Presentation of selected Best Practice Examples
Product D7
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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 experienced 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

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 Finish 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

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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 contains 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:](image)

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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:

Selected students’ weblog posts:
3. Selected Best Practice Example of Learning Unit 2

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

<table>
<thead>
<tr>
<th>Treated subjects:</th>
<th>Application documents as an instrument to reflect on one’s individual strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used learning method, tasks etc.:</td>
<td>“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)</td>
</tr>
</tbody>
</table>

Some impressions:

Worksheet examples: Writing a CV

Worksheet examples: Writing a letter of intent

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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

Ich werde zwei Wochen im Einzelhandel in einem Modehaus arbeiten. Da ich schon ein Praktikum im Einzelhandel absolviert habe kann ich mir ungeähr vorstellen was auf mich zukommt und meine Tätigkeiten werden sein. Ich kann mir vorstellen dass ich Kunden beraten, die Ware in Ordnung halten und viel im Lager arbeiten muss. Die Ausbildungszeit ist eine Ausbildungszeit 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.

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)

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

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5. Selected Best Practice Example of Learning Unit 4

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

<table>
<thead>
<tr>
<th>Treated subjects:</th>
<th>Setting objectives for the internship abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used learning method, tasks etc.:</td>
<td>“We have designed a blog with 7 tabs. [...] And each tab contains several questions that our students have to fill in along all the period (before, during and after the internship)</td>
</tr>
<tr>
<td></td>
<td>D) Setting Goals</td>
</tr>
<tr>
<td></td>
<td>I want setting goals for my stay abroad:</td>
</tr>
<tr>
<td></td>
<td>1. Knowledge in German.</td>
</tr>
<tr>
<td></td>
<td>2. Technical understanding.</td>
</tr>
<tr>
<td></td>
<td>5. Accommodation ways.</td>
</tr>
<tr>
<td></td>
<td>6. Laws in the country.” (Responsible teacher at IES Universidad Laboral)</td>
</tr>
</tbody>
</table>

Some impressions:

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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 contains 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):

Have I a good knowledge of the English language?

My level of English is between A1 and A2. I don’t speak English fluently.
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/accommodation/transport/customs/people: See above
Leisure activities: See above.” (Responsible teacher at Franz-Jürgens-Berufskolleg)

Some impressions:

Exemplary blog response from the teacher:

“Hi you two, that looks already promising. I'm glad you like it.
Some tasks:
Can you please write under the pictures what kind of machines they are?
Can you please describe a typical day at school?
at work? (times, tasks, what you have learned, what you found challenging?)
Can you please find out about a typical salary in your branch and what kind of jobs there are in the car branch?
Can you please find out about the social aid system in case of unemployment (Arbeitslosenunterstützung)?
about the health system (Krankenkassensystem)?
Have a lovely day.”

Selected pictures from the student’s weblog
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:

![Weblog Examples](image)

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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):

Selected student weblog example (extract):

Selected teacher’s comment (extract):

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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):

RasitWeblog

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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:

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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:

![Exemplary student certificate](image-url)

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