TEXTBOOK

Digital Community and Innovation in Adult and Basic Skills (DILABS)

DILABS: Pedagogical Resources

1st Collection of datas – Revision – August 2019

TABLE OF CONTENTS

1. DESCRIPTION

Dilabs is short name for "**D**igital community and **I**nnovation in adu**L**t educ**A**tion and **B**asic **S**kills". Project Dilabs was started in Oslo at OsloMet Oslo Metropolitan University in November 2016.

To develop DILABS, the consortium

- created a "learning community" on the topic of "key competences"
- develoed online tools, open-learning system and collaborative system for the participants to the project
- used formal, non-formal and informal methods in a perspective of Lifelong Learning

Our DILABS team is made of experts in digital tools and innovation (*Futuro Digitale, Inercia Digital, Glafka s.r.o.*). We used innovative method to analyze professional activities, in order to identify relevant professional contexts, and match the needs of companies as far as training is concerned and initiate exchange of practice with the whole consortium, with training centers *(CFRG/AEJD, IES Jacaranda)* and teachers and researchers in sciences of education *(Collegium Balticum, Oslomet, Lille)*.

Thus, to improve training systems in adult education, the consortium had the ambition to:

- to exchange on educational practices,
- to foster innovation in adult education by these exchanges
- to promote closer link with the socio-economic world by working on the analysis of their specific needs
- to increase teachers' skills, including the use of ICT (through collaborative tools) and videos
- to organize training session to experiment new methodologies

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of the European Union

ID Project: 2016-1-FR01-KA204-023952
Website: https://dilabs.eu/

Partners   **Coordinator**

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- .

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This is a collection of resources, analysis of pedagogical practices, or formalization of practices, and compilation of data. Compilation by Futuro Digitale, with the contribution of all partners.

A specific e-tool has been developed with interactive documents, activities to enrich the output (Interactive Vademecum).

3. RESOURCES

3.1 RVCC PROCESS

3.2 Participation Of Professional Courses In 'Festival Of Discoveries'

3.3 French for Professional courses (cooking)

3.4 'Pedagogical Approach Towards Adults (50+) In ICT Training'

3.5 'Legal Framework Of Vocational Training And The Qualification Framework For The Elderly Care'

3.6 'Flipped Classroom. The Use Of Digital Tools To Learn Foreign Language' OK Natalia
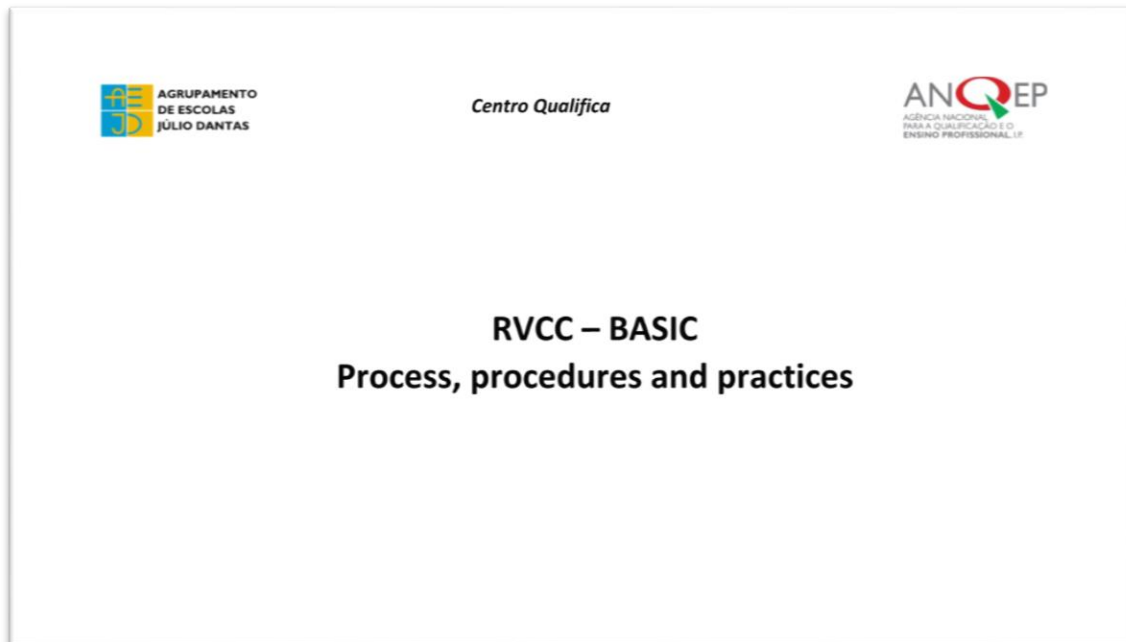
3.7 'How To Teach Writing Skills As Part Of Basic Skills'

3.8 'European Traineeships: The Best Way To Get Work Experience' OK Natalia

3.9 'Creating A Professional Career' (PL)

3.1 RVCC PROCESS

1) Presentation

AGRUPAMENTO DE ESCOLAS JÚLIO DANTAS

Centro Qualifica

ANQEP
AGÊNCIA NACIONAL PARA A QUALIFICAÇÃO E O ENSINO PROFISSIONAL, I.P.

RVCC – BASIC
Process, procedures and practices

The RVCC Process: what is it?

• A process that allows you to recognize, validate and certify skills acquired by adults throughout their lives, with a view to obtaining a school certification

• Basic level (ninth grade) and secondary (12th year of schooling)

The RVCC Process: team
• The RVCC Process Candidates are accompanied by a team of professionals which includes ORVC technicians – connecting elements between the candidates and the system, monitoring all stages of the process.

• And the trainers - supporters of the professionals and responsible for complementary training.

Benchmark for key competences:
Instrument used to identify skills acquired in different contexts of life with a view to obtain a certificate.
Is the curriculum framework for the development of the RVCC process of level B1, B2 and B3, including, for each certification level, four common ACC:
• Language and communication (LC)
• Mathematics for life (MV)
• Information and communication technologies (ICT)
• Citizenship and Employability (EC)

Benchmark for key competencies
Each ACC is composed by four UC that integrate a set of variable Evidence Criteria, defined in terms of examples of actions/achievements, through which the adult can show/demonstrate the competence required. For each level of certification relating to the three cycles of basic education, RCC-NB integrates a total of mandatory 16 UC. Note: with regard to the RCC-NB to level B2 and B3, the ACC LC integrates two UC, optional character, relating to the recognition, validation and certification of competencies in a foreign language (English or French).

Example of structure and organization of the RCC-NB, to level B3 of the ACC of LC.

Areas of key Competences	Units of competence	Evidence Criteria
Language and Communication	LC_ Interpret and produce oral statements to different contexts and support opinions.	CE_1 Identify the intentions and generic features of an oral statement with a view to appropriate feedback CE_2 (…) CE_3 (…) CE_4 (…) CE_5 (…)
	LC_ Interpret texts of informational character - reflective, argumentative and literary	CE_1 Relate the meaning of building elements in a text. CE_2 (…) CE_3 (…) CE_3 (…) CE_5 Interpret metaphorical language CE_6 (…)
	LC_ produce informative, reflective and persuasive texts	CE_1 To organize a text according to the main and accessory ideas. CE_2 (…) CE_3 Synthesize information CE_4 (…) CE_5 (…) CE_6 (…)
	LC_ Interpret and produce non-verbal language appropriate to diverse contexts, character restricted or universal	CE_1 Acquire the use of various non-verbal languages in formal and informal contexts. CE_2 (…)

Referencial de Competências Chave para a Educação e Formação de Adultos - Nível Básico

Evidence criteria

Evidence criteria are defined in terms of different actions/achievements through which the adult indicts the target competencedomain, and is also an indicator of objectives to be developed in terms of the formative process. The suggestions of activitieshelp to find diversified contexts for the demonstration of the evidence according to the characteristics of each adult, or for the organization of training experiences.
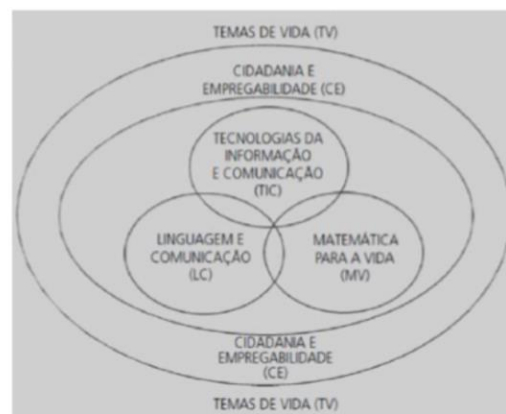
Key competence benchmark for adult education and training- Basic Level

Cross-Knowledge Area:
The reference is a transversal area called "Themes of life" that functions as a nutrient of knowledge and contextualization of competences.

Thus, the "suggestions of activities" presented in each area of competences will seek in the "themes of life" the knowledge necessary to make the competence meaningful and functional to a specific context.

Area of Key Competence - Language and Communication (LC)

Certification Level	UC1	UC2	UC3	UC4
B1	Interpret and produce oral statements of a playful and informative-functional nature	Interpret simple texts, of interest to everyday life	Produce texts with informative-functional purposes	Interpret and produce the main non-verbal languages used in everyday life
B2	Interpret and produce oral statements appropriate to different contexts	Interpret texts of an informative and reflective nature	Produce texts with specific techniques and purposes	Interpret and produce non-verbal languages suitable for varied purposes
B3	Interpret and produce oral statements suitable for different contexts on substantiate opinions	Interpret texts of an informative and reflective, argumentative and literary nature	Produce informative, reflective and persuasive texts	Interpret and produce non-verbal language appropriate to diversified contexts, of a restricted or universal nature

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Area of Key Competences - Language and Communication (LC)
Foreign Language - English (LCE-English)

Certification Level	UC_A	UC_B
B2	Understand and use familiar and/or everyday expressions	Understand isolated sentences and frequent expressions related to areas of immediate priority Communicate in simple tasks and routines that require only a simple and direct exchange of information on topics that you are familiar with.
B3	Understand, when the language is clear and standardized, known issues of own interest. Produce a simple and coherent speech about known issues of own interest.	Understand the main ideas of relatively complex texts on specific subjects Communicate experiences and expose briefly reasons and justifications for an opinion or a project.

Area of Key Competences - Language and Communication (LC)
Foreign Language - French (LCF- French)

Certification Level	UC_A	UC_B
B2	Understand and use familiar and/or everyday expressions	Understand isolated sentences and frequent expressions related to areas of immediate priority Communicate in simple tasks and routines that require only a simple and direct exchange of information on topics that you are familiar with.
B3	Understand, when the language is clear and standardized, known issues of own interest. Produce a simple and coherent speech about known issues of own interest.	Understand the main ideas of relatively complex texts on specific subjects Communicate experiences and expose briefly reasons and justifications for an opinion or a project.

Area of Key Competences - Maths for life (ML)

Certification Level	UC1	UC2	UC3	UC4
B3	Interpret, organize, analyze and communicate information using mathematical processes and procedures	Use maths to analyze and solve problems and problematic situations	Understand and use mathematical connections in life contexts	Reason mathematically in a inductive and deductive form

Area of Key Competences - Citizenship and Employability (EC)

Certification Level	UC1	UC2	UC3	UC4
B3	Political organization of Democratic States (skills for group work)	Economic organization of Democratic States (skills of adaptability and flexibility)	Education/training, profession and work/employment (education/ training skills)	Environment and health (interpersonal relationship skills)

The RVCC Process: Portfolio

The work of the adult in the RVCC process is done by the creation of a Dossier/Portfolio where you post all the evidence according to the benchmark, as well as a critical analysis and self-evaluation of their learning.

"RLP - Reflective Learning Portfolio"

The RVCC Process: Portfolio

It´s a collection of various documents (textual in nature or not) that reflects the development and progress in learning, explaining the relevant experiments carried out to achieve the agreed objectives.
It´s both representative of the process and the product. Documents significant experiences and results from a highly personal selection with the support of specialized professionals.

The RVCC Process: Portfolio

The recognition of competences is based on building a portfolio that integrates the life story, the autobiographical narrative and documents of curriculum and biographical nature.

The process ends with the certification of competences, which entails a proof, by ACC, to be held by the applicant and evaluated by a jury.

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Evaluation conditions

The validation of competences consists of a self-evaluation mechanism and hetero-evaluation mechanism.

In the context of the evaluation of the processes of basic level, each of the ACC is scored on a scale of 1 to 5 points, being also assigned a maximum score of 5 points to each of the four UC.

The adult gets the recognition and validation of each of the ACC when, cumulatively:

a) to each of the UC are assigned at least 3 points (following the result of auto and hetero-evaluation);

b) the value of at least one UC for ACC must be of 5 points.

Validation of competences

The validation of competences consists of the review and verification of the correspondence between the competences demonstrated by the candidate in the portfolio and the criteria of evidence required for the validation of each unit of competency.

Each unit of competency in different areas of key competences of the benchmark is evaluated by the team regarding the level of demonstration of competence, using to this end, a scale of 1 to 5 where:

1. Did not address the competence

2. Addressed the theme of competence, without exploring and/or without giving/reflecting your opinion

3. Addressed the theme of competence, using research and/or work (reflecting and sending your opinion)

4. Addressed the competence, showing the learning/held knowledge, (reflecting and sending your opinion)

5. Demonstrated competence, demonstrating ability to intervene, autonomy and argumentation

When the score of the UC, of all the ACC of the RCC is equal to or greater than 5 points, the adult gets a full certification.

The adult gets a partial certification when:

a) at least one ACC have CC with score less than 5 points

b) in some ACC the conditions were not gathered for conducting the proof.

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The Proof of the basic level

Can take an oral, practical format or a combination of models, the proof is a demonstration of competences relating to ACC previously validated.

Certification conditions

Certification of competences (CC), ACC, results of the evaluation of the portfolio and the jury, in the process of recognition and validation of competences.

Hours of FCI

2) Portfolio of competences

2018

Guidelines
for the
realization of the
Portfolio
Level B3

Qualifica Center
Júlio Dantas Schools Group

The Personal Portfolio of skills is a file that contains a record of experiences (knowledge or skills arising from personal experiences) or documents which may prove the knowledge in areas of personal, social and professional school, acquired in various contexts and accumulated by the person throughout life. In RVCC process, this file is called Portfolio.

In addition to the reports of personal experiences, you should also include in your portfolio the reflections developed by you and/or proposed by trainers. It's up to you decide which ones are more associated with your experiences, allowing to demonstrate your skills and introduce them to trainers for validation.

What your portfolio should consist of:

1- Portfolio Cover

2-Index

3-Identification, personal documents and school diplomas, training and other documents that are relevant to this process.

4-Autobiography: Self/characterization/ life paths/ projects for the future

- Highlight the skills in ACC: STC, CLC, CP
- Take stock of the RVCC process

Portfolio Cover

Draw up a cover for your portfolio.

This cover should contain the name of the Qualifica Center -AEJÚLIO DANTAS, the indication of your group (NB ...), the date of the Portfolio delivery and the indication: portfolio of ... name of the trainee and of the TORVC.

You should try to build this cover, organizing the various elements in a creative way, using pictures or other decorative elements.

Index
At the end of your portfolio check their content and pages.

My Identification

Start your portfolio with your identification.
Name:
Age:
Birthplace:
Nationality:
Where I live:

My Documents

Place here the Photocopy of the identity card or of the citizen card and other relevant documents, for example, the high school diploma or training certificates.

My Autobiography
Who Am I?

The voyage of discovery consists not in finding new landscapes, but in seeing with new eyes (Marcel Proust)

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Self- Characterization

Objective of the instrument:
• Reflect on himself.
• To be able to introduce himself before a group
• To structure writing speech coherently;
• To express himself fluently avoiding repetitions, clichés and slang.

1. Personal oral presentation to the Group: name, family, profession, experiences in the area of training, hobbies, tastes, ...

2. Write a text with an introduction of yourself, in a free way, appealing to your creativity and imagination.

Contents of your presentation:
Present yourself showing:
As I am ...
Who is my family.
What I like to do. ...
I know ....
What I would like to know ...
What would you like to be ...

Your work model presentation:
Your presentation should consist of a text that can be accompanied by images, pictures, drawings, a collage, phrases, poems, the family tree of your family or what things you find interesting.

Suggestions to help the characterization of your personality:

1. **Identifications:**
   Identify yourself with a movie, a book, a musical excerpt, a picture, a character from a movie or book, a landscape, a color and justify your choice.

2. **The personal alphabet:**
   Create a list of words in alphabetical order, which purports to be the inventory of your tastes and affinities with objects, feelings and everything that crosses your spirit, justifying the choice of words.
   Example:

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Journey of Life

" The route of life means a learning path, which allows overcome borders and discover new horizons, both inside as outside (...) " Paulo Freire

Magritte

Personal journey, school, social and professional training

Objective of the instrument:
• Describe and analyse the different stages of life;
• Reflect on the personal journey, school, social and professional training
• Identify key competences and connect them with the course of life;
• Write texts with specific objectives;
• Synthesize and organize information in a coherent and logical discourse.

1st Moment
Fill in the grids with the requested elements.

2nd Moment
Write a text from the information recorded in the grids.
It is important to describe exhaustively your personal journey, school, professional, and social formation you´ve played throughout your life so that you can establish a relationship what you´ve learned in the areas of key competences during the RVCC process.

> **Go to your chest of memories and describe the significant moments of your life that reflect the learning acquired throughout life.**

The text should have the following structure:

1. Personal Journey
Refer to your personal journey, memories of childhood, of your family, if you did military service, your role in the upbringing of children, etc.
Also you should address how do you spend your spare time, who are your best friends.
Describe your participation in family activities and whether you fill the IRC and delivery it over the internet.

2. School and training course
Describe how was your school course in the various levels of education, skills acquired, what you like best and what most displeased you at school; you can also present the reasons which led you to interrupt your school course.
Refer to the training in your personal or professional field and the contributions from those trainings.

3. Profissional Training

Describe the functions developed in your professional activity, refering to the things you´ve learned. You should also mention if you´ve earned accolades, awards or merits and letters of recommendation.

4. Social Training

Refer your participation in any type of associations, recreational, trade unions, political, humanitarian, religious, cultural, parents and educational guardians, among others; reflect on the importance of your intervention in civil society.

You must also mention if you are blood donor, participate in solidarity campaigns, a partner in the library or the DECO, and have driving license.

You must describe your participation in a newspaper, blog or interactive radio or television programmes.

If you do the condominium management or participates in meetings, describe your participation.

<div align="center">

Suggestions to reflect a little more about you:
(Optional Activity)

</div>

1. My favorite shows on tv.
2. he films of my life.
3. My travels.
4. An interesting episode of my life.
5. My creative activities.
6. My recreational activities.
7. Volunteering in my life.
8. My sports activities.
9. The organization of an event at the family or social level.

Important: you must attach supporting documents.
Should illustrate this text with images, photos and illustrations you find relevant. Photos must be labeled.

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My Personal Journey

Events Dates	Lessons/experiences	Competences developed (LC, MV, TIC, CE, others)

My professional training

Professions Dates	Functions Performed	Competences developed (LC, MV, TIC, CE, others)

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My School and Training Course

Training Dates/Institution	Activities explored	Competences developed (LC, MV, TIC, CE, others)

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My Social Training

Dates	Activities and experiences	Competences developed (LC, MV, TIC, CE, others)

Future Projects

Objective of the instrument
• Use the language code correctly and consistent with diversification of vocabulary.

• Reflect on your projects.

• Produce a written text about your projects for the future.

• Structure the text logically.

The RVCC process is not an end in itself. It can be a starting point for carrying out projects both personal and professional.

Reflect about the projects that you aim to develop after obtaining the RVCC as well as the ways to achieve them.

Showing and developing
the LC skills

Discussion and Summary

Comment from a news item

Summary/Abstract

Showing Math skills for life

Goals of the activity

• Identify situations to use Math skills.

• Demonstrate by calculating the solution of life journey problems.

• Collect documents that strengthen the evidence of use of Math skills.

• Reflect on the activities carried out.

Throughout our life we solve various problems using, knowingly or unknowingly, Math skills. In this activity you must identify some situations in which you use or used these skills and apply their mathematical calculations. Submit supporting documents to prove the use of these skills.

Showing Skills in information and communication technologies (IT)

- Demonstrate basic skills in using the computer

- Produce a data table and build graphics using a spreadsheet;

- create folders and use accessories operating system;

- Access information on the INTERNET, using search tools.

- Do a graphical presentation;

- Send an email with an attachment.

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3) Instructions for the portfolio

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Portfolio construction

The Personal Portfolio of skills is a file that contains a record of experiences (knowledge or skills arising from personal experiences) or documents which may prove the knowledge in areas of personal, social and professional school, acquired in various contexts and accumulated by the person throughout life. In RVCC process, this file is called Portfolio.

In addition to the reports of personal experiences, you should also include in your portfolio the reflections developed by you and/or proposed by trainers. It's up to you decide which ones are more associated with your experiences, allowing to demonstrate your skills and introduce them to trainers for validation.

What your portfolio should consist of:

    1- Portfolio Cover
    2-Index
    3-Identification, personal documents and school diplomas, training and other documents that are relevant to this process.
    4-Autobiography: Self/characterization/ life paths/ projects for the future

- Highlight the skills in ACC: STC, CLC, CP
- Take stock of the RVCC process

1. Portfolio Cover

Draw up a cover for your portfolio.
This cover should contain the name of the CQ AE Júlio Dantas. (see the cover-model)
You should try to build this cover organizing the various elements creatively.

2. Index

At the end of your portfolio check their content and pages.

3. Identification, personal documents and school diplomas, training and other documents that are relevant to this process.

Identification
Start your portfolio with your identification.

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Autobiography:

Objective of the instrument:
• Reflect on himself;
• To be able to introduce himself;
• To structure writing speech coherently;
• To express himself fluently.

Personal Journey, school, social and professional training

Objective of the instrument:
• Describe and analyse the different stages of life;
• Reflect on the personal route, school, social and professional training
• Identify key competences and connect them with the course of life;
• Write texts with specific objectives;
• Synthesize and organize information in a coherent and logical discourse.

a) Personal Journey

Refer to your personal route, memories of childhood, of your family, if you did military service, your role in the upbringing of children, etc.
Also you should address how do you spend your spare time, who are your references...

b) School and training course

Describe how was your school course in the various levels of education, skills acquired, what you like best and what most displeased you at school; you can also present the reasons which led you to interrupt your school course.
Refer to the training in your personal or professional field and the contributions from those trainings.

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c) Profissional Training

Describe the functions developed in your professional activity, refering to the things you´ve learned. You should also mention if you´ve earned accolades, awards or merits and letters of recommendation.

d) Social Training

Refer your participation in any type of associations, recreational, trade unions, political, humanitarian, religious, cultural, parents and educational guardians, among others; reflect on the importance of your intervention in civil society.

e) Future Projects

Reflection about the project that you aim to develop after obtaining the RVCC certification, as well as the ways to achieve it.

RVCC process balance

Objective: take stock of your RVCC process.

Write a reflective text analysing the RVCC process:
- initial expectations;
- balance of competences;
- competences developed throughout the process;
- your strengths and weaknesses;
- main difficulties and how you overcome them;
- importance of lifelong learning.

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4) Portefólio Example

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PORTFOLIO

Name - group

TORVC:

Lagos 2018

INDEX

Guidelines:

➢ Portfolios must be wrote under the new spelling agreement.

➢ Reports must be submitted on letterhead and duly identified: name of the trainee; Group; area of competence; core generator; reference domain (if possible).

➢ REports must be written in a clear, precise and concise formatt.

➢ Text formatting: main text font: Arial 11; 12 times New Roman; Calibri 11.

➢ Formatting of titles: should be bold; respect the font size 13; must be written in uppercase.

➢ Spacing: 1.5.

➢ Alignment: justified.

➢ Pages must be numbered.

TRAINEE: NAME – GROUP

INTRODUCTION

TRAINEE: N AME – GROUP

IDENTIFICATION

Start your portfolio with your identification.

Name:

Age:

Birthplace:

Nationality:

Where you live:

Documents (Annex)

Photocopy of the identity card or of the citizen card and other relevant documents, for example,

the high school diploma or training certificates.

AUTOBIOGRAPHY

MY LIFE STORY

PERSONAL ROUTE

Refer to your personal route, memories of childhood, of your family, if you did military service, your role in the upbringing of children, etc.

Also you should address how do you spend your spare time, who are your references...

SCHOOL AND TRAINING COURSE

Describe how was your school course in the various levels of education, skills acquired, what you like best and what most displeased you at school; you can also present the reasons which led you to interrupt your school course.

Refer to the training in your personal or professional field and the contributions from those trainings.

PROFISSIONAL TRAINING

Describe the functions developed in your professional activity, refering to the things you've learned. You should also mention if you've earned accolades, awards or merits and letters of recommendation.

SOCIAL TRAINING

Refer your participation in any type of associations, recreational, trade unions, political, humanitarian, religious, cultural, parents and educational guardians, among others; reflect on the importance of your intervention in civil society.

FUTURE PROJECTS

Reflection about the project that you aim to develop after obtaining the RVCC certification, as well as the ways to achieve it.

HERE BEGIN THE REPORTS UNDERTAKEN IN EACH AREA OF COMPETENCE-NG-DOC-

THAT WERE NOT INCLUDED IN AUTOBIOGRAPHY

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AGRUPAMENTO DE ESCOLAS JÚLIO DANTAS   CENTRO QUALIFICA   ANQEP
AGÊNCIA NACIONAL PARA A QUALIFICAÇÃO E O ENSINO PROFISSIONAL, I.P

Finally ....

FINAL BALANCE

Write a reflective text analysing the RVCC process:

- initial expectations;

- balance of competences;

- competences developed throughout the process;

- your strengths and weaknesses;

- main difficulties and how they were overcome;

- importance of lifelong learning.

ANNEXES

3.2 Example Bar and Restaurant Professional Course
Key competences : participating to the 16 century supper

Module	Objectives applicable to the activity	Scope of contents	Activity
1- The Restaurant/Bar technician The main goal of this module is for students to realize the importance of communication and good relationships between the work team members in the performance of assigned tasks. Students must also recognize the importance of personal hygiene and care with the appearance in the performance of its functions, particularly in contact with customers. This module will also address contents related to workplace hygiene.	Identify the professional hierarchy and functions of each Brigade element; Recognize relevant aspects in professional performance, in terms of the relationship within the team and contact with customers.	Evolution of the restaurant; The Restaurant/Bar as a professional and citizen; Human and professional relationships; Uniforms; Personal hygiene and presentation; The professional hierarchy; Functions of the elements of the Brigade; Uniforms of the various elements.	Preparation of the service
2-General functioning of the Restaurant Equipment and utensils- through contact with the materials and equipment of the restaurant section, students should identify the rules for their use, handling and maintenance. Throughout the module, issues such as improving service and care with all kind of materials and equipment, will be addressed.	Identify materials and equipment from the section of the restaurant; Identify the necessary cautions with the materials, maintenance and means of monitoring the services provided; Apply the rules of proper circulation in the restaurant, taking advantage of the necessary steps for the benefit of the service; Identify and apply the standards and rules of the dining service, in order to provide a proper servisse.	Rules for the handling of the equipment; Movement in the restaurant; Overall functioning of the restaurant; Transport of materials.	

		Main cereals and their derivatives-oats Food of animal origin-eggs Quality control Hygiene and safety standards	Soup Country Soup
			Fruits of the Orchard
			Main course
			Roast pork with apples with lovage and cooked vegetables
8285 Preparation and production of base pastry, fillings, pastry creams and sauces	Identify basic dough, fillings, pastry creams and sauces Prepares base dough, fillings, pastry creams and sauces Make base dough, fillings, pastry creams and sauces and their applications Meet the standards of hygiene and safety	Pasta pastry base Egg creams and other Technology of raw materials Recipes and fact sheets Preparation techniques of pasta base, fillings, pastry creams and sauces	Desserts Golden Mash

3.3 French language for Cooking and Pastry

DGEstE –Direção-Geral dos Estabelecimentos Escolares
DSRAI – Direção de Serviços da Região Algarve
Agrupamento de Escolas Júlio Dantas, Lagos – 145415

Vocational/Professional Course- Cooking and Pastry
11th grade
Comunicar em Francês
(to communicate in French)

Guidelines – Individual/pair work
The French Language in Lagos

Aims:

-to use specific vocabulary concerning cooking and pastry with autonomy;
-to contact *in loco* with restaurants, as a field work;
-to use the French language correctly concerning this context;
-to identify the different types of specials and ingredients of a menu;
-to gather and organize information through the development of oral and written competences/skills;
-to apply the gathered information to different papers.

Strategies

This activity will have the following stages:
Stage 1- To gather information: research, interview to restaurant owners and employees; to gather and research different kinds of materials (photos of menus, restaurants and touristic leaflets);
Stage 2- To do the school work from the gathered information
Stage 3 – Oral presentation using Power Point programme;
Stage 4- To organize menus in French language with special dishes from France using Word programme.

Structure

1. Cover/first slide: name of the subject, names of the student(s) and of the   teacher;
2. To display the menu chosen and a text from a touristic leaflet (in   French) personal remark in French, related to the choice to the   variety of dishes and to the leaflet;
3. To write menus in French language with special dishes from France using Word programme;
4. To write a conclusion about the utility of this kind of work.

3.4 'Pedagogical Approach Towards Adults (50+) In ICT Training'

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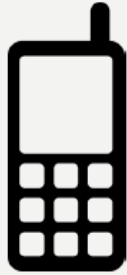
THE EXAMPLE OF THE COURSE FLOW II.

- Supporting story

„Hi Thomas, do you have a free time tomorrow? I want to show you our theater. Let's go to the National theatre! I don't have an Internet connection. Please, buy the ticket for a theatre performance from 19:00 or 20:00 o'clock on the Internet. See you tomorrow in the evening! Jane"

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THE EXAMPLE OF THE COURSE FLOW III.

- Asking participants how to solve the situation (problem based learning)

  ➢ Where is the Czech National Theatre?
  ➢ How can I go there?
  ➢ What is the program in the theatre tomorrow?
  ➢ How can I buy the tickets?
  ➢ How can I find the theatre website?
  ➢ Etc.

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TEACHING APPROACH

- Individualized approach
- Enough time capacity
- Repeat information to assure that everybody understands
- Patient and attentive trainers
- Practically oriented training (every day life situations)
- Avoiding technical terminology
- Supportive documents (e-presentation)
- Mind possible age related difficulties (memory, vision, mobility, hearing,…)

KAHOOT!

- ➢ https://kahoot.com/ (for teachers, developing the quizzes)
- ➢ https://kahoot.it/ (for students to participate in quizzes)

- ✓ warm up activity
- ✓ evaluation of the level of initial skills (before the start of the training)
- ✓ validation of gained knowledge (at the end of the training)
- ✓ fixing, repeating and summary of knowledge

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TREASURE HUNT

- demonstration (teaching) method
  - a predefined path in a selected neighbourhood
  - this path includes several points of interests
  - these points are marked on a map and under each point there is a related quiz question or task that the „treasure hunters" need to resolve
  - the resolution of the questions enable to move forward on the path, and the hunt organizer is available to help finding the right responses

Treasure hunt – Internet banking & security

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info@glafka.cz

Follow us

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LEGAL FRAMEWORK OF VOCATIONAL TRAINING AND THE QUALIFICATION FRAMEWORK FOR THE ELDERLY CARE JOB	INFORMACIÓN SOBRE LA FP: ● A NIVEL NACIONAL: http://www.todofp.es/inicio.html ● A NIVEL AUTONÓMICO: http://www.juntadeandalucia.es/educacion/portals/web/formacion-profesional-andaluza LEGISLACIÓN FP: ● FP BASICA: http://www.adideandalucia.es/?view=disposicion&cat=106 ● FP INICIAL: http://www.adideandalucia.es/?view=disposicion&cat=46 ● FP PARA EL EMPLEO: http://www.adideandalucia.es/?view=disposicion&cat=47 LEGISLACIÓN CICLO ATENCIÓN A PERSONAS EN SITUACIÓN DE DEPENDENCIA: ● A NIVEL NACIONAL: ● http://www.todofp.es/que-como-y-donde-estudiar/que-estudiar/familia/loe/servicios-socioculturales-comunidad/atencion-personas-situacion-dependencia.html ● A NIVEL AUTONÓMICO: ● http://www.juntadeandalucia.es/educacion/portals/web/formacion-profesional-andaluza/docentes/fp-grado-medio/detalle-titulo?idTitulo=112

ENGLISH
Spain overview- Education System   https://eacea.ec.europa.eu/national-policies/eurydice/content/spain_en
Vocational Training Cycles   https://eacea.ec.europa.eu/national-policies/eurydice/content/secondary-and-post-secondary-non-tertiary-education-43_en
Vocational Lower Secondary Education   https://eacea.ec.europa.eu/national-policies/eurydice/content/vocational-lower-secondary-education-basic-vocational-training-cycles-0_en

VIDEOS DONE INSIDE THE ELDERLY CARE COURSE	VIDEOS DE MIS ALUMNAS DEL MODULO DE TELEASISTENCIA: · https://www.youtube.com/watch?v=FdgOX94vU9U · https://www.youtube.com/watch?v=PZN-AIaI-XU · https://www.youtube.com/watch?v=zCq089WXBKU · https://www.youtube.com/watch?v=zCq089WXBKU · https://www.youtube.com/edit?o=U&video_id=4KlVPaoeBDQ&feature=vm · https://youtu.be/dOomLRSUD88
LINKS TO DIGITAL TOOLS, ACTIVITIES EVEN THOUGH THEY ARE IN SPANISH	● ESPACIO COLABORATIVO PARA EL PROFESORADO DE FP DE ANDALUCIA, AQUÍ HAY PROYECTOS, ACTIVIDADES, RECURSOS, ETC.: ● http://colaboraeducacion30.juntadeandalucia.es/educacion/colabora/ ● RECURSOS PARA TODA LA FP A NIVEL ESTATAL: ● http://www.todofp.es/profesores.html ● SIMULADORES: http://recursostic.educacion.es/fprofesional/simuladores/web/index.php?xml=f-servicios&xsl=familia ● PROCOMUN, RED DE RECURSOS EDUCATIVOS: ● https://procomun.educalab.es/es#
MOODLE PLATFORM AND BLENDED LEARNING	EDUCACIÓN DE ADULTOS- SEMIPRESENCIAL http://portals.ced.junta-andalucia.es/educacion/portals/web/educacion-permanente/eso/semipresencial MOODLE PARA ESTUDIANTES, PRIMEROS PASOS https://www.youtube.com/watch?v=1FECvbIb39o MOODLE PARA ESTUDIANTES, FOROS https://www.youtube.com/watch?v=LSl7KKCcwfs CÓMO FUNCIONA LA EDUCACIÓN DE ADULTOS SEMIPRESENCIAL- PRESENTACIÓN PREZI https://prezi.com/1rt_u7upx9u7/ponencia-sevilla-julio-2014/?utm_campaign=share&utm_medium=copy PRESENTACIÓN EDUCACIÓN SEMIPRESENCIAL EN EL IES JACARANDÁ BLENDED LEARNING IN ADULT EDUCATION- IES JACARANDÁ https://www.youtube.com/watch?v=DTMT-ntytIM CONTENIDOS Y RECURSOS EDUCATIVOS DE DIFERENTES NIVELES

	http://permanente.ced.junta-andalucia.es/educacion/permanente/materiales/index.php
GOOD PRACTICES	VIDEO: HOW TO MOTIVATE STUDENTS https://youtu.be/StcXgiUW65U

3.6 'Flipped Classroom. The Use Of Digital Tools To Learn Foreign Language'

FLIPPED CLASSROOM

1. **What is the flipped classroom?**

The "Flipped Classroom" is a pedagogical strategy where the teachers provide the students with all the tools or instruments they need to learn the content of a particular subject normally at home. The students have to try to understand it autonomously, then after it, they will work in the classroom to understand the content and do some activities.

This strategy was devised by professors Jon Bergmann and Aaron Sams, who in 2007, discovered a type of software that allowed to include in it PowerPoint presentations. These professors began to publish these presentations online, so the students who had not been able

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to attend class could have access to the content. Although currently, this strategy is used by teacher from all over the world, being able to use it in all subjects and at any educational level.

Then, to see more clearly what this strategy is about, we present the following table:

Traditional strategy used in the classroom		Flipped Classroom	
1st: In the classroom	2nd: At home	1st: At home	2nd: In the classroom
- The teacher explains the contents to the students. - The students learn the contents. - The students do some activities to reinforce what they have learned.	Homework.	- The students receive the contents in a video or other similar instrument. - The students learn the contents.	- The students pose doubts about the contents. - The students do some activities to reinforce what they have learned.

Table 1: traditional strategy- flipped classroom.

In conclusion, we can see how the figure of the teacher as instructor stay behind because with the flipped classroom strategy the teacher becomes a guide for student learning.

1.   The role of the teacher.

Undoubtedly, this pedagogical strategy will favor the attention to the diversity of the students. On the one hand, the teacher will encourage the autonomous learning of the students. On the other hand, this strategy allows the teacher to dedicate more time to the students who need it most. This strategy remind us of the concept of scaffolding established by

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Vygotsky, in which teachers put the tools at the disposal of students so they can acquired learning autonomously.

The teacher also should try that the students acquire meaningful learning (Ausubel) through this strategy, because He/She will have to work with the students in the classroom trying that they can relate their knowledge and learning with previous experiences. Through the meaningful learning, teacher gives to students the ability to reflect on the contents, encouraging learning by discovery.

1.   The role of the family.

The role of the family in this strategy is very important because the younger the student is the more help he/she will need from the family to access to the contents. Therefore, it is necessary to inform families before starting with this strategy, to verify that they have basic knowledge about information and communication technologies (ICT), so they can help their children adequately.

1.   Advantages and disadvantages of the flipped classroom.

The advantages of using this strategy are:
- Encourages active work and student participation in classroom.
- It favors the attention to the diversity of all students.
- It allows to the teacher to use other strategies in the classroom, such as debates.
- Encourages collaborative and cooperative learning.
- Improves learning and understanding of contents for students.
- Students can watch the contest as many times as they want.
- Families collaborate in the learning process of students.
- Encourages learning by discovery.

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The disadvantages of this strategy are:

- The use of this strategy requires specific training for teachers on this strategy and how to use the information and communication technologies (ICT) to develop it.
- It is possible that some students do not have the possibility of having access to internet, or even a computer at home, making impossible for these students to access the contents.
- This methodology is based on the idea that all students will visualize the material at home, before attending class, but it is possible that all the student will do so, making not possible to work on the contents in class or solving doubts about them.

1. **The Information and Communication Technologies (ITC) in the flipped classroom.**

As we can see, Information and Communication Technologies (ICT) are very important in the flipped classroom, because:

- Teachers and students must have basic knowledge about the use of these media, because the teacher must to prepare the contents through videos and the students must to access the contents.
- All students must have access to a computer to access the contents that the teacher send them.

Therefore, to develop the flipped classroom it is requires that all students have a computer in their home to access the content. In addiction, it is important to have a computer in classroom as well, as the teacher can solve the doubts of students in the classroom quickly, showing them images or even watch again the video that students have seen at home.

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In addition, we will need a platform in which teachers can upload content, such as a blog, moodle… Also, we need tools to upload videos to this platform, which can be, for example, Microsoft PowerPoint, Prezi, slideshare… In the other hand, we ca use tools that like contents banks, where we can store videos and presentations, for example podcasting.

THE USE OF DIGITAL TOOLS TO LEARN FOREIGN LANGUAGE.

1. INTRODUCTION.

For several years now, UNESCO has promoted the use of Information and Communication Technologies (ICT) to acquire learning. Since then, We have worked to eliminate the digital divide, which will allow people of all educational levels to access and make good use of ICT.

The fact that all people have access to a computer with internet seems to be the key to solving the problem of the digital divide, although, this is not the case. We need competent people who know how to use and handle new technologies.

A topic of great interest at present is to provide training to adults on new technologies, which will allow not only make a good use of it, also will allow us to access to other learning modalities, such as online or blended learning.

If we consider everything commented so far and add the rejection and fear that adults have, not only to the use of ICT, also to learn a foreign language, we have a need to cover in this sector of the population.

Currently, learning a foreign language is essential for all those who want to develop higher education, which is usually a difficulty for adults, who are faced with the need to learn a new language to be able to continue with their studies or even to keep their jobs.

The knowledge about the use and management of ICT and also learn another language, will provide this sector of the population with the opportunity to access a great a wide variety of learning and boost their confidence and autonomy.

1. DIGITAL TOOLS TO IMPROVE FOREIGN LANGUAGE.

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First, We need to know what is this methodology about. The teaching of foreign language using digital tools is a methodology based on the use of digital tools. Through it, people can improve not only their level in the language they wish to learn or improve, They can also have a greater knowledge about ICT and the digital tools used.

This methodology has the purpose of improving the competences related to the learning of a new language and digital competence, which will be so useful for them. This methodology can be carried out in the different learning modalities: face to face, blended or online.

Before starting to learn more about some tools that can be found on internet for learning a foreign language, it should be noted that language laboratories could be a great tool for educational centres that are responsible for teaching languages courses.

Languages laboratories allow us to access multimedia material, learn more about ICT, respond to the needs that a person may have, encourage communication and participation… A language laboratory is a classroom composed computers, headphones and advanced technology that allow us to connect computers with each other.

First, We have to make a distinction between digital materials and tools. We can find both on internet and use them for learning or improving a foreign language.

Regarding the materials, we can find a wide variety on internet:

- Materials such as dictionaries, which provide us with references about vocabularies doubts.

- Materials made by teachers: interactive exercises, audio and video recordings, texts…

- Other materials such as podcasts, which allow people with different language levels to play, pause or even slow down the audio for a better understanding. In addiction, many of these podcasts have some activities, so you can check your level of understanding.

On the other hand, we can say that tools are applications or websites where people can create the aforementioned materials, search for content… Some examples of tools are the following:

- Blogs: They allow us to make publications of all kind of materials that can be used by different people to learn and complement information.

- Video call systems: such as skype, they allow communication and interaction not only with our teachers or classmates, also with native people from all over the world.

- Appropriate use of Social Networks. First, something as simple as the use of social networks can be useful for us when we decide to start learning a new language. Changing the configuration to use the social network but through the language you want to learn is a big step forward because you can keep using it normally but learning new words in another language. In addition, through social networks we can have access to a multitude of materials in other languages, so it would be advisable to search or follow different people or social networks that adapt to what you are looking for, so you can learn through the use of social networks.

- Movies. It may seem very common, but it is extremely beneficial if you want to learn a language, as it will allow us to progressively improve our understanding when we hear another person speaking the language we want to learn.

- Other tools. There are many online tools that allow us to access them through our computer or mobile phone, which used regularly can help us learn a new language.

- Learning vocabulary and grammar: some tools that can be useful to learn about this can be the following: duolingo, lingua or memrise, which usually use the game as a learning method.
- Learning pronunciation: text to speech, forbo, google translate… These tools allow us to write a sentence or a text and listen their correct pronunciation.
- Tuneln.com: is an interesting tool that allow us to listen radio programs from other countries at any time. As we said before, podcasts are very interesting materials to improve our understanding.

In conclusion, the didactic possibilities for learning a foreign language or improve it through digital tools are many, giving us the opportunity to choose between multiple digital tools and resources.

1.   **BENEFITS OF LEARNING A FOREIGN LANGUAGE THROUGH DIGITAL TOOLS.**

The first benefit that we can highlight from teaching languages through digital tools is the following: in many occasions you can establish an oral communication, through various tools, very **similar** to direct and **face-to-face communication** with a person, something that is fundamental in the learning of a new language.

On the other hand, **written communication is also favored**, through very diverse tools such as blogs, email, chats ... we can practice our written expression.

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Numerous theories such as constructivism (Vygotsky) and cognitivism (Ellis), affirm that the interaction between people is the fundamental element to create learning. The use of digital tools applied to the learning of a foreign language is the closest thing we can find to face-to-face interaction with a person, through the various tools that have been mentioned in the previous section.

Another positive aspect of learning a language through digital tools is the high degree of **motivation** that people have. It is a fact that the use of ICT enhances the motivation of people who use them to learn.

It should be noted that use ICT for learning or improving a foreign language is essential but it is better if we do it through a guide of a **teacher**, a person who selects the most appropriate resources and tools that have to be used in every moment. Therefore, the teacher has to be a an open-minded and reflective person.

Having the figure of a teacher is another benefit that this methodology can give us because we will have a person who act as a **guide and supervisor**.

Another aspect that must be taken into consideration is that, at times, it will be necessary to **adapt digital media and tools**, since there are **people with disabilities** (auditory, visual ...) for whom the use of ICT can be a problem if We do not adapt them to their needs.

Finally, it should be noted that all these tools and materials mentioned above, allow us to **access** them **from anywhere or at any time**, as long as we have a computer with internet, which gives us the possibility of accessing information, resources, materials ... We want, which is beneficial for learning, since we do not have a defined schedule, which allows us some **flexibility** to do other activities.

3.7 'How To Teach Writing Skills As Part Of Basic Skills'

Activity	Length of time	Pedagogical aims	Training media	Justification of the choice of the media	Pedagogical strategy
Share experiences of using written communication from working life	10 min	Be aware of necessity of writing skills in different occupations	Summerize students 'experiences by common key points on the white board of the classroom	The idea is to share different experiences.	Sorting out the different areas of written experiences
Describe in detail what kind of challenges in writing different texts to different target groups	20 min	Identify different parts of writing as specific professional and generic writing skills	Summarize in detail the need of writing competences in whole class/plenary	Use relevant examples on digital platform	Be aware of own challenges in writing professional/vocational texts

Practice work related individual writing. Writing a short text from experienced working task.	30 min	Share examples with fellow student and reflect on challenges	Use digital learning platform and upload the texts from each student for feedback.	Students will be aware of different kind of texts in different occupations and aware of written challenges.	The digital sharing helps students to be more aware of challenges of different kinds of texts and writing basic skills.

3.8 'European Traineeships: The Best Way To Get Work Experience'

Nowadays the competition on the labour market is getting bigger and bigger, and if someone tries to get involved in it as a young individual, there are a lot of things which might have a strong influence on the chance of getting the proper job. If someone wants to be capable and competent in the labour market, it is also inevitable to gain some practical skills apart from the theoretical knowledge, which is acquired in the colleges and universities. That is why youth challenges such as a traineeship abroad can be an ideal choice to have the necessary benefits for the future.

This guide has been written specifically for trainees: traineeships are activities combine on-the-job training, non-formal and informal training and assessment.
Although the article has the main focus on the student's mobility, the hints and techniques described below are also useful for those who are thinking about starting their career as trainees.

1. **Preparation for the labour market**

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It is extraordinary important to see regarding to this area, what kind of opportunities the young generation has in terms of mobility, no matter if they are related to education, work, or other ways of getting new experiences. Many times it is not enough to have great and serious achievements or good references, but it is also very important what kind of image the candidates express about themselves. Scheduling a job interview is only the final step of a long journey, which you cannot start if you are not aware of the basic, rules how to write a cover letter or a CV.

Prepare a CV

The term Curriculum Vitae comes from ancient Latin, and it can be translated more or less as "the course of life", which refers to the fact that it is a short summary of a person's life from a certain point of view. The CV (or resume) has many different versions and forms, so it is evident to know what your intentions are with document. We can mention general resumes, memoires, or resumes of specific topics, but the most common one what we usually mean by the term CV is the professional one.

There are two main types of resumes depending on their structure, so we can speak about the traditional CV and modern (also known as American) CV, which have many differences even if the content is the same. A traditional resume can be very unique, because it is not just a list of details, places, and dates, but, as a whole text it is very useful by getting some deeper knowledge of the candidates through the expressions, the vocabulary, the emotions and the attitude they put into their work, so this version is maybe much more personal than a modern resume can ever be.

Work experience abroad: great opportunity

The candidates who have the motivation and the courage to start a journey abroad in order to be an intern, can choose among thousands of possibilities within the EU and even outside of it, if there are some special partnership agreements between EU and non-EU member countries. The European Comission also supports the tendence to increase the

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number of international interactions and exchanges through its significant mobility projects such as Erasmus Plus, but there are also many others which can be found either on one of the Comission's or on the Erasmus Program's websites, so it is just up to your imagination where your personal borders are.

Learning the methods and perspectives of another institute or company can be also very useful by improving creative competences as well as getting familiar with a foreign culture.

Traineeships and / or internship

In general, the position itself is more or less the same with similar kinds of activities and duties, the difference rather depends on the duration and the legal background. In everyday terms let's say that each internship is a sort of traineeship, but not all the traineeships mean to be internships. A traineeship can be done as a full time job, even in the trainee's country of origin, while being an intern basically supposes that the participant works abroad and it usually lasts for a certain period of time, which is mostly less than a year according to the practice.

2. **Welcome in the host country**

Country and legal aspect

The host country is relevant from another point of view, which is namely the legal aspect. The statement of terms and conditions should state normal terms and conditions such as your place of work, hours, and your starting salary, but it should also state the length of your training, and any requirements your employer may have about training. Before selecting the target area, it is important as well to check the regulation of the chosen country, for instance, how much time it is allowed to stay there in a row (in the EU member states it means usually three months), if you need to inform the local authorities or not, and, last but not least, what kind of documents you will need, such as a passport, visa, or any other special permission to

begin a traineeship. There ary many further online guides on the web sites of the embassies, national agencies' or of the hosting organizations' themselves.

Opportunity to learn a new language

While we must not ignore the role and importance of the applied position itself, many candidates pay more attention for the host country and the conditions, but it can be as useful as dangerous according to the reasons which are beyond this kind of mentality. The potential interns often think that working abroad is a great opportunity to start a language or even to improve it, or they would like to manage a journey to meet a new culture, people and collect some nice memories - but actually being an intern is not completely about entertainment, and it has more sense to attend some courses, private lessons or summer schools, if the language experience is on the spot.

Of course, the person who is doing an internship has to be open and spend the free time usefully by traveling or exploring the local environment, however, it is essential to know at least on a strong intermediate level that language which will be the communication channel of the job, otherwise it makes extremely difficult to collaborate with the others, and it might be tough also by having some informal events with the colleagues.

This language of traineeships is in general the English, but according to the circumstances it can be also French, Italian, Spanish or even the language of the host country quite simply. If it is possible, it definitely makes your CV more special if you learn another language (apart from the professional) during your mobility, because this way your abilities will be outstanding by comparing it to those ones' who have just the very basics.

Find information and choose the company

We must mention that there is a big variety of institutes and companies which can hire you, such as associations, youth or voluntary organizations, NGOs, media platforms, research centres or even the governmental sector, if you fulfil all the necessary requirements. Certain

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enterprises also provide the chance to work for them, but you have to remember that an traineeships is in general not about the salary (that is why you will get your grant), but about gathering work and personal experiences. In spite of this, there are some companies which are ready to give you a sort of payment, but if you are an intern you should not build your financial existence upon this aspect - obviously, in case you are looking for a full-time job, this is relevant information for you indeed. The budget must not be forgotten either, so check the general costs and economic conditions within the selected area and try to optimize your resources.

You should not forget the fact that there is a huge competition in many working sectors and there might be dozens of people applying for the same job, so it is quite often that the employers are interested in only the most relevant details. Concentrating on a traditional resume takes a lot of time both from the side of the candidate and the HR management that is why it is not so practical by a remarkable part of the job offers to choose this way. In spite of these facts, it is not useless at all even today to write traditional resumes for yourself, because you can develop a lot of creative-, problem solver- and communication competencies, and starting a cover letter is also easier if you already have experiences with traditional CV.

How to introduce yourself

The most widespread type of CV, however, is the modern resume, that is quite simply a short sketch of one's career and professional life that contains only the most inevitable information, so the personal details like the name, the date of birth, and, which is very important, and such contacts as an e-mail address or a phone number. You cannot skip from your resume the professional skills, your education and your possible job references, while you can also mention some other abilities, notable experiences, and optionally some hobbies of yours and an attached photo to make the document to be more memorable and special.

Fortunately you can find hundreds of patterns, templates and examples of modern resumes on the internet, but you have to keep in mind that how important it is to have something outstanding and unique in your CV to attract the attention of the employers - it is up

to your imagination how you will do it, but this is the challenge you have to cope with for the success. After you have taken care of all the necessary preparations, the following step is to arrange the interview. The applications processes of certain organizations might be very different according to the amount of candidates, but since the selected institute is usually abroad the first turn is to schedule an online conversation.

Interview

During the interview don't afraid of questions, if something is not clear, just ask, because it expresses your interest towards the organization, or, what is more, prepare with some questions in advance to prove that you are eager to know all the details about your possible work place. Don't forget to be disciplined: it can mean that you must pay attention to all the information given by your examiner, but also that you should concentrate only on the most relevant aspects while you talk about yourself. It's optional, but mentioning some hobbies of yours, describing your expectations and further skills not completely related to the chosen traineeship can be useful additional details, and even if you have some initial fears or concerns, it might be better to make them clear in advance before the whole process goes ahead.

Surely it is needed to explain your motivations and intentions about your candidacy, as well as your abilities, characteristics, experiences, etc. You have to find those details which might convince your examiner to hire you, and it is also important to discuss about your future plans, targeted challenges or expectations in many cases. One additional rule should be respected too: be honest, and do not lie about your competences, because, from the one hand, your statements can be easily examined and if they are fake, you will directly loose the trust of all the employers, and, on the other hand, even if you will get the job, it is going to be very difficult to do it without the proper abilities.

The two key factors which all the candidates should be aware of, are the type of job which they are looking for, and the host country which is targeted by them. The first one is important also from the aspect of inputs and outputs. It is not obligated, but highly

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recommended to choose an traineeships which somehow connects to the studies and individual preferences in order to be successful in it, but if there are any personal goals and plans for the future, it's obvious that the this experience has to offer you a job which helps you to improve the skills needed later by getting the proper job.

3. Start with the tasks

A good introduction to the workplace is the first step to introduce the trainees in the environment and help to build effective workplace relationships: they have to know what is expected from them and what they can expect from their colleagues.

The trainees' tasks during the Traineeships' period require dozens of practical skills, but in the same time these skills can be developed, such as being capable to work in a team, and by this development it also helps a lot if the trainee observes the activities of a more experienced colleague, or if they have a mentor/tutor during the traineeship. Apart from this, the role of the supervisors is also especially important, since they not only control the execution of the trainees but in case the trainee needs some information they can always ask their chiefs about the actual duties.

Do your job, present and evaluate it

Work preparation is an important part to make trainees ready in the workplace in order to give them little setting and experience in the work environment: it increased trainees' confidence to enter in the workplace and alleviated anxiety for who is a bit nervous.

Trainees were especially positive about the engaging and interactive delivery of work preparation. Approaches such as group work and non-formal attitude with traditional approaches such as presentations, held trainees' interest and attention and keep the motivation at a high level. Another tool which facilitated trainees' engagement with this element was an individual learning plan.

The following factors are important to have a success experience:

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- Familiarity with the workplace

- Good awareness with the role

- Matched with trainee's interests

- Comfortable environment of work and place

- Supportive environment with opportunities for formal and informal feedback

- Became part of the team

In order to complete your traineeship and fulfil all the necessary criteria, it is inevitable to be able to examine typical situations and tasks that might occur daily, and the performance skills, such as expressing a personal opinion, demonstrating individual ideas, or creating a list of goals and objectives. Organizing the tasks is not only an essential requirement regarding to the interns, but it also ensures the improvement of management skills and it is useful by selecting the proper tasks, setting the priorities, and finding the most efficient solution within the shortest time and the less investment.

Trainees need time to practise new skills, everyone makes, do your mistakes as well because is part of the learning process.

Learning cycle

The learning process in a workplace is different from the scholastic one. Traineeship represents the opportunity to apply the theory learned from the course of study. Remember, however, that each activity must be evaluated when task is done. Below are the steps of the learning cycle:

· Get the task and understand why it need to be done

· Get all the steps in completing the task

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· Understand the task and what will be assessed and how it will be assessed

· Be innovative and propose more options to solve your tasks

· Practice, experiment, test

· When a competency has been achieved, recognize the acquired competence

Critical thinking

A trainee should also be aware of how to think critically, logically and clearly, how to find the most practical methods and instruments to finish the tasks in time and paying attention to the deadlines, while using a professional language, terminology, and expressions is indeed an essential thing by discussing these with the colleagues. The greatest advantage and benefit of an traineeship is the fact that even though the approval of the traineeship supposes some sort of communication and collaboration skills, the job itself might strengthen these abilities and raise them onto a higher and matured level.

Attitude and style

Certainly the appearance is an evident criterion by the job, because even if your skills completely fit to the work you have applied for, the first impression is often related to the proper clothes and style you have. You do not have to be always elegant if it is not obligated for your workplace: you can choose something casual or general too, but it is important to avoid any possible prejudice. Then, the psychological aspect also has to be mentioned, such as the positive attitude, smiling, being open minded and self-confident, but be careful with the last one, because it might be a disadvantage if someone is entirely relaxed without any sign of respect - the partner could interpret us an aggressive or unlikeable way of communication.

All these suggestions explained above are true not just for the interview, but they are very essential by the social interactions both in the office and during team buildings for

example. The skills and the experiences you will own after you will have finished your internship only depend on you: just be flexible, awake and adaptable, focus on personal relations and on all the chances you can get during your mobility, because this is the attitude that will make you to really reach the goals which have encouraged you to begin your adventure.

Friendly environment and atmosphere

Many trainees didn't like their school environment and often they think that training might be similar. In reality, they found the training environment more relaxed and more accepting of them in comparison. So try to be friendly, smiley and always interested and curious, nobody likes having a work colleague who doesn't greet anyone when arrives and never takes part in the discussions.

3.9 'Creating A Professional Career'

What the subject is about?

On SSW Collegium Balticum, we know that, being the teacher is a huge responsibility. We want to provide our students the knowledge about themselves. They are learning about their temperaments, personalities, interests, assertiveness at work and life, transactional analysis, how to prepare CV and cover letter, The Eisenhower Martix, making the goal S.M.A.R.T. and much more.

The purpose of the subject.

The main purpose is to increase an awareness on the students psychological portrait. They need to know which part of their personality helps them in being a teacher and which will be a field to work with. They will be prepare to avoid useless quarrels and to find the best

solution. Students will be able to watch the situation from distance and to judge it, holding the cold blood.

Why is it innovative?

The subject is innovative because it is something totally new. In Poland there are two study profiles: the academic profile and practise profile. Three years ago SSW Collegium Balticum started changing the profiles of all faculties into practise profile. It means that we can employ more lecturers with master's degree instead of PhD. The condition is that, the person holding the master's degree must be a practitioner with big professional experience.

„Creating a professional career" is a subject where students have opportunity to exchange their experience, feelings and opinions. Everyone learn from each other. Whey can recognize their strengths and weaknesses. There is no judging and raw knowledge. The lecturer is a moderator of discussion and guide in a travel of exploring themselves. Lecturer inspires, arouses curiosity, and encourages to discussion.
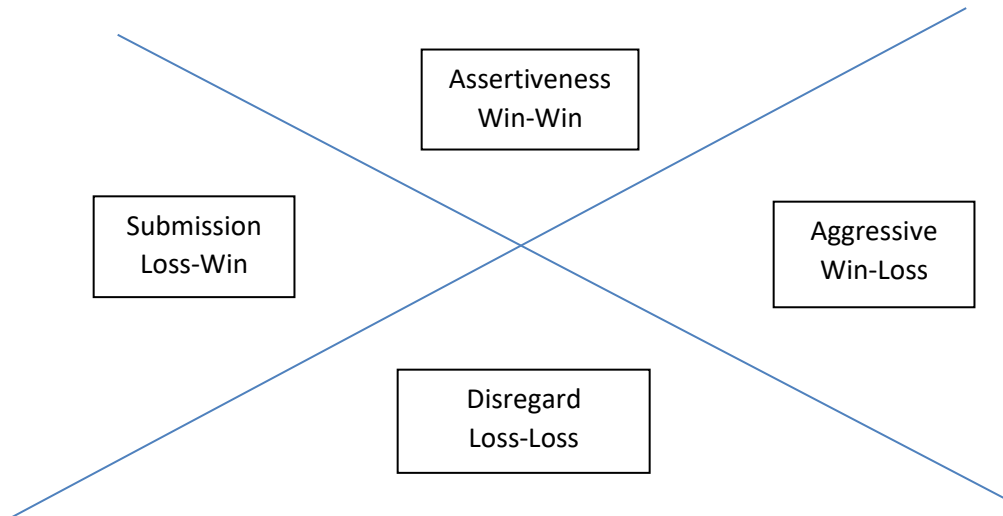
Teaching methods:

- discussion,

- tests: Code Colour by Taylor Hartman, the Holland Code (Holland's six personality types), Career Anchors Test by Edgar Schein, Belbin Team Roles test.

- Videos,

- Recording the scenes

- Working in groups.

Curriculum on an example of „Assertiveness" (4 out of 18 lesson hours):

1. What do I want from that course?- discussion and exchanging expectations.

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2. What „Assertiveness" means for me?- team work, using flipchart and marker (Photo- „Trees of Assertiveness", „Teamwork 1-6")

3. Is assertiveness useful any time?- discussion

4. What remarks did you meet with about your person? How did you react to them?- discussion

5. Why we are not assertive?- teamwork and discussion (Photo- „Teamwork 7-10")

- Shaping the attitudes of children at home and at school - rewarding not assertive attitudes

- Cultural gender determinants

- Low self-esteem

- Sympathies

- Fear of losing

- Embarrassing during refusing

- Lack of awareness about the own border

- The 6 principles of persuasion by Dr. Robert Cialdini

  ➢ Reciprocity

  ➢ Scarcity

  ➢ Authority

  ➢ Consistency

  ➢ Liking

➤ Consensus

6. Why it is worth to be assertive?


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Assertiveness
Win-Win

Submission
Loss-Win

Aggressive
Win-Loss

Disregard
Loss-Loss
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7. The methods of assertive reaction- recording a scenes (Video 1,2,3, Photos „Role playing" and „Role playing preparation")

- The broken record

- A huge pink elephant

- Consequences

- Details

- NO+

8. Skillful reaction to praise - exercise with a drawn hand on a piece of paper.
   How to accept the praise we agree and we disagree - accept, thank, analyze and agree or not.

9. I can… (Photo „Your rights")

- Have my opinions and thoughts

- Have my feelings

- Say YES without feeling embarrassed

- Say NO without feeling embarrassed

- Say „Don't know"

- Say „Don't understand"

- Change my opinion

- Do mistakes

- Ask

- Be respected

- Be listened

- Be independent

- Achieve successes

- Be not assertive

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