

Video-based self-presentation

Mobilities as pathways to 'hidden competences'



Co-funded by the
Erasmus+ Programme
of the European Union



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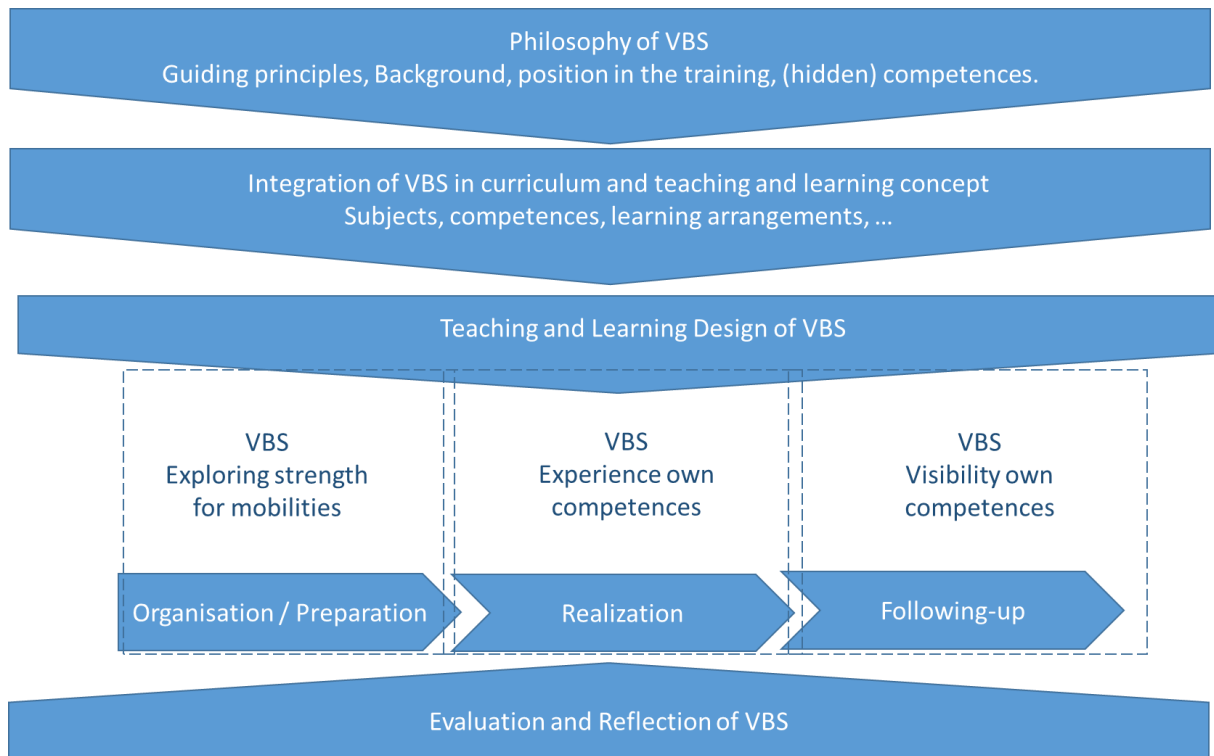
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Mobilities – Challenges

Mobilities offer diverse learning and developmental opportunities, create uncertainties and new situations and require arriving into the new cultures and living environments. The challenges do not start with the stay abroad but clearly in advance. Especially socially disadvantaged youth need support in developing their ideas. Often this is not seen as a possibility for life and education. Accordingly, the design of mobilities requires in many cases a long accompaniment and preparation of the idea, administrative abilities, individual preparation skills, the (virtual) backing as part of the stay abroad and support in the postprocessing.

The learn and development potentials are accentuated in various places. Likewise, inequalities in the participation of mobilities exist. Brodersen determines that the access to mobilities is distributed extremely unequal (Brodersen 2014, S. 95). Mobilities for all is titled as objective but rarely realised. In many cases the imagination and impulses to develop the idea and wish to spend a stay abroad are lacking. It is possible that disadvantaged young people do not perceive mobilities as an opportunity at all. Accordingly, mobilities should not just be systematically anchored in vocational and pre-training measurements. In particular young people should be introduced to the design of mobilities and their learning and developmental potentials. Also, the initiation of mobilities for teachers in those courses causes substantial need for support and is often an additional task for them. According to Dubiski it can be approved that only a few instruments exist for the removal of such inequalities. The project myVETmo takes up the challenge and aims to develop the first instruments to design mobilities of disadvantaged young people. For this, two instruments have been designed, tested and reprocessed. The students' navigator shall contribute to the support of the navigation within the preparation, realisation and debriefing of the mobilities. The navigator offers opportunities to strengthen the communication between young people and teachers by documenting courses, offering fast reactions, dealing with uncertainties and dissatisfaction, exchanging experiences or supporting reflexion and reconditioning processes.

Furthermore, it is relevant for the target group of disadvantaged young people that they deal systematically with their own ideas, recognise their own strengths and action potentials and thereby identify a basis for the mastery of the situation within the mobility and get new formats to present themselves. For this purpose, video-based self-presentation was chosen and tested as a valid method in the context of mobilities. The objective of the video-based self-presentation is to explore own strength and action potentials and to make those visible and compatible for individual learning and developmental processes. Video-based self-presentations are not used isolated but are part of the design of mobilities.



Philosophy and Concepts of VBS

Introductory Notes

Video-based presentations are used in different formats for the self-introduction. Video-based self-introduction is for example a component in online course or in application procedures. Hence, the product as well as the presentation aspects are increasingly gaining importance. The core question is 'how do I design a self-presentation and what should be used for it?'. In general, the project aims to encourage young people to explore their own strengths, successes and performances and make them visible. Thereby, the production and the making of the video comes to the fore. The design process is gaining in importance in this context. Thus, the presentation in the video is one essential step which must be considered. The processes of self-exploration, reconditioning of own actions are accompanied through the video production in a creative setting. The technological resources are a core task, as the video production is necessary. But the key question is 'how young people develop their own strengths and put their focus on this?' to the centre.

Key questions

Mobilities for all – what could we do? What is challenging? Are there best practice examples?

What do we understand by VBS?

For whom is the video?

What do we mean by strength orientation?

How do the relations between requirements of subjects, vocation and the requirements of the students relate to each other?

How can we realize personalized learning in mobilities?

What experiences do we have in other areas such as internships?

What do students know about their strengths and competences?

Are VBS learning settings suitable for all students?

Are there hidden competences? Do we enhance the strengths of our students?

Do VBS fit the current learning culture?

Integration of VBS in curricula

Introductory Notes

The integration of VBS in curricula is complex and challenging. Usually it is necessary to find special settings for a small group of students. The preparation process could be in conflict to the regular apprenticeship, classes or curriculum.

Key questions

How can we stimulate students to think about mobilities?

Which competences are necessary for VBS?

How can we develop these competences in the curriculum?

Which subjects are helpful for VBS?

VBS as a project or part of a subject?

How can we use special competences of teachers?

When does the integration of VBS start?

How can the discovered strengths become a basis for new learning goals within the mobility (For example: Are some important strengths missing? Which could be gained throughout the mobility?)

Teaching and Learning Design of Mobilities - VBS as a tool for competence development

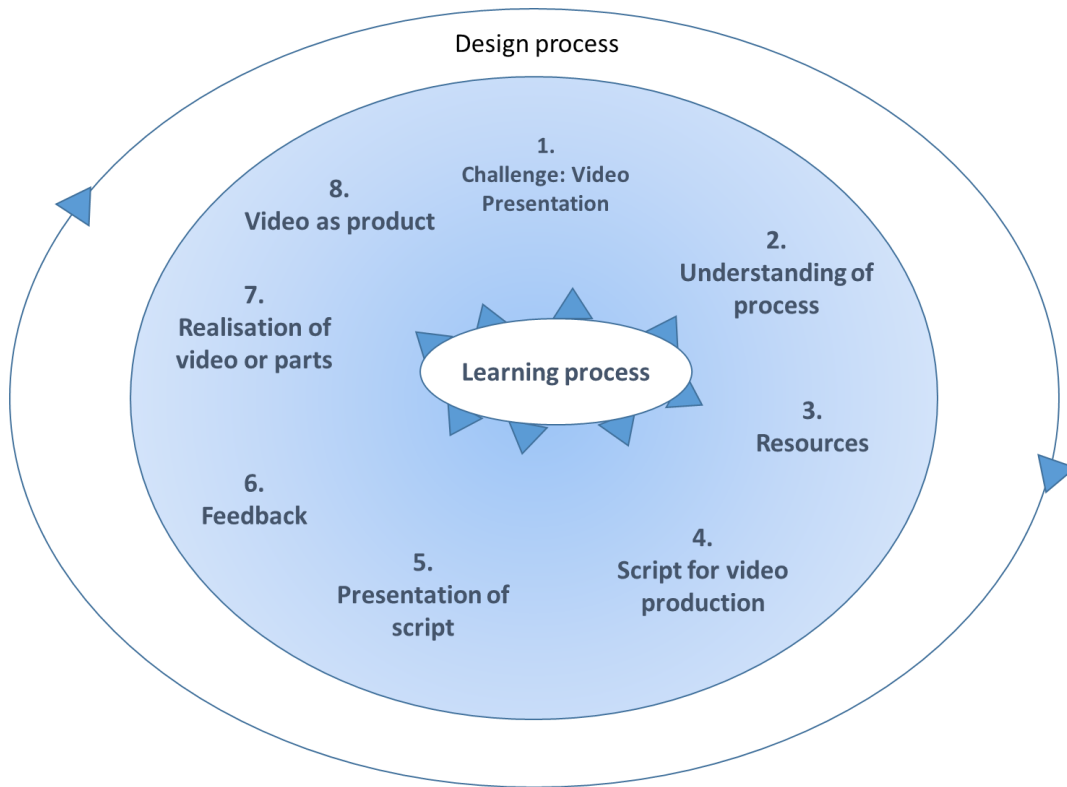
VBS and philosophy of myVETmo

The myVETmo concept of VBS focuses on the competence development of the student. In general, there is the ambition to design learning environments in a way that opens the possibility for learning and development. VBS make it possible to explore and visualize own competences in different areas and experiences in the mobilities. The terminus “hidden competences” focuses on the unseen and neglected possibilities of mobilities as well as the unknown and unseen competences of students. Behind this there are two different approaches of hidden competence. The iceberg model of CIMO focuses on the possibilities of mobilities (see CIMO) while the webLab concept is based on a strength oriented didactical approach. There, the theoretical fundament is the role-based competence balance (see Kremer / Frehe 2014, Frehe 2015). Therefore, the videos are considered tools for personalized learning and competence development. Nonetheless, the competence development of the student and not the video itself is the focus of the analysis.

VBS as a tool for competence development

A basic assumption is that all people develop ideas and perspectives while designing and being part of a social environment. That could be a challenge for some people. The consequence for mobilities is that there is a need for learners to assess themselves, to handle assessments of others, to name occupied roles in different life situations and analyze them with regards to occupational matters. Through the occupation they are enabled to reflect on own strengths and name typical characteristics and virtues which are connected to the own cultural background.

The following illustration by Kremer / Pferdt (2008) centers the learners perspective and aligns the design process with this perspective:



Key Questions

What is the design problem? What is a good video?

How to influence the design process motivation and creativity of students?

How important is the quality of the video?

How can we use students' creativity and competences?

How can we divide video production into subtasks?

How can we support the students to discover 'hidden' competences in informal contexts?

What do the students do? How to focus on the learning process?

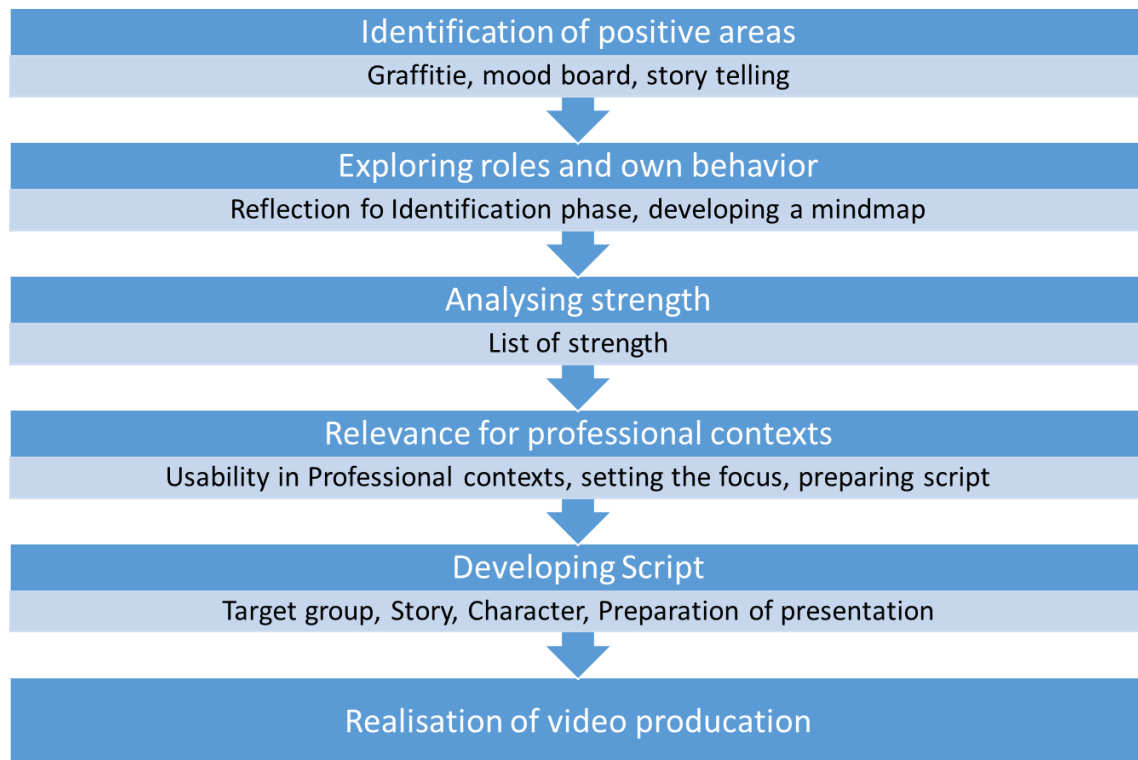
Which resources are necessary? Is it possible for the students to work with their own devices?

How can we address self-assessment as a basis for the script?

Steps towards a VBS – two examples

The following two tables show examples for a strength-oriented video based self-presentation approach. The first table is an example for the exploration of competences in the preparing of mobilities.

Table: VBS – Exploring strengths for mobilities



The second table is an example to make competences visible after mobilities. In both tables you can see the connection between preparation for mobilities, realization of mobilities and reflection of mobilization.

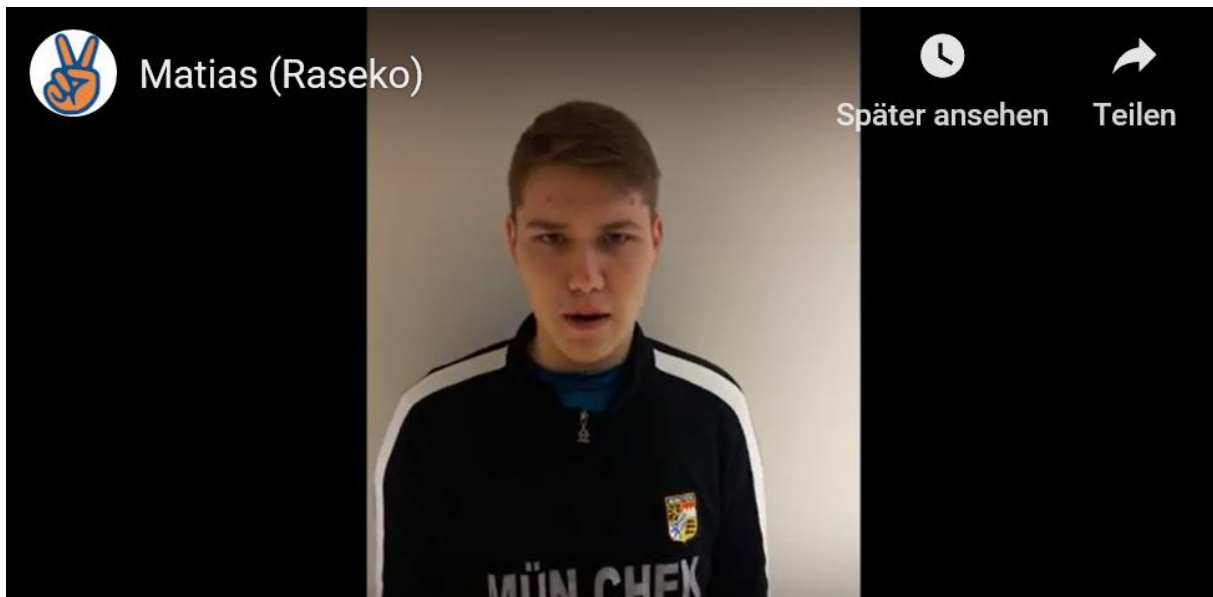


Table: Learnt lessons – Making competences visible

Outlook: Teachers report about the story around a VBS

Matias (Raseko)

The purpose of the video-based self-presentation in this project was not mainly to help the student to get a job but to reveal his hidden competences. That is why we let the students plan the videos by themselves. There was no film group assisting, only two teachers who have no special skills using it-equipment. The videos were shot by using smartphones. This way to make a video is also very equal and in principle possible for every student and teacher.



Link to the website

Matias is an eighteen years old student of Business Administration/Sales and marketing, who has learning difficulties and therefore special needs. His learning targets have been modulated.

His hobby is basketball and he plays in a team. Being a member of the team is important for him. He plays in the same team since he was a child. He is the only player who has disabilities and it must have been important for his self-esteem that he is accepted among the other players.

The reasons why he was chosen to take part in the group that made an internship in Úbeda, Spain in March 2018, were that he had already experience of travelling with his basketball team and in spite of learning difficulties, he speaks good English and is able to be a member of a team.

The group that consisted of four students and two teachers met for the first time about two months before the start of the mobility. Two of the students knew each other already but Matias and another student of Business administration did not know anybody. The meeting started by learning to know each other and the first video was shot during the meeting as well.

The students were collecting their strengths by interviews and mood boards. The support of the teachers was essential because of the challenging target group. All the students had difficulties also in communication at some level.

The students were introduced to video-based self-presentation and shown examples of it. After that they were given questions to answer. Then they planned the content themselves. Matias was the only one who wanted to speak English.

During the mobility, he worked in a shop for small furniture and decorations. His tasks were mainly putting things on shelves and cleaning. His teacher was with him most of the time to explain what he had to do. No one in the shop spoke English.

The time after the internship was busy at the school. Matias had not been present at lessons for two weeks and he had to do the missing tasks. Also, the teachers were busy, because the students graduate in the end of May in Finland. Two of the students continued the internships in Finland and there was no time for a proper feedback meeting. Matias graduated as well.

We met Matias again in October to shoot the final video. He is now working part time in a charity shop as cleaner. That kind of jobs is probably available for him in future. He is planning to start his military service in January in Finnish army.

Matias had good memories of Spain as he tells in the video. The best memories are connected to people he met there.

What hidden competences can be seen on the video?

The first part of the presentation shows that Matias can speak English. It also shows that he is brave enough to take part in a project like this and go abroad with people he doesn't know. (He knew only one teacher.) He doesn't mind inconvenience because he is ready to share a room and a flat with people he doesn't know very well. There is also a glimpse of humour when he tells and shows he's a strong boy.

The video taken during the internship shows how he can adapt in different situations. It also shows that he is able to take orders and comply with the regulations.

In the last part of the video, which was filmed some months after the mobility, we can see that Matias has come forward in life. He has a job (which is not easy for a person with disabilities) and is planning his future which shows that he has self-confidence and a positive attitude. He says he liked cheek kisses in Spain, which tells us that he is social and not afraid of new situations and cultural habits. In the last video might also be seen that Matias is more relaxed in the situation. That can be because he is already familiar when talking to the camera.

All these three parts of the videos show different hidden competences of the student. Yet it cannot be said that there is a visible development to see. The period of the shootings is quite short. It is also difficult to see which of the hidden competences seen in the last video are consequences of the internship abroad.

It is not easy to interview students with this kind of special needs. It was difficult not to put words in their mouths. The interpretations can also be false.

What did we learn?

Afterwards it is easy to see, that we should have used more time for the preparation of the students. On the other hand, it is not clear if the self-reflection of the students had been any deeper in spite of that. We have to keep in mind that these students lack conceptual thinking and see the world in a very concrete way.

During the internship we sat together every evening and wrote a blog. Everybody was asked to tell what had happened during the day and what they wanted to be written in the blog. This was a good way to collect and share experiences. It was also something that the group did together.

Project Details

PROJECT TITLE: myVETmobility - mobilities as pathways to 'hidden competences'

PROJECT NUMBER: 2016-1-DE02-KA202-003320

PROJECT DURATION: 31.12.2016 - 30.12.2018

COORDINATOR: Geschäftsstelle für EU-Projekte und berufliche Qualifikation der Bezirksregierung Düsseldorf (D)

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