Textbook for Students Navigator

Mobilities as pathways to 'hidden competences'

myVETmo

myVETmo

Username

Password

Remember Me

LOG IN

Lost your password?

← Back to myVETmo

Content

Didactical background and usage

MyVETmo is a project which is supported under current Erasmus+ programme and started on 1st January and expires on 31st December 2018. The aim of the project is to offer an inclusive vocational education and training (VET) program for students with learning difficulties and impairments. Their needs to complete such a VET program go beyond the needs of other students. By designing learning mobilities for students and by guiding them with additional support, myVETmo aims to help to complete the transition from school to work and to foster hidden competencies. It establishes necessary structures and organizational forms thereby increasing the recognition of European learning mobilities for inclusive education in VET. The project is built on three intellectual outputs, the "Students Navigator" (SN), the "Video-Based Self-Presentation" (VBS) and the "Guidelines for Inclusive Mobilities". In the following these three pillars will be further explained and outlined.

Students Navigator

The first intellectual output is the "Students Navigator". It is an intuitive mobile application which can be used from any computer, smartphone or tablet. It accompanies the students throughout their stay abroad and helps them reflect on the experiences they had. The application allows teachers to create student accounts and internship accounts for companies to which the students can be assigned to. One teacher can accompany several students at the same time and the included calendar does not only allow the teacher but also the students and the corresponding company to keep an overview of all the tasks and appointments. All tasks can be predefined in the Task Catalogue which the teacher then can use as templates when creating a task. Once a task has been assigned to an internship, the corresponding student(s) will receive a push notification by their email application informing them about the task. The calendar on both the students' and teacher's side will automatically update.

The task will appear on the students' wall and they can complete it by fulfilling the task requirement, for example uploading a picture, video or a written text. Once a task has been completed the teacher will be informed.
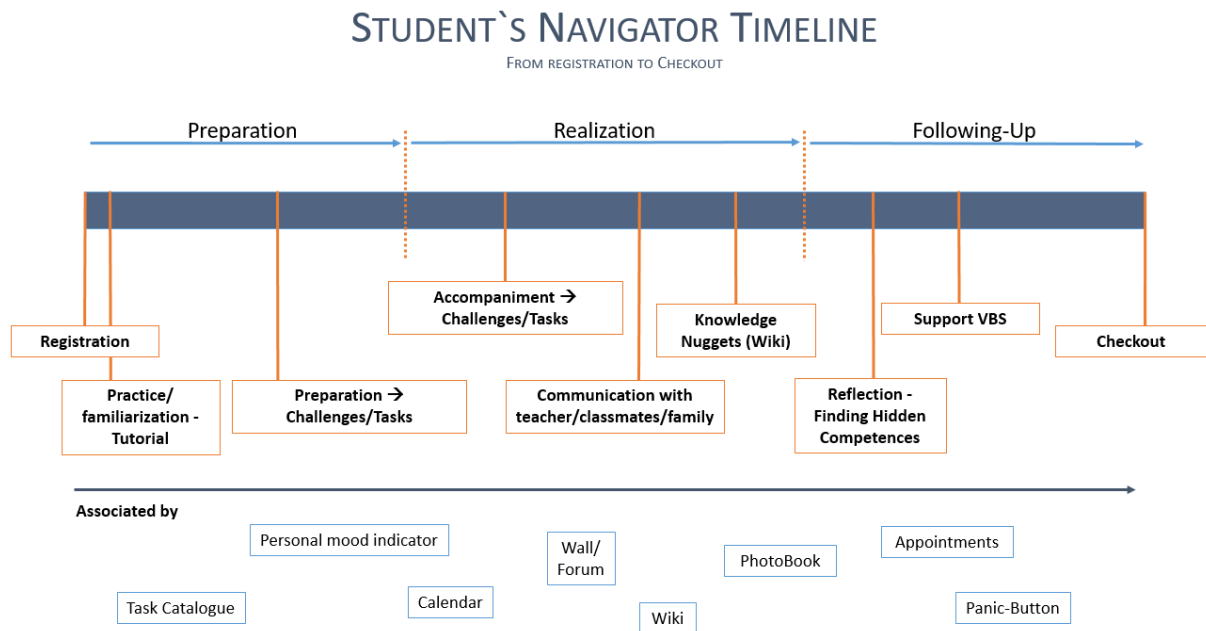
The SN application includes further important tools which will help the students during their stay abroad. A directory with the most important contacts, which both the pupil and the teacher have access to, will allow him/her to quickly contact the right person. As a way of becoming more independent and not contacting the teacher or other contact persons directly with every problem occurring, the application includes a Wiki which can also be used as a school Wiki if needed.

A further important tool is the satisfaction indication which the students can use to tell their teachers how they are feeling. In an extreme situation the pupil can use a panic button which, like the satisfaction indication, is located at the top of the student's wall. It will notify the teacher and the emergency contacts directly via push notification that the student does not feel well or that something has gone wrong.
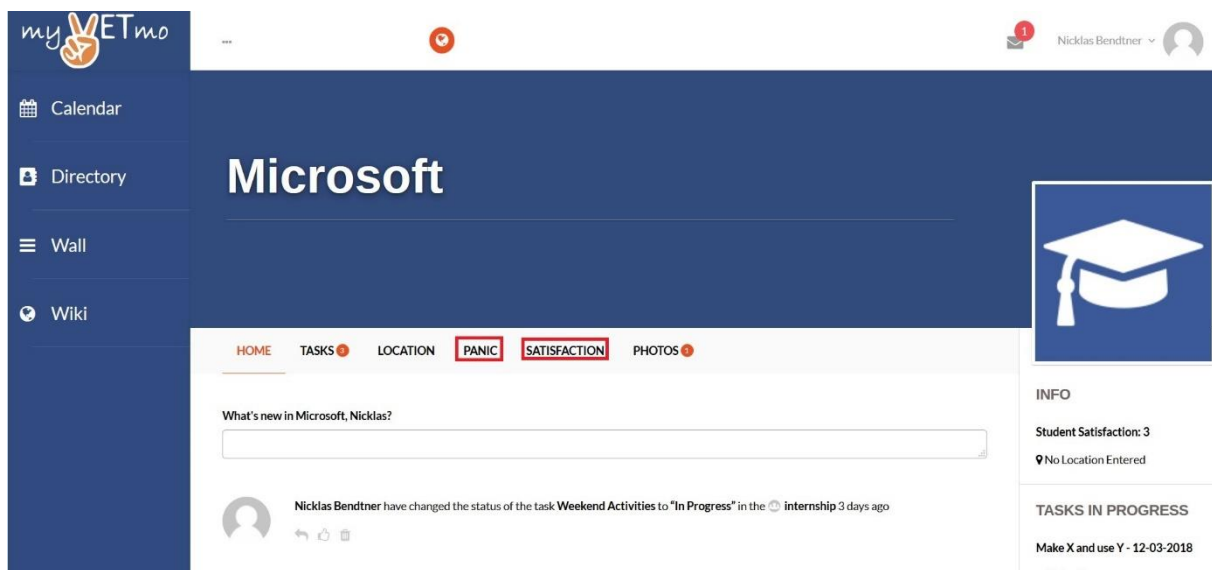
Both the satisfaction indication and the panic button serve as a communication tool for the students to their teacher and contact person. Additionally, the SN application gives students the possibility to receive and give feedback during their stay abroad, convey which knowledge and skills they have gained and how they have adapted to the new situation by posting on their wall.
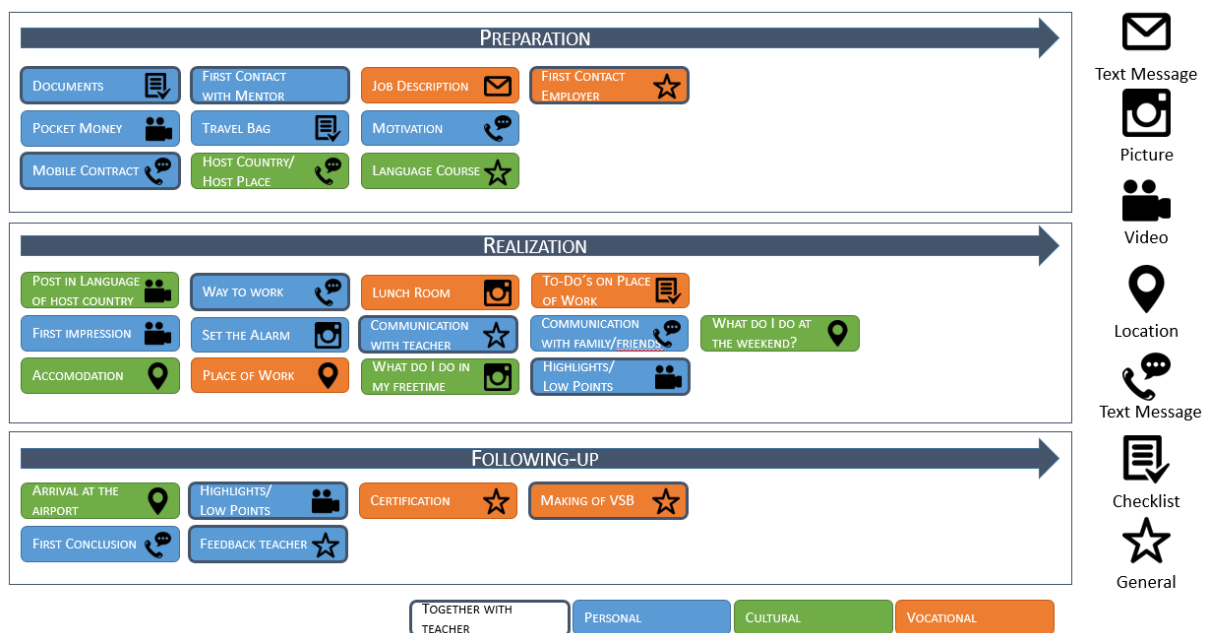
The SN structures the process of inclusive mobility into three phases: "Preparation", "Realization" and "Following Up". In each of these phases different tasks are crucial for the student which can be chosen from the predefined Task Catalogue. The following picture shows what steps need to be taken in each phase.

STUDENT`S NAVIGATOR TIMELINE
FROM REGISTRATION TO CHECKOUT

Preparation	Realization	Following-Up

Registration

Practice/ familiarization - Tutorial

Preparation → Challenges/Tasks

Accompaniment → Challenges/Tasks

Communication with teacher/classmates/family

Knowledge Nuggets (Wiki)

Reflection - Finding Hidden Competences

Support VBS

Checkout

Associated by

Personal mood indicator

Wall/ Forum

PhotoBook

Appointments

Task Catalogue

Calendar

Wiki

Panic-Button

There are other factors that influence which tasks the student gets assigned to from the teacher. The students are grouped into one of these three categories: "Motivation", "(Vocational) Orientation" and "Improving (vocational) skills". The "Motivation" student needs, as the name suggests, motivation for school life and for starting an internship abroad. The purpose and the advantages of such a programme have to be clearly explained to such pupils and during the stay abroad they will need more attention than the other students. The "(Vocational) Orientation" student does not necessarily need a motivation boost. These kinds of pupils do not know what they want to do, and they will especially need vocational guidance. The "Improving (Vocational) Skills" student has a specific occupational goal and is aware of his strengths and weaknesses. Compared to the other two student categories this kind of students will need less accompaniment. Depending on the kind of student and the phase they are currently in, different tasks need to be done. The tasks themselves are structured into the three categories "Cultural", "Personal" and "Vocational". Each of these categories gains different weight in each of the phases. The SN application offers a variety of tools with which the tasks can be completed, like uploading written texts, pictures, videos, voice messages or locations. The three times three matrix and the tools for completing a task allow for tailor made tasks for each student.

Profiles		Stages								
		Preparation			Realization			Following-up		
		Personal	Cultural	vocational	Personal	Cultural	vocational	Personal	Cultural	vocational
Profiles	Motivation	Personal	Cultural	vocational	Personal	Cultural	vocational	Personal	Cultural	vocational
	Orientation	Personal	Cultural	vocational	Personal	Cultural	vocational	Personal	Cultural	vocational
	Skills	Personal	Cultural	vocational	Personal	Cultural	vocational	Personal	Cultural	vocational

An example of tasks in different phases is given in the following figure:

PREPARATION

Documents	First Contact with Mentor	Job Description	First Contact Employer
Pocket Money	Travel Bag	Motivation	
Mobile Contract	Host Country/ Host Place	Language Course	

REALIZATION

Post in Language of host country	Way to work	Lunch Room	To-Do´s on Place of Work	
First impression	Set the Alarm	Communication with teacher	Communication with family/friends	What do I do at the weekend?
Accomodation	Place of Work	What do I do in my freetime	Highlights/ Low Points	

FOLLOWING-UP

Arrival at the airport	Highlights/ Low Points	Certification	Making of VSB
First Conclusion	Feedback teacher		

Text Message
Picture
Video
Location
Text Message
Checklist
General

Together with teacher | Personal | Cultural | Vocational

Video-Based Self-Presentation

The second intellectual output is the „Video-Based Self-Presentation". This application has the aim to connect the student's stay abroad to the labour market. All students will have to create a VBS and can use the materials from their completed tasks of the SN. As several of the tasks have to be completed by uploading videos or by uploading a written text, these outputs can be used as templates, giving the students a first idea of how to create such a video. The VBS should include information about the students' current situation, experiences and interests during their stay abroad.

In future the VBS may be used for job applications. It is a tool which is closely linked to the habits of the youth and will be easily accessible for students.

Guidelines for Inclusive Mobilities

The third intellectual output are the "Guidelines for Inclusive Mobilities". The current challenges of inclusion cannot be solved under the current conditions in our society. It is not a finished but rather an ongoing process which should enable students with learning impairments to take part in the education system by considering their diversity and different needs. Within this context, inclusive mobility poses a big challenge. The "Guidelines for Inclusive Mobilities" offer a framework for this complex process. They were developed in consequence of a discussion between different partners. The process involved the use of predefined guidelines of inclusion by organisations like the UNESCO and the Index of inclusion which was proposed by the Centre for Studies on Inclusive Education as well as practical experiences. The Guidelines are differentiated into the principles for the arrangement of Inclusive Mobilities and the key points for the implementation of Inclusive Mobilities.

Several of the solutions to the principles for the arrangement of Inclusive Mobilities, which describe the special challenges and problems, can be found in the SN application. One of the principles is that mobilities must be accessible for everybody. Structures have to be established which enable students with impairments to participate. The SN application is one of those pillars which enable students to participate as it facilitates an easy personal assistance for each student. Another important factor which is imperative for Inclusive Mobilities is the cooperation with companies and institutions to enable the stay abroad. The SN application is a tool which connects all different entities and can strengthen the network. Ultimately, the goal is to establish Inclusive Mobilities as a process of inclusive systems and making it accepted in schools as well as in training companies. Furthermore, Inclusive Mobilities should enable individual ways of learning, develop competencies as well as adolescents' strengths and be documented. By allowing to create tailor made tasks the SN is an important tool which documents all activities as well as the learning process and allows tasks to be adjusted for each student depending on their individual needs and goals.

Additionally, students with learning disabilities and impairments need an individual support system which does not solely rely on the teacher nor the parents. The SN allows for several contact persons, like parents, friends and classmates which the students can rely on depending on the situation and who they feel comfortable contacting. An important factor which makes the stay abroad much easier is the abolishment of roaming fees in the European Union. It allows the students to contact their family cheaply as well as using the SN application on the spot. Building a network is a never-ending process and an ever-expanding network will not just benefit the students but the institutions, schools

and companies. It is indispensable that the schools as well as other institution engage in activities which will expand the network. Cooperation between those entities is the basis of Inclusive Mobilities and establishing it as an integrated process of inclusive systems will further make it accepted in schools and training companies. All in all, it should never be forgotten that Inclusive Mobilities should be accessible for every student.

The guidelines for the implementation are of special importance for the arrangement of Inclusive Mobilities and are often included in the SN application. One of those guidelines requires the process to be toughly prepared and post processed, which is why the SN application structures the process of Inclusive Mobilities into three phases, "Preparation", "Realization" and "Following Up". Learning goals which have been set at the beginning through a task can be documented and tracked during the duration of the stay abroad. Through a special and playful way of personalized learning the SN application allows the teacher, school and training companies to accompany the student throughout their stay abroad.

The three intellectual outputs which are the pillars of the myVETmo programme allow for thoroughly structured and companioned Inclusive Mobilities. The SN allows individualised learning experiences and the students will get to know their strengths and weaknesses during the process of Inclusive Mobilities. It will enable all students regardless of background or current situation to take part in European exchange programmes and as well in work experiences abroad which will enrich their lives.

Teachers' Manual

The link to the application is: https://myvetmo-studentnavigator.schoolution.net/login/. At the starting interface you can fill in your username and password you got by mail. Alternatively, you can log in using the following data:
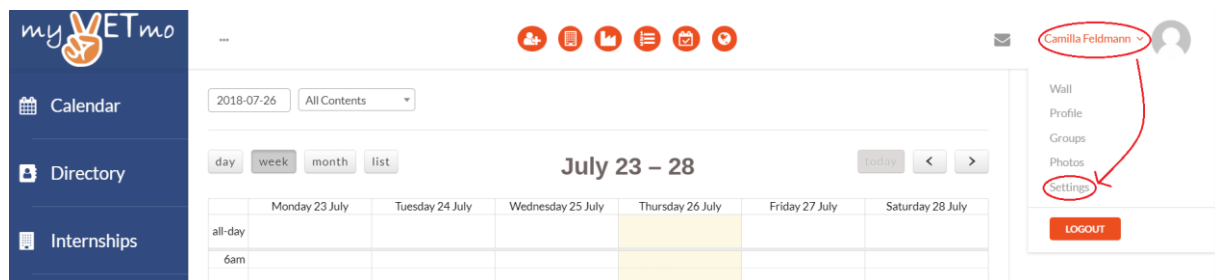
- User name: teacher
- Password: teacher

Complete the log in by checking the box "I accept the terms of use" and click on "log in".

The starting page for the teacher is the calendar. With the calendar the teacher can manage and organize the internships.

Changing Password

After the first login you may change your password. Therefore, you click on your name (top right) and then on "Settings".

Creating a Student Account

To create a student account, use the "Users"-Dropdown menu…
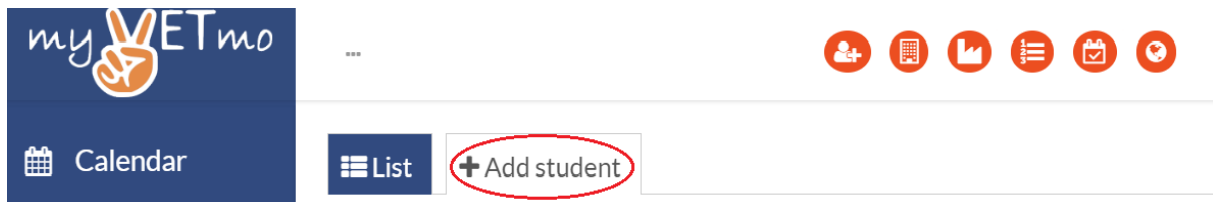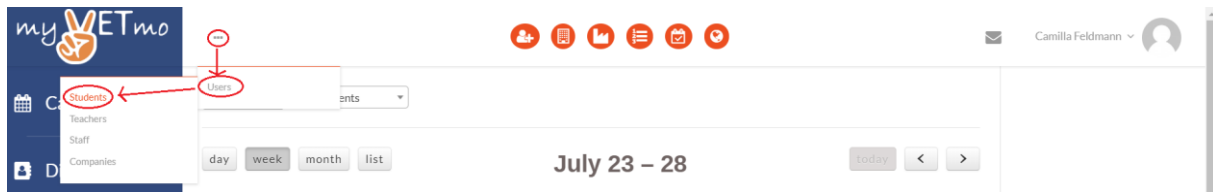
…or the orange shortcut button.
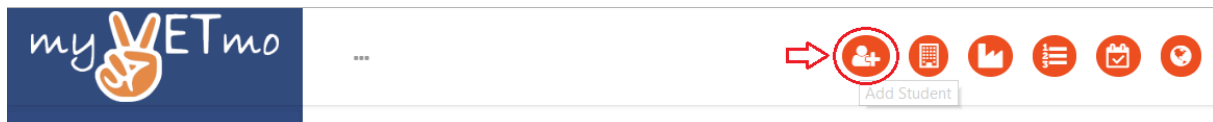
Afterwards you can fill in all the necessary data. The fields with a red star must be filled in. In the field "Class" you have to choose "Internship myVETmo".

Creating a Company

Creating a company is not necessary but may be useful if you want to invite a responsible person from the internship company to the communication platform (wall). Use the "Users"-Dropdown menu or the orange shortcut button to add a company.
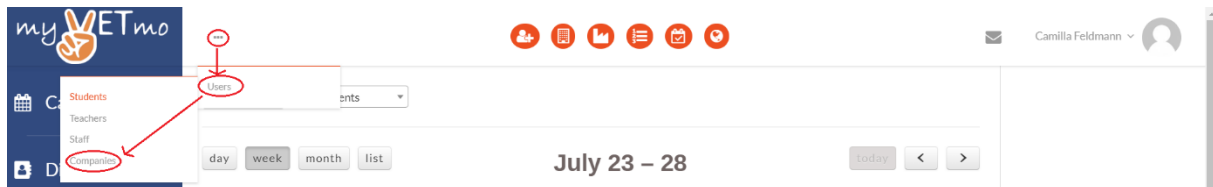
Creating an Internship and using it

To create an internship, use the plugin on the left and the "+"-Button or the orange shortcut.
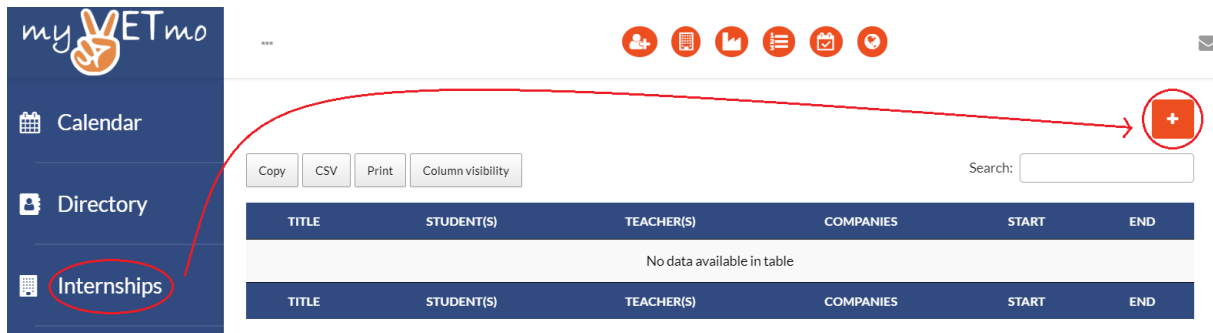
In the following interface you can fill in all the data. *Italics are optional.* Confirm by clicking on "Add Internship" afterwards.

- **Title** of the internship (maybe: students name – company)
- *Content* – Here you can fill in a short description of the internship if you like.
- *Colour* – Not necessary but you should choose different colours for different internship to have a better overview in your calendar.
- **Student(s)** – Click into the field and you can choose between all existing students. It is possible to add more than one student to an internship.
- *Company(ies)* – If you want the company to see the interactions between you and the student you can add a company (after creating it).
- **Teacher(s)** – Choose the responsible teacher.
- **Emergency Contacts** – Click on "add content" to add people. This may be a family member or your contact details (teacher). These contacts are also available for the "Panic Button".
- **School** – Please just choose "myVETmo - Testschool"

The Internship itself is a closed area in which just invited persons (teacher, student(s) and maybe the company) can act. To **get into an internship** click on the according entries in your calendar or use the internship plugin.

Directory

In the Directory you can see all registered people which are related to your school. You can also get in contact with each person by writing a message.

Creating a Task

To create a task, you can use the plugin "Tasks" and click on the "+" Button or use the orange shortcut. You are able to create a task at any time of the internship process. You can also choose when the task will appear on the students wall. This is helpful if you like to create some tasks in advance, which will appear at a certain time for the student. At this place you also have an overview of all tasks set by teachers of your school. You can also manage your tasks in here. You can only create tasks within internships.

Another way to **create a task** is to use the button on the starting page of the internship itself.
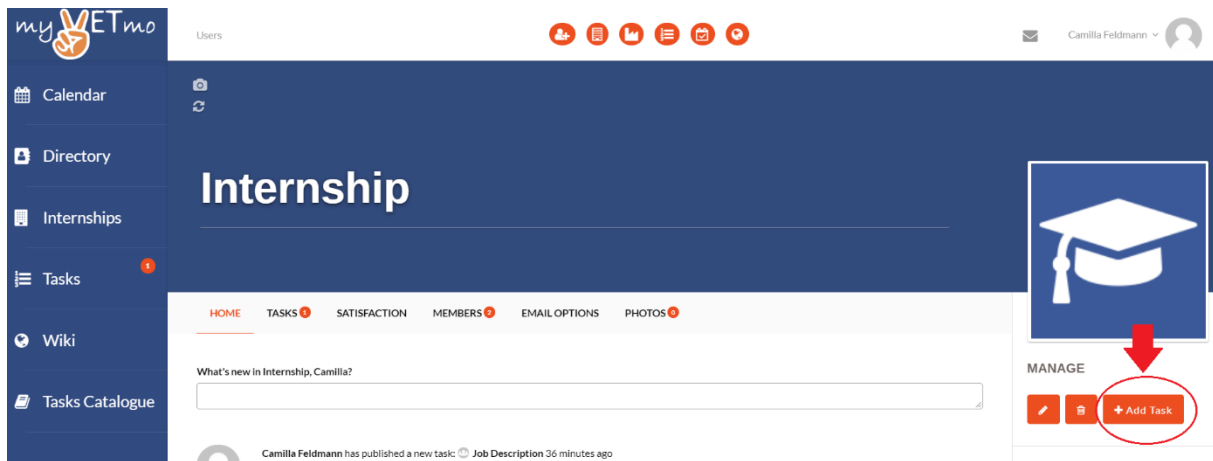
To get some suggestions for the tasks you can **use the Tasks Catalogue.** We are working on a solution to connect the catalogue and the task setting. For the moment you will have to copy and paste it. You can add a task to the catalogue by clicking the "+" Button.
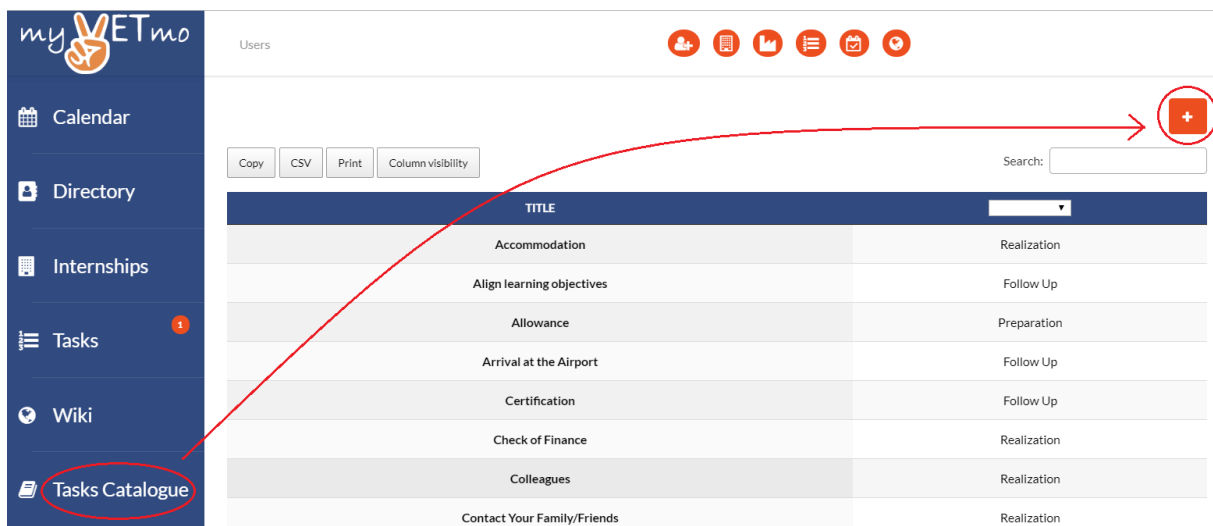
Dealing with a task – By clicking on an internship you can see all tasks within this internship whether they are completed or still in progress. You and the assigned student(s) can comment the task or upload photos under the initial message.
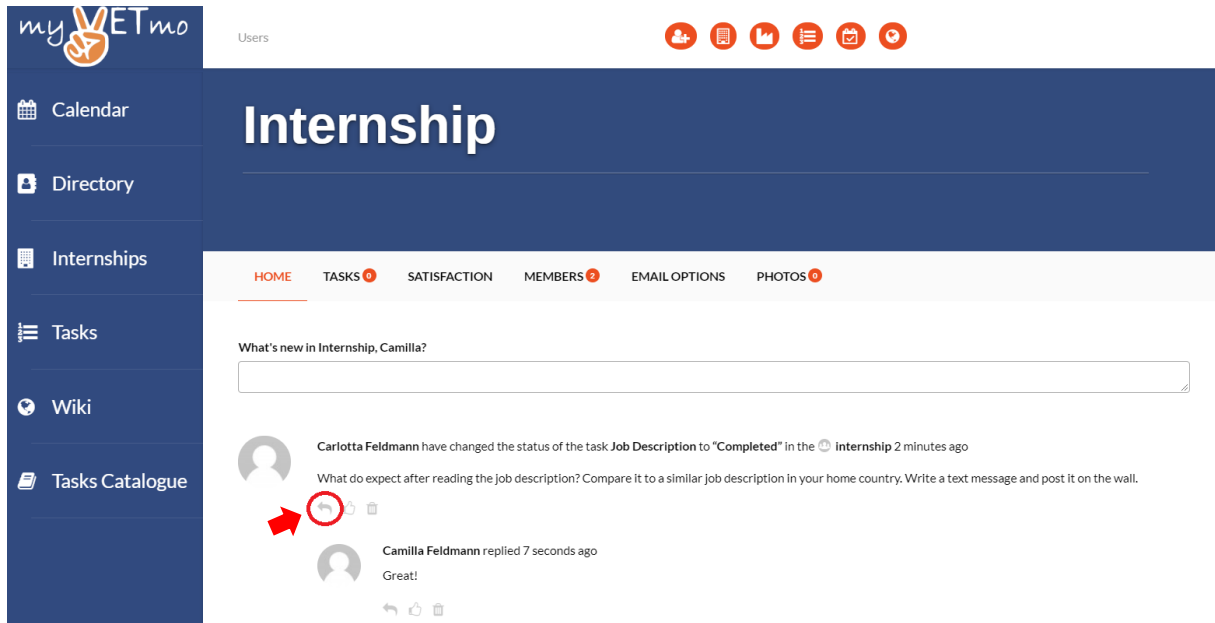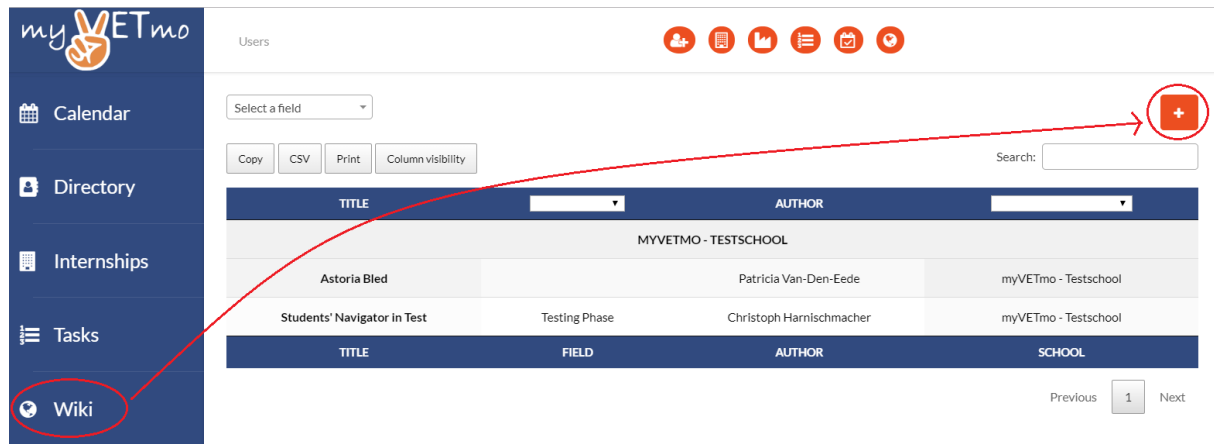

Updated Location

At the interface of an internship you can see the location of your student (after he/she set it). This is a useful tool e. g. for a task like "Go to your favourite place in free time and set your location."
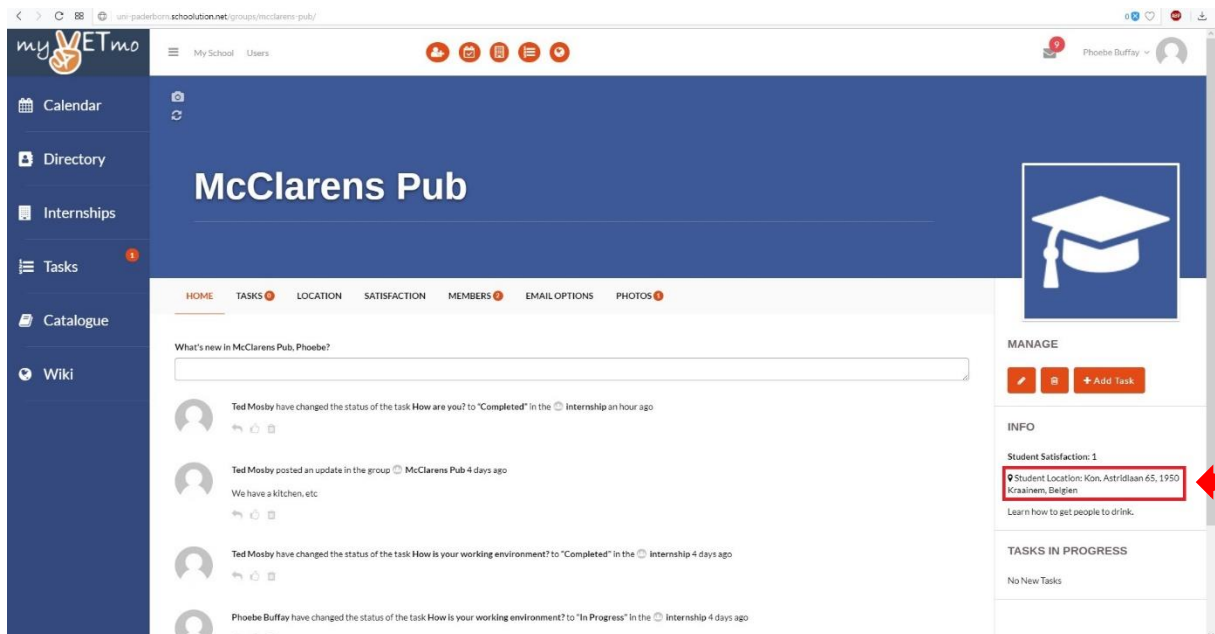
Add a Wiki Article

To add a Wiki article, use the plugin and click on the "+" Button. The Wiki can be used in different ways. It can be filled by the teacher in advance (to support the student with knowledge) or by the student itself (maybe combined with a task).

Students' Manual

The link to the application is: https://myvetmo-studentnavigator.schoolution.net/login/. At the starting interface you can fill in your username and password you got by mail. Alternatively, you can log in using the following data:

- User name: student
- Password: student

Complete the log in by checking the box "I accept the terms of use" and click on "log in".

To ensure full functionality of the myVETmo Application, you as a student need an app for your email program on your smartphone and allow for push notifications. Unfortunately, we cannot send push notifications by the myVETmo-Application. All messages will be sent by mail to the registration address. So, receiving and reading mails is necessary for having a tight contact.
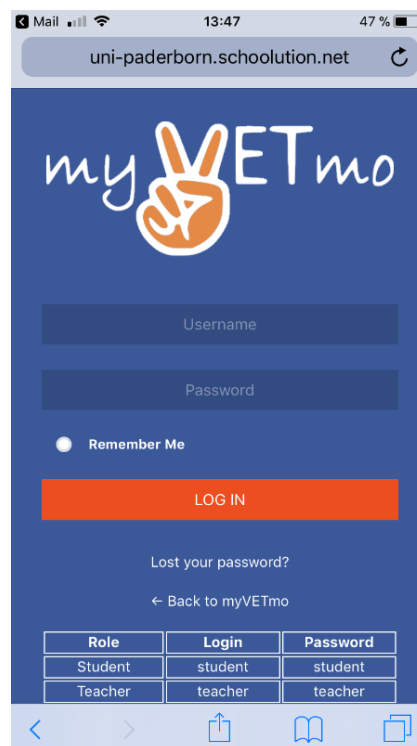
Creating Home Screen Button

Students can access the homepage via their smartphones. You can login and create a home screen button which will directly lead you to the homepage.
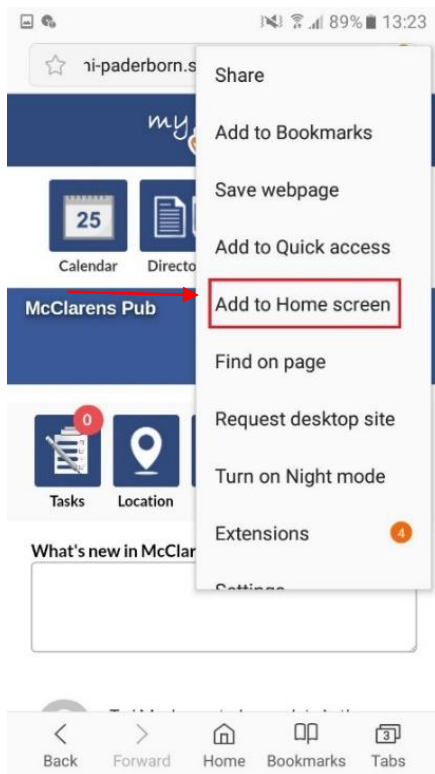
Android
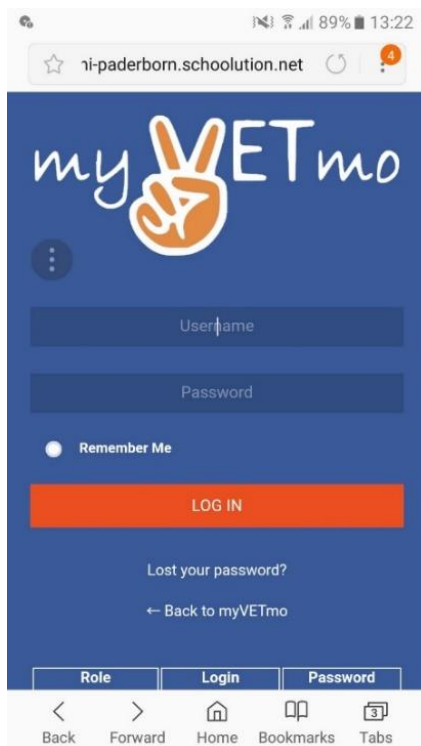
iOS

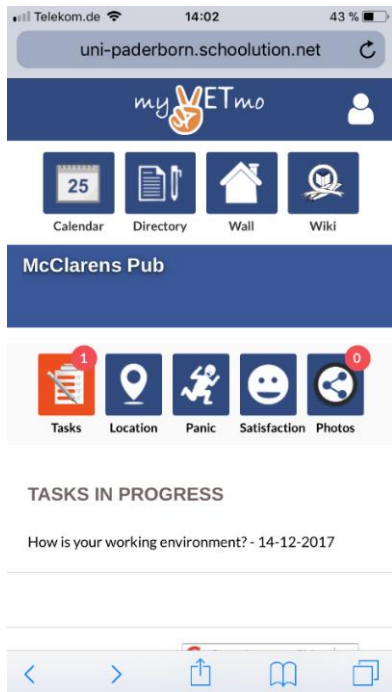**Android**   **iOS**

Afterwards, there are no differences in the design between Android and iOS. Once you are logged in through the home screen button you will see the wall. Once you click on anything the browser on your phone will open itself.
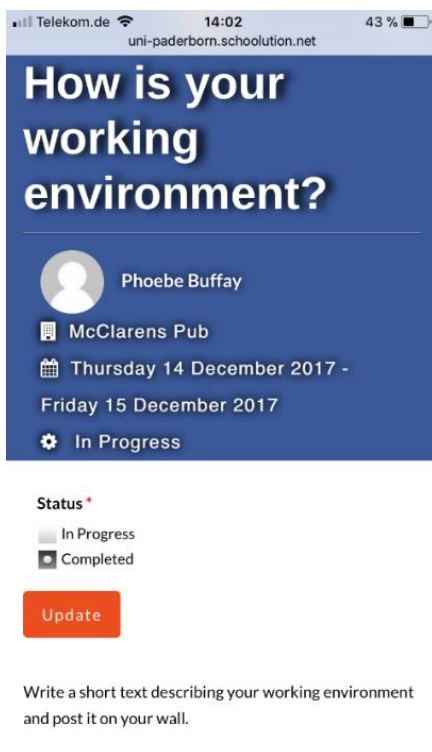
Dealing with a task

If you click on a task you will be able to see the tasks in progress.
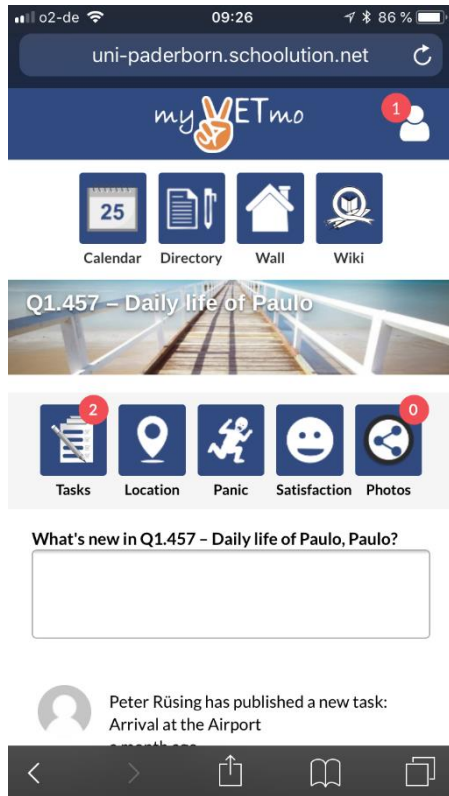
Working on a task you can upload text messages or photos under the task description as comments to the tasks.
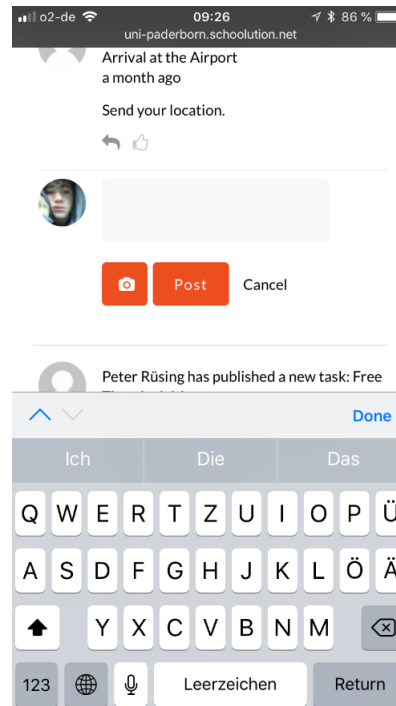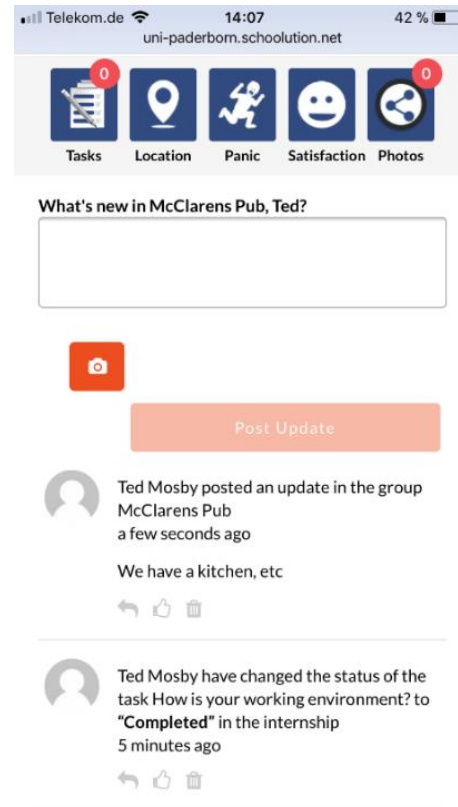
When you finished a task, you have to click on it and update it as "Completed".

Once you updated the status you can go back to the wall by clicking on the "myVETmo" sign on the top of the page or on "Wall".


Again, you can write a text, upload a picture or post a link to a video by commenting the task. The text as well as the link to the video can be written in the blank box.
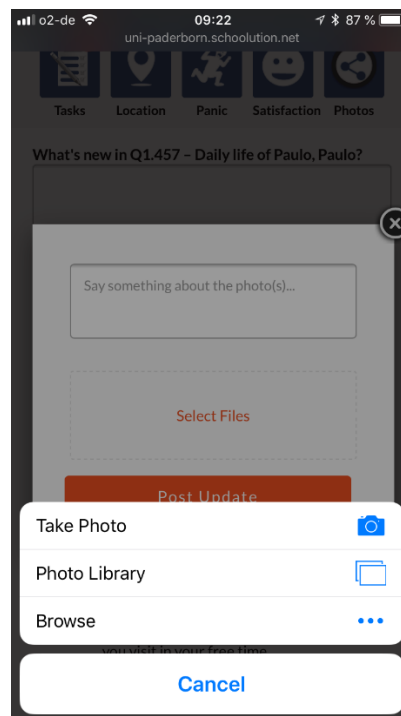
Uploading a Picture

If you want to upload a picture you have to press the camera icon below the blank box (e.g. on the wall or in a task). A window will open where you can choose to write a text and "Select Files". If you press "Select Files" you will be able to choose between taking a picture or uploading a picture from your smartphone.
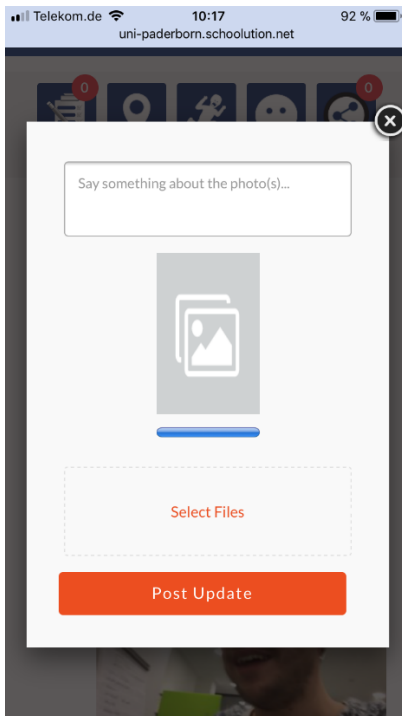
Android   **iOS**
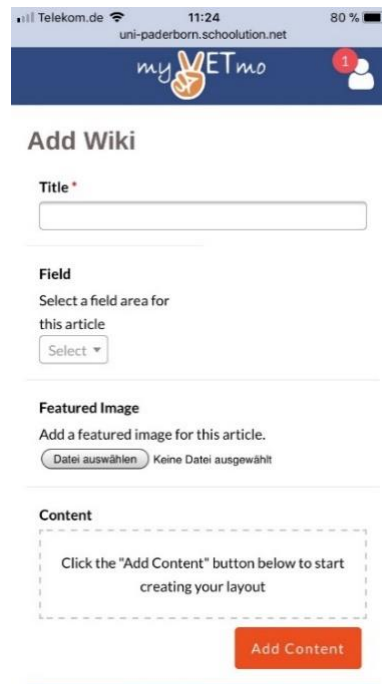

Updating Location

Some tasks will require you to upload a location. You can do this by pressing on the "Location" button. A map will open on which you will be able to update your location. Just move the map to the place you have visited ore where you have been and then press on "Update My Location". Alternatively, you can insert the corresponding address and press "Update My Location".

Add a Wiki Article

To add a Wiki article, you have to press on the Wiki button and then on the "+" button. A page will open that allows you to create the article. The "Content" can be individually designed. You can choose to upload a "Section", "Text, "File", "Image", "Quote" or "Gallery". You can choose as many as you like and in any order. Once you are done you can press on "Add Wiki" to upload the article.

Further Functions

Further functions include the **"Panic" button** which alerts your teacher directly via e-mail that you are in trouble and the **"Satisfaction" button** which allows you to show your teacher if you are doing well or not.

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)

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PARTNERS

Universität Paderborn (D)

Raison Seudun Loulutuskuntayhtymä, Turku (FIN)

Tekirdag il Milli Egitim Mudurlugu (TR)

Rectorat Academie de Lille (F)

Stiftung Bildung & Handwerk, Paderborn (D)

Dirección General de Formación Profesional Inicial y

Educación Permanente. Junta de Andalucia, Seville (E)

Berufskolleg Rheydt-Mülfort für Wirtschaft und Verwaltung,

Mönchengladbach (D)

WEB

www.myvetmo.eu

www.uni-paderborn.de/cevet/forschung/aktelle-projekte/

myvetmo

www.ec.europa.eu/programmes/erasmus-plus/projects