclusion

1. Introduction

Vocational nursing education is increasingly required to align with labour-market demands, digital transformation, sustainability priorities, and the diversification of patient populations. Within this context, spa nursing care constitutes a specialised domain that combines healthcare provision, rehabilitation, prevention, and health-resort practices. However, as identified in the SPA3 project, this field is not yet systematically integrated into vocational curricula.

The Erasmus+ project SPA3: Spa Nursing Care for the 3rd Millennium addresses this gap through the development of the Spanursing digital platform. Among its key outputs is a picture dictionary designed to support the acquisition of professional terminology and to facilitate the connection between theoretical knowledge and practical application. This paper examines the pedagogical value of this tool within the broader educational architecture of the Spanursing platform.

2. Educational and Policy Context

The SPA3 project aligns with major European policy frameworks, including the Erasmus+ Programme, which promotes innovation, quality, and transnational cooperation in education, as well as the Digital Education Action Plan 2021–2027, which emphasises accessible and inclusive digital learning environments (European Commission, 2020; European Commission, 2024a). Furthermore, the project reflects sustainability principles as outlined in the GreenComp framework, particularly in relation to responsible healthcare practices and the use of natural resources (Bianchi, Pisiotis and Cabrera Giraldez, 2022).

Within this policy context, the integration of visual and multilingual learning tools—such as the picture dictionary—responds to the need for inclusive, flexible, and practice-oriented educational resources in VET.

3. The Role of the Picture Dictionary as a Pedagogical Tool in the Spanursing Platform Environment

Spanursing is conceptualised not merely as a repository of materials, but as a structured digital learning environment. It includes tutorials, worksheets, tests, spa-care overviews, and a picture dictionary. These components collectively support multiple dimensions of learning, including knowledge acquisition, practical application, formative assessment, and professional language development.

The picture dictionary plays a distinctive role within this structure by providing a bridge between conceptual understanding and real-world nursing practice. It supports both teachers and students in navigating specialised terminology in a clear, visual, and contextually meaningful way.

4. Structure and Design of the Picture Dictionary

The picture dictionary developed within the SPA3 project follows a systematic and pedagogically grounded structure. Each entry is designed to facilitate comprehension, retention, and practical application. Specifically, each entry includes a key term relevant to spa nursing care; a clear and representative visualisation of the object, procedure or concept; a concise and accessible definition; a description of how the term is applied in real spa or rehabilitation settings; essential safety and hygiene notes ensuring safe professional practice; and multilingual equivalents that support diverse learners.

This structured format reflects the pedagogical aim of transforming specialised terminology into accessible and usable knowledge.

5. Pedagogical Applications in VET Nursing Education

5.1 Use by Teachers

Within the Spanursing platform, the picture dictionary serves as a flexible instructional tool. Teachers may use it to introduce new terminology, support explanations of procedures, and enhance lesson clarity through visual aids. It is particularly effective in differentiated instruction, as it allows adaptation to varying levels of language proficiency and prior knowledge.

Furthermore, it can be integrated into broader teaching sequences, for example as preparatory material before practical demonstrations, as support during worksheet-based activities, and as a reference during formative assessment tasks.

5.2 Use by Students

For students, the picture dictionary functions as a tool for both guided and autonomous learning. It supports vocabulary acquisition through visual association, revision and consolidation of key concepts, oral communication practice including description and explanation of procedures, and preparation for practical training by linking terminology to real clinical and spa-care contexts.

Its accessibility and clarity make it particularly valuable for learners working in a second language.

6. Visual Learning, Multilingualism and Inclusion

The integration of visual elements into learning materials is strongly supported by cognitive theories such as dual coding and multimedia learning (Paivio, 1990; Mayer, 2009). Visual representations enhance comprehension, reduce cognitive load and improve memory retention. Within the context of vocational nursing education, these benefits are especially relevant due to the complexity of procedures and terminology.

Moreover, the picture dictionary supports inclusive education by addressing linguistic diversity. In multilingual classrooms, students often face barriers in understanding specialised vocabulary (Nation, 2001). By combining images, simplified definitions, and translations, the tool enables equitable access to knowledge and fosters active participation.

Thus, the picture dictionary contributes not only to cognitive learning outcomes but also to social inclusion and intercultural competence—key objectives of the SPA3 project.

7. Discussion: Educational Value within SPA3

The inclusion of the picture dictionary within the Spanursing platform reflects a broader pedagogical strategy: the transformation of a specialised healthcare domain into structured, teachable components. While tutorials and worksheets address procedural and conceptual knowledge, the picture dictionary specifically targets terminology and comprehension.

Its value lies in its ability to connect language with practice, support diverse learners, and enhance both teaching and learning efficiency.

However, its effectiveness depends on active integration into classroom practice. As with the platform as a whole, its educational impact requires teacher mediation, systematic use and ongoing feedback.

8. Conclusion

The picture dictionary developed within the SPA3 project represents a significant contribution to vocational nursing education. As part of the Spanursing digital platform, it supports the acquisition of specialised vocabulary, enhances visual and multilingual learning, and promotes inclusive educational practices.

More broadly, it exemplifies how digital tools can transform specialised professional knowledge into accessible learning resources. In the context of spa nursing care—an emerging and interdisciplinary field—such tools are essential for preparing students to meet the demands of modern healthcare environments.

Funding and disclaimer

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EDITORS' CLOSING SYNTHESIS

From outputs to outcomes: cross-cutting themes and conclusions

1. A platform is not yet a pedagogy

The most consistent message running through the four papers collected in this volume is that the existence of digital materials is a necessary but not sufficient condition for educational value. Each contribution, in its own way, distinguishes between Spanursing as a website and Spanursing as a learning pathway. Malata (2026) describes the platform as a layered environment whose value depends on the quality of the teaching sequences built around it. Özkan (2026) makes the same point in operational terms, proposing a six-step classroom model that turns the platform's components into a coherent lesson. Turčeková (2026) examines how the multilingual methodological guide structures teaching into explanation, guided practice, assessment and reflection. Zouridakis (2026) shows that even a focused tool such as the picture dictionary acquires its educational meaning only through active teacher mediation. Across all four papers, the platform itself is treated as raw material; pedagogy is what teachers and learners construct from it.

2. Multilingualism and visual learning as inclusion infrastructure

A second cross-cutting theme is the role of multilingualism and visual representation as practical infrastructure for inclusive vocational education. The Spanursing picture dictionary, the multilingual methodological guide and the platform's visual resources are not stylistic flourishes; they are responses to the linguistic, cultural and cognitive diversity of contemporary VET classrooms. Zouridakis (2026) grounds this claim theoretically in dual coding theory and multimedia learning research. Özkan (2026) reports its everyday relevance for learners from socially disadvantaged or migrant backgrounds. Turčeková (2026) frames it in terms of inclusion as a constitutive feature of modern education. Read together, these contributions argue that inclusion in VET is best operationalised not as a policy slogan but as the deliberate design of materials that reduce specific, identifiable barriers to participation.

3. Feedback, formative assessment and the limits of open access

A third theme concerns the function of feedback within the learning cycle that Spanursing is designed to support. Several papers emphasise that tests and quizzes should not act as terminal summative checks but as instruments for adjusting teaching, identifying gaps and supporting student retrieval practice. This connects the project to a substantial research tradition in educational assessment and underlines a wider point about open educational resources: open access is not the same as effective learning. Materials that are technically accessible but pedagogically unstructured do not, by themselves, raise the quality of vocational education. The SPA3 platform is most valuable where its components are sequenced, mediated and connected to deliberate feedback opportunities.

4. Sustainability of the project after the funding period

Each paper, implicitly or explicitly, raises the question of what happens to SPA3 outputs after the funded project period ends. A digital platform whose links break, whose materials are not maintained or whose teacher community disperses loses its capacity to contribute to vocational education. Sustainability is therefore both a technical and a pedagogical matter: it includes content maintenance, periodic review, the collection of examples of use, and the cultivation of a community of practice among teachers who have adopted the materials. The conference itself is one mechanism for sustaining this community; the present volume is intended to be another.

5. Recommendations

Drawing together the four contributions, a small number of recommendations can be formulated. For the partnership, the most consequential next step is to move beyond design analysis toward empirical evaluation: collecting evidence of how teachers actually use Spanursing, how learners respond to the platform, and what changes in classroom practice can be attributed to it. For vocational nursing schools considering adoption, the most actionable insight is that Spanursing should be introduced as part of a deliberate lesson sequence rather than as a standalone resource bank, and that teacher orientation and lesson exemplars are essential complements to the materials themselves. For policy actors and Erasmus+ National Agencies, the volume offers a case in which the cooperation partnership model has produced concrete, transferable infrastructure for a specialised area of VET — and a reminder that the visibility, accessibility and long-term maintenance of such infrastructure require dedicated attention beyond the project lifecycle.

6. Closing reflection

Spa nursing care is a comparatively narrow field within the broader landscape of European nursing education, but the design problems it raises — how to make a specialised competence teachable, how to support diverse learners, how to embed digital resources in classroom practice, how to build sustainable infrastructure across borders — are general to contemporary VET. The SPA3 project and the papers collected in this volume offer one carefully developed answer to those problems. The editors hope that this volume will support not only the dissemination of project outputs but the wider conversation about how transnational vocational education can be organised in the third millennium.

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Appendices

Appendix A. About the SPA3 project

Spa Nursing Care for the 3rd Millennium (SPA3) is an Erasmus+ Key Action 2 cooperation partnership in the field of vocational education and training (KA220-VET). The project is coordinated by Střední zdravotnická škola a Vyšší odborná škola zdravotnická in Plzeň, Czech Republic, in cooperation with partner institutions from Slovakia, Türkiye and Greece. The full official project reference number, duration and project value are recorded in the project's grant agreement; see the imprint page of this volume for the relevant placeholders.

The project aims to develop the knowledge and skills of pupils and students in the specialised field of spa nursing care and to provide effective educational tools for vocational schools, in particular through the Spanursing learning platform, the multilingual methodological guide, and a picture dictionary of aids and devices used in spa nursing care (SPA3 Project Consortium, 2024).

Appendix B. About the SPA3 Dissemination Conference

The SPA3 Dissemination Conference was held in Plzeň, Czech Republic, on 7 May 2026. The conference was hosted by the coordinating institution and brought together representatives of all partner institutions, together with invited colleagues from the wider vocational nursing education community. The conference programme included presentations by the four partner institutions on different aspects of the SPA3 project outputs; those presentations are the basis for the four papers collected in this volume.

Appendix C. The Spanursing learning platform

The Spanursing learning platform is publicly accessible at <https://sites.google.com/view/spanursing/home>. According to the project application, the platform is planned to contain at least 80 worksheets, 28 tutorials and 28 tests, together with a picture dictionary, an overview of spa-care facilities in partner countries, and additional multilingual and visual resources (SPA3 Project Consortium, 2024). Readers consulting the platform should bear in mind that its content is actively developed during the project period and that the analyses in this volume describe the platform as it stood at the time of writing.