

Presentation of selected Best Practice Examples

Product D7

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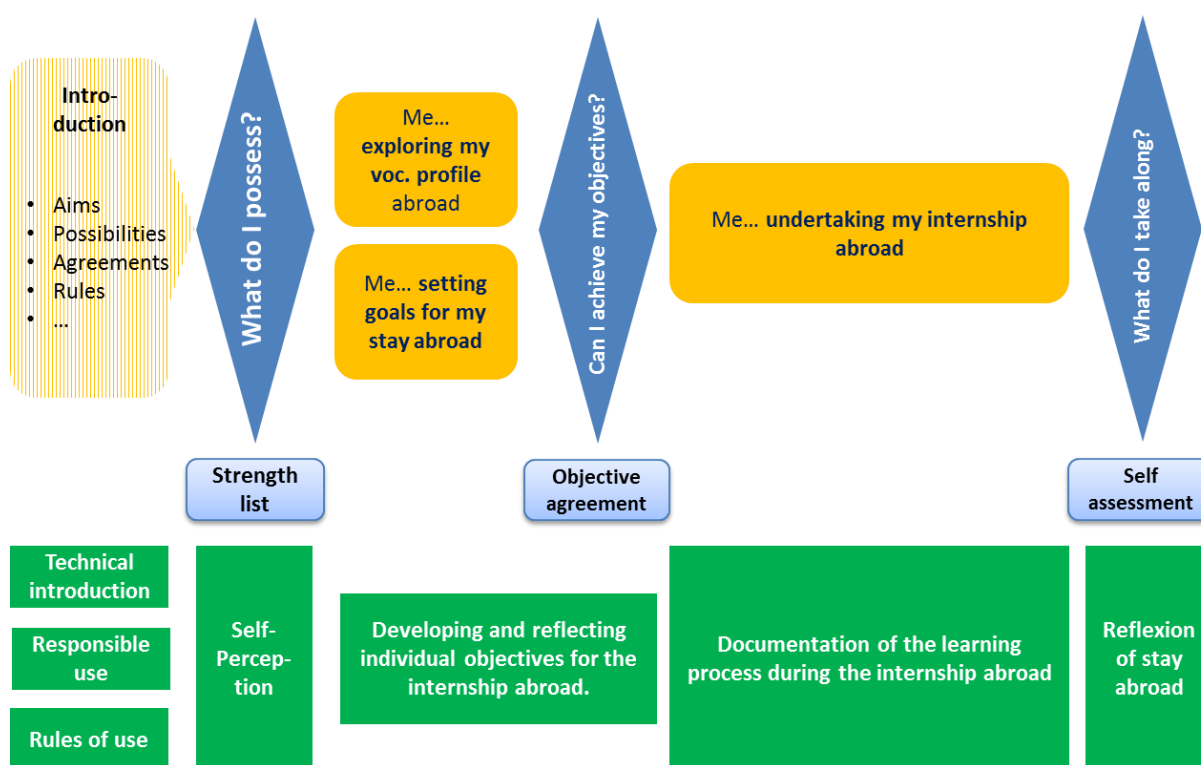
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1. Preliminary Remarks

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 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 rafting, dog sledding, with
bikes, saunas, ice fishing
Architecture New architecture build houses in the 20th with
wood and stone
Bears Brown Bear is the national animal of Finland
Climate In summer it's fairly warm +20 Celsius sometimes +30 Celsius.
In winter it's very cold -20 Celsius are not uncommon.
Design Finnish Designer design or create houses for environmental
friendly way
Dogs Don't talk when you are out (to walk), go to sauna
with friends.
Donts Don't smoke in buildings, hotels or restaurants. Don't speak
to people.
Drinks Sauna (traditional Finnish drink) the Finnish people like
to drink coffee (they always sit by the window)
Education Every people had a chance to become an engineer or
a job, computer school
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
noise in nature.

Food Many foods are same to Finnish and people the basic's
are fish, bread and some cuts of meat
Industry Many Finnish companies build ships
Molok 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
Molok It's a house behind a lake many Finnish people
make holiday there.
Money They have the Euro, too.
Mummies Cartoon figures create for children
Music Hump is music for young people or for a party
Jean Sirens is the most important Finnish singer.
Sauna The Finnish people love sauna and everyone has one
at home.
Sights everything, the "Polaris", ice sea
Sports Hockey Finland is a sport national there every one
wants sports
Travel by car, train, buses and planes
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 Finnish 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	Finland 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 Finnish prime minister
2012	Helsinki is capital of design

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:

Cookery & Gastronomy
Internship in Düsseldorf

Introduction What do I possess? Vocational Profile Abroad Setting Goals Can I achieve my objectives

Introduction

How can I improve my professional profile?

Working and living in Germany allow me to know the language and to learn working methods.

How can develop my profession in another language?

The work in the kitchen is hard but I think that telling messages, giving orders, reading recipes or ingredients in German is very very hard. I will need to pay more attention and they will need to have more patience with me.

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.

How is Düsseldorf in Germany?

Düsseldorf is the capital city of the German state of North Rhine-Westphalia. 600.000 people live in the city. Düsseldorf is an international business and financial center.

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.

► August (1)
► July (2)
▼ June (1)
The blog is open in

TRANSLATE
Sprache auswählen
Powered by Google Übersetzen

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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:



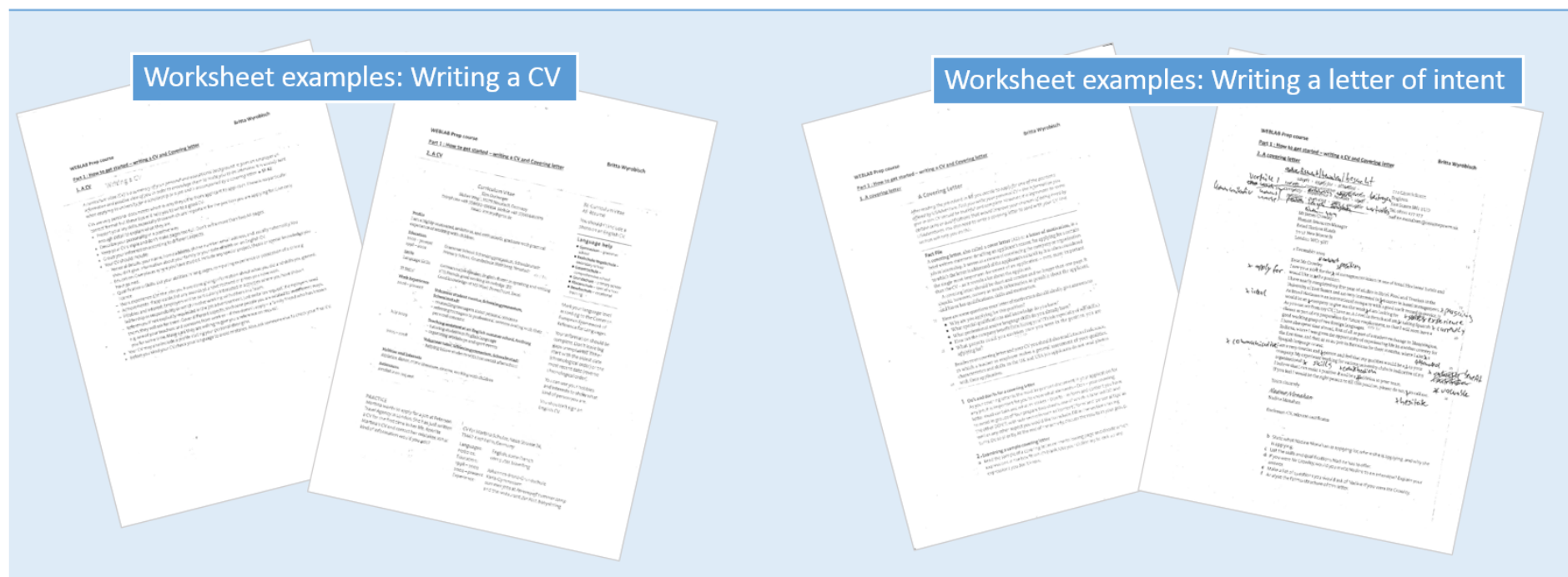
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3. Selected Best Practice Example of Learning Unit 2

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.:	<i>"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."</i> <i>"The students expressed their skills and aims especially in the sections: personal and other skills/profile."</i> (Responsible teacher at Franz-Jürgens-Berufskolleg)

Some impressions:



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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:

The screenshot displays a student's weblog interface. On the left, a post titled "Berufsfeld meines Praktikumsbetrieb" is visible, with a sub-header "3 Antworten". The main text of the post describes the student's upcoming two-week placement in a retail store and their thoughts on the dual vocational training system in Germany. To the right of the post, there are three comment boxes, each starting with "Lieber Julien,". The first comment asks about the student's future career plans and the differences between the placement in Germany and Austria. The second comment expresses a preference for becoming an industrial buyer but appreciation for the current placement. The third comment asks for commonalities between industrial buyers and retail traders. Each comment box has a "Antworten ↓" link below it. Blue arrows indicate the flow of the dialogue from the post to the first comment, then to the second, and finally to the third.

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 ↓

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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

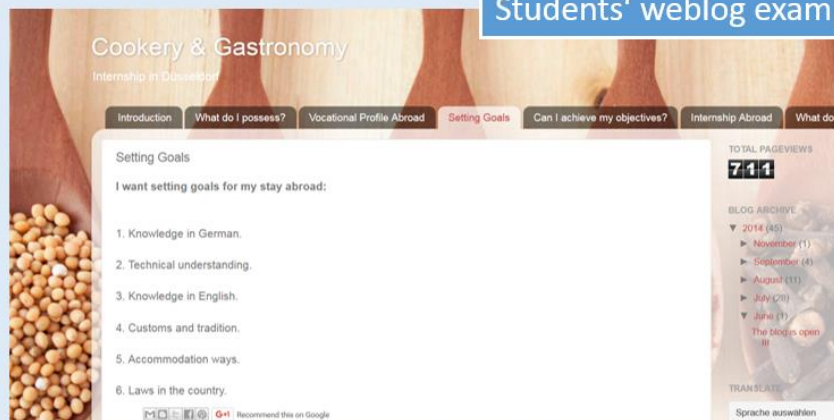
I want setting goals for my stay abroad:

- 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):



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6. Selected Best Practice Example of Learning Unit 5

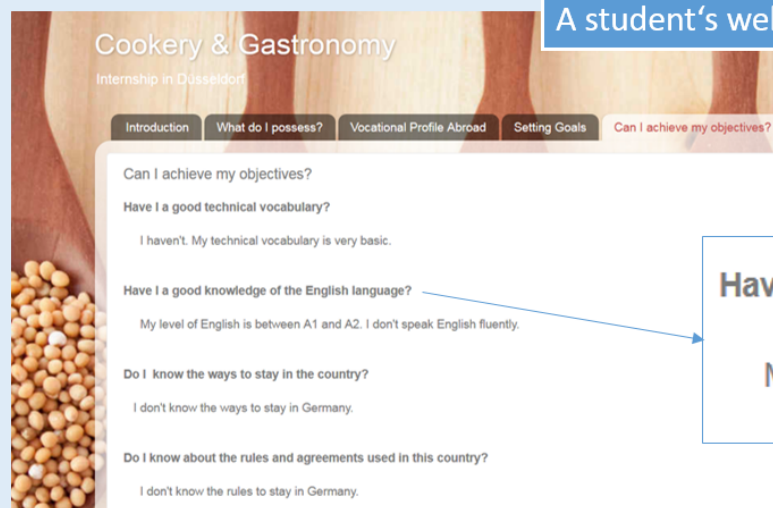
Implementation of Learning Unit 5 (IES Universidad Laboral, Albacete, Spain)

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 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):



Have I a good knowledge of the English language?

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

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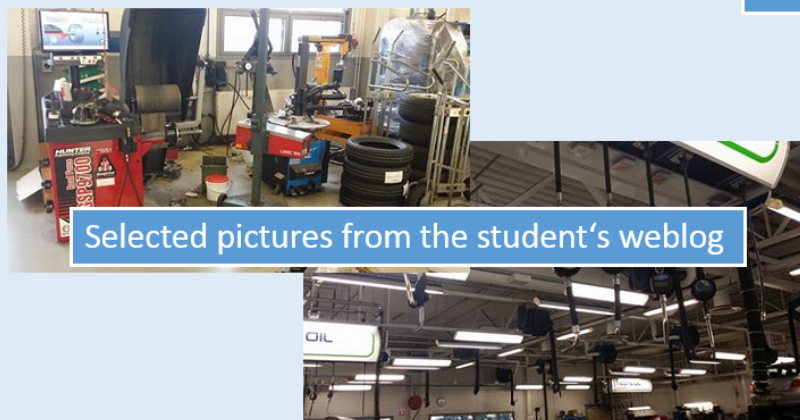
7. Selected Best Practice Examples of Learning Unit 6

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

Treated subjects: Webbased reflection guidance (adressing 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:



Selected pictures from the student's weblog

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 callinging?)

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 heath system (Krankenkassensystem)?

Have a lovely day."

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 :)

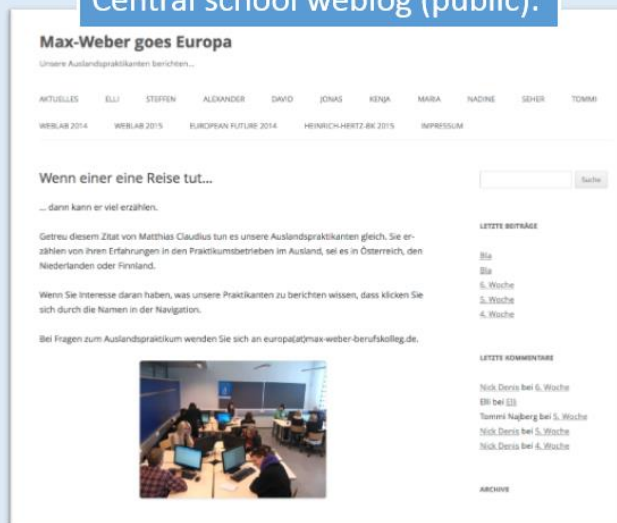
Implementation of Learning Unit 6 (Max-Weber-Berufskolleg, Düsseldorf, Germany)

Treated subjects: Webbased internship report and reflection guidance

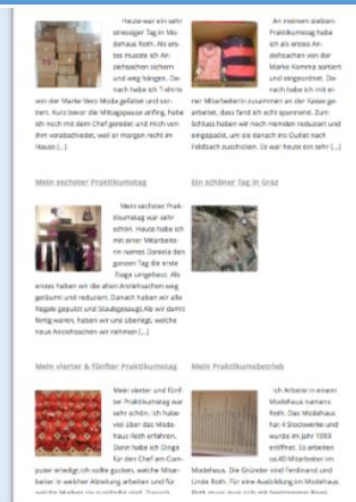
Used learning method, tasks etc.: *“During our first flow at Max-Weber we realized, that students are way more likely to block about cross-cultural experiences during their spare time. So work related issues were not that much on their mind and in their blog. To support the second-flow students blogging 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:

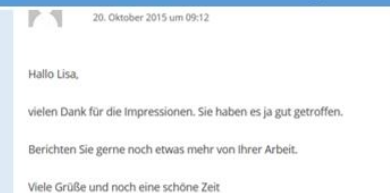
Central school weblog (public):



Selected student weblog example (extract):



Selected teacher's comment (extract):



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):



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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 angegebenen 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.

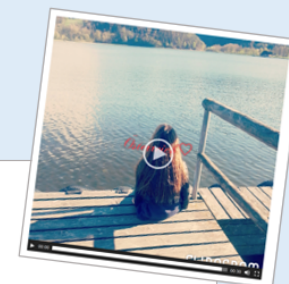
Selected students' weblog posts:

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.



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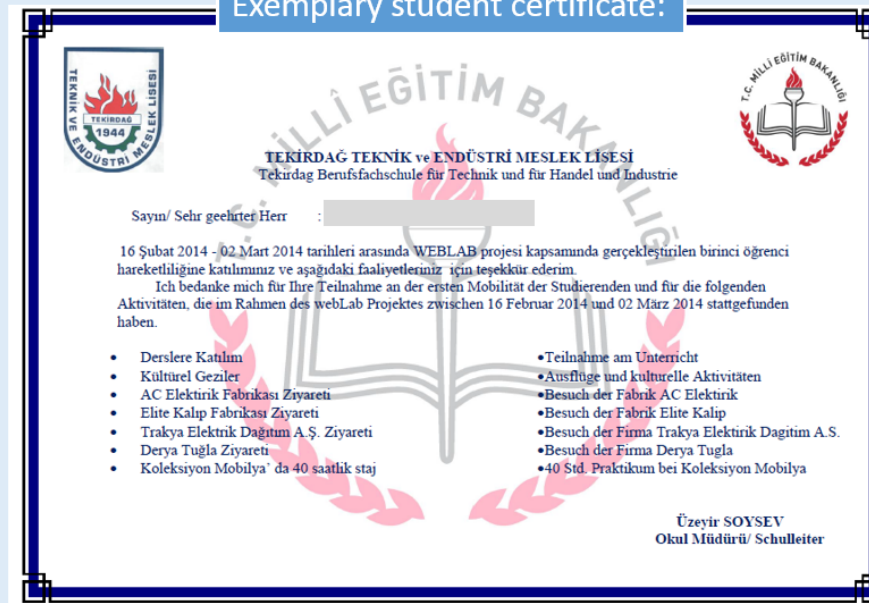
Implementation of Learning Unit 6 (Tekirdağ Teknik ve Endüstri Meslek Lisesi, Tekirdag, Turkey)

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:



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