

Teacher Training Course

Product D9

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Development of competence in a web-based laboratory

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Information on the project

webLab

Development of competence in a web-based laboratory

Vocational stays abroad as a means to foster individual vocational competence development

In societies that are highly influenced by globalization and migration, intercultural competences can become a vocational and personal key competence for every young person. Vocational stays abroad are suitable to create a valuable learning environment and individual development approaches for learners in this context.

Learners profit from dealing with cultural differences, the use of a foreign language, the immersion into a new cultural and professional environment and the organization of the trip.

Moreover, internships abroad can help learners to explore their own capabilities and competences and then to include them into their learning processes. Therefore it is essential to regard stays abroad not as an isolated event but as part of each learner's individual development.

Consequently, there is a necessity for vocational schools to systematically prepare, implement and evaluate vocational stays abroad.

Challenges regarding supervision of internships abroad by schools

Furthermore, it is a problem that learners often get feedback by their tutors only after the end of the internship, when the regular evaluation of the practical experiences is due. A learner's prompt reaction on teachers' feedback during their internship abroad is normally not possible. Ultimately, this affects the quality of activities performed within the company as well as the reflection of the practical experiences.

Making teachers' work easier by web-based support of learners during their stay abroad

WebLab promotes a web-based mentoring approach for schools to support learners' stays abroad, particularly for the times of the actual internship in a foreign company.

Concepts of web-based support of internships can help the learners to discover their own capabilities and competences and to implement them into their learning processes. This approach enables them also to acquire competences in the field of digital media, e. g. appropriate designing skills and creativity in a world that is dominated by media.

Project title:

webLab - Development of competence in a web-based laboratory

Project number:

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Project period:

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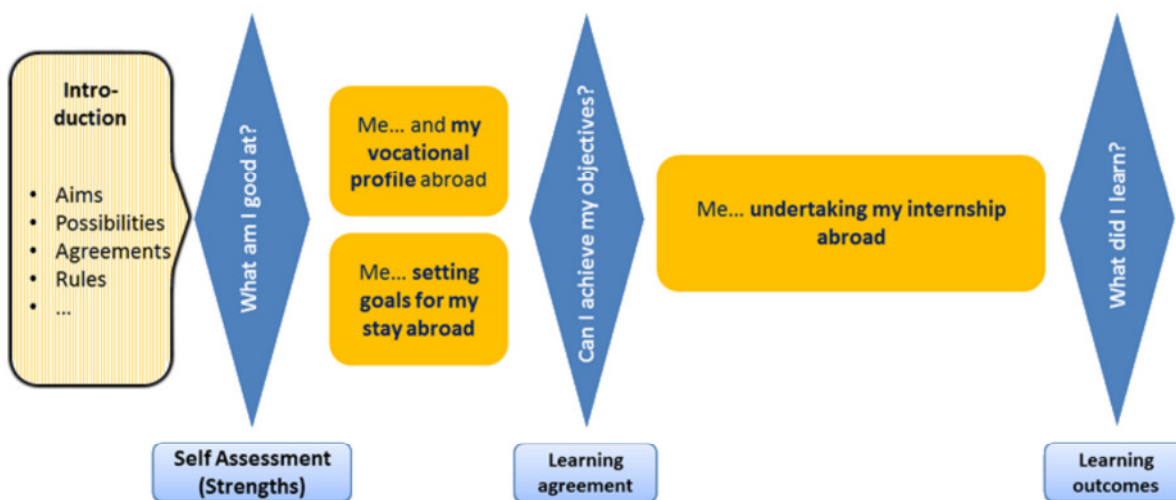
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webLab Concept

The following figure shows the framework of the webLab-Concept. It consists of seven learning units. By clicking on one of these learning units a table flicks up below. It shows more detailed information concerning learning goals and competences, learning methods, possible topics, and not to forget the merging of the learning unit with the weblog. Enjoy testing it out!

Please click on the units!



Introduction in the internship abroad

Learning goal: Using the internship abroad as an individual vocational exploration and learning context

Competences: The learners...

- understand the internship as a chance of self development.
- reflect the internship in respect to a deepened professional orientation.
- deal with social trends (so called 'mega trends') in the European area.
- deal with the organizational conditions of an internship abroad.

Possible topics:

- Globalization
- Cultural diversity
- Europe / EU
- Employment market in Europe
- Internship abroad
- Judicial frame conditions

Learning-method:

- Discussion from newspaper article about globalization, Europe, etc.
- Discussion round
- Research assignment
- Creation of a checklist / To-Do-List to organize the internship

Integration in the weblog:

- Post to the subject: "Working in Europe"
- Post to the subject: "How do I envisage my internship"



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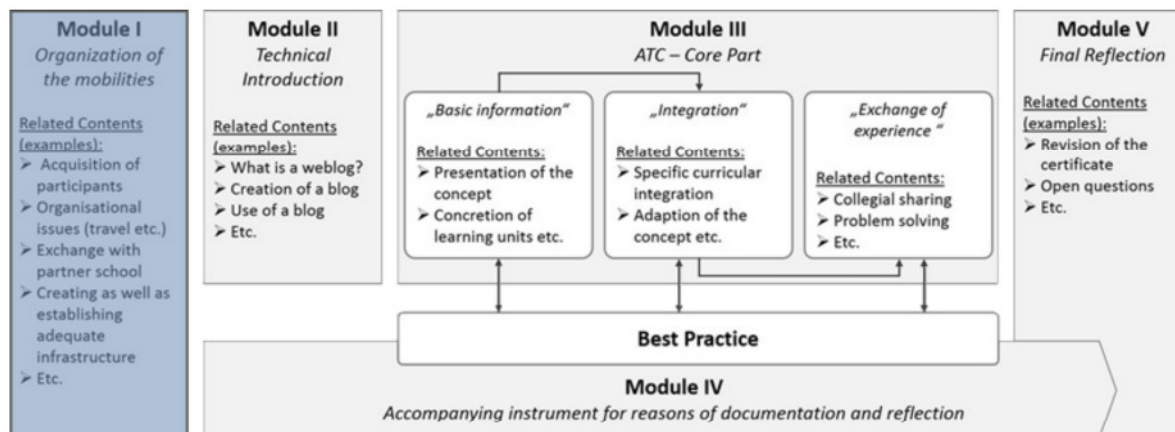
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Advanced Training Concept (ATC)

The following figure shows the framework of the Advanced Training Concept (ATC) for teachers. It consists of five modules. By clicking on one of these modules a table flicks up below. It shows more detailed information concerning the module's objectives, competences participating teacher shall gather, possible contents, learning methods, and the use of a specific ATC-weblog within this advanced training program resp. the module. Enjoy testing it out!

Please click on the modules!



Module I: Organization of the mobilities	
Module objective(s):	Organizing the mobilities in order to create a solid basis on which the following modules can be built on.
Competences. The ATC-participants should....	<ul style="list-style-type: none"> • ...know about typical problem areas of mobilities. • ...know about typical sequences of mobilities. • ...know about relevant funding issues. • ...know how to prepare their students in terms of mobilities. • ...know about relevant legal issues.
Possible contents:	<ul style="list-style-type: none"> • Important forms • Students' selection and acquisition • Establishing contacts to own partner school • Arrangement of adequate student accomodation • Trip scheduling/travel plans • Plan the timing of mobilities • Assigning responsibilities • Informing participating companies • Informing students' parents • Creating as well as establishing adequate infrastructure
Possible learning method:	<ul style="list-style-type: none"> • Developing a site-specific checklist (from both students' and teachers' perspective) • Brainstorming: "Which aspects needs to be considered regarding the organization of mobilities?"
Possible integration in the ATC-weblog:	

Please note: At this stage of the ATC, the ATC-weblog has not yet been introduced to the participants. At a later point, it would be helpful to upload the checklist on the weblog.



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