



Test scenario - Vienna

<p>Type of schools</p>	<ul style="list-style-type: none"> • Vocational School for Apprentices (Berufsschule) Learners are at the transition from school to work; between 15-20 years; all genders; migration background is quite low (around 6 %). It can be assumed the media competence of the pupils of the Secondary Vocational School for Apprentices is quite high due to the fact that they are digital natives and mostly grown up with technical and digital media. Thematic area of course: language course? • Secondary Academic Schools - 5th grade (Gymnasium) Learners are still in education; between 15-16 years old, all genders, migration background rather low (around 11 %) It can be assumed the media competence of the pupils of the Secondary Academic Schools is quite high due to two factors. First, the pupils of 15-16 years are digital natives and secondly, they are basically better off compared to pupils of other schools (e.g. secondary school) and they have more opportunities because of their social background. Therefore it can further be assumed that these young people often possess own technical media devices and have knowledge. Thematic area of course: The pilot testing could be integrated into nutrition courses. They do have 2 hours per week nutrition education (basic knowledge) but usually without using digital media. • Pre-vocational Year (Polytechnischer Lehrgang) Learners are at the transition from school to work. It is the last year of compulsory school and usually chosen when pupils want to end their formal school education and start working (e.g. apprenticeship). Between 15-18 years; all genders; pupils with migration background are overrepresented with 23,7 %. It can be assumed the media competence of the pupils of the Secondary Vocational School for Apprentices is quite high due to the fact that they are digital natives and mostly grown up with technical and digital media. Thematic area of course: language course?
<p>Related courses</p>	<p>Nutrition courses and language courses</p>
<p>Duration of pilot test in school</p>	<p>max. 3 lessons for every test phase (max. 6 lessons in total)</p>
<p>Roles of participants - Learners</p>	<p>Active learning through experiencing the topic nutrition via the online portal. Testing each module of the portal within specified course and give feedback via the online questionnaire. Testing the portal can easily be managed outside the school course with computer at home or with smart phone. Trying to engage the nature of the topic (nutrition) with the real world → nutrition diary and nutrition analysis.</p>
<p>Roles of participants - Teachers (facilitators)</p>	<p>Introduction of portal to the learners and guide them through the modules within his/her course. Motivate learners to exchange knowledge and share information (e.g. create cooking recipes and movies) Teacher's digital media competences and experiences within courses could be detected during the first guided interviews.</p>
<p>Learning target of the course, learning target by using the TNS portal</p>	<p>1) Learning target of the courses</p> <ul style="list-style-type: none"> • Nutrition courses – learn about healthy nutrition and basic knowledge on food and nutrition • Language courses – learn language in order to communicate on different topics <p>2) Learning target by using TNS portal</p> <ul style="list-style-type: none"> • Learn about healthy nutrition • Added value by the language offer of the TNS portal (switch between 4 European languages)



	<ul style="list-style-type: none"> • Contribute to a new understanding of the concept learning by experience a mutual, participating and collaborative way of learning beyond classical lecturing concepts • Increase motivation of learners by involving them into interactive modules and having fun with nutrition education • Increase competence of self organisation of learning processes • Awareness raising on the use of digital media not only for fun but also for lifelong learning and as a tool at the working environment • Reduce the knowledge gap of learners from low income and low educated families by involving them into the use of digital media education contents (key word: digital divide) • Enhance social inclusion of vulnerable groups with digital media such as TNS portal
<p>Content planned to use</p>	<p>Basically all features/modules of the portal could be used and tested by the learners. The question is if they will make use of the “cooking recipes” in terms of uploading recipes, pictures or videos. This task will probably rather be fulfilled in free time and that’s the crucial point. It is assumed that students will make use of the game which can also be played via a smart phone.</p>
<p>Brief plan of the lesson(s), or the format you want to use</p>	<p>It depends on the school which will be at its disposal for the pilot test: Nutrition course and language course</p>
<p>Where is it planned to do (School, computer room, home, BYOD (bring your own device), etc.)</p>	<p>The portal testing could primarily take place in school at computer rooms and pupils/students could additionally make use of it in their free-time at home or with their mobile phone.</p>
<p>Pilot procedure</p>	<p>1) Teacher’s training and interview As a first step the selected/available teachers should be introduced to the TNS project, digital media and the TNS portal and game (explain added value for teachers/students!!). An interview guideline, developed by Till and ZSI, will be used for the teachers in order to receive their views, experiences and expectations of digital media and the TNS portal.</p> <p>2) First testing phase in the classroom Teachers shall introduce the portal to the learners and advise them how to use: register, building groups and adding friends. Ask them to constantly keep the nutrition diary updated (e.g. also in leisure time). If possible ZSI will participate in the first lesson and use an observation template to get information about the testing process:</p> <ul style="list-style-type: none"> • Registration of all learners and set up profiles • Constant update of individual nutrition diary combined with the game • Uploading recipes or get information about different recipes • Get information about healthy nutrition and make use of the tests (e.g. BMI and hip/waist ratio) • Exchange of information and experiences via the forum <p>3) Online questionnaires to be completed by the learners 4) Analysis of the questionnaires and adjustment and adaption of the portal considering the feedback of the learners 5) Start of second testing phase 6) Final portal adjustments 7) Reporting</p>
<p>How it consider the three EQAVET indicators (see attachment)</p>	<p>The EQUAVET indicators are not tailored for pupils who are still in school like pupils from Secondary Academic Schools - 5th grade (Gymnasium) but for the other school types the indicators could be considered as follows:</p> <p>Indicator 6 <i>Utilisation of acquired skills at the workplace</i> - How do you acquire workplace needs and integrate them into your scenario? Independently from the apprenticeship or workplace preference of the learners, they can use skills gained through TNS such as: self-organisation and collaborative acquiring of knowledge and learning contents</p> <p>Indicator 8</p>



Prevalence of vulnerable groups

- What is the percentage of disadvantaged groups/students in your courses?
- Is there any adapted training provision for disadvantaged groups/students?
- How do you ensure that also vulnerable groups can participate in your pilot lessons?

The percentage of disadvantaged groups can be reconstructed by the questionnaire. There won't be any training provision for those groups. Nevertheless, the rate of learners with migration background or from families of low income and less education is given in certain schools (see data above), those will be also participating in the pilot test within course. The question is whether those vulnerable groups have devices like smart phones in order to integrate the TNS portal into their leisure time outside school.

Indicator 9

Mechanisms to identify training needs in the labour market

- How do you identify training needs in the labour market and integrate this in your courses?

Difficult to consider. This could be a question for the teachers.