Advanced Training Concept (ATC)

Product D3

Project Management and Coordination:

Advanced Training Concept (ATC)
Product D3

D3: Advanced Training Concept (ATC)

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1. Preliminary Remarks

The purpose of this document is to describe how teachers are going to be prepared in order to undertake successfully the underlying webLab-concept (see result D4). Both the underlying webLab-concept as well as the present Advanced Training Concept (ATC) has been developed within the framework of the webLab project.

The project '*webLab – Development of competence in a web-based laboratory*' was launched on 1 October 2013 and is promoted and financed by the European Commission. The project is carried out within the Leonardo da Vinci programme (innovation transfers) and is scheduled to run for a period of two years till the end of September 2015. As a core objective of the project, young students should be enabled to already gain experiences abroad through a professional internship in a European partner country during their vocational education training. Additionally, with the help of webLab it shall be also able to succeed an integration of the professional internship abroad in the development process of professional action competence. Thereby, both curricular and individual learning goals shall be integrated. In addition to the realization of an internship abroad it also requires a goal-oriented preparation and post processing. It can be constituted, that a particular challenge is the students' distance from home and the way of getting along in a foreign culture. An individual support is ensured by involving a weblog. On the one hand, the young people use this web-based tool to document their internship experiences and, on the other hand, it enables teachers to manage the internship in process through individualized tasks. With this medium, it is also possible to communicate and solve appearing problems promptly. On completion of the internship, the interns receive a significant certificate. The teachers who are involved in the project are prepared for the media- and professional-didactic challenges of a web-based internship abroad in the context of continuing education. Their experiences from the test phases of the webLab-concept successively flow into the further development as well as into the present ATC.

The present document illustrates the basic principles of the ATC. As illustrated in the figure below, the ATC is divided into five different modules, each with a different content-based or goal-oriented focus.
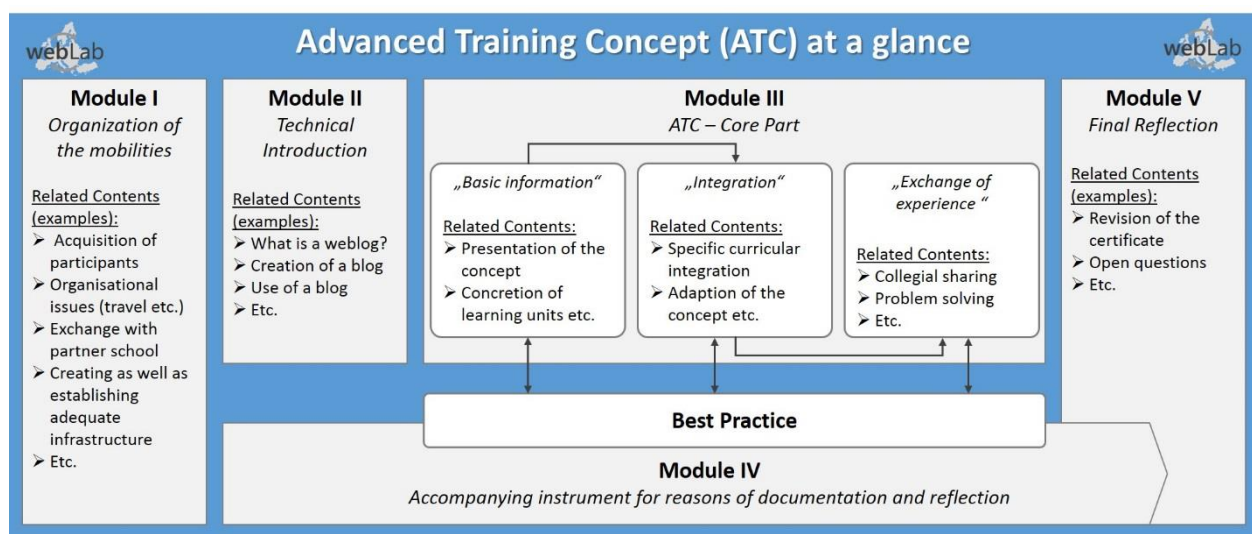

Figure 1: Advanced Training Concept (ATC) at a glance

2. Meeting the challenges – Introduction to the underlying webLab-concept

As said in the introduction, the project webLab targets to demonstrate individual ways of development in vocational education for adolescents via a stay abroad. In a society that is affected by globalization and migration, intercultural competence is a personal and professional key qualification for all young persons. Internships' abroad seem to address adequate key qualifications best. Against this background, students often have to face various challenges. It is about handling cultural differences, preparing language skills, exploring a vocational area in a foreign country as well as the organization of the mobility.

However, it is not sufficient to offer only the possibility of a stay abroad but it is also essential to illustrate systematically ways to use and integrate these contexts into one's own competence development. This requires a systematic preparation, implementation and evaluation of stays abroad. Especially in the context of stays abroad, it is required to find ways for reaching attendance and support of the adolescents. Here one can refer to concepts of web-based attendance of industrial internships in general. The attendance and support has to support youths to discover own competencies and abilities and then to include them in the context of vocational training. Therefore, it is necessary to have no isolated view on the stay abroad but to integrate it into the individual way of development. This way then also offers the opportunity to systematically develop competences in coping with 'new' media that exceed pure operator competences and enable an appropriate behavior in an increasing mediatized world.

It needs to be noted, that a continuous attendance before, during and after the stay abroad must be assured. Students should be supported concerning their vocational exploration as well as orientation.

The webLab-concept addresses these challenges in a particular way.

Without having the possibility to go too much into detail concerning the underlying concept, essential cornerstones should be given at this point. The webLab manual (see product D4) can provide exceeding details, which are not discussed in this part.
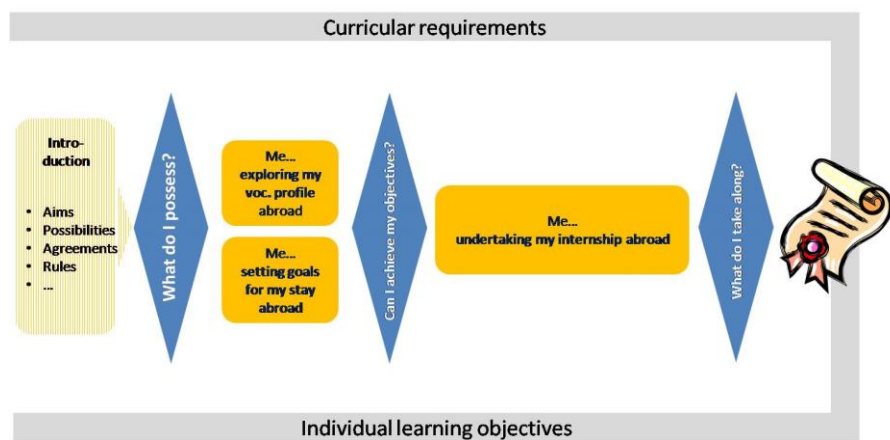

Figure 2: The underlying webLab-concept (as a framework)

The basic structure is shown in figure number 2. Within the scope of the concept, the student complete different learning units to prepare, accomplish and post-process the internship in a foreign country. The responsible teacher leads this process. The learning units differ from each other, concerning their didactical function and target. There exist for example learning-units, in which the students take over different roles (yellow squares). These are complemented through selected diagnoses of competence (blue rhombuses). By this means, the teacher and also the student have the possibility to focus on curricular as well as individual objectives. Due to the principles of strength-orientation, it can contribute to the individual development of competences. During the maintenance of the concept, the teachers experience the challenge of adapting the student´s perception and, due to this, the designing of the learning environment.

Development of competence
in a web-based laboratory
webLab

An additional basic aspect of the underlying webLab-concept represents the integration of the weblog. The concept, based on a mentoring approach, requires the continuous integration of the accompanying instrument.

In the following, each module will be presented in detail. Please note that the ATC offers a framework for an adequate (teachers') training in order to undertake successfully the underlying webLab-concept. Consequently the ATC training concept was developed on the basis of certain teacher profession related assumptions. Therefore it is related on general teacher competence areas (see KMK 2004, 2014, Kremer 2013). One part of professional teaching is a genuine academic pathway to work on innovative teaching practice (see Ertl / Kremer 2009). Thus, the Advanced Training Concept focuses on handling a reform process on the school level to reflect, explore, actively shape and improve their own work environment on a continual basis. Therefore, the present Advanced Training Concept is based on the competences of teachers to work in teams, reflect their own teaching and learning process and build competence oriented learning environments.

3. Module I: Organization of the mobilities

Within the scope of the project webLab, the organization of mobilities imposes high demands on the involved participants. Amongst other things, this is due to the involved target group and more specifically to the curricular classification. Hence, it was implemented in different educational programmes. Partially, it is not possible to draw on existing exchange programmes with the result that the organizational expenditures differ amongst mobilities.

Prior to the actual engagement in the webLab-concept, it is therefore very important to deal with the organization of mobilities. For the purpose of this module, ATC-participants should be empowered to arrange mobilities, solve relevant issues and, as appropriate, identify possible problem areas. On this basis, a solid fundament for following modules can be created. Table 1 represents the essential cornerstones of the module.

Module I
„Organisation of the mobilities"

Related Contents (examples):
➢ Acquisition of participants
➢ Organisational issues (travel etc.)
➢ Exchange with partner school
➢ Creating as well as establishing adequate infrastructure
➢ Etc.

Figure 3: Module I

Module I: Organization of the mobilities

Module objective(s):	Organizing the mobilities in order to create a solid basis on which the following modules can be built on.
Competences. The ATC-participants should….	▪ …know about typical problem areas of mobilities. ▪ …know about typical sequences of mobilities. ▪ …know about relevant funding issues. ▪ …know how to prepare their students in terms of mobilities. ▪ …know about relevant legal issues.
Possible contents:	▪ Important forms ▪ Students' selection and acquisition ▪ Establishing contacts to own partner school ▪ Arrangement of adequate student accomodation ▪ Trip scheduling/travel plans ▪ Plan the timing of mobilities ▪ Assigning responsibilities

	▪ Informing participating companies ▪ Informing students' parents ▪ Creating as well as establishing adequate infrastructure
Possible learning method:	▪ Developing a site-specific checklist (from both students' and teachers' perspective) ▪ Brainstorming: "Which aspects needs to be considered regarding the organization of mobilities?)"
Possible integration in the ATC-weblog:	Please note: At this stage of the ATC, the ATC-weblog has not yet been introduced to the participants. At a later point, it would be helpful to upload the checklist on the weblog.

Table 1: Overview Module I (Organization of the mobilities)

4. Module II: Technical Instruction

In the framework of a second module, the technical issues should be introduced. Working with new medium weblog can absolutely bear a challenge. Partially, the teachers are not familiar with this medium and they do not work with it in their own realm of experience. However, on principle it can be considered as a condition that the teachers, who like to introduce the weblab-concept to their students, should first be familiar with that kind of technique. Possible obstacles need to be overcome. Accordingly, the

Module II
„Technical Introduction"

Related Contents (examples):
➤ What is a weblog?
➤ Creation of a blog
➤ Use of a blog
➤ Etc.

Figure 4: Module II

module aims to give the teachers an understanding of the social media tool weblog and to suggest possible fields of action within the underlying context. Precise expectations of competences are illustrated in the table below. Moreover, it includes references to the content of the module and methods in which way these competences can be achieved. In addition, the appendix includes exemplary work sheets for the creation and the use of a weblog within the scope of the webLab-concept.

<div align="center">Module II: Technical Introduction</div>

Module's objective(s):	Learning about the new media format weblog and getting some hints regarding its use within the context of organizing as well as conducting students' internships abroad.
Competences - The ATC-participants should….	…be able to create a weblog (in an adequate content management system). …know how to use a weblog in terms of using the technology. …know how to use a weblog in terms of didactical means.

Possible contents:	▪ Creation of a weblog
	▪ Use of a weblog
	  o Communication structure (*"Who writes to whom and how often?"*)
	  o Allocation of roles (such as author, guest, etc.)
	  o Posts' status (public, private)
	  o Other agreements
	    ▪ How many posts and when to post?
	    ▪ Deadlines (for comments, etc.)
	    ▪ Assignments' type (planned, spontaneous, etc.)
	    ▪ Length of the posts
	    ▪ Possible formats (texts, pictures, videos, links, podcasts, etc.)
	▪ Advantages and disadvantages of a weblog (from a didactical per-

	spective)
	▪ Responsible use of the weblog tool
	o Data protection issues
	o Sensitive operating data
	▪ Netiquette agreements
	o Fair and respectful interactions
	o Level of linguistic accuracy
	o Use of emoticons
Possible learning methods:	▪ Case example (see appendix 'Module II – Worksheet A, B, C')
	▪ Brainstorming "Advantages and disadvantages of a weblog"
	▪ Group discussion "Advantages and disadvantages of a weblog"
Possible integration in the ATC-weblog:	▪ The learning results of the work assignments could be integrated
	▪ The discussion could be integrated (by using comments etc.)

Table 2: Overview Module II (Technical Instruction)
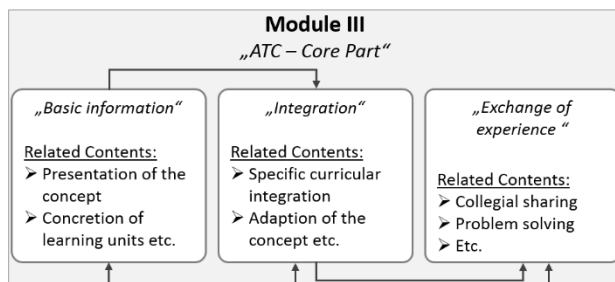
5. Module III: ATC – Core Part

Figure 5: Module III

The third module represents in a way the core part of the ATC. After focusing on organizational and technical aspects in the first two modules, module III focuses the actual webLab-concept. The ATC participants should get to know the basic principles of the underlying webLab concept and be able to adapt them according to site-specific aspects as well as their individual experiences in this context.

The webLab manual (see product D4) cannot only provide exceeding details, but can be seen with regards to content as the basis of the whole module.

It should be clearly stated, that the webLab- concept only illustrates the framework, which requires an embodiment or an adaption to the underlying structures by the participating teachers. Correspondingly, participants of the ATC-training are asked to adapt the presented concept to their own coherences (second step). A more detailed description can be found in the table below. In a phase of exchange, the teachers can discuss contextual experiences, identify problems and develop problem-solving approaches.

<div align="center">Module III: ATC - Core Part</div>

Module objective(s):	Getting to know the basic principles of the underlying Advanced Training Concept (ATC) and adapting them based on site-specific aspects as well as experiences in this context.
Competences. The ATC-participants should….	Basic information: …know the underlying webLab-concept in depth. … be able to focus a students' perspective on a conceptual basis … be able to concretize learning units. Integration: …reflect about the underlying webLab-concept based on site-specific aspects.

	Integration:
	…deal with site-specific aspects of the webLab-concept.
	…know how to integrate the webLab-concept into individual struc-tures/own school/everyday school life etc.
	Exchange of experiences:
	…know about the experiences of other participants.
	…learn from other experiences.
Possible contents:	Basic information:
	▪ Presentation of the webLab-concept in depth (from a students' perspective)
	▪ Concretion of the learning units (by developing adequate learning materials, etc.)
	Integration:
	▪ Specific (curricular) integration
	▪ Development of a site-specific (school-specific) concept:
	○ Choosing an appropriate learning group
	○ Defining as well as establishing connections on a curricular, di-dactic and organizational level
	○ Integrating the webLab-concept in everyday school life
	○ Planning the content and time schedule of adequate learning environments
	○ Developing an adequate infrastructure
	○ Viewing relevant documents and materials, which already exist at the school regarding the realization of internships
	○ Developing new materials
	▪ Integrating individual/site-specific objectives into the certificate
	Exchange of experiences:
	▪ Arising problems
	▪ Handling of problems
	▪ Exchange of materials, etc.
Possible learning method:	▪ Case example (see appendix 'Module III – Worksheet A')
	▪ Concretion of the learning units (group members from different schools)
	▪ Group Work (see appendix 'Module III – Worksheet B, C, D, E')
	▪ "Future Workshop" – Planning an ideal type teaching-learning sequence
Possible integration in the ATC-weblog:	The learning units could be uploaded on the weblog (including exem-plary teaching and learning concepts as well as materials).

Table 3: Module III: ATC-Core Part

6. Module IV: Accompanying Instrument

The accompanying in-strument is as such not an independent module. Instead, it is more about

Module IV
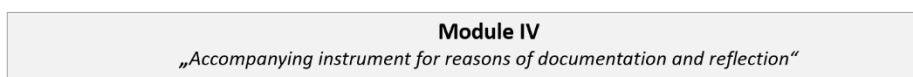*„Accompanying instrument for reasons of documentation and reflection"*

Figure 6: Module IV

getting the participating teachers and trainers actively acquainted with this medium in order to moti-vate them to work with it. Consequently, it follows and is closely related to the second module, where

teachers has been introduced to basic technical issues. The ATC-weblog should document the results of the ATC and get the teachers reflecting them. This approach is based on the assumption that the teachers need to be familiar with the medium in order to motivate the students the other way round. Accordingly, the accompanying instrument should contribute to remove existing obstacles and illustrate various usage possibilities in this context. By doing so, teachers will take consciously an active role and try to link their own learner's position (in the framework of the ATC) with their position as a teacher (using the webLab-concept).

Module V: Accompanying Instrument

Module objective(s):	Using the ATC-weblog as an accompanying instrument for reasons of documentation and reflection.
Competences. The ATC-participants should…	…learn how to use a weblog according to their own individual needs. …use the weblog to document the overall ATC-activities. …get used to the (new) technical tool. …reduce existing obstacles. …improve their general technical competence. …be able to motivate students' using the weblog. …communicate as well as coordinate with each other. …reflect their own actions.
Possible contents:	See other modules.
Possible learning method:	See other modules.
Possible integration in the ATC-weblog:	-

Table 4: Module V: Accompanying Instrument

7. Module V: Final Reflection

Module V
„Final Reflection"

Related Contents
(examples):
➢ Revision of the certificate
➢ Open questions
➢ Etc.

Figure 7: Module V

Within the framework of the fifth module, the ATC-participants should reflect the overall ATC and consider possible (critical) success factors. Against this background, they should resume their own learning curve and identify possible fields of development. By doing so, the ATC should be rounded up. At this point, the participants should also decide whether they would like to keep the ATC-weblog alive. It is highly recommended to continue, stay in contact, and exchange both experiences as well as materials on a regular basis.

Module IV: Final Reflection

Module objective(s):	Reflecting about the overall ATC, its (critical) success factors as well as possible fields of development.
Competences. The ATC-participants should….	…resume their own learning curve. …state clearly relevant factors of success. …consider their own development requirements.
Possible contents:	▪ Review: potential and challenges of overall ATC ▪ Relevant factors of success ▪ Individual development requirements ▪ Evaluation

Possible learning method:	▪ Determination of position ▪ ‚SWOT-analysis' ▪ ATC field report
Possible integration in the ATC-weblog:	Exchange within the context of the ATC-weblog about the ATC in general.

Table 5: Module V: Finale Reflection

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9. Appendix

Module II – Worksheet A

Case Example - How to create / use a weblog?

Mr. Leo Nardo is a young and highly committed teacher at a German vocational school. In his school he is responsible for students' internships and in this function he also takes part in the webLab project. Within the framework of this project, he has become acquainted with the medium weblog and its use within the process of organising as well as conducting students' internships abroad.

After having received lots of information on this subject, he now would like to create a weblog on his own in order to get a view on this issue from a student's perspective. On this basis, he would like to prepare his teaching.

After having created the weblog, he also aims to create a subpage (e.g. "About me"), a post (e.g. "an internship's daily report"), a comment and therefore he seeks to learn how to structure these elements adequately on his weblog.

Against this background, Mr. Nardo makes use of the information sheets, which he has been given during the workshops (sheet No. 1 How to create a weblog – Step-by-step instructions / sheet No. 2 How to use a weblog – Some remarks and hints).

Working instruction:

Please, follow the example of Mr. Nardo. For this, the following information might be useful:

https://www.blogger.com

Email-Address: atcworkshoptest@gmail.com

Password: XXXXXXXXXXX

Module II – Worksheet B

How to create a weblog – Step-by-step instructions

(Based on: Gockel, C. / Kremer, H.-H. 2013)

Preliminary remarks

In respect to technical aspects, it has become possible to create an own weblog without any administrative expenses. Free blogs are offered by various companies and organisations on the internet.

Teachers surely have the responsibility to select a suitable weblog provider. Students' wishes could be considered in the decision-making-process providing that in this case it is both possible and also justifiable.

The following instructions refer to the service of "blogger.com" as it offers a number of relevant advantages. One of the most important advantages is the free design possibility which also is an important requirement of a web 2.0 application. The only possible disadvantage could be that a Google account is needed.

Step 1: Registration

As soon as the registration has been made on a weblog provider (for example blogger.com) and the button *"New blog"* has been clicked, a title and a web address have to be chosen. Subsequently the weblog has been created with its basic outline and it is immediately possible to change the design. At this point, the students are offered manifold design possibilities.

Step 2: Designing

It is obvious that the first impression of the weblog is created through its design. Therefore it should always be created in a rather target group oriented manner:

First, one should pick a template (see green box in figure no. 1). Blogger offers a range of different templates which can be used for free. These basic elements define the design as well as the colour. However, the background, layout, colour and the font can be altered subsequently.

The composition of the weblog can be adjusted by using the option *"Layout"* (see red box in figure no. 1):

Fig. No. 1: Weblog options ('blogger.com')

- It is possible to arrange elements such as title, posts as well as individual pages.

  Please note: To display and navigate between different sub-pages, it is necessary to create these corresponding pages by using the option *"Pages"* (see blue box in figure no. 1).
- To save conducted modifications regarding the chosen template click *"Save Layout".*
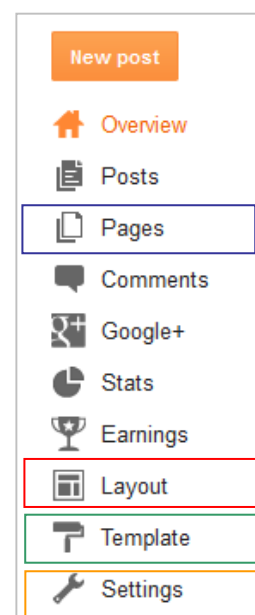- As required, further gadgets can be added in the template.

Step 3: Authorization

Within the context of organising and conducting students' internships, authorization issues play an important role.

These can be defined by using the option *"Settings"* (see orange box in figure no. 1) in the sector *"Basic"*). The weblog provider blogger.com generally differentiates three types of users:

- Administrator
- Author
- Reader

The person who has created the weblog will automatically be its administrator. Solely the administrator has the authority to modify the design und the functionality of the weblog. Furthermore, the administrator can edit or delete posts as well as add or remove authors and readers.

In order to be able to react to intern posts and comments, the teacher has to be added as an author by the students. The author is a person who can create and edit own posts (including e.g. pictures and videos).

In the section *"Settings"*, one can add the rights of an author by clicking the button *"Add author"* and adding the corresponding email address. Blogger.com allows 100 authors to be added.

The third type of users is the reader. Weblogs are as standard public and can therefore be read by every person on the internet. Due to data privacy issues, the information of the internship should not be publicly accessible. Hence, one has to select in the section *"Reading options"* *"Private - Only blog authors"* or *"Private - Only these readers"*. Blogger.com allows 100 readers to be added - by entering their current email addresses.

Each added person receives an invitation email with a link, which offers the person three possibilities:

- Login by using an existing Google account
- Create a new Google account
- View the blog as an guest (in this case no Google account is needed)

In the first two cases the person gets the authorization to view the blog as soon as he is logged in with his or her Google account. As a guest the person has the right to view posts for 30 days.

The teachers have an authorized access to the weblog. Teacher should usually granted author rights. Furthermore, students can grant reading rights for parents, friends or classmates.

Step 4: Imprint obligations

Please note, that in some European countries (such as Germany), it is necessary to add an imprint note.

References:

Gockel, C. / Kremer, H.-H. (2013): InBig-Handreichung: Blended Mentoring Concept. Ein innovativer schulischer Betreuungssatz. Paderborn. Online: http://cevet.eu/fileadmin/user_upload/downloads/InBig-Handreichung_BMC_final.pdf [in German]

How to use a weblog – Some remarks and hints
(Based on: Gockel, C. / Kremer, H.-H. 2013)

Preliminary remarks

After having set up the weblogs, the students should be familiarized with the usage of this medium. The weblogs offer various communication possibilities. The most important functions within the context of students' internship abroad will be presented in the following. Subsequently, the rules for Online-Communication will be discussed, which offers a guide for teacher-student interaction.

1) Static pages

Static pages in weblogs make it easy for reader (teachers, students, internship supervisor, social worker, parent, etc.) to access and present important information about the internship through the navigation bar. Important information which did not get included in the sequence of weblog postings can thereby be located on the static pages. These pages could for example contain indication and explanation of the company or the expectation towards the internship. Moreover, several pages can be added to the weblog such as a "About me page", a "Rule of conduct page" as well as a "Contact page" which could contain the address, phone number of the attended company.

2) Posts

Posts and comments are the main components of an internship's webblog. They are listed in a reverse chronological order which means that the weblog posts are dated and the most current post is on the top. Older posts can be accessed through the archive, which makes every post at any time accessible.

Every post is equipped with its own unique an unchangeable internet address – the so-called permalink - through which posts are uniquely identifiable so that they can be linked.

3) Comments

Every comment can be entered as a post or a static page through a corresponding online form. Usually the basic settings of weblogs allow readers to comment on posts whereas static pages need a corresponding activation for this function. This activation on the blog provider "blogger.com" is found on the register *"Pages"* and the option *"Allow reader comments"*.

Afterwards a post can be commented by members of the weblog. At the end of every post, a corresponding section with the amount of comments posted is next to the author information and creation time. If this section is opened a new writing field will appear where comments can be written in. Before publishing the comment a preview function is possible.

It could be helpful to establish online-communication rules with the students to ensure a productive web based teacher-student interaction. These should be binding rules for mentees and mentors.

References:

Gockel, C. / Kremer, H.-H. (2013): InBig-Handreichung: Blended Mentoring Concept. Ein innovativer schulischer Betreuungssatz. Paderborn. Online: http://cevet.eu/fileadmin/user_upload/downloads/InBig-Handreichung_BMC_final.pdf [in German]

Module III – Worksheet A

Case Example - Didactical concretion of the learning units

After Mr. Nardo has set up his first weblog, he now would like to get a closer look on the webLab-concept. As far as he has understood, the learning process is structured into phases of diagnosis and phases of learning in didactically constructed roles. To be well prepared especially for the first steps of the webLab concept, he's going to concretize the first four learning units on the basis of the given tabular descriptions.
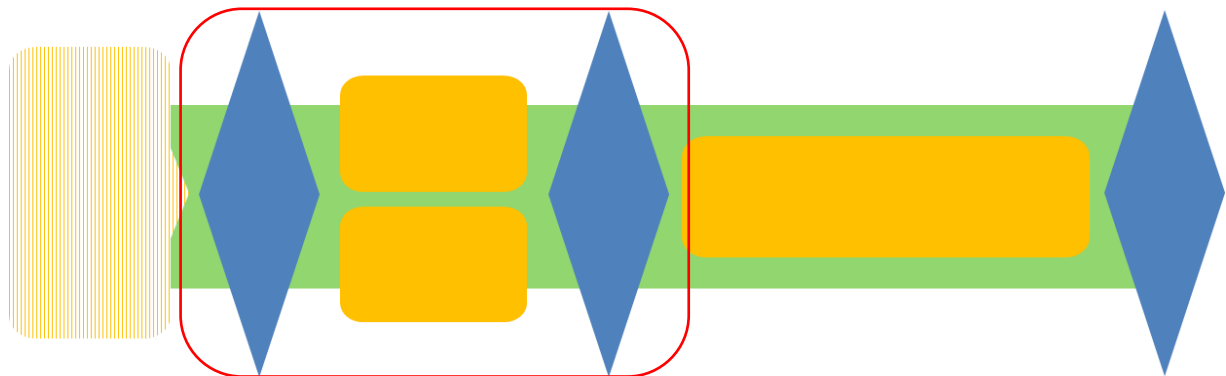
Thereby, Mr. Nardo considers the general conditions at his school, its vocational focus and the webLab target group (learners). While working on each learning-unit, he found himself asking the following questions:

- Which learning setting(s) could be useful?
- Which topics / subjects seem to be relevant?
- Which concrete material do I have already, that could be useful in this context?
- Do I have to create new learning materials?
- Which kind of learning outcomes are expected to be attained?
- How can the learning product be used for the further learning process?
- How can the weblog be used?
- Is there a special structure for the weblog needed? (Categories, sub-pages, etc.)

General working instruction:

Please try to put yourself in the position of Mr. Nardo.

In four groups you'll work together with your partners on one learning-unit each. By the end of this working phase we will gather the deliverables of every group. By doing so, you'll obtain a collection of exemplary ideas and suggestions how to start the preparation of the webLab-concept.

Module III – Worksheet B (Group 1)

Working instruction (Group 1):

Please try to put yourself in the position of Mr. Nardo.

In your group you'll work together with your partners on the learning-unit "Discovering myself: 'What do I possess?'" (see figure below). By the end of this working phase we will gather the deliverables of every group. By doing so, you'll obtain a collection of exemplary ideas and suggestions how to start the preparation of the webLab-concept.

Discovering myself: "What do I possess?"

Learning goal: Development of a strength-oriented self portrait

(left vertical label: Competence diagnosis — marker "1")

Competences: The learners…
- can assess themselves.
- can handle assessments of others.
- can name occupied roles in different life situation and analyze them with regards to occupational matters.
- can deflect from occupation on own strength.
- name character /virtue which are connected to own nationalities and can reflect them critical.

Possible topics:
- Self-assessment and foreign assessment
- Give and take feedback
- Standardization: "The German", "The French" etc.
- Working virtues and morals

Learning-method:
- Creative forms of self-expression (collages, graffiti)
- Mind maps
- Strengths' table
- Presentation
- Role-play
- Partner discussion / group discussion

Integration in the weblog:
- Picture of creative self assessment (Picture documents)
- Post: That's me
- **Strengths table**

Module III – Worksheet B (Group 2)

Working instruction (Group 2):

Please try to put yourself in the position of Mr. Nardo.

In your group you'll work together with your partners on the learning-unit "Me…exploring my vocational profile abroad?" (see figure below). By the end of this working phase we will gather the deliverables of every group. By doing so, you'll obtain a collection of exemplary ideas and suggestions how to start the preparation of the webLab-concept.

Role: Vocational Explorer

1

Me… exploring my vocational profile abroad

Learning goal: Analysis of characteristics and requirements of the apprenticeship and its profession abroad

Competences: The learners…
- deal intensively with the job profile abroad.
- are able to create a profile of requirements regarding their own occupation requiring formal training.
- get to know typical possibilities of training as well as further trainings.
- recognize differences as well as commonalities with regard to training issues / job issues in their home country.
- are able to appraise a job's importance / significance in the host country.
- use relevant sources for information seeking.
- use assistance offers regarding lingual orientation. (reference books, translation tools etc.)

Possible topics:
- Company's ratios (balance, number of employees, etc.)
- Company's structure (organizational structure, etc.)
- Corporate organization
- Methods how to search on the internet
- To read / understand requirements' profiles / qualifications' profiles

Learning-method:
- Researches (Internet, conversations, etc.)
- Presentation
- Creating companies' profiles
- Writing fictive job advertisements (maybe in a foreign language?)

Integration in the weblog:
- Post: Illustrating a company's profile
- **Post: Illustrating a job's requirements' profile**

Module III – Worksheet C (Group 3)

Working instruction (Group 3):

Please try to put yourself in the position of Mr. Nardo.

In your group you'll work together with your partners on the learning-unit "Me…setting goals for my stay abroad?" (see figure below). By the end of this working phase we will gather the deliverables of every group. By doing so, you'll obtain a collection of exemplary ideas and suggestions how to start the preparation of the webLab-concept.

Role: Self-Explorer

2

Me… setting goals for my <u>stay</u> abroad

Learning goal: Formulation of individual interests and aims of development for the stay abroad

Competences: The learners…
- are able to anticipate the stay abroad.
- can list own interests concerning
  - interesting vocational aspects (activities, processes, departments)
  - interesting cultural aspects (language, socializing)
- are able to formulate learning goals concerning to
  - a (school) subject / issue
  - language skills
  - knowledge about how to orientate
  - processes

Possible topics:
- Host country
  - Structure
  - Customs and traditions
  - Countryside
  - Politics
  - Culture
  - Language
- Formulating of interests and goals

Learning-method:
- Mind-map
- Research
- Presentation
- Cooperative learning

Integration in the weblog:
- Post: Profile of the host country
- **Post: My interests and learning goals** ▼ ●

Module III – Worksheet C (Group 4)

Working instruction (Group 4):

Please try to put yourself in the position of Mr. Nardo.

In your group you'll work together with your partners on the learning-unit "Can I achieve my objetives?" (see figure below). By the end of this working phase we will gather the deliverables of every group. By doing so, you'll obtain a collection of exemplary ideas and suggestions how to start the preparation of the webLab-concept.

Competence diagnosis

2

Matching objectives and demands: "Can I achieve my objectives?"

Learning goal: Merging individual interests and objectives with the requirements of the occupational demands in the host country

Competences: The learners…
- compare individual interests and learning goals to vocational requirements.
- reflect if the vocational requirements are compatible to the individual interests and learning goals.
- reveal problems occurring during the matching process and find solutions.
- think about how to use their own strengths (strength list) in order to meet the occupational and learning requirements
- are able to position themselves in an argumentative way.

Possible topics:
- (Self) assessment
- Give and get feedback
- Setting goals
- Responsibility
- Self organized learning

Learning-method:
- Talks / conversations
- Comparison
- Graphics
- Priorization

Integration in weblog:
- **Learning-Agreement**

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DE/13/LLP-LdV/TOI/147625 – webLab

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