webLab Experiences

Product D6
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Product D6
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.

Curricular requirements

![Curricular requirements](image)

Individual learning objectives

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:

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Knowledge of foreign languages</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Cultural knowledge</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Ability to communicate</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

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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)

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<tr>
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</thead>
<tbody>
<tr>
<td>Media design</td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Media use</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Critical media analysis</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Media knowledge</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>(Learning) unit of the webLab concept</th>
<th>Examples from...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning Unit “Introduction”</td>
<td>Improving my professional profile</td>
</tr>
</tbody>
</table>

**Examples of possible materials:**

- Tourist guide books, Internet, Documentaries, Teachers
- Every student has a card on his/her back! Other students should write down favorable characteristics!
- See: documentation
- Starting to learn about the weblab project, project needs and terms of using the weblog as a media
- Tourist brochures of the host city.

2. Learning Unit “What do I possess?”

- Knowledge and skills of my professional branch
- English language competence
- Academic and social skills described above
- Students should write down this characteristics and think about,
- Gave focus to personalized learning
- not specified

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### I know some customs of the host country

**Examples of possible materials**
- Tourist guide books, internet, documentaries, teachers

**What could be helpful for working abroad**
- The teacher takes 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?

### 3. Learning Unit “Me ... exploring my vocational profile abroad”

- 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.
- How does the foreign educational system work?
- What do I have to do there?
- What is my timetable like?
- What are my school subjects?
- What is the job profile like?

**Examples of possible materials**
- Tourist guide books, internet, documentaries, teachers

**What could be helpful for working abroad**
- The students should know that they should be autonomous, when they work abroad.
- Students get autonomous, if they have to

**Realizing own strengths**
- Define vocational learning objectives for time abroad
- Find out schedules, public transport timetables

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| 4. Learning Unit “Me … setting goals for my stay abroad” | teachers plan something on their own; maybe a trip for the whole class and everybody has other responsibilities! | not specified | • What do the students expect from the staying abroad?  
• Making mind-maps with the students! | not specified | • Started to write down a few objectives and setting them as goals with the teacher | • Defining own personal learning outcomes for on-the-job learning, based on national curricula. |
| --- | --- | --- | --- | --- | --- | --- |
| 4. Learning Unit “Me … setting goals for my stay abroad” | Technical understanding  
Knowledge of English  
Accommodation ways  
Laws in the country  
Customs and traditions | I want to enlarge my horizon and become more self-confident.  
I want to improve my language skills | not specified | • What do the students expect from the staying abroad?  
• Making mind-maps with the students! | not specified | • Started to write down a few objectives and setting them as goals with the teacher |
| • Technical understanding  
• Knowledge of English  
• Accommodation ways  
• Laws in the country  
• Customs and traditions | • I want to enlarge my horizon and become more self-confident.  
• I want to improve my language skills | not specified | • What do the students expect from the staying abroad?  
• Making mind-maps with the students! | not specified | • Started to write down a few objectives and setting them as goals with the teacher |
<table>
<thead>
<tr>
<th>Examples of possible materials</th>
<th>not specified</th>
<th>• Students should make mind-maps with their setting goals</th>
<th>not specified</th>
<th>• Students should make mind-maps with their setting goals</th>
<th>not specified</th>
<th>• Started to learn about self-assessment openly!</th>
</tr>
</thead>
</table>
| 5. Learning Unit “Can I achieve my objectives?” | • Have a good technical vocabulary  
• Good knowledge of the English language  
• Know the ways to stay in the country | • Read through old records about myself, ask family, friends teachers, develop a positive attitude | not specified | • Students should make mind-maps with their setting goals | not specified | • What tasks I will do?  
• Where am I good at?  
• Where I need to develop? |
| 5. Learning Unit “Can I achieve my objectives?” | • Have a good technical vocabulary  
• Good knowledge of the English language  
• Know the ways to stay in the country | • Read through old records about myself, ask family, friends teachers, develop a positive attitude | not specified | • Students should make mind-maps with their setting goals | not specified | • What tasks I will do?  
• Where am I good at?  
• Where I need to develop? |
| • Have a good technical vocabulary  
• Good knowledge of the English language  
• Know the ways to stay in the country | • Read through old records about myself, ask family, friends teachers, develop a positive attitude | not specified | • Students should make mind-maps with their setting goals | not specified | • What tasks I will do?  
• Where am I good at?  
• Where I need to develop? |
### 6. Learning Unit “Me ... undertaking my internship abroad”

- Methods work in the host country and professional branch Workday
- Work schedule
- Activities
- Profile jobs
- Type of work activities and holiday
- Know the structure of the company
- Knowing professional wage workers.

<table>
<thead>
<tr>
<th>Example of possible materials</th>
<th>---</th>
<th>Yes</th>
<th>not specified</th>
<th>Students work in a group - they should create a flipchart with advantages of internships</th>
<th>not specified</th>
<th>---</th>
<th>s. a.</th>
</tr>
</thead>
</table>

- How to get from the accommodation to the work placement?
- When do I start/finish?
- When do I have breaks?
- What will I learn?
- What will I do there, who is responsible for me?
- The students should also consider that something unexpected could happen.
- How do the students react?!

- Monitoring the blogs and writing comments
- Work schedule
- Activities
- When do I start/finish?
- When do I have breaks?
- Updating blog each day
- Contacting own teacher via blog

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- Read through old records about myself, ask family, not specified
- Also group work - second flipchart - what could also not specified

---

s. a.
<table>
<thead>
<tr>
<th>7. Learning Unit “What do I take along?”</th>
<th>friends teachers, develop a positive attitude</th>
<th>happen/something unexpected!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>▪ They should find problems and also solutions for each problem!</td>
<td>not specified</td>
</tr>
<tr>
<td></td>
<td>▪ They should find problems and also solutions for each problem!</td>
<td>not specified</td>
</tr>
<tr>
<td></td>
<td>▪ Students should know that working abroad is making fair impressions in their resume.</td>
<td>not specified</td>
</tr>
<tr>
<td></td>
<td>▪ They train their autonomy / get bold, meet other people / get open-minded!</td>
<td>not specified</td>
</tr>
</tbody>
</table>

### Examples of possible materials

<table>
<thead>
<tr>
<th>s. a.</th>
<th>not specified</th>
<th>▪ Every student should write a text, what they take along!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>▪ Write down a checklist for each item.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Weather conditions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Do all preparatory work in our eLearning environment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Necessary paperwork and official stamps for institutions</td>
</tr>
</tbody>
</table>

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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 webLab-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:

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</thead>
<tbody>
<tr>
<td>Number of students taking part</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Average age of the students</td>
<td>&gt; 18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>17-18</td>
<td>18</td>
</tr>
<tr>
<td>Student’s gender</td>
<td>2 male, 2 female</td>
<td>2 male</td>
<td>2 male</td>
<td>1 male, 1 female</td>
<td>1 male, 4 female</td>
<td>2 male</td>
<td>2 male</td>
</tr>
<tr>
<td>Student’s VET programme(s)</td>
<td>electronics and restaurant services</td>
<td>not known</td>
<td>attending classes and doing an internship at a company</td>
<td>electrics and electronics department</td>
<td>Car mechanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student’s accommodation</td>
<td>hostel (two students)</td>
<td>hostel</td>
<td>host family</td>
<td>hostel</td>
<td>boarding school</td>
<td>host family</td>
<td>apartment</td>
</tr>
</tbody>
</table>

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Working with the weblog

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

<table>
<thead>
<tr>
<th>How do you assess the work with the weblog?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albacete (ES)</td>
</tr>
<tr>
<td>Franz-Jürgens-BK (DE)</td>
</tr>
<tr>
<td>Heinrich-Hertz-BK (DE)</td>
</tr>
<tr>
<td>Hartberg (AU)</td>
</tr>
<tr>
<td>Max-Weber-BK (DE)</td>
</tr>
<tr>
<td>Tekirdag (TR)</td>
</tr>
<tr>
<td>Turku (FI)</td>
</tr>
</tbody>
</table>

**Did any difficulties occur while working with the weblog in this context?**

| 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 |
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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.

How did you use the weblog with regard to the overall webLab-concept?

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Learning Unit &quot;Introduction&quot;</td>
<td>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</td>
<td>Installation of the blog website, introduction into usage, research on cross-cultural specifics and demands abroad</td>
<td>not specified</td>
<td>not specified</td>
<td>-</td>
<td>not specified</td>
<td>Weekly updates into blog. Most updates included pictures. They used their own data connection for updating, costs paid by students.</td>
</tr>
<tr>
<td>2. Learning Unit “What do I possess?”</td>
<td>Degree Vocational Training, Knowledge English</td>
<td>s.a.</td>
<td>not specified</td>
<td>not specified</td>
<td>-</td>
<td>not specified</td>
<td>Part of vocational training, on-the-job learning.</td>
</tr>
<tr>
<td>3. Learning Unit “Me ... exploring my vocational profile abroad”</td>
<td>I know, How I have to work in small company in Germany</td>
<td>s.a.</td>
<td>not specified</td>
<td>not specified</td>
<td>not specified</td>
<td>not specified</td>
<td>Gaining experience in working abroad</td>
</tr>
<tr>
<td>4. Learning Unit “Me ... setting goals for my stay abroad”</td>
<td>They say on blog, that this experience help to grows as a person, They´ve known the</td>
<td>s.a.</td>
<td>not specified</td>
<td>not specified</td>
<td>not specified</td>
<td>not specified</td>
<td>Local working schedules and habits. Understanding of local rules and prac-</td>
</tr>
<tr>
<td>5. Learning Unit “Can I achieve my objectives?”</td>
<td>The internships were easy to do, thanks a teacher partner in Dusseldorf who has helped us to accommodation, company and transports yes</td>
<td>not specified</td>
<td>not specified</td>
<td>not specified</td>
<td>Yes. Objectives were possible to achieve.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Learning Unit “Me … undertaking my internship abroad”</td>
<td>Students have no problems to communicate in English, and to understand orders technical English</td>
<td>Write a blog weekly on experiences and differences, at the end, write a report not specified</td>
<td>not specified</td>
<td>not specified</td>
<td>The whole period was documented in the blog, pictures were added benefit for future exchange students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Learning Unit &quot;What do I take along?&quot;</td>
<td>Students have learnt what to take along: documents, health insurance, identity card European, specific contract</td>
<td>s. a.</td>
<td>not specified</td>
<td>not specified</td>
<td>not specified</td>
<td>not specified</td>
<td>Friendship, experience, culture and language learning</td>
</tr>
</tbody>
</table>

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

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Zübeyde Aykaç

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