

Presentation of selected Best Practice Examples

Product D7

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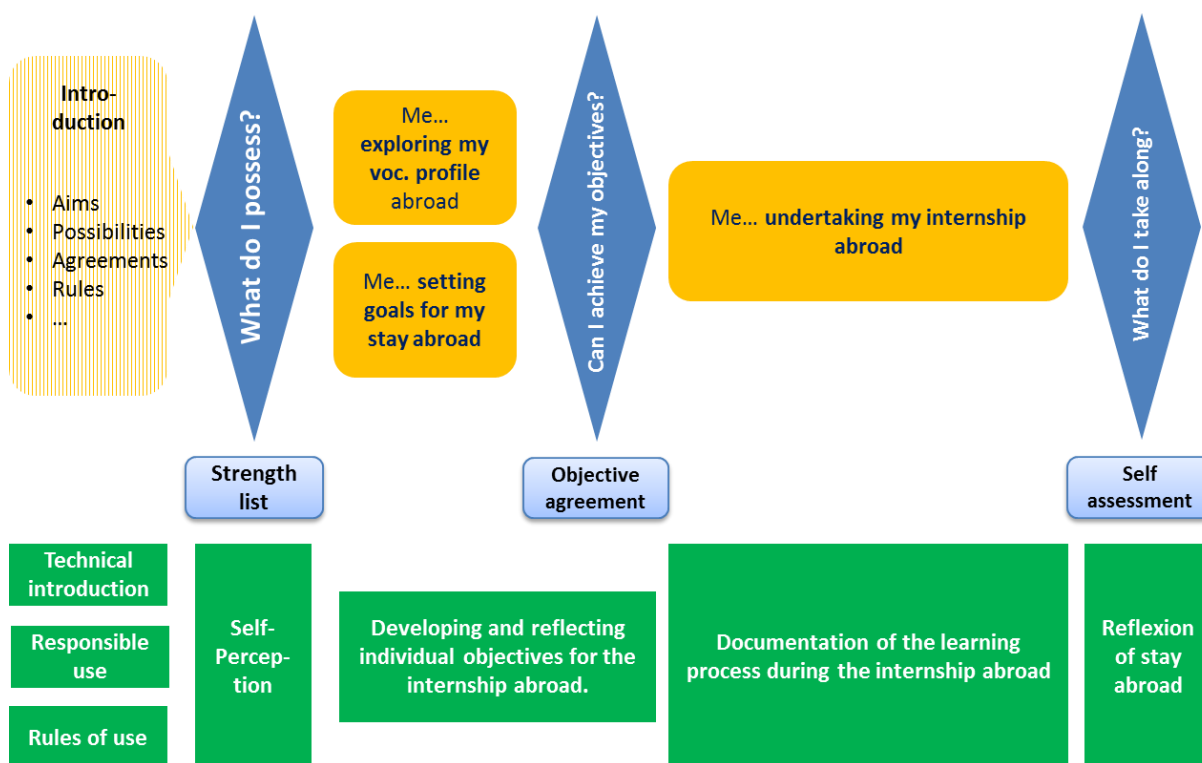
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1. Preliminary Remarks

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 fishing, dog sledding, with Helsinki, sauna, ice fishing

Architecture New architecture build houses in the north with wood and stone

Bears Brown Bear is the national animal of Finland

Climate In summer it's fairly warm 17-20 Celsius sometimes 13-16 Celsius in winter it's very cold -20 Celsius are not uncommon.

Design Finnish Designer design or create houses for environmentally friendly way

Do Don't talk when you are out (to work), go to sauna with friends.

Dance Don't smoke in buildings, hotels or restaurants. Don't speak to women to people.

Drinks Sauna (traditional Finnish drink) the Finnish people like to drink coffee (they consume 10.5 kg per inhabitant)

Education Every people had a chance to become an architect or a job, computer science

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 a fire in nature.

Food many foods are same to women and men the basic's are fish, bread and some cuts of meat

Industry Many Finnish companies build ships, especially ships. Nokia 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

Moski It's a house behind a lake many Finnish people make holiday there.

Money They have the Euro, too.

Mummies ~~Finland~~ figures create for children

Music Humppa is music for young people or for a party. Jean Sibelius is the most important Finnish musician.

Sauna The Finnish people love sauna and everyone has one at home.

Sights experiencing, the "Polaris", ice sea

Sports ~~Elles~~ Finland is a sport nation. ~~the~~ every one makes sport

Travel ~~transportation~~ by car, train, ~~posses~~ 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 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 Finnish 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 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:

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.

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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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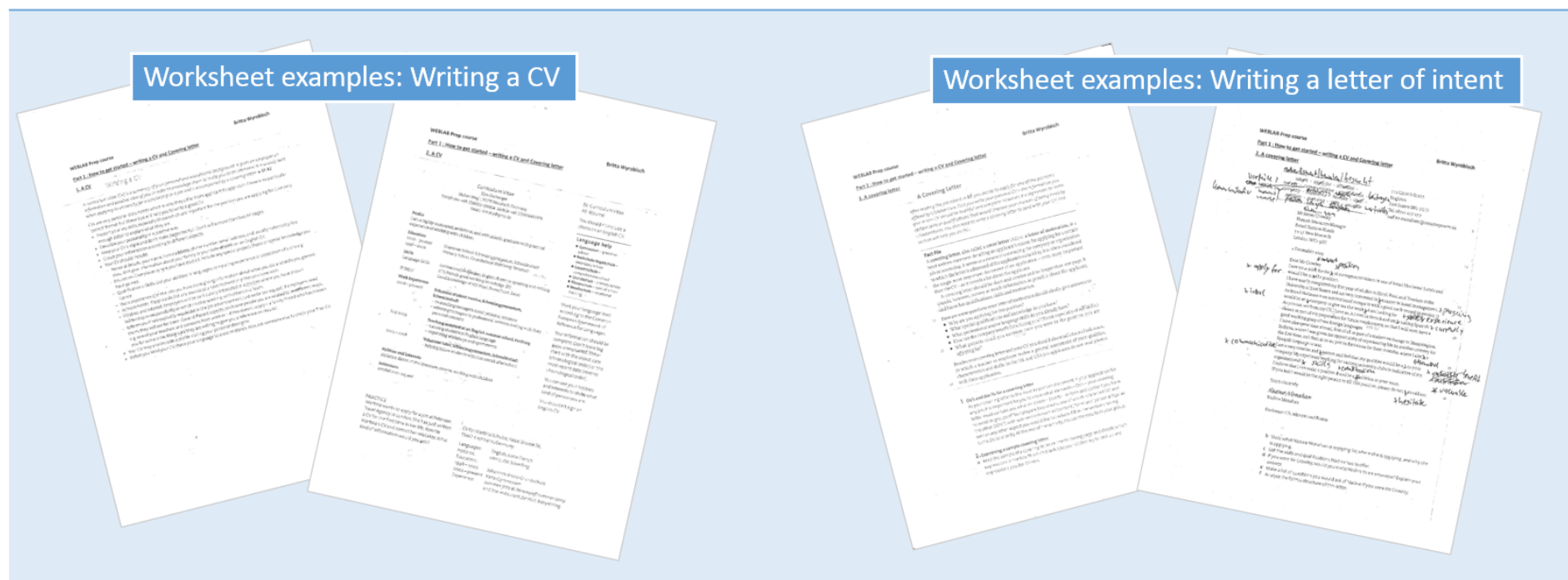
3. Selected Best Practice Example of Learning Unit 2

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.: *"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)

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:

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):

The image displays two examples of student weblogs. The left example, titled "Cookery & Gastronomy", features a navigation menu with tabs like "Introduction", "What do I possess?", "Vocational Profile Abroad", "Setting Goals", "Can I achieve my objectives?", "Internship Abroad", and "What do I...". The "Setting Goals" tab is active, showing a list of six goals: 1. Knowledge in German, 2. Technical understanding, 3. Knowledge in English, 4. Customs and tradition, 5. Accommodation ways, and 6. Laws in the country. The right example, titled "Electrical and Electronic Internship in Dusseldorf", has a navigation menu with tabs like "Daily work", "Experience", "Interview", and "visiting dusseldorf". Its "Setting Goals" tab is active, showing a list of four goals: 1. Technical understanding, 2. Knowledges English, 3. Accommodation ways, and 4. Laws in the country.

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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):



Can I achieve my objectives?

Have I a good technical vocabulary?

I haven't. My technical vocabulary is very basic.

Have I a good knowledge of the English language?

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

Do I know the ways to stay in the country?

I don't know the ways to stay in Germany.

Do I know about the rules and agreements used in this country?

I don't know the rules to stay in Germany.

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 (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/accomodation/transport/customs/people: See above
Leisure activities: See above.” (Responsible teacher at Franz-Jürgens-Berufskolleg)

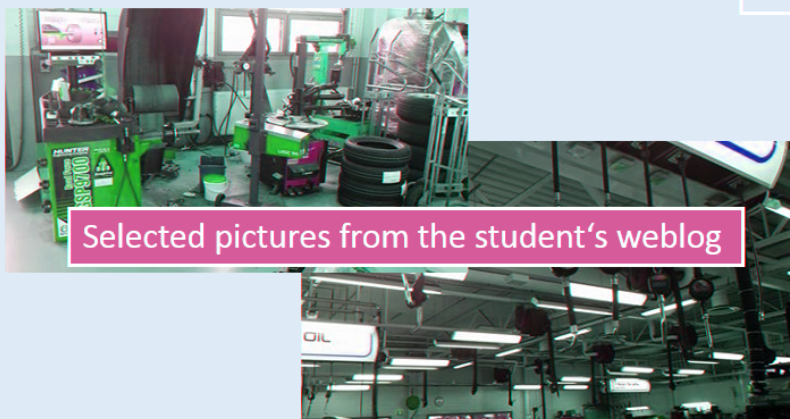
Some impressions:

Exemplary blog response from the teacher:

ey are?

llenging?)
what kind of

mployment



*“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 the
Can you please describe a typical day
at school?
at work? (times, tasks, what you have learned, what you found ca.
Can you please find out about a typical salary in your branch and
jobs there are in the car branch?
Can you please find out about the social aid system in case of uner
(Arbeitslosenunterstützung)?
about the heath system (Krankenkassensystem)?
Have a lovely day.”*

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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 :)

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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):

Max-Weber goes Europa
Unsere Auslandspraktikanten berichten...

AKTUELLES ELIJAH STEFFEN ALEXANDER DAVID JONAS KENJA MABA NADINE SEBASTIAN TOMMI

WEBLOG 2014 WEBLOG 2015 EUROPAN FUTURE 2014 HEINRICH-HEITZ BK 2015 IMPRESSUM

Wenn einer eine Reise tut...
...dann kann er viel erzählen.

Getreu diesem Zitat von Matthias Claudius tun es unsere Auslandspraktikanten gleich. Sie erzählen von ihren Erfahrungen in den Praktikumsbetrieben im Ausland, sei es in Österreich, den Niederlanden oder Finnland.

Wenn Sie Interesse daran haben, was unsere Praktikanten zu berichten wissen, dann klicken Sie sich durch die Namen in der Navigation.

Bei Fragen zum Auslandspraktikum wenden Sie sich an europat@max-weber-berufskolleg.de.

LETZTE BEITRÄGE

- Bea
- Bea
- 6. Woche
- 5. Woche
- 4. Woche

LETZTE KOMMENTARE

- Nick Decis bei 6. Woche
- Eli bei 6.
- Torrens Naberg bei 5. Woche
- Nick Decis bei 5. Woche
- Nick Decis bei 4. Woche

ARCHIV

Selected student weblog example (extract):

Heute war ein sehr schöner Tag in Mühlhausen. Ich war mit meiner Gruppe im Hofgarten und wir haben dort ein Foto gemacht. Die Mitarbeiterinnen sind sehr freundlich und wir haben viel gelernt.

Am nächsten Praktikumsstag habe ich ein bisschen mehr über die Arbeit erfahren. Ich habe mit den Mitarbeitern zusammen an der Kasse gearbeitet. Das fand ich sehr spannend. Zum Schluss haben wir noch einen kleinen Wettbewerb gewonnen. Ich bin sehr stolz auf meine Gruppe.

Mein vierter & fünfter Praktikumsstag waren sehr schön. Ich habe viel über die Arbeit erfahren. Ich habe mit den Mitarbeitern zusammen an der Kasse gearbeitet. Das fand ich sehr spannend. Zum Schluss haben wir noch einen kleinen Wettbewerb gewonnen. Ich bin sehr stolz auf meine Gruppe.

Mein Praktikumsabschluss war ein sehr schöner Tag. Ich habe viel über die Arbeit erfahren. Ich habe mit den Mitarbeitern zusammen an der Kasse gearbeitet. Das fand ich sehr spannend. Zum Schluss haben wir noch einen kleinen Wettbewerb gewonnen. Ich bin sehr stolz auf meine Gruppe.

Selected teacher's comment (extract):

20. Oktober 2015 um 09:12

Hallo Lisa,

vielen Dank für die Impressionen. Sie haben es ja gut getroffen.

Berichten Sie gerne noch etwas mehr von Ihrer Arbeit.

Viele Grüße und noch eine schöne Zeit

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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):

The image shows two screenshots of student weblogs. The left screenshot is titled 'burakweblog' and shows a post dated '13 Mayıs Sali'. The right screenshot is titled 'RasitWeblog' and shows a post dated '15.gun(13.05.2014)salh'. Both posts describe a school trip to Italy, mentioning activities like eating pizza and coffee, and the experience of traveling. The 'RasitWeblog' post includes a detailed account of the trip, from the morning departure to the evening arrival in Turkey.

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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 angegebenden 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.

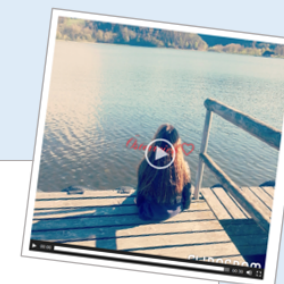
Selected students' weblog posts:

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:



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