

# webLab Experiences

## Product D6

## Project Management and Coordination:



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#### **Authors:**

Kremer, H.-Hugo / Frehe, Petra / Kückmann, Marie-Ann

#### **Websites:**

<http://wiwi.uni-paderborn.de/department5/>

<http://cevet.uni-paderborn.de>

#### **Layout:**

Marie-Ann Kückmann

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**webLab Experiences**  
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## D6: webLab Experiences

### Preliminary Remarks

The relevant part of the webLab Supporting Documentation (chapter 3 and 4) aimed to collect practical experiences and hints concerning the further teacher training within the overall webLab-project as well as relating to the didactical basic of the webLab-concept. In order to do this, involved school partners answered various questions. Subsequently, one can find a synopsis of the results.

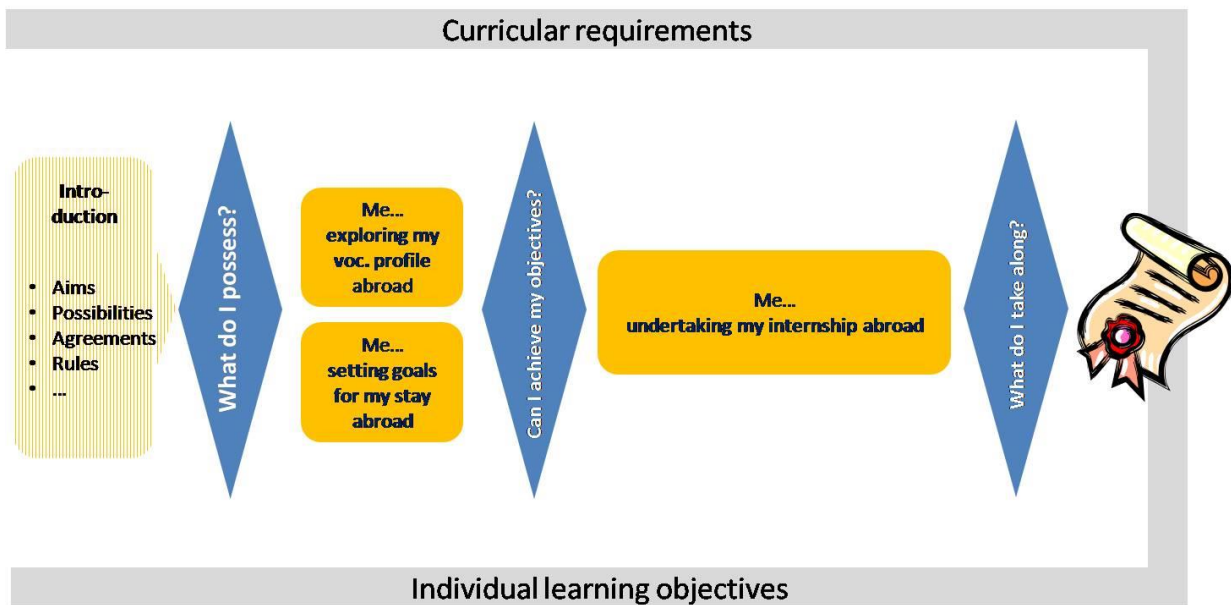


Figure 1: The overall webLab-concept (draft outline)

### Further teacher training's suggestions

#### Defining Competences

To gain an overview about the understanding of relevant competences the following table reflects the assessments of the webLab partners referring to how important the different factors are:

#### a) Intercultural competence (multiple answers possible)

	Albacete (ES)	Franz-Jürgens-BK (DE)	Heinrich-Hertz-BK (DE)	Hartberg (AU)	Max-Weber-BK (DE)	Tekirdag (TR)	Raseko (FI)
Knowledge of foreign languages	✓	✓	-	✓	-	✓	✓
Cultural knowledge	✓	✓	✓	✓	✓	✓	✓
Ability to communicate	✓	✓	✓	✓	✓	✓	✓

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Awareness of dissent	-	✓	-	✓	-	✓	✓
Empathy	✓	✓	✓	✓	✓	✓	✓
Tolerance	✓	✓	✓	✓	✓	✓	✓

Apart from these aspects, the webLab partners emphasize that intercultural competence also means to be open minded (especially towards new experiences) and sociable. Moreover, they add that flexibility, curiosity and self-confidence are parts of intercultural competence, too.

**b) Media competence** (*multiple answers possible*)

	Albacete (ES)	Franz-Jürgens-BK (DE)	Heinrich-Hertz-BK (DE)	Hartberg (AU)	Max-Weber-BK (DE)	Tekirdag (TR)	Turku (FI)
Media design	-	✓	-	-	✓	-	-
Media use	✓	✓	✓	✓	✓	✓	✓
Critical media analysis	✓	✓	-	✓	✓	✓	✓
Media knowledge	✓	✓	✓	✓	-	-	✓

Apart from these aspects, for the webLab partners media competence also means how to formulate reports and posts adequately, to have knowledge about the risks of news media and to be able to communicate via media.

Defining objectives for the internships abroad

**Main objectives of the internships abroad (according to school partners involved):**

- Sensitizing students of language learning
- Implementing professional skills in jobs elsewhere
- Experiencing another culture and broadening one’s perspective to new and foreign aspects
- Gaining an inside perspective and deeper understanding of the culture
- Increasing a student’s sense of responsibility
- Enabling professional and personal development in an international context
- Meeting the labour market abroad

## Working on the webLab-concept

The following table gives an overview about the different (learning) units of the didactical webLab concept and contains examples of the webLab partners:

(Learning) unit of the webLab concept	Examples from...						
	Albacete (ES)	Franz-Jürgens-BK (DE)	Heinrich-Hertz-BK (DE)	Hartberg (AU)	Max-Weber-BK (DE)	Tekirdag (TR)	Turku (FI)
<b>1. Learning Unit "Introduction"</b>	<ul style="list-style-type: none"> <li>Improving my professional profile</li> <li>Developing my profession in another language</li> <li>Meeting the labor market of the host country</li> <li>Knowing another country better</li> </ul>	<ul style="list-style-type: none"> <li>How to write a CV, a motivation letter</li> <li>How to do research on cultural particularities, working situation, educational system of the foreign country</li> </ul>	not specified	<ul style="list-style-type: none"> <li>Trainees should know their favorable characteristics!</li> <li>The students should assess each other</li> </ul>	<ul style="list-style-type: none"> <li>See: documentation</li> <li>Using: iPads, weblog</li> </ul>	<ul style="list-style-type: none"> <li>Starting to learn about the weblab project, project needs and terms of using the weblog as a media</li> </ul>	<ul style="list-style-type: none"> <li>Utilizing blog as a diary for on-the-job learning</li> <li>Knowing hosting country habits</li> </ul>
	<i>Examples of possible materials:</i>						
	-	<ul style="list-style-type: none"> <li>Tourist guide books, Internet, Documentaries, Teachers</li> </ul>	-	<ul style="list-style-type: none"> <li>Every student has a card on his/her back! Other students should write down favorable characteristics!</li> </ul>	<ul style="list-style-type: none"> <li>See: documentation</li> </ul>	-	<ul style="list-style-type: none"> <li>Tourist brochures of the host city.</li> </ul>
<b>2. Learning Unit "What do I possess?"</b>	<ul style="list-style-type: none"> <li>Knowledge and skills of my professional branch</li> <li>English language competence</li> </ul>	<ul style="list-style-type: none"> <li>Academic and social skills described above</li> </ul>	not specified	<ul style="list-style-type: none"> <li>Students should write down this characteristics and think about,</li> </ul>	not specified	Gave focus to personalized learning	not specified

	<ul style="list-style-type: none"> <li>I know some customs of the host country</li> </ul>			what could be helpful for working abroad			
<i>Examples of possible materials</i>							
	---	<ul style="list-style-type: none"> <li>Tourist guide books, internet, documentaries, teachers</li> </ul>	---	<ul style="list-style-type: none"> <li>The teacher take the cards and reads the characteristics- all the students should find out who it is! So the students know how they appear to other people! Does it match to the self-assessment</li> </ul>	not specified	---	s. a.
<b>3. Learning Unit “Me ... exploring my vocational profile abroad”</b>	<ul style="list-style-type: none"> <li>I need to have skills in certain occupations. This experience will be reflected in my CV. I must establish learning goals. My main objective is to understand the working methods within the company</li> </ul>	<ul style="list-style-type: none"> <li>How does the foreign educational system work?</li> <li>What do I have to do there?</li> <li>What is my timetable like?</li> <li>What are my school subjects?</li> <li>What is the job profile like?</li> </ul>	not specified	<ul style="list-style-type: none"> <li>The students should know that they should be autonomous, when they work abroad.</li> </ul>	not specified	<ul style="list-style-type: none"> <li>Learn about the vocational objectives</li> </ul>	<ul style="list-style-type: none"> <li>Realizing own strengths</li> <li>Define vocational learning objectives for time abroad</li> <li>Find out schedules, public transportation timetables</li> </ul>
<i>Examples of possible materials</i>							
	---	<ul style="list-style-type: none"> <li>Tourist guide books, internet, documentaries,</li> </ul>	not specified	<ul style="list-style-type: none"> <li>Students get autonomous, if they have to</li> </ul>	not specified	not specified	s. a.

		teachers		plan something on their own; maybe a trip for the whole class and everybody has other responsibilities!			
<b>4. Learning Unit “Me ... setting goals for my stay abroad”</b>	<ul style="list-style-type: none"> <li>▪ Technical understanding</li> <li>▪ Knowledges English</li> <li>▪ Accommodation ways</li> <li>▪ Laws in the country</li> <li>▪ Customs and traditions</li> </ul>	<ul style="list-style-type: none"> <li>▪ I want to enlarge my horizon and become more self-confident.</li> <li>▪ I want to improve my language skills</li> </ul>	not specified	<ul style="list-style-type: none"> <li>▪ What do the students expect from the staying abroad?</li> <li>▪ Making mind-maps with the students!</li> </ul>	not specified	<ul style="list-style-type: none"> <li>▪ Started to write down a few objectives and setting them as goals with the teacher</li> </ul>	<ul style="list-style-type: none"> <li>▪ Defining own personal learning outcomes for on-the-job learning, based on national curricula.</li> </ul>
	<i>Examples of possible materials</i>						
	---	<ul style="list-style-type: none"> <li>▪ Read through old records about myself, ask family, friends teachers, develop a positive attitude</li> </ul>	not specified	<ul style="list-style-type: none"> <li>▪ Students should make mind-maps with their setting goals</li> </ul>	not specified	---	s. a.
<b>5. Learning Unit “Can I achieve my objectives?”</b>	<ul style="list-style-type: none"> <li>▪ Have a good technical vocabulary</li> <li>▪ Good knowledge of the English language</li> <li>▪ Know the ways to stay in the coun-</li> </ul>	Yes	not specified	<ul style="list-style-type: none"> <li>▪ Students should know their objectives and should find advantages from the internships for themselves</li> </ul>	not specified	<ul style="list-style-type: none"> <li>▪ Started to learn about self-assessment openly!</li> </ul>	<ul style="list-style-type: none"> <li>▪ What tasks I will do?</li> <li>▪ Where am I good at?</li> <li>▪ Where I need to develop?</li> </ul>



	try <ul style="list-style-type: none"> <li>▪ Knowledgeable about the rules and agreements used in this country</li> </ul>							
<i>Examples of possible materials</i>								
	---	Yes	not specified	<ul style="list-style-type: none"> <li>▪ Students work in a group- they should create a flipchart with advantages of internships</li> </ul>	not specified		<i>s. a.</i>	
<b>6. Learning Unit “Me ... undertaking my internship abroad”</b>	<ul style="list-style-type: none"> <li>▪ Methods work in the host country and professional branch Workday</li> <li>▪ Work schedule</li> <li>▪ Activities</li> <li>▪ Profile jobs</li> <li>▪ Type of work activities and holiday</li> <li>▪ Know the structure of the company</li> <li>▪ Knowing professional wage workers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ How to get from the accommodation to the work placement?</li> <li>▪ When do I start/finish?</li> <li>▪ When do I have breaks?</li> <li>▪ What will I learn?</li> <li>▪ What will I do there, who is responsible for me?</li> </ul>	not specified	<ul style="list-style-type: none"> <li>▪ The students should also consider that something unexpected could happen.</li> <li>▪ How do the students react?!</li> </ul>	not specified	<ul style="list-style-type: none"> <li>▪ Monitoring the blogs and writing comments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work schedule</li> <li>▪ Activities</li> <li>▪ When do I start/finish?</li> <li>▪ When do I have breaks?</li> <li>▪ Updating blog each day</li> <li>▪ Contacting own teacher via blog</li> </ul>	
	<i>Examples of possible materials</i>							
		---	<ul style="list-style-type: none"> <li>▪ Read through old records about myself, ask family,</li> </ul>	not specified	<ul style="list-style-type: none"> <li>▪ Also group work- second flipchart- what could also</li> </ul>	not specified	---	<i>s. a.</i>

		friends teachers, develop a positive attitude		happen/ something unexpected! <ul style="list-style-type: none"> <li>They should find problems and also solutions for each problem!</li> </ul>			
<b>7. Learning Unit “What do I take along?”</b>	<ul style="list-style-type: none"> <li>Computer</li> <li>Third party Insurance</li> <li>Identity documentation</li> <li>Training contract</li> <li>European Health Insurance Card</li> <li>International student card.</li> </ul>	<ul style="list-style-type: none"> <li>Map, dictionary, clothes, phone, laptop, books.</li> </ul>	not specified	<ul style="list-style-type: none"> <li>Students should know that working abroad is making fair impressions in their resume.</li> <li>They train their autonomy / get bold, meet other people / get open-minded!</li> </ul>	not specified	<ul style="list-style-type: none"> <li>Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>Write down a checklist for each item.</li> <li>Weather conditions</li> <li>Do all preparatory work in our eLearning environment.</li> <li>Necessary paperwork and official stamps for institutions</li> </ul>
	<i>Examples of possible materials</i>						
		<i>s. a.</i>	not specified	<ul style="list-style-type: none"> <li>Every student should write a text, what they take along!</li> </ul>	not specified	not specified	

**Interim Conclusions and Implications:**

Overall, the results show that the partners focus similar competence approaches. Accordingly, both intercultural competences as well as media competences should be integrated into basic concept assumptions. Apart from this, the synopsis above provides also relevant information and examples on the general use of the webLab-concept. However, in the light of the above, one can clearly state that there still seem to be serious difficulties regarding the general understanding of the underlying web-Lab-concept. For instance, some of the partners did not recognize the learning units adequately. As a result, the intended questions has partly been misunderstood.

Consequently, it is necessary to ensure that the underlying concept should be intensively worked on (again) within the framework of the ATC-workshop. Moreover, a basic text should be made available on the project weblog.

Further comments / suggestions to the webLab teacher training and the basic webLab concept

- Teachers should give the students a detailed outline of what is when expected. (FJBK)
- The points 3 to 5 are very hard for the students to answer as it is hard for them to envision their stay abroad beforehand. Especially as the students we are sending abroad are not doing an apprenticeship. (MWBK)

**Implementation experiences**

General Aspects

Internship conditions / General backgrounds of the students:

	<b>Albacete (ES)</b>	<b>Franz-Jürgens-BK (DE)</b>	<b>Heinrich-Hertz-BK (DE)</b>	<b>Hartberg (AU)</b>	<b>Max-Weber-BK (DE)</b>	<b>Tekirdag (TR)</b>	<b>Turku (FI)</b>
Number of students taking part	4	2	2	2	5	2	2
Average age of the students	> 18	18	18	18	18	17-18	18
Student's gender	2 male, 2 female	2 male	2 male	1 male, 1 female	1 male, 4 female	2 male	2 male
Student's VET programme(s)	electronics and restaurant services	not known	attending classes and doing an internship at a company			electrics and electronics department	Car mechanic
Student's accommodation	hostel (two stu-	hostel	host family	hostel	boarding school	host family	apartment

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	dents), hotel (two students)				(three students), hostel (two stu- dents)		
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### Working with the weblog

#### **General evaluation of the work with the weblog:**

<i>How do you assess the work with the weblog?</i>	
Albacete (ES)	I will assess the work of the blog if it complies well with the goal I have set: Firstly I see how much post they have written to reflect on their experience abroad, the goals that they have set to improve their professional profile, practice English. Blog Interaction with social networks.
Franz-Jürgens-BK (DE)	By checking and commenting the blogs.
Heinrich-Hertz-BK (DE)	I cannot assess the work with the weblog. One student refused to write blog posts. The other student did not write on a regular basis.
Hartberg (AU)	not specified
Max-Weber-BK (DE)	www.europa.lernbar-mwbk.de: After initial reluctance to blog the students quickly grew used to blogging and using various media to do so. For direct communication, especially in situations needing a quick solution, whatsapp was the mode of communication of choice. As a way of documenting the stay abroad the blog was really helpful. We used the blog as a substitute for a written report of their internship.
Tekirdag (TR)	If we are to assess it with a range from 1 to 5, it was 4,5 for our institution and students. Weblogs were really useful to follow up students about their daily lives such as the dormitory, school and work experiences. Also the possibility to write critics or comments to their blogs was a chance for us to guide them again and again.
Turku (FI)	still lacks
<i>Did any difficulties occur while working with the weblog in this context?</i>	
Albacete (ES)	There wasn't WiFi at the boarding school, and they wrote post after work or when rest for lunch
Franz-Jürgens-BK (DE)	Internet access was not always provided. It was difficult to meet with the students. It still is difficult to recruit the students and get consent from the companies.
Heinrich-Hertz-BK (DE)	See question before
Hartberg (AU)	-
Max-Weber-BK (DE)	Not really. The students had Wi-Fi in their accommodations and got tablet-pcs from the school to blog.
Tekirdag (TR)	Students were not volunteer to use weblog as they found it useless because there was facebook and twitter instead of it. Also the blogger page is not allowed to use at school, so as the teachers we needed to go home to read the blogs at home and it sometimes gave trouble to us.
Turku (FI)	It was mandatory for students to use a blog and they both made good efforts to

	do it. We replaced our normal training diary (Word-version or Moodle-platform version) with a blog and it is their part of studies to write a training diary. Training diary was not evaluate by numbers because in Finland the overall training period 10 week in total is evaluated after skill demonstration at home institution or at Finnish company.
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How did you use the weblog with regard to the overall webLab-concept?

(Learning) unit of the webLab concept	Albacete (ES)	Franz-Jürgens-BK (DE)	Heinrich-Hertz-BK (DE)	Hartberg (AU)	Max-Weber-BK (DE)	Tekirdag (TR)	Turku (FI)
<b>1. Learning Unit “Introduction”</b>	They made a few posts, but they talk about daily experience. They used the blog as a portfolio, but they usually had contact with tutor by WhatsApp and twitter at weekend	Installation of the blog website, introduction into usage, research on cross-cultural specifics and demands abroad	not specified	not specified	-	not specified	Weekly updates into blog. Most updates included pictures. They used their own data connection for updating, costs paid by students.
<b>2. Learning Unit “What do I possess?”</b>	Degree Vocational Training, Knowledge English	s .a.	not specified	not specified	-	not specified	Part of vocational training, on-the-job learning.
<b>3. Learning Unit “Me ... exploring my vocational profile abroad”</b>	I know, How I have to work in small company in Germany	s .a.	not specified	not specified	not specified	not specified	Gaining experience in working abroad
<b>4. Learning Unit “Me ... setting goals for my stay abroad”</b>	They say on blog, that this experience help to grows as a person, They’ve known the	s .a.	not specified	not specified	not specified	not specified	Local working schedules and habits. Understanding of local rules and prac-

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	workday in other country and they've know other cultures, improved their C.V. They have known other students from the other countries studying at boarding school						tices.
<b>5. Learning Unit "Can I achieve my objectives?"</b>	The internships were easy to do, thanks a teacher partner in Dusseldorf who has helped us to accommodation, company and transports	yes	not specified	not specified	not specified	not specified	Yes. Objectives were possible to achieve.
<b>6. Learning Unit "Me ... undertaking my internship abroad"</b>	Students have no problems to communicate in English, and to understand orders technical English	Write a blog weekly on experiences and differences, at the end, write a report	not specified	not specified	In the first flow we concentrated on this part of the concept. The blog was mostly used to document their stay abroad.	not specified	The whole period was documented in the blog, pictures were added benefit for future exchange students.

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<b>7. Learning Unit “What do I take along?”</b>	Students have learnt what to take along: documents, health insurance, identity card European, specific contract	s. a.	not specified	not specified	not specified	not specified	Friendship, experience, culture and language learning
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**Conclusions and Implications:**

Overall, possible conclusions and implications could be summarized as follows:

*(1) WebLab-concept offers a solid basis of a qualitative development*

- Connected to both basic intercultural as well as media competence assumptions

*(2) Understanding and reception of webLab-concept constitute major challenges*

- a high degree of the difficulties regarding the general understanding of the underlying webLab-concept

- the reception of the concept is improvable

- seems to be difficulties for some of the teachers to subscribe a students’ perspective (as required in the framework of the webLab-concept).

*(3) General necessity of the development as well as differentiation of the basic webLab-concept (as a programme)*

*(4) Support of the implementation as well as differentiation of the webLab-concept*

- there seems to be a high degree of organizing the mobility, which has tied up considerable resources → presumably, this will improve during the second flow

## webLab Participants and Contact Persons:

### Project Programme:

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### Project Coordination:

Geschäftsstelle für EU-Projekte und berufliche  
Qualifizierung der Bezirksregierung Düsseldorf (GEB)  
Christoph Harnischmacher

### Participating Regional Institutions:

Servicio Periférico de la Consejería de Education,  
Cultura y Deportes en Albacete  
Antonio Martínez Núñez

Rectorat de l'Académie d'Aix-Marseille  
Christophe Gargot

Tekirdağ İl Milli Eğitim Müdürlüğü  
Emre Bilgin

Raision seudun koulutuskuntayhtymä  
Hannu Koivisto

### cevet – Scientific Support:

H.-Hugo Kremer  
Marie-Ann Kückmann  
Petra Frehe

### Participating Vocational Schools:

Heinrich-Hertz Berufskolleg  
Rüdiger Könemann

Max-Weber-Berufskolleg  
Barbara Stieldorf

Franz-Jürgens-Berufskolleg  
Manfred Uchtmann

Landesberufsschule Hartberg  
Wolfgang Eder

IES Universidad Laboral Albacete  
Mari Luz Ortega Simon

Tekirdağ Teknik ve Endüstri Meslek Lisesi  
Zübeyde Aykaç





**Contact:**

Universität Paderborn

cevet – centre for vocational education and training

Warburger Straße 100

D – 33098 Paderborn