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2 R1: A New e-Work Learning Model for VET

One question is:

How can *internationality, international cooperation, different cultures and languages* be studied and learnt easily and inexpensively?

- The EU Lifelong Learning Program 2007-2013 and **the Copenhagen process** provide the direction for developing [common European frameworks and tools to enhance transparency](#) in the recognition and quality of competence and qualifications
- To make the mobility of learners and workers easier

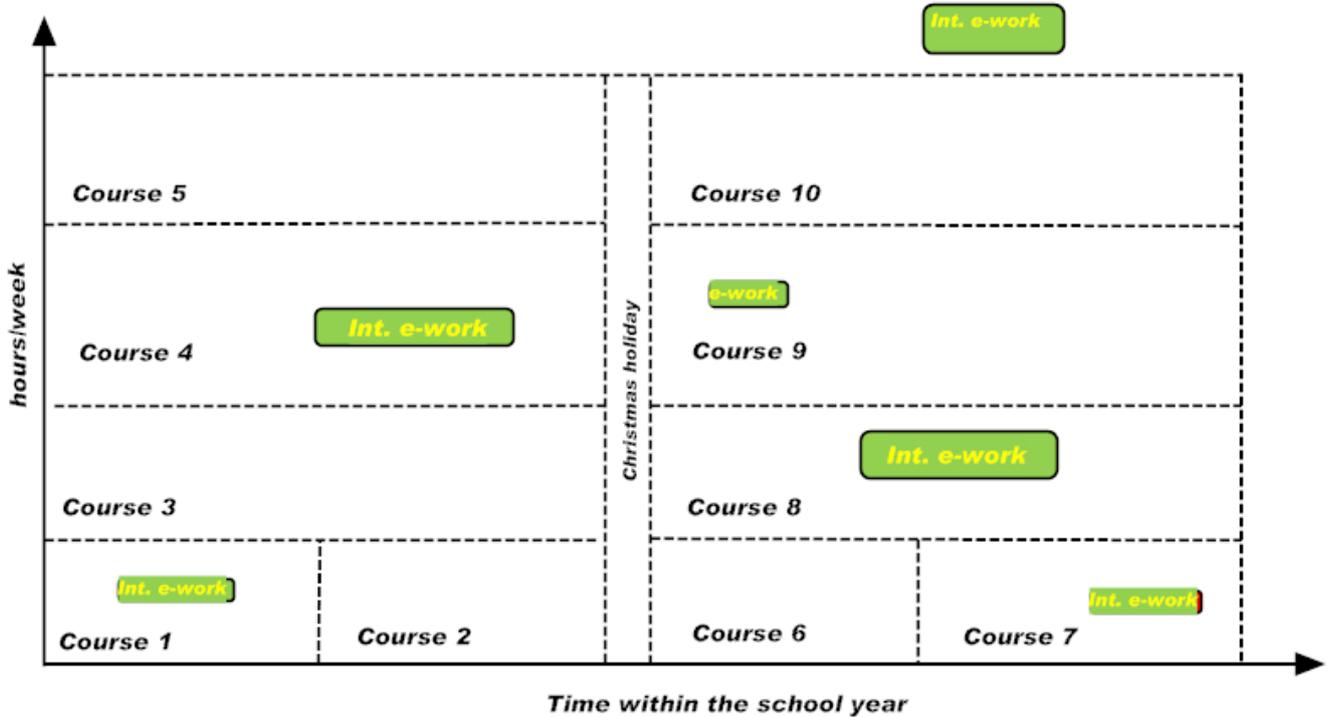
Supporting *the Lisbon Strategy*:

- harmonisation of European curricula in VET
- **Internationalisation at home**
- enhancing the quality of teaching and learning in national and international contexts
- an opportunity to exchange projects, experiences, and innovations between institutions

Background and basic truths:

- Internationality through mobility programs is not possible for all because of money. "Home internationality" has to be achieved and increased, too
- *Internationality will have to be included in curriculums and course, because today it is a part of occupational skills*
- Economic life, companies and social systems will need an increasing number of people who can communicate, work together, and understand different cultures and languages
- International cooperation, communication and languages are essential parts of vocational programs and skills
- Internationality can be studied and learnt through International teamwork projects, within the courses. *Not only sharing information but also producing it* → Project-based Learning (PbL)
- *Connecting e-learning and e-work tasks with real work and problems*
- "enhancing the transparency, recognition and quality of competences and qualifications"
- *Students can study occupational and core subjects through international projects. Such projects can be designed as products, files and information which can also be used around the EU. "Learning by doing!"*
- At the same time they will learn internationality, communication, teamwork, ICT-skills, and languages inexpensively

International e-Work tasks could be parts of courses!



Co-operative programs and tasks have to be planned very carefully beforehand by both teachers and students:

- Aims
- Timetable: starting time, deadlines, work time, meeting times
- Tasks for each partner, checkpoints
- Technology, servers, how to communicate, who maintains the system
- Level of the tasks, level of the students
- Evaluation
- Dissemination

It is preferable if (some) students and teachers can meet before, during, and/or after the work on the project tasks

2.1 International e-work tasks in the work programs

E-work tasks can be a part of nearly all courses, independent of subjects or occupations.

Planning should be done in collaboration with the partner colleges, teachers and students during the previous school year with regard to how the e-work projects should be implemented during the forthcoming school year. Which courses could potentially be designed at least partly in the form of e-work courses?

2.2 Basic questions before the tasks

The co-operation programs and tasks have to be planned very carefully and agreed beforehand by the teachers and students as well. They have to answer the following questions:

The e-Work task (project)name:	?
What are the aims of the tasks?	?
Who are teachers and students responsible for the tasks?	?
What is/are the following:	?

<ul style="list-style-type: none"> • Timetable? • Starting time? • Deadline? • Work time? • Meeting times? • Checkpoints? 	
What are the final products?	?
How will the e-work project be conducted? What is the guidance provided for the students by the teachers like?	?
What is the technology like, such as the server and the platform, and who administrates and maintains the system? How can one be sure that all partners and members are able to use the system?	? An ICT training course
What is the level of the tasks, and what should be the level of the students?	?
Which language is to be used?	?
What kind of reports will need to be made? How they will be evaluated?	?
How will the results be distributed?	?
What other things will be needed, e.g. equipment, tools and also the regulations for their use?	?
How will the tasks be coordinated with the curriculums?	
What kind of follow-up? Can the project be continued?	?

It is better if (some) students and teachers are able to meet before the start of the project tasks. They will know each other better and they will be more motivated to work together. The e-Work project and tasks can be planned better when the participants are sitting “face to face”.

In the PLIME project several types of cooperation tasks were performed and tested. They involved numerous problems (see: [Appendix 3; user manual and help file](#)), but presented here are some of them that seemed to be the most effective and easiest for participants to collaborate on through an internet platform while they were also taking their normal courses.

2.3 Good example e-work tasks:

- [Why a car doesn't start](#) (AUTO-team)
- [Why a computer doesn't connect with the internet](#)(ELE-team)
- [Why the "Siemens-LOGO programmable logic connection doesn't work](#) (MECA-team)
- [Music video](#) (AVC-team)

2.4 With respect to the tasks: The performance of e-work projects

- In most countries and schools the VET curriculum, courses and timetables are very stable and difficult to change
- It is difficult to start and run a "new" project inside such programs; hence, the e-work tasks should be brief and small in scope
- The main aim is never "only technology", but also communication, teamwork, languages and cultures, because today these are also integral to all courses. Thus, even if the technology may be easy and may already be "known", something new can also be learnt!
- It is better if there are only two or three schools/groups working together
- It is better if some students and teachers are able to visit their partner school before, during and/or after completion of the tasks
- All students in the group should have opportunity to participate in the work done in the tasks
- The tasks need to be part of an ongoing course, and properly integrated within it, so that the old ways of studying the various topics can be forgotten
- It is possible that a training "course" may be needed before the start of the e-Work tasks partly for the ICT and also to motivate teachers and students to understand why they should study in this way?"
- If it is impossible to give the whole group of students a particular e-work task, then it can be done by a smaller group instead, but it should be remembered that it is not extra work for them. It will be compensating for their "old-style" studies!

2.5 Good examples 1:

- [Why a car doesn't start](#) (AUTO-team)
- [Why a computer doesn't connect with the internet](#)(ELE-team)
- [Why the "Siemens-LOGO programmable logic connection doesn't work](#) (MECA-team)

These represent real problems that occur in working life, and the students need to find solutions to the problems. Communication may happen through an internet platform

- A team leader is necessary
- The task is very easy to start; it may form a part of a general course
- "Long project time" unnecessary
- Need for simply a file on a common platform (.ppt, .doc etc.)
- In turn, the teams will produce a solution to the given problem, including their comments, so that new learning material will be produced
- Students will learn by completing a common e-work task
- Cultural tasks can also be included in the tasks
- The groups (locally and globally) can work on the tasks together
- A server and a common platform will be needed
- The teachers will be responsible for the tasks
- The timetables of the partners need to be fitted together

2.6 Good examples 2:

- [Music video](#) (AVC-team)
- [Logo competition](#) (AVC)
- A team leader is necessary
- Needs a joint meeting to define the basics, tasks, and rules.
- Can form a part of general courses
- Needs a relatively “long project time” for the tasks to be carried out
- The files can be saved on a common platform (.ppt, .doc, pictures, video etc.)
- The teams will present their proposal for the given task, also including their comments
- No really “new learning material” will be produced, but a new product, a new video, possibly also for a commercial company!
- Students will learn by doing the tasks and completing a general e-work task
- Cultural tasks can be included in the tasks
- The groups (locally and globally) can work together
- A file and video servers and a common platform are required
- The teachers will be responsible for the tasks