

Presentation of selected Best Practice Examples

Product D7

Project Management and Coordination:



Imprint:

Publisher:

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

centre for vocational education and training (cevet)

Authors:

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

Websites:

<http://wiwi.uni-paderborn.de/departments5/>

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

Layout:

Marie-Ann Kückmann

© 2015

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

**Presentation of selected
Best Practice Examples
Product D7**

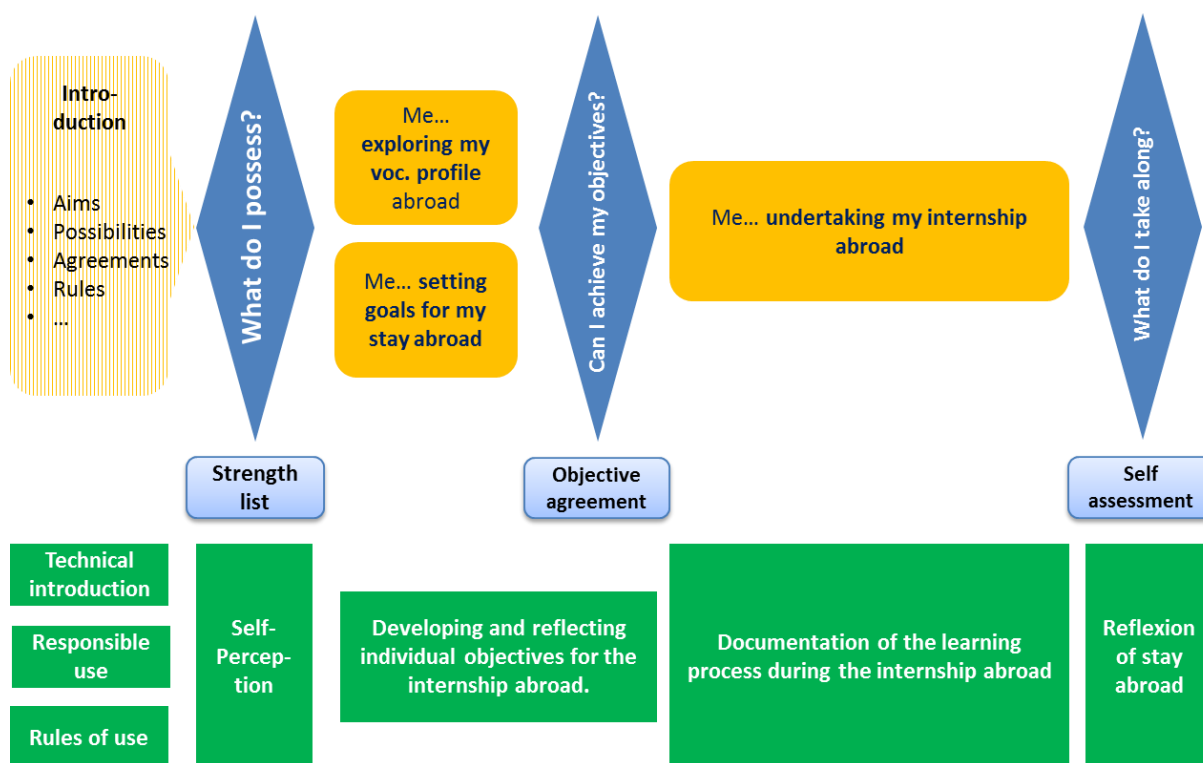
Table of Contents

| | |
|--|-----------|
| 1. Preliminary Remarks | 2 |
| 2. Selected Best Practice Examples of Learning Unit 1 | 3 |
| 3. Selected Best Practice Example of Learning Unit 2 | 6 |
| 4. Selected Best Practice Example of Learning Unit 3 | 7 |
| 5. Selected Best Practice Example of Learning Unit 4 | 8 |
| 6. Selected Best Practice Example of Learning Unit 5 | 9 |
| 7. Selected Best Practice Examples of Learning Unit 6 | 10 |
| 8. Selected Best Practice Examples of Learning Unit 7 | 14 |

1. Preliminary Remarks

This document gives an overview of relevant best practice examples, which has been developed in the context of the webLab-project. The underlying webLab-concept has been developed and implemented within the overall webLab-project in two flows. The gained experience regarding this process have been collected and documented systematically. In the following, for structure reasons, selected examples will be presented based on the overall webLab-concept (see product D4). Accordingly, for each learning unit possible realization possibilities are shown below.

For orientation purposes, it is also referred back to the webLab-concept. The following figure shows the known framework of the webLab-concept. Overall, it describes seven learning units from the student's perspective. The learning units can be differentiated in an introducing learning unit, in three self-reflecting learning units (blue diamonds) as well as three content-orientated learning units (yellow boxes). The learning units are linked to the overall process and its phases of preparing, realizing and reviewing the internship. Furthermore, the learning units are linked to a weblog. Its use begins simultaneously with the webLab-concept. This means that the weblog is not only an instrument in terms of documentation during the stay abroad, but is already / still used in phases of preparation or reviewing the internship. For this reason, the weblog becomes an accompanying instrument throughout the whole learning process (green boxes).



2. Selected Best Practice Examples of Learning Unit 1

Implementation of Learning Unit 1 (Franz-Jürgens-Berufskolleg, Düsseldorf, Germany)

Treated subjects: Cultural differences, history of the host country

Used learning method, tasks etc.: "In order to prepare the students on cultural issues, I made them think about figures and facts about Finland." (Responsible teacher at Franz-Jürgens-Berufskolleg)

Some impressions:

Worksheet examples: Research on host country

WEBLAB Prep course
Part 2: Intercultural Knowledge
2. Figures about Finland:
Find three pieces of information on:

Accommodation The Finnish people often build wood houses.

Activities skiing, canoeing and fishing, dog sledding, with Helsinki, sauna's, ice fishing

Architecture New architecture build houses in the north with wood and stone's

Bears Brown Bear is the national animal of Finland

Climate In summer it's fairly warm 17-20 Celsius sometimes 13-16 Celsius in winter it's very cold -20 Celsius are not uncommon.

Design Finnish Designer design or create houses for environmentally friendly way

Dos Don't talk when pose out (to woods), go to Sauna with friends.

Darts Don't smoke in buildings, hotels or restaurants. Don't speak to women to people's.

Drinks Sauna (traditional Finnish drink) the Finnish people like to drink coffee (they consume 10.5 kg per inhabitant)

Education Every people had a chance to become an architect or a job, computer science

Eles Over 100 000 Elles live in Finland and they are the most intelligent animals.

Everybody's right You can walk, where you want. You can camp every where, but don't make a fire in nature.

Food many foods are same to women and men the basic's are fish, bread and some cuts of meat

Industry Many Finnish companies build ships, gricely ships, Nokia is the most famous company in Finland.

Kalevala It's about our old Finnish stories

Minorities They are the "Sami" they live in the north of Finland

Maki It's a house behind a lake many Finnish people make holiday there.

Money They have the Euro, too.

Mummies ~~Finland~~ figures create for children

Music Humppa is music for young people or for a party Jean Sibelius is the most important Finnish man singer.

Sauna The Finnish people love sauna and everyone has one at home.

Sights experiencing, the "Polaris", ice sea

Sports ~~Elles~~ Finland is a sport nation. ~~the~~ every one makes sport

Travel ~~transportation~~ by car, train, ~~posses~~ great plains

Women The Finnish women are self-confident and they are very smart.

Exemplary task (including solutions):

1. Facts about Finland: Solutions

A historical timeline: What happened in:

- 98 AN 1st mentioning of „Fenni“ by Tacitus
- 1155 1st Finish crusade. Finland becomes Swedish and Christians.
- 1550 Foundation of „Helsingford“ (later Helsinki)
- 1809 Finland becomes Grand Duchy of Russia
- 1812 Helsinki becomes the capital of Finland
- 1835 Elias Lönnrot publishes the Finnish national poem Kalevala
- 1863 Finish becomes 2nd official language next to Swedish
- 1906 As 1st European country, Finland introduces female suffrage
- 1917 The senate declares Finland independent from Russia
- 1919 Foundation of the Republic of Finland
- 1939-1944 Winter war and continuation of war against the Soviet Union, partly in collaboration with Germany. Finland loses Karelia.
- 1944-45 Lapland war against Germany
- 1948 Treaty of friendship with the Soviet Union
- 1995 Finland joins the EU
- 2007 Public smoking ban
- 2011 Jyrki Katainen becomes Finish prime minister
- 2012 Helsinki is capital of design

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Implementation of Learning Unit 1 (IES Universidad Laboral, Albacete, Spain)

Treated subjects: Labor market in the host country, getting to know the host town, etc.

Used learning method, tasks etc.: *"We have designed a blog with 7 tabs. [...] And each tab contents several questions that our students have to fill in along all the period (before, during and after the internship)*

A) Introduction

How can I improve my professional profile?

How can develop my profession in another language?

How can I know the labor market of the host country?

How is Düsseldorf in Germany?." (Responsible teacher at IES Universidad Laboral)

Some impressions:

Student's weblog example:

How can I know the labor market of the host country?

There is a lot of information in the media. Germany has a 5% of unemployment rate. There are more than 42.000.000 people employed. There are 6.000.000 of minijobs.
I don't know the types of contracts. I hope to know all types of contracts while living in Germany.

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Implementation of Learning Unit 1 (Max-Weber-Berufskolleg, Düsseldorf, Germany)

Treated subjects: Preparing taking pictures

Used learning method, tasks etc.: *“To support the second-flow students blogging about work-related issues we created a handbook to give them a specific 'manual' when blogging. This manual also takes care of data-protection-issues. It also helps with marking the student's blog.”* (Responsible teacher at Max-Weber Berufskolleg)

→ The teachers at Max-Weber-Berufskolleg encouraged their students to take pictures by using a small figure (so called “Radschläger”), which is a typical symbol for the Düsseldorf area. By doing so, it is possible to illustrate one’s impressions without being part of the picture yourself. With regard to data protection issues, this seems to be a good option.

Some impressions:



This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

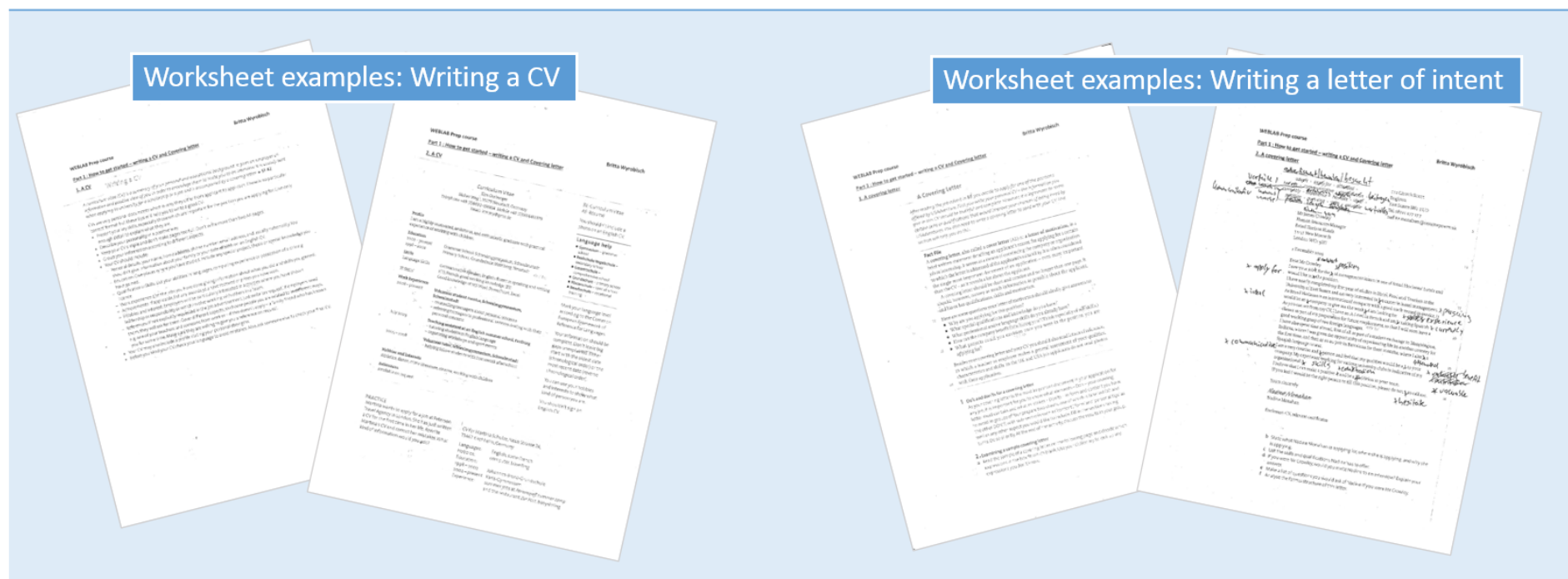
3. Selected Best Practice Example of Learning Unit 2

Implementation of Learning Unit 2 (Franz-Jürgens-Berufskolleg, Düsseldorf, Germany)

Treated subjects: Application documents as an instrument to reflect on one's individual strengths

Used learning method, tasks etc.: *"The students were asked to write a CV and letter of intent to reflect on their own skills and aims for the internship. In order to do so, I handed out some guidelines how to write a CV."*
"The students expressed their skills and aims especially in the sections: personal and other skills/profile." (Responsible teacher at Franz-Jürgens-Berufskolleg)

Some impressions:



This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

4. Selected Best Practice Example of Learning Unit 3

Implementation of Learning Unit 3 (Max-Weber-Berufskolleg, Düsseldorf, Germany)

Treated subjects: Exploring a special vocational field in the foreign country

Used learning method, tasks etc.: *“During our first flow at Max-Weber we realized, that students are way more likely to block about cross-cultural experiences during their spare time. So work related issues were not that much on their mind and in their blog. To support the second-flow students blogging about work-related issues we created a handbook to give them a specific 'manual' when blogging. This manual also takes care of data-protection-issues. It also helps with marking the student's blog.”* (Responsible teacher at Max-Weber Berufskolleg)
→ Asking special reflective questions with regard to the objective of the learning unit

Some impressions:

Exemplary dialogue sequence in a student's weblog:

Berufsfeld meines Praktikumsbetrieb

[3 Antworten](#)

Ich werde zwei Wochen im Einzelhandel in einem Modehaus arbeiten. Da ich schon ein Praktikum im Einzelhandel absolviert habe kann ich mir ungefähr vorstellen was auf mich zukommt und meine Tätigkeiten werden sein. Ich kann mir vorstellen das ich Kunden beraten, die Ware in Ordnung halten und viel im Lager arbeiten muss. Die Ausbildung zum Einzelhandelskaufmann ist eine Duale Ausbildung und dauert in Deutschland wie auch in Österreich 3 Jahre. Man sollte die mittlere Reife erreicht haben und gut im Umgang mit kunden sein. Ähnliche Berufe in Deutschland sind zum Beispiel die Ausbildung zum Drogist/in.

Lieber Julien,
Sie sind dann ja quasi unser Einzelhandels-Experte! Ist das ein Beruf, den Sie später machen möchten? Wo könnten denn Unterschieden bei dem Praktikum in Deutschland und Österreich liegen?

[Antworten ↓](#)

Ja ich möchte eher in die Richtung Industriekaufmann gehen aber das Praktikum im Einzelhandel hat mir auch sehr gefallen und ich freu mich aufs nächste:)

[Antworten ↓](#)

Lieber Julien,
vielleicht finden Sie ja heraus, ob es Gemeinsamkeiten zwischen Industriekaufmann und Einzelhändler gibt.... da bin ich mal gespannt...

[Antworten ↓](#)

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

5. Selected Best Practice Example of Learning Unit 4

Implementation of Learning Unit 4 (IES Universidad Laboral, Albacete, Spain)

Treated subjects: Setting objectives for the internship abroad

Used learning method, tasks etc.: *“We have designed a blog with 7 tabs. [...] And each tab contents several questions that our students have to fill in along all the period (before, during and after the internship)*

D) Setting Goals

I want setting goals for my stay abroad:

- 1. Knowledge in German.*
- 2. Technical understanding.*
- 3. Knowledge in English. 4. Customs and tradition.*
- 5. Accommodation ways.*
- 6. Laws in the country.”* (Responsible teacher at IES Universidad Laboral)

Some impressions:

Students' weblog examples (extracts):

The image displays two examples of student weblogs. The left example, titled "Cookery & Gastronomy", features a navigation menu with tabs like "Introduction", "What do I possess?", "Vocational Profile Abroad", "Setting Goals", "Can I achieve my objectives?", "Internship Abroad", and "What do I...". The "Setting Goals" tab is active, showing a list of six goals: 1. Knowledge in German, 2. Technical understanding, 3. Knowledge in English, 4. Customs and tradition, 5. Accommodation ways, and 6. Laws in the country. The right example, titled "Electrical and Electronic Internship in Dusseldorf", has a navigation menu with tabs like "Daily work", "Experience", "Interview", and "visiting dusseldorf". Its "Setting Goals" tab is active, showing a list of four goals: 1. Technical understanding, 2. Knowledge in English, 3. Accommodation ways, and 4. Laws in the country.

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

6. Selected Best Practice Example of Learning Unit 5


Implementation of Learning Unit 5 (IES Universidad Laboral, Albacete, Spain)

Treated subjects: Reflecting on how oneself can achieve the objectives

Used learning method, tasks etc.: *“We have designed a blog with 7 tabs. [...] And each tab contents several questions that our students have to fill in along all the period (before, during and after the internship)*
E) Can I achieve my objectives? Have I a good technical vocabulary? Have I a good knowledge of the English language? Do I know the ways to stay in the country? Do I know about the rules and agreements used in this country? Do I know accommodation ways in Düsseldorf? Do I know laws in the country? How are customs and traditions in Germany?” (Responsible teacher at IES Universidad Laboral)

Some impressions:

A student's weblog example (extracts):



Can I achieve my objectives?

Have I a good technical vocabulary?

I haven't. My technical vocabulary is very basic.

Have I a good knowledge of the English language?

My level of English is between A1 and A2. I don't speak English fluently.

Do I know the ways to stay in the country?

I don't know the ways to stay in Germany.

Do I know about the rules and agreements used in this country?

I don't know the rules to stay in Germany.

Have I a good knowledge of the English language?

My level of English is between A1 and A2. I don't speak English fluently.

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

7. Selected Best Practice Examples of Learning Unit 6

Implementation of Learning Unit 6 (Franz-Jürgens-Berufskolleg, Düsseldorf, Germany)

Treated subjects: Webbased reflection guidance (addressing e.g. vocational issues etc.)

Used learning method, tasks etc.: *“The students were requested to document on their experience abroad in form of a blog taking into account the following points: Write your blog every day/every Friday including the following points: Include photos!!!!*
Work related: What did you do when/where/how? What is different/similar to your work in Germany? What is positive/negative? Explain. What did you learn? What problems did you encounter? How did you solve it?
Daily life/accomodation/transport/customs/people: See above
Leisure activities: See above.” (Responsible teacher at Franz-Jürgens-Berufskolleg)

Some impressions:

glad you like it.

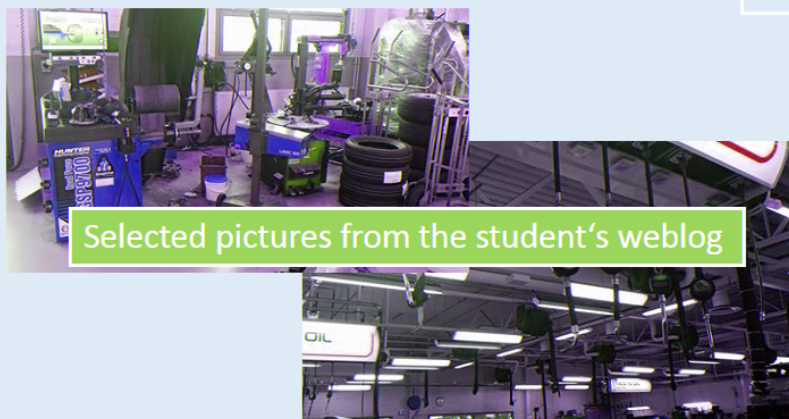
kind of machines they are?

*, what you found challenging?)
in your branch and what kind of*

stem in case of unemployment

1)?

Exemplary blog response from the teacher:



*“Hi you two, that looks already promising. I m
Some tasks:
Can you please write under the pictures what
Can you please describe a typical day
at school?
at work? (times, tasks, what you have learned,
Can you please find out about a typical salary
jobs there are in the car branch?
Can you please find out about the social aid sy
(Arbeitslosenunterstützung)?
about the heath system (Krankenkassensystem
Have a lovely day.”*

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Implementation of Learning Unit 6 (Landesberufsschule Hartberg, Austria)

Treated subjects: Webbased internship report and reflection guidance

Used learning method, tasks etc.: General internship report on the weblog, which has been supported by teacher tasks in order to reflect both on vocational as well as private issues.

Some impressions:



Selected weblog examples (extracts):

MAR 19

Gestern war ein sehr interessanter Tag, denn ich durfte die Dekorateurin begleiten. Ihre Aufgabe ist es bei den Kunden zuhause auszumessen, die Ware montieren & passend dazu dekorieren. Sie hat einen eigenen Firmenwagen & fährt den ganzen Tag von Kunde zu Kunde.

Gestern zeigte der erste Fall eindeutig, dass Architekten und Raumausstatter keine Freunde sind. Die Kunden haben im Kinderzimmer ein riesengroßes Fenster, aber mit 2 Schrägen & daneben einer Dachschräge. Der Platz um eine Schiene zu montieren war kaum gegeben & der Platz um den Vorhang wegzuschieben auch nicht .. und zu all dem musste das Fenster ganz abgedunkelt werden. Da wusste die Dekorateurin, auch nach jahrelanger Erfahrung, kaum eine Möglichkeit.

Wir machten dann einfach eine Zeichnung mit den Maßen und geben dieser der Nähfirma weiter.

Beim zweiten Kunden mussten wir 17 Plissees montieren, das ging relativ schnell. Das Haus von diesem Kunden war einfach überragend, dass man gern dort war.

Als wir mit diesem Kunden fertig waren gingen wir essen und danach fuhren wir in die Firma.

Am Nachmittag hatten wir noch einen Ausmesstermin bei einem Kunden der eine Stunde entfernt wohnte .. und das genau bei der Rushhour. Das war heiter .. aber dieser Kunde war sehr einfach und wir schnell fertig :)

und heute darf die Verena mit der Dekorateurin mitfahren .. und ich verbringe unseren vorletzten Tag in Deutschland in der Firma :)

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Implementation of Learning Unit 6 (Max-Weber-Berufskolleg, Düsseldorf, Germany)

Treated subjects: Webbased internship report and reflection guidance

Used learning method, tasks etc.: *“During our first flow at Max-Weber we realized, that students are way more likely to block about cross-cultural experiences during their spare time. So work related issues were not that much on their mind and in their blog. To support the second-flow students blogging about work-related issues we created a handbook to give them a specific 'manual' when blogging. This manual also takes care of data-protection-issues. It also helps with marking the student's blog.”* (Responsible teacher at Max-Weber Berufskolleg)

Some impressions:

Central school weblog (public):

The screenshot shows the homepage of the 'Max-Weber goes Europa' weblog. At the top, it says 'Unsere Auslandspraktikanten berichten...' followed by a list of names: AKTUELLES, ELI, STEFFEN, ALEXANDER, DAVID, JONAS, KENJA, MABA, NADINE, SEBES, TOMMI. Below this is a navigation menu with 'WEBLAR 2014', 'WEBLAR 2015', 'EUROPEAN FUTURE 2014', 'HEINRICH-HERTZ-BK 2015', and 'IMPRESSUM'. A search bar is present with the text 'Wenn einer eine Reise tut...' and a 'Suche' button. Below the search bar, there is a section for 'LETZTE BEITRÄGE' with a list of names and dates: 'Bla 6. Woche', 'Bla 5. Woche', '4. Woche'. There is also a section for 'LETZTE KOMMENTARE' with a list of names and dates: 'Nick, Dennis bei 6. Woche', 'Eli bei 6.', 'Taraens Naßberg bei 5. Woche', 'Nick, Dennis bei 5. Woche', 'Nick, Dennis bei 4. Woche'. At the bottom, there is an 'ARCHIV' section. A large image shows a group of people sitting around a table in a meeting room.

Selected student weblog example (extract):

The screenshot shows a student weblog post with several entries. Each entry has a small image and a short text snippet. The entries are: 'Heute war ein sehr ereignisreicher Tag in Mühlhausen... An nehmen sollten Praktikumsstag habe ich als erstes für... Mein sächsischer Praktikumsstag... Ein schöner Tag in Gera... Mein sächsischer Praktikumsstag war sehr schön... Mein vierter & fünfter Praktikumsstag... Mein Praktikumsbestell...

Selected teacher's comment (extract):

The screenshot shows a teacher's comment on a student weblog post. The comment is dated '20. Oktober 2015 um 09:12' and reads: 'Hallo Lisa, vielen Dank für die Impressionen. Sie haben es ja gut getroffen. Berichten Sie gerne noch etwas mehr von Ihrer Arbeit. Viele Grüße und noch eine schöne Zeit'.

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Implementation of Learning Unit 6 (Tekirdağ Teknik ve Endüstri Meslek Lisesi, Tekirdag, Turkey)

Treated subjects: Webbased internship report and reflection guidance

Used learning method, tasks etc.: *“After choosing the students we directed them to sign in blogger.com. We chose standart weblog names. We told how to write, how to create subpages and how to follow the comments. I have a room in the school so it was easy for us to teach them. Ultimately we encouraged them to write day by day to their blogs. Hopefully they started writing their blogs when the German students were here too. It was very important for us since our German students were a bit reluctant to post anything to their blogs.”* (Responsible teacher at Tekirdağ Teknik ve Endüstri Meslek Lisesi)

Some impressions:

Exemplary students' weblogs (extract):



The screenshot shows the homepage of a Blogger weblog named 'burakweblog'. The header is orange with the title 'burakweblog' in white. Below the header, there are navigation links for 'Ana Sayfa' and 'About Me'. The main content area features a post dated '13 Mayıs Sali' with a blue profile picture icon. The post text is partially visible, starting with 'Sabah saat 6'da kalktim valizimi tekrar kontrol ederek hazirladim...'. On the right side, there is a 'Hakkunda' section with a profile picture and a 'Blog Arşivi' section showing a list of posts for the month of May 2014.



The screenshot shows the homepage of a Blogger weblog named 'RasitWeblog'. The header is dark with the title 'RasitWeblog' in white. Below the header, there are navigation links for 'Ana Sayfa' and 'my properties'. The main content area features a post dated '15.gun(13.05.2014)salı' with a dark background and white text. The post text is partially visible, starting with 'Sabah saat 6'da kalktim valizimi tekrar kontrol ederek hazirladim...'. On the right side, there is a 'Blog Arşivi' section showing a list of posts for the month of May 2014.

This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

8. Selected Best Practice Examples of Learning Unit 7

Implementation of Learning Unit 7 (Max-Weber-Berufskolleg, Düsseldorf, Germany)

Treated subjects: Reflection on the objectives

Used learning method, tasks etc.: *“During our first flow at Max-Weber we realized, that students are way more likely to block about cross-cultural experiences during their spare time. So work related issues were not that much on their mind and in their blog. To support the second-flow students blogging about work-related issues we created a handbook to give them a specific 'manual' when blogging. This manual also takes care of data-protection-issues. It also helps with marking the student's blog.”* (Responsible teacher at Max-Weber Berufskolleg)

Some impressions:

Lernziele

[Hinterlasse eine Antwort](#)

Ich finde ich habe alle meine vorherigen angegebenden Lernziele erreicht. Ich weiß jetzt das ich nicht im Einzelhandel arbeiten möchte, es ist zwar sehr schön aber ich möchte immer noch zur Bundeswehr ins Büro. Das ist mein größter Berufs Wunsch. Ich habe mehrere Fertigkeiten im Modehaus Roth erlernt wie zum Beispiel : Geschäftsbriefe am Computer zuschreiben, Planung, wie ich etwas genau gestalte und meinen eigenen Arbeitstag zu organisieren und strukturieren (was am wichtigsten war wurde zuerst gemacht). Ich habe ein neues und sehr schönes Land kennengelernt, eine neue Kultur und neue Menschen. In Österreich ist es üblich ein Wiener-schnitzel zu essen und dabei ein Almdudler zu trinken. Die Menschen sind hier viel höfflicher und Gastfreundlicher als in Deutschland. Sie gehen offen auf einen zu. Ich kann jedem nur empfehlen mal nach Österreich zu reisen. Die Erfahrung und das Land sind es Wert weil man direkt ein Gefühl von Geborgenheit und Freundlichkeit empfindet. Außerdem ist Österreich sehr schön, hier gibt es große Städte wie Graz oder Wien aber auch kleine wie Hartberg.

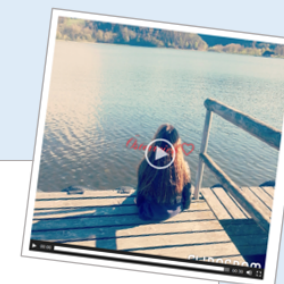
Selected students' weblog posts:

Meine erreichten Lernziele

[Hinterlasse eine Antwort](#)

Ich habe sehr viele neue Tätigkeiten gelernt während meines Praktikum, die ich auch wirklich mitgenommen habe. Dieser Berufsfeld hat mir Spaß gemacht und ich könnte mir auch vorstellen im sozialen Bereich zu arbeiten jedoch denke ich trotzdem dass das Kaufmännische auch etwas für mich wäre.

Das arbeiten in einem anderen Land hat kein großen unterschied zu Deutschland, jedoch ist die Atmosphäre anders. Es ist sehr abwechslungsreich in einem anderen Land zu arbeiten. Im Ausland zu arbeiten wäre etwas für mich, da ich gut mit allem zurecht kam.



This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Implementation of Learning Unit 6 (Tekirdağ Teknik ve Endüstri Meslek Lisesi, Tekirdag, Turkey)

Treated subjects: Certificate in order to illustrate the students' individual development, experiences etc.

Used learning method, tasks etc.: *"We wrote down the things that the students did in 2 weeks period. Our machine design department projected a unique certificate for us. [...] translated it in German and our certificate became bilingual. At the last day of the students, our school principal gave the certificates to the students."*
(Responsible teacher at Tekirdağ Teknik ve Endüstri Meslek Lisesi)

Some impressions:



This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

webLab Participants and Contact Persons:

Project Programme:

Leonardo da Vinci programme (innovation transfers)
DE/13/LLP-LdV/TOI/147625 – webLab

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