

**Minutes of Meeting Held**  
**Life Online Project**  
**C1 Staff Training Event**

<b>Date:</b>	2nd to 6th May 2016	
<b>Time:</b>	09:00am – 17:00pm (5 days)	
<b>Facilitator:</b>	María José Irastorza (Cebanc)	
<b>Notes recorded by:</b>	Pete Hodgson (EfVET)	
<b>Minutes written by:</b>	Julie Kirkham (Bridgwater College)	
<b>Participants:</b>	Maríjo Irastorza (MI)	Cebanc
	Jon Gortés (JG)	Cebanc
	Carlos Blasco (CB)	Cebanc
	Joaquin Castro (JC)	Cebanc
	Paloma Enrique (PE)	Cebanc
	Naceba Pena (NP)	Cebanc
	Janko Štruc (JS)	SSGT MB Srednja sola za gostinstvo in turizem
	Nemanja Rodic (NR)	Helsinki Business College
	Taru Saario (TS)	Helsinki Business College
	Anabel Menica (AM)	Politeknika Ikastegia Txorierrri
	Kepa Larrondo (KL)	Politeknika Ikastegia Txorierrri
	Sirpa Holmstrom (SH)	HAAGA-HELIA OY ABUniversity of Applied Sciences (UAS)
	Marjaana Halsas (MH)	HAAGA-HELIA OY ABUniversity of Applied Sciences (UAS)
	Peter Hodgson (PH)	EfVET
	Jonathan Harding (JH)	Bridgwater College
	Gareth Lewis (GL)	Bridgwater College
	Ben Houlihan (BH)	Bridgwater College (02.05.16 – 04.05.16)
	Greg Court-Smith (GS)	Bridgwater College (04.05.16 – 06.05.16)
<b>Businesses Attended:</b>	Yesenna Otameni	ForMento – San Sebastian
	Ainara Iparragirre	ForMento – San Sebastian
	Tomas Agirre	Irvngo La Sell
	Torben Schroter	BBS2 Gifhorn – Germany
	Saskia Balleininger	BBS2 Gifhorn – Germany

**Day 1 - Monday 02 May 2016**

**Agenda Item 1**

**Welcome to CEBANC**

**Maríjo Irastorza**

MI welcomed all the participants to Cebanc and to San Sebastian. Outlined the rationale behind the Training event and the outcomes required.

MI stated that the Purpose of event is to be fully interactive by all participants. This is very much a part of the development process of the project including evaluating the work already undertaken and completed to date.

<b>Agenda Item 2</b>	<b>Ice Breaker – Getting to know one another</b>	<b>All</b>
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Introductions were given by :

- Jon Harding – Project Contractor and European Projects Manager for Bridgwater College
- Peter Hodgson – President of EfVET
- Marijo Irastroza – European Project Coordinator for CEBANC-CDEA
- Carlos Blasco – Teacher in CEBANC who was involved in Life and Life 2 projects previously.
- Mariana Halsas – Swedish Teacher in Haaga Helia
- Sirpa Holmstrom – Head of International Relations – Haaga –Helia
- Nemanja Rodic – from Helsinki Business College, Finland
- Taru Saario – Teacher specializing in online learning – Helsinki Business College
- Gareth Lewis – Teacher from Bridgwater College, UK
- Ben Houlihan – Head of Quality & Teaching development – Bridgwater College, UK
- Anabel Menica –International Coordinator at Politeknika Ikastegia Txorierri, involved in Employ project previously also involved in mobility initiatives
- Janko Struc – from SSGT, Maribor Slovenia.
- Kepa Larrondo – Teacher from Politeknika Ikastegia Txorierri, involved in the Life Online Project.

<b>Agenda Item 3</b>	<b>The Starting Point – Intellectual Output 1 Outline of previous projects – Life2 and Employ</b>	<b>Marijo Irastorza &amp; Anabel Menica</b>
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MI, AM and PH began by introducing the previous projects in detail, namely Life/Life2 and Employ. They were all actively involved in these previous projects on which Life Online project is built. Both these previous projects and developed training programmes related to broad life skills and employability / entrepreneurship. Each project was described in detail and referencing to the project leaflets supplied as part of the participant's packs.

### **Life and Life 2 developed programmes**

Life Online project comes out of the Life & Life 2 projects whereby these projects developed the Training The Trainer programme to support vocational teachers to integrate key skills within their vocational programmes. It incorporated a Staff Development programme with approaches to

teaching and learning and included a trainer guide to delivery supported by a range of activities. These were piloted with both tutors and learners.

Life and Life 2 offered a large range of activities and tasks that teachers could use with their learner to develop their key competences.

MI outlined also the evaluation of the skills /competences during learner's mobility as devised within the ECVET 4 Practitioners.

Participants had an open discussion and the shift from Life Content through to Life Online.

Employ (Presentation shown) AM explained that the start of EMPLOY was based initially on Basque initiative called Global Training. This was noted that learners could not recognize their own competences especially in terms of employability. Employ developed a toolkit based on a personal competence card.

What competence are employers looking for in new recruits to the labour market? Developed a whole range of competences e.g. positive attitude, communication skills, problem solving which involved a lot of personal reflection. In addition to the competence card, the toolkit also offers tips & tricks card to identify and collect evidence of how they have developed their competences and building their portfolio of evidence in improving competence areas. 10 competences were developed, with 3 activities to support development of competence to assist teachers or learners in undertaking and building confidence.

### **What are the strengths associated with each competence?**

Participants recognised the value of using such a toolkit that lends itself to online processes, so that people defining/ scoring their own or their colleague's strengths and weaknesses can rate each other more honestly. Also noted was the links to videos and "You Tube" etc. were very useful and should be incorporated into Life Online Project.

This session evolved in to a discussion on the nature of employment in the future - what kind of jobs will be available in future and what skills are needed for future job roles.

The Life Online Project needs to articulate clearly the values associated with employability. It also needs to promote the ability to self-reflect and to assess as required. Also required is the ability to look in to yourself and express those strengths and to recognise any weaknesses.

**Question - Is there a way of teaching "Reflection" and what methods are there?** - Learners will need to clearly understand why they are doing "something", and what the added value of this will be. Noted that you will reflect if you will see the value in it.

#### **Agenda Item 4**

#### **Review of progress so far**

**Jon Harding &  
Peter Hodgson**

Presentation shown – Introduction to C1 Event (see PowerPoint presentation)

**Question? - Can Life Online certification be achieved by completing 1 or 2 modules or will you have to complete all 5 modules? Will it, in the long term have to include mobility aspect, or could it stand in its own right?**

General perspective of the group, was that it should be flexible where possible.

Discussion went on to consider the way in which mobility would work. 5 learners + 1 accompany person – 5 days. Target audience should be a range of at least 1 who might be considered vulnerable.

Also need to consider how to assess if the Life Online Project makes a difference. This is important to measure the impact of the project compared to learners who do not undertake it. How best to achieve this? This will need to be developed.

Key issue will be how Life Online can be relevant to the different levels of the learner and what impact on the assessment methodologies.

The project needs to decide on which level is required, general agreement programmes should be set at Level 3 and aimed at those learners working toward the final qualification and employment. Once levels are decided, we can review how best to work on the ECVET principles.

By the end of the C1 event, the group will proceed on setting up virtual resources for teachers who will be delivering Life Online from each participating institution. Greg Court-Smith (Bridgwater College) will present this in more detail on Thursday of the C1 event.

<b>Agenda Item 5</b>	<ul style="list-style-type: none"> <li>• <b>Life Online Project &amp; link to Improved Transnational Mobility</b></li> <li>• <b>The preparation before, during and after learner mobility (ECVET principles re-visited)</b></li> </ul>	<b>All</b>
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Participants divided into 2 transnational teams to review the principles and the structure of ECVET.

Task given to identify the rationale behind ECVET, what it means and how it might be used to support Transnational mobility. Group discussion on each country's experiences in using ECVET for mobility (Before, During & After). This was an opportunity to share current practices and identify the component elements of ECVET.

The participants was issued a brief description of elements of before, during and after mobility and what tools were used, if any.

Feedback session followed by:

- MI presenting the ECVET 4 Practitioners project toolkit to show how ECVET can be implemented.
- JH presented thoughts on before, during and after mobility followed by questions and answers from the group.
- How might we measure IMPACT of Life Online course for those who take course and undertake transnational mobility, compared to those who:
  - Undertake the mobility but not done the course
  - Those who take course but stay in country
  - Those who don't take course and stay in country

It was noted that we do not need to prove the value of Life Online in order to give it greater credibility. Also noted was that Mobility Tool of European Commission includes an evaluation survey on both qualitative and quantitative for both staff and learners.

<b>Action Point:</b>	BH suggested that he would look at this further. BH to put thoughts together on how we might measure the impact and open up for discussion with the group.
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<b>Agenda Item 6</b>	<u><b>Introduction to Blended Learning</b></u> <ul style="list-style-type: none"> <li>• <b>Exploration of the concept of Blended Learning</b></li> <li>• <b>Online Learning and its implications on Teaching and Learning methodologies</b></li> <li>• <b>Assessment methodologies – using the Life Online Platform to support the learner and monitor progress</b></li> </ul>	<b>All</b>
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BH introduced this aspect of the training session, beginning with a group activity on –

What meaning as institutional teams/national teams, you understand by blended learning?

### **So what is Blended Learning?**

- **Haaga-Helia:-** Stated that the use of different learning methods and time / place to be flexible. Also the learning environment is important as well. Blended learning is more involving with coaching and mentoring with student learning change as well.

### **Helsinki Business School:-**

- Learning and physical space combined.
- Students driven by structure and must be flexible.
- Tools to include for E Learning: online, chat function, E portfolio, social platform, group share facility. Students having ownership of the features in their system are significant factor, especially on how they might use positively for Life Online.

**Bridgwater College:-**Classroom/ online / workshop / group work – mixture of methodologies and different assessment methods. Flexibility with no time limits and places. To meet individual needs. Virtual classrooms, varied schemes of work with flexibility on planning delivery.

**CEBANC / Politeknika:-** The need for learner to reflect effectively. Students need to know that there is access to support with someone there to help.

General consensus from group:

- Must not “Shoehorn” everything into the same medium for learning.
- Must be fit for purpose with a need for rapid feedback and support.

See diagrammatic positioning in PowerPoint presentation to deliver the Life Online project within a broader programme of Blended Learning. – It might be that different partners may, for their own organisations and learning experience etc. might deliver a programme with different proportions for online vs other teaching and learning methods.

Discussion also included tools that can be used to improve blended learning. Other issues raised included – self-discipline, whereby traditional teacher / learner interface is less than that required for online learning and in between using the blended learning methodologies.

## Review and Actions from Day One

Review and actions of the day include:

- Review feedback (available on Blackboard)
  - Module descriptions
  - Activities
- Any changes to scheme of work (SOW)
- 1<sup>st</sup> draft of SOW per module, content and resources.
- Meet with design curriculum manager for options – logo, name etc.
- Dissemination and evidence.
- Timesheets.
- For audit – boarding passes and main receipts to be uploaded to blackboard.
- Pre testing of Pilot.

## Day 2 – Tuesday 03 May 2016

<b>Agenda Item 1</b>	<b>Introduction to day 2 to 4</b>	<b>Jonathan Harding &amp; Peter Hodgson</b>
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KL from Politeknika (Teacher of English / Communication) joined the group.

BH summarised outcomes from yesterday, reinforcing the process of collaboration and the positive critical support brought to the table.

JH introduced the day, which will be a critical view of the content and structure of the course modules, gaining views of the teachers who will be involved in progressing Life Online implementation and development. JH shared the evaluation template to be used to gather comments on all aspects of the module descriptions and activities. It will be typed up immediately to gather all the information electronically to be placed on the platform. It was emphasized that we are looking for detailed comments on the strengths/ gaps etc. and not just “I agree” or “Whatever”

<b>Agenda Item 2</b>	<b>Development of Life Online Modules &amp; Associated resources (activities)</b>	<b>All</b>
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As agreed yesterday, the group decided to re-word the title of the unit – Learning to Learn. Group were asked for ideas/ suggestions for the new title.

This module will run throughout the whole programme. The unit starts the whole programme, beginning with a Self-Reflection assessment and action plan. Then as the learner progresses through the modules, they will be adding more reflections on their progress.

(Proposal) Everyone would do the Learning To Learn (personal development) – this allows the learner to complete only those modules which will add value. As long as they can prove with evidence, that they already have the skills of the exempt module.

Suggestions for more “Snappy” Titles of the modules included:

- Entrepreneurship – Thinking like an Entrepreneur
- Communication – Communicating like a Pro
- Teamwork – Kick Ass Team worker or Mastering Teamwork
- Job Seeking – Managing your career

Learning To Learn – Mastering your life online, “Kick start your global journey” or “Get a Grip” on your life and future.

<b>Agenda Item 3</b>	<b><u>Learning to Learn – UK</u></b>	<b>Gareth Lewis Bridgwater College</b>
	<ul style="list-style-type: none"><li>• <b>Module Presentation &amp; Participant Feedback</b></li><li>• <b>Activity Presentation &amp; Participant Feedback</b></li></ul>	

PowerPoint presentation shown. GL presented his approach to writing the module description for Learning to Learn.

Each module should have:

- Aim – Short, Sharp sentence
- Objective - 4 or 5 measurable outcomes
- Detailed description of the module
- Knowledge – what knowledge you are getting out of this module
- Skills – techniques and skills the learner can demonstrate
- Competence – Quality, skills that are at employment level
- Assessment – Methodology described

Process of evaluation - A Teacher’s perspective / Emphasised that teachers will:

Group separated into their partner teams to discuss and reflect on the current module description and complete the evaluation template. Asked if they are happy with the wording of the module. (Comment boxes under each question where appropriate)

A drop down menu is now in place with ‘logic’ applied, so that each presentation can be selected from the list, then evaluated so we can pull reports on each evaluation when required.

Access is by (please have both routes added to the last slide for each presentation):

- 1) QR codes
- 2) Via web addresses below:

- <http://bit.ly/evalmodules>
- <http://bit.ly/evalactivities>

GL moved on to present the selection of activities that the learner would complete as part of the learning process. These were introduced to participants to carry out the task by doing and evaluating the exercise for the activities set out in the pack. Same process for module description.

### **Activity 1 – Profile Wheel (Personal Skills Profile)**

Participants undertook a shortened version of the task which began with identifying key skills associated with their chosen career. Then they would move through the task and complete the online assessment. This would then be assessed by the teacher with feedback. The learner would present and disseminate their action plan. GL described the process and ways in which it can be achieved.

*(Infographics – a form of visual presentation that may be used)*

### **Activity 2**

No longer part of this module because it is undertaken later within the other modules.

### **Activity 2**

Remains the same.

<b>Action Point</b>	Electronic evaluation templates to go to GCS who will collate and re-circulate for detailed discussions on day 4 of the C1 event.	
<b>Agenda Item 4</b>	<b><u>Communication – Finland</u></b>	<b>Sirpa Holmstrom Haaga-Helia</b>
	<ul style="list-style-type: none"> <li>• <b>Module Presentation &amp; Participant Feedback</b></li> <li>• <b>Activity Presentation &amp; Participant Feedback</b></li> </ul>	

PowerPoint presentation shown. SH introduced Communication module and set the scene in terms of reflections re importance on Communication. Being able to communicate in different situations and methodologies that might be used. Module development is linked to Learning To Learn, managing learning and self-reflection. Need to ensure that this relates to different circumstances and culture when abroad. Also module should relate to improving employability.

How do we measure the impact on employability? - Perhaps through the follow up of learners either 6 months or 1 year after completion of the learning.

This also relates to the way one learns another language and relating language to different settings. Links to Inter-Cultural competences as well. Cultural awareness if it is not being used for travelling abroad and changes to cultural behavior if you are an experienced traveler.

It was beneficial that the group has defined its target audience as level 3. Will also need to consider the effective use of HE partners in this process.

**Note:** Thinking process included in Communication includes: ‘How do we connect with people’? Compared with undertaking professional communication.

Group had a broad discussion around the absolute importance of good communication and not just oral and written communication but body language and eye contact. The use of language and vocabulary suitable in different situations.

(Noted that the module should start with some kind of assessment)

SH went on to provide an overview of the learning objectives for this module:

- Respecting others and managing own behavior.
- Importance of communication for employability. Awareness of cultural differences.
- Knowing how to communicate in different situations
- Building courage to express oneself in different cultural environments
- Improving body language and communication skills

Participants completed the evaluation template electronically.

SH then introduced the associated Activities and set parameters for activity testing. Participants went through each activity and evaluated them using the template.

<b>Agenda Item 5</b>	<b><u>Entrepreneurship – Finland</u></b> <ul style="list-style-type: none"><li>• <b>Module Presentation &amp; Participant Feedback</b></li><li>• <b>Activity Presentation and Participant Feedback</b></li></ul>	<b>Nemanja Rodic Helsinki Business College</b>
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PowerPoint presentation shown. NR introduced the module via PowerPoint and explained that scale of topic potentially enormous so had to reflect not only on setting up but the entrepreneurship mindset. Group focused on the mindset with Nurture vs Nature – Key issue and relationship with external factors.

Reflect on:

- Skills
- Self-reflection and analytical approach
- Selling skills
- Developing a strategic vision and setting goals

Explained Learning Objectives:

- Comprehensive Planning – problem solving and business planning exercise
- Self-reflection – business planning and sales pitch exercise
- Selling skills and external feedback
- Understanding own personality traits
- Benchmarking – managing self-motivation

**Note:** The need to revise the title of the module maybe? I.e. Thinking like an Entrepreneur. (see *list of new titles for modules already noted*)

NR went on to describe a range of activities associated with this module.

### **Problem Solving:**

Business planning, more simplified version of a complete business plan, but more realistic in timeframes and the level of the learners. The Business Model Canvas.

Went through a description of the various activities associated with the module. Business planning/market analysis / sales pitch - all these are linked to communication etc.

### **Benchmarking Exercise:**

Use of videos of good examples of entrepreneurship, motivation, opportunity and personality test for entrepreneurship. (*Look at Europa Website for inspirational resources*).

<b>Action Point:</b>	Need for a small working group to revisit the ECVET principles and submit second draft. Will do this by end of the week.
<b>Action Point:</b>	To also review issues of knowledge, skills and competence - by Friday of the C1 event, to ensure group is all "talking" the same language based on feedback and the evaluation received.

## Review & Actions from Day 2

### Review and actions of the day include:

- Activities should be tested with target group and get rapid feedback – JH to create a feedback template to use.
- Electronic evaluation templates to go to GCS who will collate and re-circulate for detailed discussions on day 4 of the C1 event.

## Day 3 – Wednesday 4th May 2016

<b>Agenda Item 1</b>	<b><u>Visit to Formento – San Sebastian (Talent House)</u></b> <ul style="list-style-type: none"> <li>• <b>Presentation about Fomento &amp; Internationalisation</b></li> <li>• <b>Entrepreneurship programmes (Dissemination)</b></li> </ul>	<b>All</b>
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Life Online participants were invited to meet Fomento de San Sebastian - the municipalities' economic and social development. They introduced the work at Talent House promoting inward talent and researchers to work and innovate in San Sebastian in partnership with Universities.

Fomento, which is supported by municipality but is an independent Agency is forging innovation and entrepreneurship in order to boost economic development of San Sebastian. They do this promoting knowledge of city working in startup businesses, thus creating a city of talent. They work within different sectors by bringing stakeholders together with a common aim.

San Sebastian wants to be a city which harnesses talent / researchers / innovation and technologies. They have tried to develop different ways of collaborating with all sectors to promote employment in a City Laboratory for talent and innovation. They work closely with

vocational sectors to support the development of young people. They have a local clustering policy which means training and employment, infrastructure, internationalisation, research and development and access to finances.

Sectors in audio visual, renewable energy, support solutions to aging population, surf city, research and development and innovation in commerce. They are also strong in gastronomy but less so in agricultural production.

The need to address areas such as: Business incubators, social exclusion, innovation, sectorial support & Human capital, Smart Energy- seeking to become a Smart City strategy.

The group learnt about the initiative called 'Global Training' which actively introduced setting up entrepreneurship and startup companies and also providing grants for training – around 1000 entrepreneurs within 311 new companies a year. All stakeholders have signed a collaborative agreement to achieve new economic strategy for the city.

Work in Entrepreneurship includes:

- EKIN+ - mentoring young people and speeding up business development
- Donostia Ekin Soziala – Social Innovator Entrepreneur
- YUZZ – I am a young Entrepreneur, boosting entrepreneurship among young people with technology based projects and provides mentoring and advice to bring ideas to the market.
- Pop up commerce – test new strategies and innovative models for local commerce by identifying new services and testing their ideas.

They also run a matching service between companies and skills required and opportunities for employment.

The Global Training Strategy - for young people on 6 months internships abroad. They fund the whole internship programme to give young people an international experience working with young people in vocational institutions and universities in the city. They bring young people and experienced older people together and organize a talent fair,

### **Promoting Entrepreneurship:**

Fomento work candidates who bring innovative ideas, interviewing them to see if they are sustainable. They offer courses on setting up companies, developing their business models, which allows for testing of the market for ideas and an incubation programme, working with experts. They offer a consultancy service for the longer term along with grants to support and identify next steps.

Group discussed the key competency areas necessary from their experiences. Motivation is a key factor in this.

The Life Online participants shared the work currently in progress within the project / programme. The forum looked at the synergies between what we are doing and Fomento's activities and initiatives. Skills and competences needed to promote both entrepreneurship and the entrepreneurial mindset among young people and mature persons were shared. It was interesting to learn the initiatives for inter-generational mentoring.

Following dissemination of the project the C1 event continued.

<b>Agenda Item 4</b>	<b><u>Job Seeking – (SSGT), SLOVENIA</u></b> <ul style="list-style-type: none"> <li>• <b>Module Presentation &amp; Participant Feedback</b></li> <li>• <b>Activity Presentation &amp; Participant Feedback</b></li> </ul>	<b>Janko Struc</b> <b>Srednja sola za</b> <b>gostinstvo in</b> <b>turizem Maribor</b>
<p>PowerPoint presentation shown - JS introduced the module description and highlighted the key aims and objectives. Module looks at key aspects of job seeking including the job application process and creation of a Curriculum Vitae (CV)</p> <p>Participants evaluated in detail using the common template.</p> <p>This was followed by the experiences of CV's across Europe. There were some concerns over the European CV format, the group suggested this be used as a tool to build a more individualized CV. Possibly also create a video CV. It is also important to practice completion of application forms for employment.</p> <p>The outcome of this module is that learners should be encouraged to develop their personal profile. The minimum requirement includes:</p> <ul style="list-style-type: none"> <li>• CV,</li> <li>• Video presenting themselves (In English if referencing mobility)</li> <li>• An individual Portfolio</li> </ul> <p>Need to reinforce the impact of individuals posting on Social Media that can have an impact on employment prospects. Recruitment practices are changing (think before you post etc.)</p> <p>JS went on to describe the activities associated with the module. These included writing a CV, interview skills – this elicited considerable discussion and perspective of how one could use several methods e.g. face to face but also by Skype or Telephone interviews as these are more common with regard to transnational mobility.</p>		
<b>Agenda Item 5</b>	<b><u>Team Work – Spain (1<sup>st</sup> part)</u></b> <ul style="list-style-type: none"> <li>• <b>Module Presentation &amp; Participant Feedback</b></li> <li>• <b>Participant Test Activity (3 groups/3 activities)</b></li> </ul>	<b>Anabel Menica</b> <b>&amp; Kepa</b> <b>Larrondo</b>  <b>Politeknika</b>
<p>AM presented the rationale behind the development of this module. The aim should seek to arrive at a common goal. Objectives were described and the thinking behind them. Group discussion revolved importance of teamwork in Life Online.</p> <p>AM circulated a revised module description on the day and participants were invited to use the evaluation template on Module Descriptions. Discussion on activities associated with module would follow.</p> <p>AM introduced the 5 associated activities relating to the module. AM gave a detailed description of the way in which they support the module objectives. Then AM went on to describe the way in which they needed to work to support the objectives. Participants were asked for detailed evaluation following the established process.</p>		

<b>Agenda Item:</b>	<b><u>Entrepreneurship - CEBANC</u></b>	<b>Marijo Irastorza, Mentors from CEBANC and IntGen</b>
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Dissemination from SECOT

Group were Introduced to the work of SECOT and CEBANC in support of anyone interested in setting up a business. SECOT and CEBANC started in terms of acting as a broker but now changed over time. A wide ranging discussion around social economy including the rise of social enterprise took place. The value of mentoring and expertise was emphasised in every area.

### Review & Actions from Day 3

**Review and actions of the day include:**

- Key issues to complete as above.

Knowledge skills and competence – All partners need to have common definition of these other aspects (see photo review)

### Day 4 – Thursday 5th May 2016

<b>Agenda Item 1</b>	<b>Introduction - Developing Life Online and next steps Brainstorming day</b>	<b>Jonathan Harding</b>
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JH welcomed Greg Court-Smith from Bridgwater and introduced the first session: Brainstorming discussion ref - 'Developing Life On line' and Next steps

How do we go on from here? Group broke into national teams to discuss.

**UK Team Group:**

- Write Schemes of work - underpinning Module description - noting common definition of knowledge / skills and competence
- 3 sets of activities against each module
- Links to additional resources from Life, Life 2 and Employ
- Sustainability long term - Blackboard, storage / e-portfolio etc.

**Finland Team (Nemaja and Sirpa) Group:**

- Future role of trainers.
- Pretesting materials / resources - pilot before pilot - with learners and employers.
- How do we complete a Mobility pilot?

- Set up LinkedIn group badged Life Online.
- Need to decide credit level it would be or Competence points - relating to hours of study etc.

### **Spanish Team (Anabel and Marijo's) Group:**

- Looking at more resources, linking activities from Life, Employ etc.
- Need to plan logistics of pilot - what might be delivered before / during and after.

Sustainability long term.

Agenda Item 2	<u>Group Activity</u> (see agenda)	ALL
Participants broke into groups to discuss their perspectives on assessment methodologies and mobility issues. Also to share experiences in using evidence based assessment including e-portfolios and other good practice.		
Further discussed how they would evaluate current learner outcomes and measure skills and confidence.		
a) <u>Pre mobility:</u>		
<ul style="list-style-type: none"><li>• Increase quality of mobility</li><li>• Links with employers</li><li>• Motivate learners to go abroad</li><li>• Network of Life Online learners</li><li>• Increased confidence for mobility</li><li>• Open eyes and minds in global journey</li><li>• Improved research skills - communication etc.</li><li>• Adapting institution becomes perceived as more progressive / internationalised to peers and business links (Marketing tool)</li></ul>		
b) <u>How might Life Online be integrated?</u>		
<ul style="list-style-type: none"><li>• Integrate in to existing curriculum e.g. module on Labour market orientation</li><li>• Fits into some programmes naturally</li><li>• Slovenia has the ability to design 10% of any curriculum</li><li>• Could incorporate Life Online into existing curriculum - selected modules</li><li>• Could use as standalone - extra-curricula</li><li>• Embedded in to curriculum</li><li>• Could help with digital capabilities (English + blended learning)</li><li>• Embed in tutorial scheme of work (UK)</li><li>• Work Progression week / Futures Fayre (UK)</li></ul>		
c) <u>What is teacher's role?</u>		
<ul style="list-style-type: none"><li>• Motivation</li><li>• Assessing / feedback</li><li>• Claiming / Awarding certificate</li></ul>		

- Practical assessment / activities
- Skills demonstrations
- Moderate peer assessment
- E- portfolio online/websites support
- Exams
- Observations (video)

<b>Agenda Item 3</b>	<b>Discussing available assessment methods for the e-platform, with an introduction to the platform's inbuilt tools</b>	<b>Greg Court-Smith</b>
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GCS presented the technological issues and development and looked at the way we build the Learning Platform. (See *PowerPoint*)

Discussion points raised:

- Size of cohort
- Length of course
- Free standing end product
- Initial assessment: including learning style
- Best practice is to identify learning styles of individuals and offering optional pathways to successful understanding of module content. GCS explained that this is a content-heavy and time consuming approach and may not be possible for the partners. The adopting institution may need to amend or support understanding of materials.
- Tools inbuilt vs External vs SCORM (a standalone package) suggest we use first two.

### **Life Online: Inbuilt assessment tools of the e-platform**

All participants were introduced to the full Blackboard VLE and its full functionality. Participants practiced the tools associated with how we can best use this for Life Online delivery and how teachers can get access and monitor learning i.e. assessment tools / course content etc.

All participants reviewed the VLE and discussed best ways in which we can continue communicating effectively with different discussion groups.

GCS went on to describe the varied tools and assessment processes that can be used. The VLE can include a dashboard. GCS also mentioned the effectiveness of the VLE and outlined all the tools and operational strengths of the Blackboard LMS platform that can be harnessed. The group learnt the range of tools to support the Life Online project including team collaboration and team tools. User guides to a variety of tools and how to use them will be available.

Group then went into detail on the VLE and explored the tools that can support the learner's journey. Assessment and tasks, assignment feedback etc. plus use of a 'graphic syllabuses' – a visual timeline incorporating milestones.

The Task tool was described as a checklist of what learners need to do next. It could be set up to show the task broken down into Before and After components of the Life Online programme.

## Review & Actions from Day 4

Priorities from the training session:

- Pre-testing of the online activities (pretest your own module resources)
- Involve employers / learners in the pre testing.
- C2 planned Student mobility pilot - Look at the structure / logistics / role of Trainers / content of mobility programme etc.
- How do we translate resources / course structure etc. for online use?
- Prepare Schemes of Work (SOW's) using common template.
- Complete the drafting of resources by end of September 2016

## Day 5 – Friday 6th May 2016

<b>Agenda Item 1</b>	<b>National Teams to review / adapt and amend the 3 primary components of the Life Online programme</b>	<b>ALL</b>
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Day 5 commenced with discussion around C2 Learner mobility phase of Life Online - noted 5 days:

Purpose: Really to test The Life Online impact on employability. The mobility period should include peer to peer activity between partner institutions learners and company visits, meeting entrepreneurs or co-creativity etc.

Buddying system: Mobility (C2) will take place any time from Jan 2017 to June 2017. 5 learners and 1 accompanying person and within these 5 learners perhaps one special needs / vulnerable person.

Mobility movements agreed as:

1. Politknika to Helsinki Business School
2. Helsinki to Bridgwater
3. Bridgwater to Politknika
4. Cebanc to Maribor
5. Maribor to Cebanc

General suggestions re improving communication and message/ experiences from reporting:

- Status reports are more detailed.
- Plea to partners to really begin now to use blackboard
- Mobility tool to be used for KA2 now operational - So time sheets to be uploaded on monthly basis.

- Interim reports a little more simplified and concentrate on the content / product.
- National Agencies focus on impact and dissemination. Therefore when completing the dissemination template also collect and upload evidence. They are looking at extent of reach e.g.: National / Regional / Local / European wide / global etc.

Further discussion of the training session on the e-platform built within Blackboard

Life Online Website - participants were invited to offer constructive critical views on website. All agreed that felt the need to make it more stimulating to visitors.

### **Scheme of work: (see GL example template).**

GL introduced the process of developing the 'Scheme of Work' to go alongside the Module description. The Scheme of Work is the detailed plan for the delivery of the course - identifies each component - Objectives / teaching methodology / resources required / timings / activities and Assessment methodology and feedback.

Participants broke into groups and undertook a practical task to practice compiling a Scheme of Work using the common template prepared and introduced by Bridgwater.

Feedback from groups suggested a few changes required:

- Add competences column or extend assessment column
- Change subject to module
- Change week to session

Action following C1 training event is for participant teachers who will be delivering the course. All partners responsible for delivering the learning programme should prepare scheme of work for all modules to reflect the way they propose to deliver the programme.

### **Dissemination**

With the German representatives currently supporting mobility exchange between their institutions from Hanover, Germany. JH led the presentation of the Life Online project and explained our progress to date.

What the project has already completed or produced so far:

- Intellectual output 7: Website / Learning Platform
- Intellectual output 1: Review of Best Practices drawn from Life; Life 2/Employ
- Intellectual output 2: Development of Course module description and new Assessments alongside building of a significant resource bank of 'activities' to be used in delivery.

This C1 event has assisted the development team to progress with the direction of module content following the detailed feedback received from this Training event.

Joint Staff Training Event (C1) finished 17:00pm (CET) Friday 6 May 2016