



FEEDBACK on Study Modules 1

January 2018

Introduction

In the EMEU4ALL project the main aims are to provide opportunities for large groups of students through the so-called Virtual Activities where students work at “internationalization**fromhome**” activities and for smaller groups of students through the Study Modules.

The EMEU4ALL VET Teams, Health Care, Social Care, Marketing, Retail, Sports and Catering have developed, offered and evaluated the (success of) their first Study Module between December 2017 and January 2018.

EMEU4ALL aims to involve more internal college VET Teams and external EU partners in the EMEU concept of Virtual Activities, Study Modules and Work Placements. Therefore, after the previous EMEU4Engineering project and during the current EMEU4ALL project, the project management and the members of the Steering Group (-s) focus in particular on what these new teams would need to participate in the EMEU concept. For this we developed a RoadMap for new participants and an overview of the feedback staff and students have provided after the first Study Module.

For example, particularly useful is the section on the use of ICT Tools. This helps teams to look for and find experience on the use of specific IT media used within the project.

The following collection of overviews provides extensive feedback on the following topics which are useful for current and new partners:

Section	Topic	Question
1	Activity description	What was the aim of the activity?
2	Participants	How many students and staff were involved?
3	Organization	How was the module organized? How did you handle problems, if any?
4	Results	What were the outcomes of the Study Module?
5	Impact	What was the impact of the study Module?
6	Impact	What was the impact on students, staff, college and industry?
7	Use of ICT Tools	Which ICT Tools did you use?

Frans van Schaik
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January 2018

Topic: FEEDBACK STUDY MODULES

Team: Catering / Aarhus Tech

SM: Study module 1 The restaurant

SECTION 1	Activity Description
The EMEU students followed the integrated module 'the restaurant' which is planning a theme based restaurant opening and execute 3 days of restaurant opening with 50-50 customers	
SECTION 2	Participants
We had 2 students from Netherlands integrated in a running class of 20 students	
SECTION 3	Organization
<p>Describe how you organized this Study Module with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)</p> <p>The module is agreed across the EMEU team and all partners offer a similar module taking the local differences into account. This particular module date were changed at a late moment due to staff changes at AARHUS TECH. Students were able to come, but it shortened the preparation and everything was a bit hasty.</p> <p>Tutors were selected and were supporting the EMEU students. Nevertheless some difficulties on how to cooperate and share responsibilities have developed. It ended in a conflict. It is agreed to follow up with a skype session with students and responsible teachers to learn from the experience.</p> <p>Questions are: preparatory changes needed? Right Matching of level and content? Follow up and supervision from bot sending and hosting ? English level of EMEU students? English teaching and instruction by hosting teachers</p>	
SECTION 4	Results
EMEU Students participated in developing the theme, menu etc. for the restaurant. Preparing the dishes for the restaurant opening.	
SECTION 5	Impact
The module is tested and valuable experiences have been achieved. Adoption and changes is the next phase	
SECTION 6	Impact
<p>In Autumn 2017:</p> <ol style="list-style-type: none"> 1. How many students did you send away for a Study Module? 2 student to Netherlands 2 students went to Finland 2. What is the name of the college you sent your students to? Horizon College and Jyväskylä college 	

3. How many staff did you send away to visit EMEU partners?

1 teacher went to the EMEU-Meetings + visited both partners in the team

4. How many of your students did a work placement AFTER and in connection with the study module? Not part of the aim**Section 7****Use of ICT Tools**

Not applicable in this Study Module. In the preparatory stages we used Email and face-to-face meetings to discuss the organization of the study module.

Topic: FEEDBACK STUDY MODULES

Team: Marketing / Horizon College

SM: Study module 1 Lead generation, Facebook and cultural differences in EU

SECTION 1

Activity Description

Help to develop a more fitting marketing campaign, more suitable, related to the culture of your home country: what are the needs/interests of potential consumers from your country? How do consumers react in Germany or Spain?

SECTION 2

Participants

We had 1 student from Germany and 28 students from Netherlands involved. 2 staff members from Horizon.

SECTION 3

Organization

Describe how you organized this Study Module with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

We got in contact with Social Blue a company in lead generation with offices in Netherlands, Australia and United States. We organized interns in the company before. The student had to apply for the intern. We arranged a buddy for the student and the accommodation for the student. This was a big problem because it is very expensive for one student to live on its own for 3 weeks. We asked our colleagues to resolve the problem and their network. We'll try in future to organize a central accommodation for students from abroad.

SECTION 4

Results

The student learned the key components of Online Marketing and acquired information related to her field of work. He learned Online Marketing strategies and improved her English skills. He can write now adequate content on Facebook & Instagram for different organisations and business clients. She learned to measure which campaigns are successful based on Return on Investment and she worked as an active member of the marketing team and adapted to the work community. Because of holiday period, the EMEU student had different mentors during the internship. For the future we have to ensure that there is only one mentor for this period. The reflection with the company showed also that the period **for the study module must be longer. We decided to do it in future for 6 weeks.**

SECTION 5

Impact

Describe what impact this activity had on:

1. The student of partner college: she improved her English language skills, got more independent and open-minded and learned a lot about lead generation. She can write adequate content on Facebook and Instagram for different organisations. She knows now the most common online marketing strategies and is aware of her own cultural background.
2. The staff of each other partner college: We focus on Social Media Marketing and will put a special focus on it and implement it more in our lessons. We developed our good partnership with Horizon and will send students again.
3. Your college: More contact with Social Blue, we improved your knowledge about lead generation;

- 4. (IF applicable) Local industry: Social Blue gained firsthand information on cultural differences from the German student for their international campaigns**

SECTION 6

Impact

In Autumn 2017:

5. How many students did you send away for a Study Module? 3 students to BBS W1 Ludwigshafen /Germany
6. What is the name of the college you sent your students to? BBS W1 Ludwigshafen
7. How many staff did you send away to visit EMEU partners? 3 teachers
8. How many of your students did a work placement AFTER and in connection with the study module? 3 of them

SECTION 7

Use of ICT tools

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

Social Media: Facebook & Instagram, What's APP to stay in contact and of course laptop and computer.

Topic: FEEDBACK STUDY MODULES

Team: Marketing / Zubiri Manteo

SM: Study module 1 Creation of Communication Material

SECTION 1

Activity Description

The aim is to design the communication plan depending on the target group by establishing the goals for communication plan and defining key audiences.

SECTION 2

Participants

Unfortunately Horizon College and BBS W1 Ludwigshafen cannot send students in this period. From our team we planned the study module with two teachers.

SECTION 3

Organization

Describe how you organized this Study Module with your partners. Describe, if any, problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

SECTION 4

Results

SECTION 5

Impact

SECTION 6

Participants

In Autumn 2017:

How many students did you send away for a Study Module? 3 students to BBS W1 Ludwigshafen /Germany

What is the name of the college you sent your students to? BBS W1 Ludwigshafen

How many staff did you send away to visit EMEU partners? 0 but 2 teachers took part at the EMEU meeting in Bath

How many of your students did a work placement AFTER and in connection with the study module? 0 they have to continue school

SECTION 7**Use of ICT tools**

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

Design tools: -Adobe Master Collection CS6,

Topic: FEEDBACK STUDY MODULES

Team: SPORTS

SM: Study module 1 : Mind-set in Sports / Bridgwater and Taunton College

SECTION 1

Activity Description

The module was Mind-set in sport. They needed to identify each component of mind-set in sport and relate it to their experience and how they could improve someone else mind-set.

SECTION 2

Participants

There were four students who attended. I was one of the lectures who taught the students along with three other staff.

SECTION 3

Organization

Describe how you organized this Study Module with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

There were a few problems encountered whilst preparing and executing the activity for example we didn't know for certain if they were actually going to attend the module. We overcome this by talking thoroughly at the Bath EMEU meeting. We also had an issue with 1610 regarding work experience, they were very slow in getting back to me and three weeks before they module was starting they eventually got back to me.

SECTION 4

Results

Describe the concrete results of the Study Module. Also describe what went well and what needs to be improved when the Study Module is repeated. Finally, were there any positive or negative spin-offs of this activity which you hadn't anticipated?

The study module was a great success, I feel the students were very engaged and learnt a lot about mind-set, something so big they knew a lot about and really thought about mind-set throughout. I feel the work experience needs to be improved due to them not having the best time, 1610 were much unorganized and it's something I'm currently sorting out. Positive spin offs were that the girls took charge in quite a lot of the practical and m students learnt a lot from them!

SECTION 5

Impact

Describe what impact this activity had on:

The students of each partner college – Students thought thoroughly about mind-set and learnt a lot about new gym exercises.

The staff of each other Partner College – I feel I learnt a lot from the ERASMUS as it was my first study module. This also gave the other partner college faith in my module and to allow other students to come across in March.

Your college – It's given a very positive impact on my College as it's something we can promote and advertise and use as a selling point to present and future students.

(IF applicable) Local industry

SECTION 6

Impact

In Autumn 2017:

How many students did you send away for a Study Module? 0

What is the name of the college you sent your students to? 0

How many staff did you send away to visit EMEU partners? 0

How many of your students did a work placement AFTER and in connection with the study module? 0

SECTION 7

Use of ICT tools

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

I used kahoot in my lessons to interact, engage and motivate students from the UK and the NL and encourage communication and a little competition between the two to improve communication and break the ice a little. I also used PowerPoints for the lessons which were easy to understand and I made sure all the students could easily read the PowerPoint from the NL.

Topic: FEEDBACK STUDY MODULES

Team: Catering / Horizon College

SM: Study module 1 : The restaurant in the Netherlands

SECTION 1

Activity Description

The main assignment for the EMEU4ALL participants was to work with local products in the kitchen of the school restaurant.

SECTION 2

Participants

We had 2 students from Denmark, 2 students of Finland, 9 students from Netherlands, 6 teachers from our school and 2 professionals from the industry involved.

SECTION 3

Organization

Describe how you organized this Study Module with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

Since we had no experience in having foreign students in our lessons we discussed about a buddy system. Each foreign student should be guided by 2 buddies in and around the lessons. We have been focusing on working in the kitchen and the preparation on the lessons. We invented the buddy system, because we thought it should be difficult for the teachers involved to speak English during their lessons.

After the first two weeks we have planned an extra program, as we always have in this week for our normal students. In this week we had two masterclasses and a hunting trip with a chef from a local restaurant.

SECTION 4

Results

The buddy system was a great success, even better than we expected. The Dutch students were in general very enthusiastic, they have made several trips with the foreign students beside the program.

It also worked well in the preparation for the lessons. They jointly developed a menu and the recipes and translated together the technical terms in English (with great help of Google translate).

The lessons worked out well due to the preparation. The involved teachers managed to give their instructions in English and during the lessons the foreign students worked in teams with the Dutch students.

SECTION 5

Impact

Describe what impact this activity had on:

The students of each partner college: the students improved their English language skills, got more independent and open-minded.

They are able to work in the kitchen in an international environment. The Finnish students combined this module with a three weeks internship in a Hilton Hotel.

The staff of each other partner college: we will evaluate this module in January, the outcomes of this point are uncertain at this moment.

Your college: we learned a lot about intercultural exchange and connecting students in intercultural teams. Several teachers are much more enthusiast to receive foreign students in their lessons. The next module we will include more theoretical lessons.

(IF applicable) Local industry: we had a masterclass from a famous cocktail master with international experience. To have foreign students in this masterclass gives was even more attracting.

The local chef from restaurant "De Ooievaar" was very excited about his international hunting trip. It was extra special for him to do and feels therefore extra rewarded.

SECTION 6

Impact

In Autumn 2017:

How many students did you send away for a Study Module? 2 student to Danmark

What is the name of the college you sent your students to? Aarhus Tech

How many staff did you send away to visit EMEU partners? 2 teachers during the EMEU-Meetings

How many of your students did a work placement AFTER and in connection with the study module? 2 Finnish students

SECTION 7

Use of ICT tools

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

We used the EMEU Website for sharing information. Communication was mostly by e-mail and Whatsapp. We found out that Whatsapp is not as common inn every country as it is with us.

Promotion was made with Facebook and Instagram.

Topic: FEEDBACK STUDY MODULES

Team: Health Care / Horizon College

SM: Study module 1 : Can you give care in a patient centered way?

SESECTION 1CTION 1 Description	Activity
<p>The main activity is that the student is able to put oneself in the shoes of the person requiring care and understanding his/her feelings. Self-determination, partnership and equality are of prime importance, thereby meeting the wishes of the care receiver and building a good relationship. In short, it means that the student can work according to the patient's requirements.</p>	
SECTION 2	Participants
<p>We had 2 students from Finland. 6 teachers from our school were involved. Work placement Wilgaerden in Hoorn had them for 3 days. And Finland should have a six week period, so there was also 3 weeks working period after the 3 weeks school. Every school week the visit work placements as an excursion, in total 5 work placements have been visited.</p>	
SECTION 3	Organization
<p>Describe how you organized this Study Module with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)</p> <p>We offer this study module for the first time. We communicated in time with our partners, they were interested, only the German partners have no inters in the Study module. The theme doesn't fit with their school program</p> <p>We got in contact with the students some weeks before the module and asked them if they want to be a buddy for the 2 Finnish students.</p> <p>And we organized the hosting and funding for the students with our colleague, she knows a lot about the hosting and funding. The hosting was much work and stressful, there are not so many places to host.</p> <p>The problems occurred are more organizational thinks and the workload in general because we have to do multi-tasting by take care of the international students and at once teach your classes. Solutions for the future must be more involved teachers at the hosting school.</p>	

SECTION 4
Results

The students were 'adopted' in the second year class of Health care, they followed the lessons together. The students learn a lot about the way of giving care in the Netherlands, as special the emotion centered care.

They past for their assessment of Nursing Skills with a good result, gives an presentation in English about the experience of giving patient centered care in the work placement and what the student want to take home for the care system in Finland.

They lead a groups discussion about whether to provide patient centered care or otherwise in English. The assessment of the presentation has a good result.

The assessment of the work placement of the both students has a good result also. There is one assessment about professional behavior and one special about patient-centered care. We recommend strongly to repeat this module in the way we did it.

SECTION 5
Impact

In Autumn 2017:

Describe what impact this activity had on:

The students of each partner college: the students improved their English language skills, got more independent and open-minded and learned a lot about giving care in the Netherlands. The student is able to justify in the description the knowledge of the way his/her familiar with how patient centered care for the elderly is provided in the Netherlands.

The staff of each other partner college: they told that the exchange is a good preparation for a longer period abroad.

Your college: we learned a lot about intercultural exchange, The teachers had a good impression about the impact of their own students in speaking and improving the English language.

(IF applicable) Local industry: Wilgaerden was very pleased about the Finnish students, they found them very polite and the students were able to give well-founded ideas, viewpoints and/or proposals. The work placement the students vised for a short time are willing to take students from abroad for a longer period.

SECTION 6
Impact

In Autumn 2017:

How many students did you send away for a Study Module?

2 students to Duisburg (Germany) / 2 students to JAO College, Jyväskylä Finland

What is the name of the college you sent your students to?

Sophie-scholl and JAO college.

How many staff did you send away to visit EMEU partners?

2 teachers during the EMEU-Meetings

How many of your students did a work placement AFTER and in connection with the study module?

The 2 Finnish students had 3 weeks period after the school part.

SECTION 7**Use of ICT tools**

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

We use the EMEU Website for sharing information and of course e-mails. We had no problems, except that we had difficulties with sign in the students in the module. But we solved it with help from other EMEU4ALL partners

Topic: FEEDBACK STUDY MODULES

Team: Retail / Horizon College

SM: Study module 1 : Exploring the Dutch trading culture

SECTION 1 The main assignment for the EMEU4ALL participants was to develop and present an implementation plan for improving the shopping experience in Dutch retail outlets on the basis of desk and field research.	Activity Description
SECTION 2 We received 2 students from Spain and 1 student from the UK. 9 teachers, 1 course manager and 28 students from our school were involved.	Participants
SECTION 3 Describe how you organized this Study Module with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible) The foreign students did the study module together with our 2 nd year level 4 Manager Retail students and thus also attended regular classes. Before the foreign students arrived they had already been in contact with their 4 Dutch buddies from the Manager Retail class. We also organized excursions where the whole class participated. Moreover, we organized work placements for the foreign students together with local companies involved in the EMEU project and football training sessions at a local football club for a Spanish student. We realized that the overall organization has be to improved. However, we got caught in a snow storm resulting in our college closing down for 2 days which meant that we had to reorganize the program at short notice.	Organization
SECTION 4 The students worked in small groups together with Dutch students on producing a presentation on their desk and field research with a view to improving the shopping experience in Dutch retail outlets. The feedback on the presentations was very positive. Also the evaluation that the foreign students were given by the managers of the work placement companies was excellent.	Results

SECTION 5

Impact

Describe what impact this activity had on:

The students of each partner college: the students improved their English language skills considerably, and became more open-minded and built international relationships (some students are planning visiting each other). The buddy system functioned very well. The Dutch buddies thought it was a great experience and would like to be buddies again for future foreign students. The foreign students thought that their stay was a very good experience and enjoyed working in groups with the Dutch students. The students learned about how to apply desk and field research and the cultural differences between their colleges.

Your college: A large number of teachers from our college were involved in the lessons, excursions and social activities and these activities gave their English language skills a boost and also an insight into working internationally.

(If applicable) Local industry: 2 companies, Bouchier Sport and HEMA provided work placements for foreign students and gave the students very positive feedback and many compliments for tasks carried out.

SECTION 6

Impact

In Autumn 2017:

How many students did you send away for a Study Module? 2 students to Spain. 4 students to the UK (delayed from December 2017 to Jan./Febr. 2018.)

What is the name of the college you sent your students to? Bridgwater and Taunton, Taunton, UK, and Zubiri Manteo, San Sebastian, Spain.

How many staff did you send away to visit EMEU partners? 1 teacher visiting Bridgwater & Taunton and 2 teachers during the EMEU-Meetings in Bath.

How many of your students did a work placement AFTER and in connection with the study module? 4 students in the UK.

SECTION 7

Use of ICT tools

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

We used vimeo for uploading the promotional video on the EMEU-website.

All participating partners share documents in Blackboard.

During the study module 1 students used Google docs. presentation, youtube, power point and whatsapp. No problems occurred.

Topic: FEEDBACK STUDY MODULES

Team: SPORTS / Horizon College

SM: Study module 1 : Positive Coaching

SECTION 1

Activity Description

The main assignment for the EMEU4ALL participants was to provide positive coaching in different ways while offering at least three sportive activities aimed at encouraging movement skills.
The student is able to discuss methods of teaching and coaching in order of sports and the influence on these by sports policy.

SECTION 2

Participants

We had 4 students from Germany, 2 teachers from our school involved and one external expert for making connection with the sportspolicy and club organization Always Forward football (Loek Stam) Especially we can mention the extra teacher who has a role as hostfamily and also teaching on our College (Els Vlaar)
Also we can mention a workplacement specialist in our College who was helping us from the background and organized a visit to a club of special needs (Mireille Rietveld).

SECTION 3

Organization

Describe how you organized this Study Module with your partners. Describe, if any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

We offer this Module for the first time. So we used new network possibilities. We communicated in time and prepared the students about requirements for the module with the EMEU-Website. We got in contact with the students and EMEU partner teacher Joschka Klinkhammer some weeks before the module and gave them already information about staying in a host family and program.

We had a program full of variable points like physical sports, special guests, visiting work placements, professional games and following classes at school.

The two teachers Erik Boot and André Bakker were accompanied by Loek Stam who was the external one who was necessary for external contacts with policy in the city of Hoorn. The problems occurred were two different ones: 1. We had too loaded program and we just had to skip some program points. 2. More organizational things and the workload in general because we have to do multi-tasting by take care of the international students and at once teach your own classes and other work. 3. Continuously tuning between teachers, students, host family, guests and external organizations was time-consuming. Solutions for the future 1. Lighter program 2. More involved teachers and less loading the teachers and external from the organization. 3. More space time and more structure in the program already in the preparation.

SECTION 4

Results

The students worked as an individual and as a team creating an individual presentation and three activities video of bad coaching and good coaching.
As a team they had to discuss about methods of teaching and coaching in order of sports and the influence on these by sports policy.

The students felt very welcome and supported by all people they met and have a role in the module. The students themselves get positive feedback and learned a lot in these three weeks about coaching and the way they teach students at schools in the Netherlands and in other organizations. But also they learned about the way they train pupils by trainers in the sports

club. Our external partner Loek Stam did a marvelous job to give the students a visit through Hoorn and showed how sports is involved in our structure of policy. We recommend strongly to repeat this module in the way we did it.

SECTION 5**Impact****Describe what impact this activity had on:**

1. The students of our partner college Sophie Scholl Duisburg: the students improved their English language skills, got more independent and open-minded and learned a lot about the culture in the Netherlands, positive coaching and the culture of teaching in the Netherlands.
2. The staff and EMEU teacher of our partner Sophie Scholl were over one afternoon and evening during the study module and they made a strong connection between the impact of the module and our relation.
3. The students gave presentations and discussed with Dutch students at school. They were able to level with the students.
4. Our College: we learned a lot about intercultural exchange, we learned also a lot about opening our school for exchange students. It had a impact on all teachers and the whole organization.
5. Local organizations: Loek Stam Always Forward and other organizations involved have definitely there profit about opening for exchange students and the contact with the Colleges who are involved.
6. We got several articles in papers and at websites about this exchange: Noord Hollands Dagblad; Duisburg-Nord, Always Forward website and intern at the Horizon College.

Topic: FEEDBACK STUDY MODULES

Team: Health Care / ID College

SM: Study module 1 : Organizing a Day program for children

SECTION 1

Activity Description

The student will organize a day and activity program for a group (minimum of 5) of children from the ages of 0-12 years old. The activity program will contain at least three activities, one of which involves music.

SECTION 2

Participants

The study module is offered to two students and the staff that will be involved is 5. It will be offered in oct 2018 because of the change of the curriculum. First it was planned to be offered in spring 2018

SECTION 3

Organization

Describe how you organized this Study Module with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

SECTION 4

Results

Describe the concrete results of the Study Module. Also describe what went well and what needs to be improved when the Study Module is repeated. Finally, were there any positive or negative spin-offs of this activity which you hadn't anticipated?

SECTION 5

Impact

Describe what impact this activity had on:
 The students of each partner college
 The staff of each other partner college
 Your college
 (IF applicable) Local industry

SECTION 6

Impact

In Autumn 2017:
 How many students did you send away for a Study Module?
 What is the name of the college you sent your students to?
 How many staff did you send away to visit EMEU partners?
 How many of your students did a work placement AFTER and in connection with the study module?

SECTION 7**Use of ICT tools**

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

Topic: FEEDBACK STUDY MODULES

Team: Jyvaskyla College / Finland

SM: Study module 1 : Rehabilitation support in Nursing and Care

SECTION 1

Activity Description

The students participate theory lessons, small group work and guiding client groups using rehabilitative approach in order to support functional ability.

SECTION 2

Participants

We had 2 students from Netherlands and 1 from Germany. 4 teachers from our school were involved. The participating students were integrated into a group of students (18) .

SECTION 3

Organization

Describe how you organized this Study Module with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

The aim of the Module was discussed with partners from the Netherlands and Germany in order to fit the the learning goals all all partners as well as possible. Also the timing of the module was set together with the partners in regard to vacations and exam periods. We communicated in time and prepared the students about requirements for the module with the EMEU-Website. We got in contact with the students some weeks before the module.

The problems occurred are more organizational issues and the workload in general because we have to do multi-tasking by taking care of the learning outcomes of international and domestic students. Preparing teaching material in two languages was somewhat laborious.

Another challenge was assessing international students' learning outcomes using our own criteria. Our criteria is made for evaluating a longer period of studying, also including several weeks of on-the-job -learning.

SECTION 4

Results

The students participated theory lessons and worked with groups of clients. The international students were integrated into groups of students. Every team worked interactively throughout the period. The students studied assessment and rehabilitative methods used in Finland. The teams performed different activities to clients in order to enhance functional ability. By doing home visits to clients the students learned how to guide elderly people in daily activities.

SECTION 5

Impact

Describe what impact this activity had on:

The students of each partner college improved their English language skills, and got self-confident by using a foreign language.
 The students learned a lot about rehabilitation support in nursing in each country.
 The students learned how to communicate with working teams and clients without a common spoken language.
 The students learned to assess and support the functional ability using different methods.
 The students learned in practice how to guide clients with special needs.
 After this experience the participating staff members are more comfortable in facing new challenges and teaching in English.
 The whole college got a positive experience of intercultural exchange.
 The clients got positive experience of communicating with international student using a foreign language.

SECTION 6

Impact

In Autumn 2017:

How many students did you send away for a Study Module? 2 student2 to Alkmaar/Netherlands
 What is the name of the college you sent your students to? Horizon College
 How many staff did you send away to visit EMEU4ALL partners? 2 teachers during the EMEU4ALL-Meetings
 How many of your students did a work placement AFTER and in connection with the study module? 2 students (2weeks before and 1 week after)

SECTION 7

Use of ICT tools

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

We used the EMEU Website for sharing information and e-mail in contacting the teachers and students. Both international and local students used cell phones in translating in order to enhance the communication and learning. During the module both the students and teachers took pictures of students in practice to present the study module. The students used computers to prepare group presentations to others.

Topic: FEEDBACK STUDY MODULES

Team: Health/Social care / Jyvaskyla, Finland

SM: Study module 1 : Supporting and guiding the growth of children

SECTION 1	Activity Description <ul style="list-style-type: none"> • The student uses different work methods, equipment and material in support and guidance of children's growth • The student pays attention children's health, safety and ability to function • At the college- period the student takes actively part in workshops and conversations
SECTION 2 <p>How many students, staff and support staff from each partner college were involved in this activity?</p> <p>3 teachers and 60 students at college and 3 teachers at placement</p>	Participants
SECTION 3 <p>Describe how you organized this activity with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)</p> <p>We operated through EMEU- sites and by e-mail with sending partner (Guus Wismans)</p> <p>CV:s and the description of the students involved should be available in advance. They should be sent straight to the teachers involved (in this case Mia)</p>	Organization
SECTION 4 <p>Describe the concrete results of the activity. Also describe what went well and what needs to be improved when the activity is repeated. Finally, were there any positive or negative spin-offs of this activity which you hadn't anticipated?</p> <p>ADVANTAGES: The students improved their English language skills and made the first steps in international context. The module structure was planned well (schedules and teachers involved). The students and the teachers at college and day care center were positive and flexible.</p> <p>DISADVANTAGES: It was difficult to teach simultaneously in English and in Finnish: the sending partner's students get bored and confused.</p>	Results
SECTION 5 <p>Describe what impact this activity had on:</p> <p>The students of each partner college: The students improved their English language skills and made the first steps in international context. The Finnish students received courage to speak English and started to understand the differences between the day care systems in Finland and Holland</p> <p>The staff of each other partner college: They improved their knowledge of Finnish day care system and Finnish culture.</p> <p>Your college: We are starting to sustain the EMEU-concept</p>	Impact

SECTION 6**Use of ICT tools**

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

E-mail

Topic: FEEDBACK STUDY MODULES
Team: Catering / Jyvaskyla College, Finland
SM: Study Module 1 À la carte food preparation
SECTION 1
Activity Description

The main assignment for the EMEU4ALL participants was to study integrated with Finnish students and teachers in the training kitchen and in the restaurant kitchen of our College.

SECTION 2
Participants

We had 2 students from Denmark, 2 teachers of our college were mainly teaching the group and one chef from the restaurant kitchen was also guiding "module students". The international teacher was doing the programme for the 3 weeks and contacting the module group during it. Danish students were integrated to our chef student group, so all our students were involved to the module as well (18 students). We also had 3 tutor students from the same group.

SECTION 3
Organization

Describe how you organized this Study Module with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

We were planning the module during the working conference in Hyvinkää between the partners. We also were planning the module, the timing and practical organizing between ourselves and our programme manager beforehand.

We did not have the CV's of the students beforehand and this was making the module planning more difficult. About this we have been speaking between the partners and this matter has been solved.

SECTION 4
Results

The students worked as part of a team with our students and teachers. During the module they were preparing different kind of à la carte menus according the study program. They had possibilities to cook some Finnish dishes as well as international menus.

They also were working some days at our restaurant kitchen with personnel and students. During these days they were cooking according the daily orders for customer groups, lunch buffet etc.

During these 3 weeks the class was having some project working at Hotel Alba with the teachers. "Module students" were involved to these working days.

During the module there was also some organized programme outside of the college. We were organizing an international evening where the social and health care students (who were doing their EMEU4ALL module in Jyväskylä) and their tutors were invited with their teachers as well. They had possibility to have Sauna and dinner and we had some programme organised by our tourism students.

There was also one day getting to know Jyväskylä and a journey to Keuruu, to see also the countryside.

SECTION 5
Impact
Describe what impact this activity had on:

5. The students of each partner college: Our students were learning communication between the Danish students. We noticed, that in the future we have to prepare the class better for the "module students". We had 3 tutor students in a class, but our students are not so used to speak English in daily life situations and thus they need more preparation and encouragement from the teachers. The Danish students were having very good English skills, so probably they did not learn more language, but they learnt, how to communicate and manage in a foreign country.

There are certain differences in the education between Finland and Denmark in our vocational institutes. The duration of the vocational education and training as well as the curriculum between our students in our first module was a little different. The professional level between the Finnish and Danish students was quite large. This was one reason, that it was a bit difficult for our students at the beginning to co-operate in team. However after working together, the co-operation got better when they got to know more each others. The attitude of the Danish students was very good, and that helped a lot during the module.

We also learnt, that there should be more English material for the students or the working day has to be longer in the training kitchen.

We had a feedback discussion between the Danish students and teachers at the end of the module. We got good and valuable feedback from the students and according to this feedback we try to improve the module for the next coming students.

The duration of the module (3 weeks) is very short time in a foreign country, we all were on the same opinion, that it should be a little longer (4 weeks, maybe?)

The staff of each other partner college: In our college we are not teaching in English language usually. That is why the teachers were feeling a bit challenging to teach with two languages. We did not have a language teacher involved in a kitchen. This is why more written material in English would be very necessary for the foreign students. We were discussing about the feedback we got and we try to improve the module for the next time.

Teacher from the sending College was visiting us after the module. We had a feedback meeting and a good discussion for the future modules.

Your college: We were trying to involve the Danish students also to College`s activities. They participated to our parent evening as an example of the exchange students with their tutor and our international teacher.

IF applicable) Local industry: The Danish students were taking part to the project, what our teachers and students were doing with the local Hotel Alba. They had some working shifts in the kitchen there.

SECTION 6
Impact
In Autumn 2017:
How many students did you send away for a Study Module?

2 student to Heerhugowaard/Netherlands

What is the name of the college you sent your students to?

Horizon College

How many staff did you send away to visit EMEU partners?

2 teachers during the EMEU-Meetings

How many of your students did a work placement AFTER and in connection with the study module?

2 students

SECTION 7**Use of ICT tools**

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

We used e-mail, mobile phone and WhatsApp.

Topic: FEEDBACK STUDY MODULES

Team: BBS W1 / Ludwigshafen

SM: Study Module 1 Global Days - BBS W1 Ludwigshafen

SECTION 1

Activity Description

The main assignment for the EMEU4ALL participants was to plan, shoot and edit a promotional video of Global Days for the school's website and information events.

SECTION 2

Participants

We had 3 students from Netherlands, 3 students from Spain, 3 teachers from our school involved and one external expert for making promotional videos and of course all international teachers and students during the Global Days (7 international teachers and 50 students from Denmark, France, Holland, Finland, Spain and of course Germany)

SECTION 3

Organization

Describe how you organized this Study Module with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

We offer the Global Days since some years, so we planed the study module around the Global Days week. We profit from the existing network and with our new partners from Spain and Holland from the EMEU4ALL program. We communicated in time and prepared the students about requirements for the module with the EMEU-Website. We got in contact with the students some weeks before the module and gave them already some assignments comparing to technical staff for making promotional videos. And we organized the hosting and funding for the students together with our partners. The problems occurred are more organizational thinks and the workload in general because we have to do multi-tasting by take care of the international students and at once teach your classes. Solutions for the future must be more involved teachers at the hosting school.

SECTION 4

Results

The students worked as part of a team creating a promotion video of our college's international project, "Global Days", comprising the following activities:

- inventing a story
- preparing the film shooting (including handling of video camera)
- filming sequences
- cutting filmed material
- editing the promotional video

The students get positive feedback and learned a lot making a promotional video. Our external partner did a great workshop making promotional video and the students felt very welcome and supported. For improvements we need a better infrastructure regarding to internet connection. We recommend strongly to repeat this module in the way we did it.

SECTION 5
Impact

Describe what impact this activity had on:

The students of each partner college: the students improved their English language skills, got more independent and open-minded and learned a lot about promotional video. They can participate in the production and communication of information intended for customers according to the organization's practice and create parts of promotional material (video). They are able to carry out work related to the project implementation in accordance with the company's instructions and understand the role of creative processes in developing a video. The staff of each other partner college: They can also use the video to enhance motivation for the next Global Days. And the students gave presentations to other students at school. Your college: we learned a lot about intercultural exchange, we learned also a lot about promotional video and we profit from the final work for acquiring students attending Global Days in future. (IF applicable) Local industry: Vincent Ercolani as a professional film maker hold 2 days workshop and did a great job that students but also we as school learned how to make a professional promotional video.

SECTION 6
Impact

In Autumn 2017:

How many students did you send away for a Study Module? 1 student to Hoorn/Netherlands

What is the name of the college you sent your students to? Horizon College

How many staff did you send away to visit EMEU partners? 2 teachers during the EMEU-Meetings

How many of your students did a work placement AFTER and in connection with the study module? Not part of the aims because she is still attending school

SECTION 7
Use of ICT tools

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

We used vimeo for uploading the promotional video and our homepage. We use the EMEU Website for sharing information and of course e-mails. We worked first with windows movie maker for creating the promotional video but decided during the module to leave the decision for creating the promotional video to the students because they have different computers and experience with some programs and these programs are for free.

Topic: FEEDBACK STUDY MODULES

Team: Retail / Horizon College

SM: Study Module 1 The Retail Supply Chain

SECTION 1

Activity Description

The participating students were to investigate and document the retail supply chain.

SECTION 2

Participants

How many students, staff and support staff from each partner college were involved in this activity?

7 teachers and 49 students from all 3 partner colleges.

SECTION 3

Organization

Describe how you organized this activity with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

All 3 partners from the UK, Spain and The Netherlands were responsible for preparing and carrying out the project simultaneously for a period of 3 weeks – with an interruption of 1 week's holiday – from 16 Oct. – 10 Nov. 2017

EMEU Retail Team (Group A) developed cross team introductions and team building of 5 groups per partner group.

EMEU Retail Team (Group B) suggested products to investigate and document.

EMEU Retail Team (Group C) provided supply chain teaching materials in English.

We used Google Drive as communication platform which worked very well.

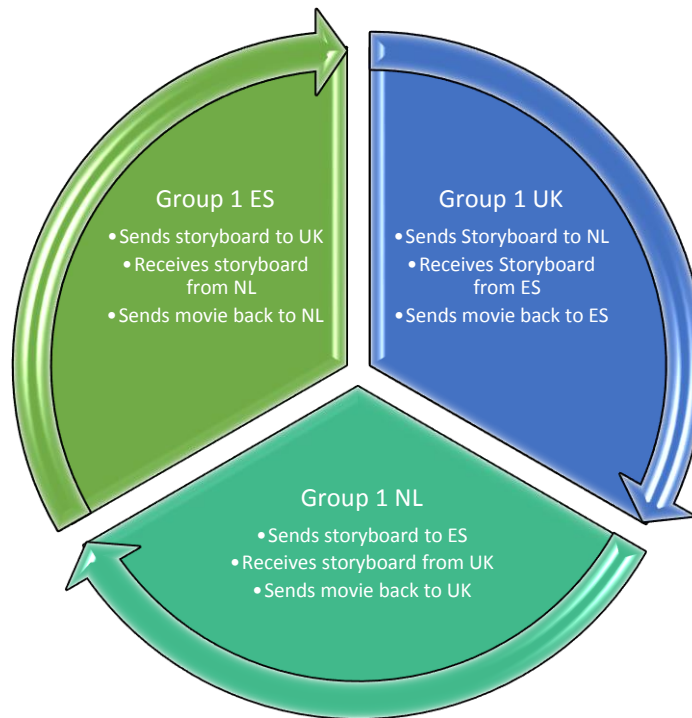
As an introduction the students used linked-in to get to know each other.

In the 1st week the students researched all levels of the supply chain

In the 2nd week they created story boards of the supply chain of the products to be researched

In the 3rd week they filmed each other's story boards using U-tube editor

The is the rotation model applied:



Improvements: Linked-in was not the right platform for our student age group. In the future we should use Facebook or Youtube introduction films to enhance the communication between student groups.

SECTION 4

Results

Describe the concrete results of the activity. Also describe what went well and what needs to be improved when the activity is repeated. Finally, were there any positive or negative spin-offs of this activity which you hadn't anticipated?

The students improved their English language skills and especially they learned the English supply chain terminology. They made story boards and a films.

SECTION 5

Impact

Describe what impact this activity had on:

The students of each partner college: The students improved their English language skills. Especially they learned the English supply chain terminology via the introductory supply chain theory lessons. They learned to make story boards and a films using Youtube editor and Google drive.

The staff of each other partner college: Used English teaching material on the retail supply chain and applied ICT-tools such as Youtube editor and Google drive.

Your college:
(IF applicable) Local industry

The teaching material developed can be used by other teachers in the future.

SECTION 6**Use of ICT tools**

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

- Linked-in
- Youtube editor
- Google drive

Topic: FEEDBACK STUDY MODULES

Team: Social Care / Bath College

SM: Study module 1 Digital Applications for Children.

Section 1 The main assignment for the EMEU4ALL participants was to create a group presentation about how to support and develop the computing skills of children, using a range of ITC skills and evidence from their work placement	Activity Description
Section 2 We had 3 students from the Netherlands, 4 teachers from bath College were involved and two primary schools. 22 Of our students were also involved.	Participants
Section 3 Describe how you organized the study module with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you found to overcome the problems Bath College built this into the programme of study for our final year. Early Year students who complete projects in blocks. This meant that the partner participants were able to attend all classes with the Bath College students. They were fully immersed in the group and it was easy to plan trips to related museums and cultural visits. Some staff illness proved challenging, when covering staff were not fully briefed on the EMEU4ALL project. We did recognize that we need to leave much more time between close of application to students arriving to ensure that accommodation and placement arrangements can be made effectively.	Organization
Section 4 The students worked together successfully with a small group of bath College students to produce a presentation about how best to develop computing skills. The feedback on the presentations was very positive. The students attended a work placement 2 days a week. The 2 primary schools provided us with excellent feedback about the participants and the support that they have offered.	Results
Section 5 Describe what impact this Study Module had on: <ol style="list-style-type: none"> 1. Students of each partner college: the students all used English well, but developed their use of colloquial English and built ongoing international relationships. They learnt about UK Computing Curriculum and developed their ability to support children to develop computer literacy and readiness for the technology to work. One of the students created a video for his school to share with his class and teachers in his own country 2. Your college: our students were able to find out more about education and the differences between the Uk and the Netherlands. We understand more about the process of being a hosting partner and to best support participants to get involved in the cultural surroundings and activities. 3. Local Industry: the two primary schools who provided a work placement for our participants have noted that the students supported the children well and developed their English skills and have become more confident as the project progressed. 	Impact

Section 6
Impact

In Autumn 2017:

1. We sent 2 students away for a Study Module at Horizon College in Holland
2. We sent 1 teacher and 1 international manager to the EMEU4ALL meetings
3. None of our students did a work placement after or in connection with the study module

Section 7
Use of ICT
Tools

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

We used PowerPoint, Video Cameras, Still cameras, computers, Ipads, programmable Robots, Control Toys, mobile phones, Bebot software, Scratch which all worked well for the project.

Attempted to use Skype for staff conference with the whole social care group but our college network made it very difficult. The call was recorded by Hyria so I was able to listen.

Topic: FEEDBACK STUDY MODULES

Team: Retail / Zubiri Manteo, Spain

SM: Study module 1 Implementing E-Commerce into small businesses

SECTION 1

Activity Description

Gros, neighbourhood of Donostia, is an important area for small commerce. So we work together to implement a plan for an e-commerce solution for them.

SECTION 2

Participants

It was the first time that we developed a study module with foreign students. We host TWO Netherland students, Bart and Hasan. We support them with a two English teachers and two marketing and online marketing teachers also. All of them from IES Zubiri Manteo BHI.

SECTION 3

Organization

It was really good experience, although we had some problems with the teachers timetable. Next time it will be solved.

SECTION 4

Results

The results are very good. The students, foreigners and locals, were really motivated to develop it. So it was a positive action.

SECTION 5

Impact

The impact this activity had on:

The students of Horizon college had a nice personal experience and also get the knowledges about how to create a web with a new program. This program is used usually in Spain.

The students of IES Zubiri Manteo BHI had the opportunity to learn from Horizon college students about their country, culture, custom...and also share with foreign students about their country culture, lessons...

SECTION 6

Impact

In Autumn 2017:

IES Zubiri Manteo BHI sent two students.

Mikel and Joana had been in Horizon College.

We couldn't send any staff to help/visit them.

The students that had been studying in Horizon college they had work placement as a part of the study module.

SECTION 7**Use of ICT tools**

The study module was implementing a plan in a small shop so ICT tools (software/social media/Electronic platforms/programs) were indispensable.

The final report was done by google docs; drive was used to share the lesson materials and Wordpress to create a web page. Also, they used Google slides to prepare a presentation.



FEEDBACK VIRTUAL ACTIVITY 1

(Version Jan 2018)

Introduction

In the EMEU4ALL project the main aims are to provide opportunities for large groups of students through the so-called Virtual Activities (VA) where students work at "internationalization**from**home" activities and for smaller groups of students through the Study Modules (SM) and optional work placement opportunities.

The EMEU4ALL VET Teams, Health Care, Social Care, Marketing, Retail, Sports and Hospitality (Catering) have developed, offered and evaluated the success of their Virtual Activity between December 2017 and January 2018.

EMEU4ALL aims to involve more internal college VET Teams and external EU partners in the EMEU-concept of Virtual Activities, Study Modules and Work Placements. Therefore, after the previous EMEU4Engineering project and during the current EMEU4ALL project, the project management and the members of the Steering Group (-s) focus in particular on what these new teams would need to participate in the EMEU concept. For this we developed a RoadMap for new participants and an overview of the feedback staff and students have provided after their first Virtual Activity.

For example, particularly useful is the section on the use of ICT Tools. This helps teams to look for and find experience on the use of specific IT media used within the project.

The following collection of overviews provides extensive feedback on the following topics which are useful for current and new partners:

Section	Topic	Question
1	Activity description	What was the aim of the activity?
2	Participants	How many students and staff were involved?
3	Organization	How was the module organized? How did you handle problems, if any?
4	Results	What were the outcomes of the Virtual Activity?
5	Impact	What was the impact of the Virtual Activity?
6	Impact	What was the impact on students, staff, college and industry?
7	Use of ICT Tools	Which ICT Tools did you use?

Frans van Schaik
EMEU4ALL project manager
January 2018

3

Materials	PC Internet Kitchen and equipment, ingredients
Final product	Video with an impression of the production of the invented dish
Assessment	Peer assessment on Facebook
Validation of result	

FEEDBACK Hospitality Virtual Activity 1
SECTION 2
Participants

How many students, staff and support staff from each partner college were involved in this activity?

6 teachers and 6 students

SECTION 3
Organization

Describe how you organized this activity with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

It was rather easy to develop the module, we had several good ideas. To implement them is much harder. The first assignment was to large to start. We decided to extract the main idea from the whole plan to start and have the whole as module 2.

At this moment we are still struggling to have the students write the recipe and cook the dish beside the lessons. This module should be a part of the regular lessons.

SECTION 4
Results

Describe the concrete results of the activity. Also describe what went well and what needs to be improved when the activity is repeated. Finally, were there any positive or negative spin-offs of this activity which you hadn't anticipated?

This module is new and not connected to the programs in each country. It is difficult to find the teachers, the time and the space to make this module work easily. At this moment we have 1 video from our Danish partner. The Dutch and the Finnish partner have to make their video and place them on Facebook. After that we can organize the peer feedback.

We believe that when we have organized this once, it must go much better the second time.

SECTION 5
Impact

Describe what impact this activity had on:

At this moment we can't speak of a large impact, because we are still in the implementing fase.

SECTION 6
Use of ICT tools

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

We decided to make video's with the mobile phone and place them on Facebook.

Health Care Virtual Activity 1 Horizon College NL, Sophie-Scholl DE, JAO FI

Health Care Virtual Activity 1	
Vocational area	Health care
EQF level	4
Contact details SENDING partner	<p>Health care group A Horizon College, Alkmaar (NL) > Health care/ Margo Groot-Baltus (M.A.M.Groot-Baltus@horizoncollege.nl)</p> <p>Horizon College, Alkmaar (NL) > Health care/ Lucie de Moor-Nollen (L.M.W.H.deMoor-Nollen@horizoncollege.nl)</p> <p>Horizon College, Alkmaar (NL) > Health care/ Anna Exterkate (A.Exterkate@horizoncollege.nl)</p> <p>Every project will be executed with one participant from group A and one participant from group B or C The number of students involved (on both sides) can vary depending upon the project</p>
Contact details RECEIVING partner	<p>Health care group B JAO College, Jyväskylä (FN) > Health care/ Kari Kujanen (Kari.kujanen@jao.fi)</p> <p>Health care group C Sophie-scholl (DU) > Health care/ Katharina Leichtfuss (k.leichtfuss@gmail.com)</p> <p>Every project will be executed with one participant from group A and one participant from group B or C The number of students involved (on both sides) can vary depending upon the project</p>
Project title	Health care worker/nurse in your country
Project duration	5 weeks (to be discussed with partners)
Required (prior) knowledge	English B1 Basic computer skills
Learning Outcomes	
<input type="checkbox"/> Knowledge	<p>The student ...</p> <p>describe where health care workers/ nurses are working in their own country.</p> <p>argue whether he or she would like to work in Finland or Germany as a health care worker/nurse</p>
<input type="checkbox"/> Skills	<ul style="list-style-type: none"> • is able to use a (digital) tool to communicate with students in Finland or Germany. • is able to use a (digital) tool to make a presentation in English about Health care workers/nurse in their own country. • is able to formulate questions in English for the partner students • is able to make a video compilation of an interview with a health care worker/nurse.

<input type="checkbox"/> Competence	<ul style="list-style-type: none"> • is resourceful in making virtual contact. • dare to ask his/her peers in the sending/receiving country for specific information.
Vocational and Linguistic learning outcomes	<p>The student..</p> <ul style="list-style-type: none"> • is able to make a reasoned choice to go for a study internships abroad • is able to enhance their knowledge of health care vocabulary
Materials	<p>PC Internet Recording possibilities Social media communication possibilities (as e-twinning, face time, WhatsApp e.o.)</p>
Final product	<p>Sharing the video compilation of an interview with a health care worker/nurse.</p>
Assessment	<p>A written reflection in their own language whether the student argue if he or she would like to work in Finland or Germany as a health care worker/nurse.</p>

Feedback Health Care Virtual Activity 1 Horizon College NL, Sophie-Scholl DE, JAO FI
SECTION 1
Activity Description

The students investigate the different between health care workers/ nurses in their own country and abroad (in the Netherlands, Germany or Finland).

SECTION 2
Participants

How many students, staff and support staff from each partner college were involved in this activity?

8 teachers and students

SECTION 3
Organization

Describe how you organized this activity with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

We have some organization problems, we first would like to use E-Twinning as platform. But the ICT facilities at the schools aren't suitable to use this during teaching. So the virtual activity's delayed a little in time.

It also wasn't easy to get the students in contact with each other because of the different lesson hours.

Now we communicate the products by mail to the teachers and they send it to students.

SECTION 4
Results

Describe the concrete results of the activity. Also describe what went well and what needs to be improved when the activity is repeated. Finally, were there any positive or negative spin-offs of this activity which you hadn't anticipated?

The students improved their English language skills and made the first steps in international context and they have written a report in English. They learned about the different between health care workers/ nurses in their own country and abroad (in the Netherlands, Germany or Finland).

The students can argue whether he or she would like to have a period abroad for their work placement (in Finland or Germany) as a health care worker/nurse.

SECTION 5
Impact

Describe what impact this activity had on:

The students of each partner college: The students improved their English language skills and made the first steps in international context. They can argue if they would like to have a work placement period abroad. They have written a report in English.

The staff of each other partner college: They improved their knowledge about all the internet platform you can use, to analyze which internet possibility's there are at their own schools.

Your college: We modernize our internet facility's, we have a skype classroom at the Horizon college.

(If applicable) Local industry;

Health Care Virtual Activity 1 MBO Rijnland, NL – JAO, FI

Vocational area	Childcare
EQF level	Level 4
Contact details SENDING partner	Annemarie Borst, mbo rijnland college, gwismans@idcollege.nl , aborst@idcollege.nl , drogers@idcollege.nl
Contact details RECEIVING partner	JAO Jyvaskula
Project title	Design an international childcare centre Mia.parviainen@joa.fi Milka.niskanen@joa.fi
Project duration	20-11-17 t/m 18-12-17
Required (prior) knowledge	Basic knowledge of domestic childcare English B1 Basic computer skills
Learning Outcomes <ul style="list-style-type: none"> Knowledge Skills Competences 	<p>The counterparts are able to comprehend</p> <ul style="list-style-type: none"> mainstream pedagogical views the main goals of childcare which organisations are related and relevant to childcare the (dis)advantages between vertical or horizontal groups what child and parental participation involves what specifically is implied with nutritious food what and how conduct a professional attitude <p>The students</p> <ul style="list-style-type: none"> are able to define their opinions through the means of a detailed sketch and written explanation ultimately developing and depicting a childcare centre based upon the interaction and views of both counterparts involved Enhance their language skills through interaction between counterparts. <p>The students are competent</p> <ul style="list-style-type: none"> With the use of virtual communication In professional correspondence/etiquette behave in professional manner in correspondence with peers in using in both verbal and written English
Materials	Paper Computer, Facebook Mobile phone
Final product	Depict (text and ground plan) an ideal childcare centre based on the mutual plans of the both counterparts involved Pre prepared subjects;

	<ul style="list-style-type: none"> - description of environment and neighbourhood. - Size of centre - Vision: pedagogical view, goals, opening and closing times, activities, cooperation with institutions - Ground plan (design) - parental participation - staff description
Assessment	Presentation to classmates (4 groups)
Validation of results	Integrated in study program

FEEDBACK Health Care Activity 1 MBO Rijnland, NL – JAO, FI
SECTION 2
Participants

About 20 students of mboRijnland and 28 student of JOA where involved. Two Dutch teachers and two Finnish teachers

SECTION 3
Organization

We made a protected community at Facebook in which the communication between n 8 student groups took place. The Dutch teacher was moderator of the community. All the products, written and filmed, where posted at the Facebook page. The description of the task was posted at the page. Before we started there was a online meeting between the Dutch moderator and the Finnish teacher.

SECTION 4
Results

All the groups have created a description of an ideal child center. The outcome is that there is a significant difference between the descriptions that where mad. Maybe it is because of the difference between level 3 and 4 students. One of the limitations was that the time schedule was to tight. It seemed that the Finish students had to less time to work at the virtual activity. The dutch students had higher expectations. One of the problems we occurred was that the teacher who would monitor the students was not available because of personal situation. Nevertheless the students manged and showed that they where more or less independence in working at the task.

It was a pity that the Finish students didn't have the flexibility to worklonger at the task. The expectations of teachers where not the same and caused problems in what the student groups found from each other taks.

It is positive that students improved their langage skills ad communicated via fakebook In the future we should should agree on time schedule and mutul expectation about task, products, level etc

SECTION 5
Impact
Describe what impact this activity had on:

The students of each partner college: the students worked together at the assignment and had to discuss in their group as well online. They had to adapt the comments in their plan. It was nice to see how enthusiastic students where.

The staff of each other partner college: It was nice to see how the students worked together and where informed and learned about mutual insights about childcare

Your college; The college will publish an article in which the results, organization of this project will be disseminated. The college is very happy with the outcome of this project and the number of students who can learn in an international context.

SECTION 6**Use of ICT tools**

We used mainly Facebook as the platform in which we communicated (students). The teachers used Skype for companies and the mail to discuss the total management and monitoring of this virtual activity

Health Care Virtual Activity 1 Horizon College NL, Sophie-Scholl DE, JAO FI

HEALTH CARE VIRTUAL ACTIVITY 1	
Vocational area	Health care
EQF level	4
Contact details SENDING partner	<p>Health care group B JAO College, Jyväskylä (FI) > Health care/ Kari Kujaenen (kari.kujanen@jao.fi)</p> <p>Every project will be executed with one participant from group A and one participant from group B or C The number of students involved (on both sides) can vary depending upon the project</p>
Contact details RECEIVING partner	<p>Health care group A Horizon College, Alkmaar (NL) > Health care/ Margo Groot-Baltus (M.A.M.Groot-Baltus@horizoncollege.nl)</p> <p>Horizon College, Alkmaar (NL) > Health care/ Lucie de Moor-Nollen (L.M.W.H.deMoor-Nollen@horizoncollege.nl)</p> <p>Health care group C Sophie-scholl (DU) > Health care/ Katharina Leichtfuss (k.leichtfuss@gmail.com)</p> <p>Every project will be executed with one participant from group A and one participant from group B or C The number of students involved (on both sides) can vary depending upon the project</p>
Project title	How is national culture reflected in caring?
Project duration	2 weeks (to be discussed with partners)
Required (prior) knowledge	English B1 Basic computer skills
Learning Outcomes	The student ...
<input type="checkbox"/> Knowledge	<p>the student can obtain information and present it clearly and intelligibly in English</p> <p>the student is aware of the significance of national culture for the clients</p> <p>the student is able to describe and discuss the similarities and differences</p>
<input type="checkbox"/> Skills	<p>the student uses different methods in obtaining information</p> <p>the student uses appropriate methods in presenting his/her culture and traditions</p> <p>the student is able to use English while performing the tasks</p>
<input type="checkbox"/> Competence	<p>the student plans and implements his/her work</p> <p>he/she works both independently and as an active member of a group</p> <p>the student is able to assess his/her input</p>
Vocational and Linguistic learning outcomes	<p>The student..</p> <p>understands the significance of the similarities and differences in culture in a vocational setting</p> <p>is able to enhance their knowledge of vocational vocabulary</p>
Materials	PC

	Internet cell phone
Final product	A PowerPoint presentation that describes the influence of national culture in nursing and care
Assessment	A Power Point presentation: Fail / Pass based on peer evaluation
Validation of result	Integrated in English studies; Understanding significance of work in multi-lingual world

FEEDBACK Health Care Virtual Activity 1 Horizon College NL, Sophie-Scholl DE, JAO FI
SECTION 1
Activity Description

Give a short description of your activity (Aim and what have your students done?)

First activity;

- analyze where health care workers/nurse are working in your country and make a presentation of their work.

Second activity;

- develop interview questions for the other partner (NL-FIN- DU) about the profession health care workers/nurse after they see the presentation.

Third activity;

- interview a health care workers/nurse in their own country, use the questions who made by the partner students.

Fourth activity;

- share the interviews; (the interview video) with the partner students and make a written analyze if you would be a health care workers/nurse in the other country.

SECTION 2
Participants

How many students, staff and support staff from each partner college were involved in this activity?

- two coordination teachers, one executive teacher
- 45 students are involved in this activity

SECTION 3
Organization

Describe how you organized this activity with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

SECTION 4
Results

Describe the concrete results of the activity. Also describe what went well and what needs to be improved when the activity is repeated. Finally, were there any positive or negative spin-offs of this activity which you hadn't anticipated?

SECTION 5
Impact

Describe what impact this activity had on:

The students of each partner college /The staff of each other partner college
Your college / (IF applicable) Local industry

SECTION 6**Use of ICT tools**

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

Health Care (4) (Ongoing)

HEALTH CARE VIRTUAL ACTIVITY (3)	
Vocational area	Health care
EQF level	4
Contact details SENDING partner	<u>Health care group C</u> Sophie-Scholl vocational college (DU) > Health care/ Katharina Leichtfuss (k.leichtfuss@gmail.com) <ul style="list-style-type: none"> • Every project will be executed with one participant from group A and one participant from group B or C • The number of students involved (on both sides) can vary depending upon the project
Contact details RECEIVING partner	<u>Health care group A</u> Horizon College, Alkmaar (NL) > Health care/ Margo Groot-Baltus (M.A.M.Groot-Baltus@horizoncollege.nl) Horizon College, Alkmaar (NL) > Health care/ Lucie de Moor-Nollen (L.M.W.H.deMoor-Nollen@horizoncollege.nl) <u>Health care group B</u> JAO College, Jyväskylä (FN) > Health care/ (.fn) <ul style="list-style-type: none"> • Every project will be executed with one participant from group A and one participant from group B or C • The number of students involved (on both sides) can vary depending upon the project
Project title	Creating a general questionnaire in order to get to know each other before starting a module
Project duration	3 weeks
Required (prior) knowledge	English B1 Basic computer/smart phone skills
Learning Outcomes	The students ...
<input type="checkbox"/> Knowledge	<ul style="list-style-type: none"> • become aware of aspects that are useful to know about other students when planning to work on a project together • decide on the most relevant of these aspects in class • convey these aspects to the students of the partner schools (NL or FIN) • communicate with the other project group to decide on the most decisive aspects all together
<input type="checkbox"/> Skills	<ul style="list-style-type: none"> • are able to formulate the relevant aspects in English • are able to communicate in English with the students of the partner schools • are able to use a (digital) tool to exchange lists and communicate with students in Finland or the Netherlands. • are able to present their ideas to the other students in English and give reasons for them • are able to use adequate vocabulary in the field of health care and general communication • can explain in English why and which certain aspects are useful to know before starting to work on a project together

□ Competence	
	<ul style="list-style-type: none"> • are able to work in a group and decide on relevant aspects together • are resourceful in making virtual contact • dare to ask his/her peers in the sending/receiving country for specific information
Vocational and Linguistic learning outcomes	<p>The students ...</p> <ul style="list-style-type: none"> • are able to present their ideas to the other students in English and give reasons for them • are able to use adequate vocabulary in the field of health care and general communication • can explain in English why and which certain aspects are useful to know before starting to work on a project together
Materials	<p>mobile phone / PC Internet Instant messenger / email</p>
Final product	<p>A common questionnaire between all schools of aspects that are important to know about each other before starting to work on a project together.</p>
Assessment	<p>A complete questionnaire that is suitable for all future modules as well as a written justification for the chosen questions.</p>
Validation of result	<p>Preparation of future cooperation.</p>

FEEDBACK Health Care (4) (Ongoing)**FEEDBACK on EMEU4ALL STUDY MODULES – Study Module 1: Health management in the everyday life - Sophie-Scholl-Berufskolleg Duisburg****IMPORTANT NOTE**

The module is still in progress due to force majeure

SECTION 1**Activity Description**

- Learning different concepts of health in the areas of personal hygiene, gastronomy and sports
- Evaluate the suitability of the learned concepts for daily life with regard to their own behavior (self- assessment by means of a personal diary.
- Use of the concept to examine health management in a hospital (not yet possible)

SECTION 2**Participants**

We received 2 students from Horizon College, 5 teachers from our school.

SECTION 3**Organization**

The students were in classes with a buddy from each class. There they learned holistic concepts of Health management. The students participated in sport lessons, cosmetic lessons and cooking lessons.

SECTION 4**Results**

At present there are no valid results, because the second part will take place in March. The students have expressed the wish to be more involved in the lessons in the classes.

SECTION 5**Impact****Describe what impact this activity had on:**

The students improved their English language skills and also their German language skills. They got more independent and open-minded as well as self-reflecting. They were able to compare school systems and give qualified feedback about the study module. The students should have the skills required in order to be able to self-reflect, analyze and criticise their own and other health behaviour.

SECTION 6**Participants****1 How many students did you send away for a Study Module?**

1 student to Finland

2 What is the name of the college you sent your students to?

JAO

3. How many staff did you send away to visit EMEU partners?

2 teachers during an EMEU-Meeting

SECTION 7**Use of ICT tools**

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

We used the EMEU Website for sharing information and e-mails. The teachers have a WhatsApp Group to be in contact in a short intervals.

Marketing Virtual Activity 1

MARKETING VIRTUAL ACTIVITY 1	
Vocational area	Business
EQF level	4
Contact details SENDING+OFFERING partner	Marketing and Communication Horizon College, Hoorn (NL) > D. Appel, dickappel@horizoncollege.nl ; Horizon College, Hoorn J.M.Bosch, BOSCS000@horizoncollege.nl 20 students involved
Contact details RECEIVING+COOPERATION partner	Zubiri Manteo, San Sebastian (ES) > Naiara Aranbarri narambarri@zubirimanteo.com :17 students involved BBL Ludwigshafen, DE > Dennis Wick: wickschule@gmail.com : 17 students involved
Project title	"Provide webshops more customer services than strictly necessary?"
Project duration	Module Duration: ½ day + ½ day: Thursday 2 nov: ½ day: step 1+2; Friday 3 nov 2017: ½ day: step 3
Required (prior) knowledge	English B1 Basic computer skills
Learning Outcomes	The student ...
<input type="checkbox"/> Knowledge	<ul style="list-style-type: none"> - is aware of their own cultural background - is able to acquire and use information related to the topic and present it understandably both orally and in writing - knows the most common rules for web shops and also the EU Consumer Rights Directive
<input type="checkbox"/> Skills	<ul style="list-style-type: none"> - able to find the answers; - able to translate the answers in English - able to make a valid report
<input type="checkbox"/> Competence	The learner is able to evaluate all the rules about consumer rights.
Vocational and Linguistic learning outcomes	The student.. "Knowledge of legal rules and the practice of customer services offered by webshops." Is able to enhance their knowledge of online marketing vocabulary
Materials	PC Internet
Final product	make a report from the results, differences and conclusions. (title: webshop home country versus foreign ones)
Assessment	• written assignments
Validation of result	Integrated in study program

Marketing Feedback Virtual Activity 1

SECTION 2

Participants

How many students, staff and support staff from each partner college were involved in this activity?

4 teachers and 34 students

SECTION 3

Organization

Describe how you organized this activity with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

The organizing partners (Horizon College) provided the e-twinning space. The forms didn't work, it wasn't easy to get in contact because of the different lesson hours. But the outcome was still good.

SECTION 4

Results

Describe the concrete results of the activity. Also describe what went well and what needs to be improved when the activity is repeated. Finally, were there any positive or negative spin-offs of this activity which you hadn't anticipated?

The students improved their English language skills and made the first steps in international context and they have written a report in English. They learned about the different services from webshops in different countries. And they improved their computer skills and knowledge with e-twins.

SECTION 5

Impact

Describe what impact this activity had on:

The students of each partner college: The students improved their English language skills and made the first steps in international context and they have written a report in English. They learned about the different services from webshops in different countries. And they improved their computer skills and knowledge with e-twins

The staff of each other partner college: improved their knowledge in webshops and e-twinning knowledge

Your college: We modernize the teaching form and got more impact on new technology; We realized a concept which can be also used by other teams.

(If applicable) Local industry

SECTION 6

Use of ICT tools

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

We used the E-twinning platform, E twinning space. It works pretty well, only the forms didn't work.

SPORTS Virtual Activity 1

SPORTS VIRTUAL ACTIVITY 1	
Vocational area	Sports
EQF level	3
Contact details SENDING partner	<p>Sports (group A) Horizon College, Hoorn (NL) > Sports / André Bakker (a.j.bakker@horizoncollege.nl) Horizon College, Hoorn > Sports / Erik Boot (e.w.boot@horizoncollege.nl) Every project will be executed with one participant from group A and one participant from group B and C The number of students involved (on all sides) can vary depending upon the size of the group</p>
Contact details RECEIVING partner	<p>Sports (group B) Sophie-Scholl-Berufskolleg, Duisburg (GER) > Sports / Joschka Klinghammer (j.klinghammer@me.com) Retail (group C) Bridgwater and Taunton College (UK) > Sports / Lee Villis (villisl@bridgwater.ac.uk) Every project will be executed with one participant from group A and one participant from group B and C The number of students involved (on all sides) can vary depending upon the size of the group</p>
Project title	Positive sport coaching
Project duration	8 weeks (to be discussed with partners)
Required (prior) knowledge	English B1 Basic computer skills
Learning Outcomes • Knowledge • Skills • Competence	The student ...
	get knowledge about the features of good and positive knowledge
	are able to record and create movies with cameras and movie-editors
	have the skills required in order to be able to self- reflect, analyse and critique their own and other person's way of coaching in sports prossesses has acquired SPORTS vocabulary
Materials	PC Internet Gym Gymnastic room Sports equipment
Final product	Movie with examples of positive coaching and evaluation arches

Assessment	Presentation 5 minutes about insights partly on video
Validation of result	Integrated in study program partly

FEEDBACK SPORTS VIRTUAL ACTIVITY 1

SECTION 1

Activity Description

The students get an opinion about the attributes and effects of positive and negative coaching in the different countries

SECTION 2

Participants

Sophie Scholl Berufskolleg, 1 teacher and 32 students
 Horizon College, 2 teachers and 17 students
 Bridgewater and Taunton College, 1 teacher and 17 students

SECTION 3

Organization

Describe how you organized this activity with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

The organizing partners (Horizon College) provided the introduction movie with short movies and tasks. With the final task, the students should develop a movie. At the Bath-Meeting we decided to build little groups of 3-4 students with one student of each college (nation). The groups should get in touch by their own and present and evaluate their movies to/of each other. Furthermore we created a Facebook profile with the uploaded introduction video and the possibility of social networking.

SECTION 4

Results

Describe the concrete results of the activity. Also describe what went well and what needs to be improved when the activity is repeated. Finally, were there any positive or negative spin-offs of this activity which you hadn't anticipated?

The students improved their English language skills and made the first steps in international context and they have developed a movie in English. They learned about the theoretical features of positive sports coaching and reflected it on their own professional doing. The students got in contact to students from other countries and learned chasing a goal together. And they improved their computer skills and knowledge with video editors. It was hard to find good video creators for free.

SECTION 5

Impact

Describe what impact this activity had on:

The students of each partner college: The students improved their English language skills and made the first steps in international context and they have developed a movie in English. They learned about the theoretical features of positive sports coaching and reflected it on their own professional doing. The students got in contact to students from other countries and learned chasing a goal together. And they improved their computer skills and knowledge with video editors.

The staff of each other partner college: improved their knowledge in positive coaching and international collaboration

Your college: We modernize the teaching form and got more impact on new technology; We realized a concept which can be also used by other teams.

SECTION 6

Use of ICT tools

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

Mails, Facebook, WhatsApp, Skype, Video-Editors

SOCIAL CARE VIRTUAL ACTIVITY 1

SOCIAL CARE VIRTUAL ACTIVITY 1	
Vocational area	Social Care/Social and Health Care (Child Care)
EQF level	4
Contact details SENDING partner	Liisa Nuutinen, Hyria Education, Finland, liisa.nuutinen@hyria.fi , mobile +358 (0) 50 4153478
Contact details RECEIVING partner	Mirjam Schreuder, Horizon College, the NL, M.Schreuder@Horizoncollege.nl
Project title	The Book of Play - Play Pedagogy in Early Childhood Education
Project duration	4-19.12.2017
Required (prior) knowledge	English B1 Basic knowledge of childhood education
Learning Outcomes	The student ...
<input type="checkbox"/> Knowledge	knows how to support the growth, development and learning of a child or group of children by utilising early childhood education procedures and content orientations Studies play pedagogics
<input type="checkbox"/> Skills	plans, directs, evaluates and documents activities of children who are under school-aged considers early childhood education procedures and methods of action suitable for the children
<input type="checkbox"/> Competence	adheres to the early childhood education plan directs the play of children in care and education work utilises the opportunities provided by play in different situations
	Can ask his peers in the sending/receiving country for specific information, if necessary Can translate feedback from the sending/receiving students into improvements in the drawing/ planning Can apply the Netiquette rules Is able to enhance their knowledge of retail vocabulary
Materials	Computer (OneDrive and Office 365 -tools), video camera, Facebook
Final product	The Book of Play (published by June 1)
Assessment	Evaluation: Passed - Failed - To be developed
Validation of result	Integrated in study program

FEEDBACK SOCIAL CARE VIRTUAL ACTIVITY 1**SECTION 2****Participants**

How many students, staff and support staff from each partner college were involved in this activity?

SECTION 3**Organization**

Describe how you organized this activity with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

SECTION 4**Results**

Describe the concrete results of the activity. Also describe what went well and what needs to be improved when the activity is repeated. Finally, were there any positive or negative spin-offs of this activity which you hadn't anticipated?

SECTION 5**Impact**

Describe what impact this activity had on:
The students of each partner college
The staff of each other partner college
Your college
(IF applicable) Local industry

SECTION 6**Use of ICT tools**

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

SOCIAL CARE VIRTUAL ACTIVITY 1	
Vocational area	Social Care
EQF level	4
Contact details SENDING partner	<u>Social Work</u> Horizon College, Hoorn (NL) > Social Work / Nicole Spaans (n.p.spaans@horizoncollege.nl) Horizon College, Hoorn > Social Work / Mirjam Schreuder (m.schreuder@horizoncollege.nl) <ul style="list-style-type: none"> • Every project will be executed with one class Social Work Horizon College and 1 class Social Work Bath College. • The number of students involved are 40 students
Contact details RECEIVING partner	<u>Social Work</u> Bath College Social Work / Jessica Lewis (jessica.lewis@bathcollege.ac.uk)
Project title	LAWS AND REGULATIONS ABOUT DRUG AND ALCOHOL ABUSE
Project duration	8 weeks
Required (prior) knowledge	English B1 Basic computer skills
Learning Outcomes <input type="checkbox"/> Knowledge <input type="checkbox"/> Skills <input type="checkbox"/> Competence	The student ...
	<ul style="list-style-type: none"> • The students know how the laws and regulations concerning this subject function in their own country • The students know how the laws and regulations concerning this subject function in another country
	<ul style="list-style-type: none"> • The students can collaborate virtually via technology-mediated communication e.g. skype, facebook, padlet etc.
	<ul style="list-style-type: none"> • The students can write a proposal with a set of new (international) laws and regulations based on the subject they have chosen
Materials	PC Internet Reader
Final product	a proposal with a set of new (international) laws and regulations based on the subject they have chosen
Assessment	presentation plans
Validation of result	Integrated in study program

SECTION 1
Activity Description

Each class is divided into six subgroups. Each subgroup is linked to another subgroup from the other college. The two subgroups form an international cooperation group. Each international cooperation group get a case based on one of the following subjects:

Age and Alcohol

Possession of Soft Drugs
 Possession of Hard Drugs
 Drug Smuggling
 Soft Drug Abuse
 Cultivation of Soft Drugs
 Public intoxication

The members of each subgroup make a research on how the case is tackled in their country and describe what regulations and punishment is applied when trespassing a regulation concerning this case. After having completed the research, the members of the international cooperation groups prepare and deliver a presentation so that the students in the Netherlands become acquainted with the law and regulations in England and vice versa.

The two international subgroups analyse and exchange views on each other's laws and regulations. They describe the advantages and disadvantages of each other's laws and regulations. Finally, based on this, they create a proposal for a set of new (international) laws and regulations with regards to the subject they have made a research on.

SECTION 2
Participants

How many students, staff and support staff from each partner college were involved in this activity?

4 teacher and 40 students

SECTION 3
Organization

Describe how you organized this activity with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)

We divided the two groups in 7 groups. Group Number 1 of Horizon College work with group number 1 bath College, and so on. Each group has his own facebook page with the title of their law. On that facebookpage they can communicate together and work on the assignment.

Because of the illness of the colleague of Bath college, the not similar christmas holiday caused some problems. This caused that the communication between the groups started to late and unclear.

Next year we have to plan the activity better and if a colleague is ill we have to search for an other teacher

SECTION 4
Results

Describe the concrete results of the activity. Also describe what went well and what needs to be improved when the activity is repeated. Finally, were there any positive or negative spin-offs of this activity which you hadn't anticipated?

The students improved their English language skills and made the first steps in international context and they have written a proposal in English with a set of new (international) laws and regulations based on the subject they have chosen.

SECTION 5

Impact

Describe what impact this activity had on:

The students improved their English language skills and made the first steps in international context and they have written a proposal in English with a set of new (international) laws and regulations based on the subject they have chosen.

They learned about the different laws of the other country

The staff of each other partner college: improved their knowledge in coaching a group on a virtual activity

Your college: We modernize the teaching form and got more impact on new technology; We realized a concept which can be also used by other teams.

(IF applicable) Local industry

SECTION 6

Use of ICT tools

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

Facebook. It works good but we learned that the teacher has to be good in Facebook to motivate and explain the students

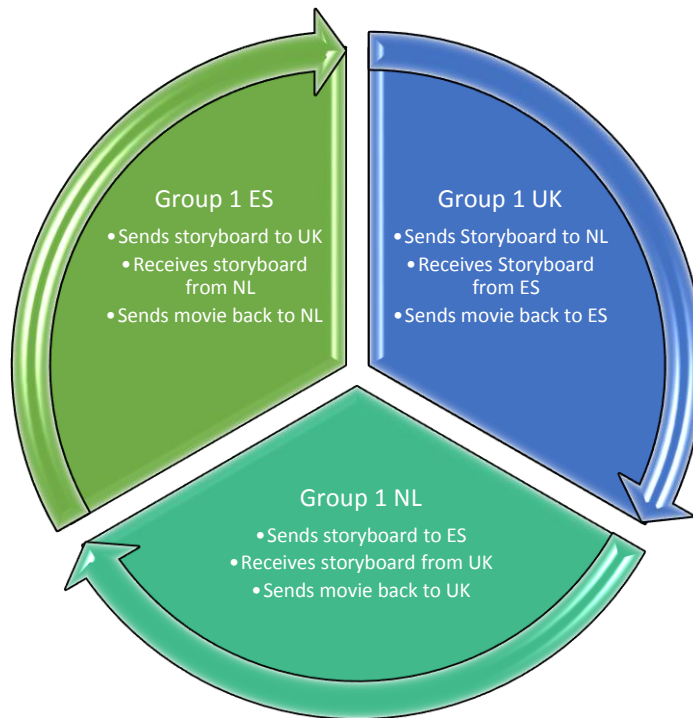
RETAIL VIRTUAL ACTIVITY 1

RETAIL VIRTUAL ACTIVITY 1	
Vocational area:	Business & Retail
Vocational level:	3
Contact details SENDING partner:	EMEU Retail Team (Group C) Bridgwater and Taunton College (UK) > Retail / Richard Willis (Richard.Willis@somerset.ac.uk) <ul style="list-style-type: none"> The project will be executed with participants from group A, B and C The number of students involved (on both sides) can vary depending upon the Project
Contact details RECEIVING partner:	EMEU Retail Team (Group A) IES Zubiri-Manteo BHI, Donostia (SP)>Retail / Uxeue Itoiz (uitoizlle@zubirimanteo.com) <ul style="list-style-type: none"> The project will be executed with participants from group A, B and C The number of students involved (on both sides) can vary depending upon the project EMEU Retail Team (Group B) Horizon College, Hoorn (NL)>Retail / Ellen Ejerskov (elere000@horizoncollege.nl) Horizon College, Hoorn (NL)>Retail / Jesse van der Putten (putti000@horizoncollege.nl)
Project title:	Investigating and documenting the retail supply chain
Project duration:	4 weeks
Required:	<ul style="list-style-type: none"> English B1 Basic I.T. skills
LEARNING OUTCOMES Knowledge: Skills: Competence:	The student: <ul style="list-style-type: none"> knows basic research techniques knows basic project planning knows basic supply chain theory <ul style="list-style-type: none"> Is able to research all levels of the supply chain Is able to create a storyboard outlining the research on supply chain Is able to plan a short project using appropriate tools (Microsoft Project or Excel) Is able to effectively communicate with partner EMEU groups Is able to use appropriate I.T. tools (Moviemaker, YouTube Editor etc) <ul style="list-style-type: none"> Can ask for input from peers and lecturers Can create and edit suitable media
Vocational and Linguistic learning outcomes:	<ul style="list-style-type: none"> Is able to expand and reflect upon their commercial experience Is able to reflect upon cultural differences Is able to enhance their personal and vocational vocabulary
Materials:	<ul style="list-style-type: none"> Business I.T. equipment Digital and printed research
Guidance:	EMEU Retail Team (Group A) will develop cross team introductions and team building of 5 groups per partner group. EMEU Retail Team (Group B) will suggest products to investigate and document. EMEU Retail Team (Group C) will provide supply chain teaching materials in English.
Final product:	Storyboards and Films

Assessment:	Quality of final product
Validation of result:	Integrated in study program
SECTION 1	Activity Description
The participating students were to investigate and document the retail supply chain.	

SECTION 2	Participants
How many students, staff and support staff from each partner college were involved in this activity?	
7 teachers and 49 students from all 3 partner colleges.	

SECTION 3	Organization
Describe how you organized this activity with your partners. Describe, if any, any problems you encountered while preparing for and executing the activity and which solutions you applied to overcome the problems. (Please be as detailed as possible)	
All 3 partners from the UK, Spain and The Netherlands were responsible for preparing and carrying out the project simultaneously for a period of 3 weeks – with an interruption of 1 week's holiday – from 16 Oct. – 10 Nov. 2017	
EMEU Retail Team (Group A) developed cross team introductions and team building of 5 groups per partner group.	
EMEU Retail Team (Group B) suggested products to investigate and document.	
EMEU Retail Team (Group C) provided supply chain teaching materials in English.	
We used Google Drive as communication platform which worked very well.	
As an introduction the students used linked-in to get to know each other.	
In the 1 st week the students researched all levels of the supply chain	
In the 2 nd week they created story boards of the supply chain of the products to be researched	
In the 3 rd week they filmed each other's story boards using U-tube editor	
The is the rotation model applied:	



Improvements: Linked-in was not the right platform for our student age group. In the future we should use Facebook or Youtube introduction films to enhance the communication between student groups.

SECTION 4

Results

Describe the concrete results of the activity. Also describe what went well and what needs to be improved when the activity is repeated. Finally, were there any positive or negative spin-offs of this activity which you hadn't anticipated?

The students improved their English language skills and especially they learned the English supply chain terminology. They made story boards and a films.

SECTION 5

Impact

Describe what impact this activity had on:

The students of each partner college: The students improved their English language skills. Especially they learned the English supply chain terminology via the introductory supply chain theory lessons. They learned to make story boards and a films using Youtube editor and Google drive.

The staff of each other partner college: Used English teaching material on the retail supply chain and applied ICT-tools such as Youtube editor and Google drive.

Your college:
(IF applicable) Local industry

The teaching material developed can be used by other teachers in the future.

SECTION 6**Use of ICT tools**

Give a description of the ICT tools (software/social media/Electronic platforms/programs) you used and how you used them. Describe problems, if any, using these tools and what solutions you applied to achieve your goals.

- Linked-in
- Youtube editor
- Google drive