

# EMEU

*Engineering Mobility In Europe*

## VIRTUAL MOBILITY MANUAL

**VERSION APRIL 2019**

## Contents

### INTRODUCTION

The need for Virtual Mobility in VET education

### PAGE

4

### SECTION 1

Learning mobility

5

- 1.1 What is Virtual Mobility? 6
- 1.2 The advantages of VM 6
- 1.3 The challenges of VM 7
- 1.5 The characteristics of VM in the EMEU project 8
- 1.6 The characteristics of a VM teacher 8
- 1.7 The ICT skills of a VM teacher 9
- 1.8 The characteristics of a VM student 9

### SECTION 2

Organization of VM

10

- 2.1 A suggested Step by step approach

10

### SECTION 3

The EMEU4ALL Virtual Communications Activities

11

**SECTION 3** Overview of Virtual Communication Activities

EMEU4ALL TEAM	Partners	Virtual Activity 1	Virtual Activity 2	Page
<b>HOSPITALITY</b>	AarhusTech	The Menu	Practice in DK	13-16
	Horizon College	The Menu	Practice in NL	17-21
	Jao (Gradia)	Mystery Basket	Practice in FI	22-25
<b>RETAIL</b>	Horizon College	Commercial Spaces design	Infographics on Market Research	27-32
	ZubiriManteo	Social networks Research	Customer service of a large webshop	33-37
	Bridgwater & Taunton	The Supply Chain	Internet Marketing	38-43
<b>SPORTS</b>	Bridgwater & Taunton	Training programs feedback	Getting to know each other	45-48
	Horizon College	Playground Objects	Games & Exercises	49-53
	Sophie Scholl	Popular Sports	Fitness Apps	54-59
<b>SOCIAL CARE</b>	Horizon College	Politics and Law	Finances and me	61-66
	Hyria	The Book of Play	A Typical Day in Child Care	67-74
	Bath College	Designing a special needs program	Promoting Positive Mental Health for Young People	75-80
	Jao (Gradia)	Nature as an environment for growing, experiencing and learning	Comparing nutrition in child care	81-86
	mboRijnland	International Child Care center	Guiding clients with divers cultural backgrounds	87-90
<b>HEALTH CARE</b>	Horizon College	Introducing Health Care education in partner countries	Health Care worker/nurse in your country	92-97
	Sophie Scholl	Getting to know each other before starting a study module	Health education – How does your school implement health education in the curriculum?	98-101
	Jao (Gradia)	How is national culture reflected in caring?	How environment affects functional capacity	102-106
<b>MARKETING</b>	Horizon College	Service Survey	Social Media Marketing 1	108-115
	BBSW 1 Ludwigshafen	Applications Abroad	Social Media Marketing II	116-119
	ZubiriManteo	EMEU blog	Social networks for small businesses	120-123

## INTRODUCTION THE NEED FOR VIRTUAL MOBILITY IN VET EDUCATION

The European Commission is ambitious in its aims for VET in 2020. In the context of the 2014-2020 ERASMUS+ subsidy programme, therefore, it launched the term Learning Mobility.

The idea is that *Learning Mobility* covers a wider range of opportunities for VET students to be internationally active than the single term Mobility. This term is usually associated only with going abroad physically, e.g. as part of a work placement or a study programme.

Only by developing opportunities for students to be virtually active in an international context (or: internationalization**FROM**home) can more students be offered an international experience whilst not crossing borders to do so. This opens up a wide array of possibilities for staff to go across borders; to prepare students for an increasingly international labour market, but also to offer more modern and attractive educational programs.

Learning Mobility covers *physical and VM* and as explained above allows more students to gain knowledge, skills and attitudes in an international context. This is in line with the Commission's ambition that by 2020 50% of all students between 16 - 29 should have had an international experience, be it physically and or virtually. If students gain important competencies through both forms of Learning Mobility, we speak of *Blended Learning*.

This manual is continuously under development. It was started as part of the Engineering Mobility in Europe (EMEU) project, a KA2 Erasmus+ project between November 2014 – November 2016 and continued to other vocational sectors in the EMEU4ALL (sectors) KA2 project: Health Care, Social Care, Business Studies, Hospitality, Retail and Sports. If the network decides to submit another projects, the results of the previous two KA2 projects will be taken as a solid basis for the next project.

The EMEU network aim to offer students and staff sustainable opportunities to be internationally active, be it physically, virtually or both. The +/- 55 teams within the EMEU network from 15 different EU countries are confident that by offering their students to be internationally active, their students will gain, skills, knowledge and attitudes to be employable, competitive on an increasingly internationally or global labour market.

This EMEU manual aims to define VM, the requirements to be virtually active, examples of VM in an engineering context and how they may be embedded in an international and vocational context.

The manual is copy-left and may thus be used, adapted to suit any user

If you have suggestions, additions and/or experiences, which you wish to share with us, then please contact the project manager, [f.w.vanschaik@horizoncollege.nl](mailto:f.w.vanschaik@horizoncollege.nl)

## SECTION 1 LEARNING MOBILITY

Learning Mobility comprises activities where communication between people is taking place that may or may not be present in the same room, building, city or even country.

The activities can be:

- ✓ Fully physical (where you literally need to cross borders)
- ✓ Fully virtual (at a distance, using digital means, without the need to travel)
- ✓ Blended (Here, ICT supports physical mobility).

Examples of **physical mobility** within an educational context are doing a work placement or (parts of) your study abroad. **Virtual mobility** examples comprise conducting a videoconference session for an audience in another country or having students do assignments in more than 1 country where the results lead to a common goal.

**Blended learning** activities makes use if both kinds of mobility e.g. where a student prepares himself for a work placement abroad whilst he is still at home.

In practice a relatively small percentage of vocational college students go abroad. In the Netherlands the percentage lies around 6%. (2016). This is very often due to lack of funding. Also, VET students in The Netherlands often go abroad between 8-20 weeks whereas in other EU countries the average work placement duration is about 3 weeks.

The small number of students physically active also affects the number of students that *wish* to be active but who lack confidence, have prejudices or literally no inkling as to what advantages a work or study experience abroad has to offer them.

This is where **VM** or Internationalization**fromhome** has enormous potential. Starting an international cooperation in the early school years will help youngsters to overcome personal barriers, to gain respect for or set aside prejudices about other nations, cultures, ways of working and to learn the basics of another language. There are colleges that introduce a European Module in the first years of secondary vocational education where staff and students learn about being part of Europe as a European citizen through a range of assignments that give them an orientation into other countries and customs. <sup>\*1)</sup>

The second advantage of VM is that it stimulates subject integration and CLIL teaching <sup>\*2)</sup>. Subject integration takes place e.g. when an English teacher uses the vocational context to teach a foreign language or e.g. when Engineering teachers work together to achieve their teaching aims in a collaborated activity.

Finally, after an initial investment of time and money teaching in an international context without having to cross borders is not only a cheap form of Learning Mobility, but it provides a challenging, modern and attractive educational context for teachers.

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<sup>\*1)</sup> See <http://www.inthemc-project.org/> Internationalisation & Mobility in the students' curricula

<sup>\*2)</sup> CLIL is Content and language Integrated Language Learning. Here subjects are taught in another language than the students' mother tongue or native language

### 1.1 WHAT IS VIRTUAL MOBILITY (VM)?

According to the e-Learning Europa portal, VM means:

‘The use of information and communication technologies (ICT) to obtain the same benefits as one would have with physical mobility but without the need to travel.’

With VM we aim ‘to create an educational context where students and staff in country A communicate with their peers in country B to acquire knowledge, skills and attitudes (competences) which makes them more competitive and employable on an increasingly international labour market.’

### 1.2 THE ADVANTAGES OF A VIRTUAL MOBILITY

Physical mobility leads to an immersion in a different culture and to language learning; VM has other, specific advantages:

- it can engage all students in a class, as there are no physical barriers for communication. So more students are involved, if not all, in a class;
- it is flexible, as it can be applied just in time, even a-synchronously, from any place and within smaller personalized learning spaces and communities;
- multiple VET colleges and different countries or even continents can be engaged simultaneously;
- students and staff who for any reason don't want to be involved in physical mobility, can be involved in VM;
- part-time, employed students and students with special needs can participate conveniently, as the learning material is conceived for independent, but supported self-study;
- Every mobility is very cost-effective for the student and contributes to the “green college”

### 1.3 THE CHALLENGES OF DOING A VIRTUAL MOBILITY ACTIVITY

Virtual components in mobility activities should be well thought through since they have a huge impact on the pedagogy, the support, the assessment procedures and the practical organization of collaborative activities. The first results should therefore be simple, successful and utterly satisfying.

A coherent e-learning pedagogy on how to organize VM initiatives does not yet exist. Experiences show that students in general require more guidance from and communication and with their peers and teachers. Their intrinsic motivation, however, increases substantially if they are involved in the organization from the earliest stage possible.

The assessment procedures are also not easy to design. They should be built not only on study results and products, but even more on the study process.

The ICT infrastructure needs to be optimal and the envisaged activities should be adapted to the level of IT skills of learners and teachers. Appropriate training and support may be needed as well.

Developing VM activities needs to meet a number of important criteria:

1. Students should be involved in the development of assignments from the earliest stage feasible; this is not only to raise their interest, it's also to make use of the extensive knowledge of and experience with social media, communication tools etc. If different media are not available in the classroom, students are often very creative in achieving similar or better results with media and tools teachers are not familiar with;
2. There must be a **need** for communication between students; Internationalization**FROM**home is not a one-way road. Questions, clarifications, opinions, impressions etc. need to form the basis of any VM activity;
3. The assignment and its context must be **authentic**, i.e. based on the vocational context of the students; VM assignments may include one or two introductory tasks to have the students get to know each other and each other's country and culture; the main focus, however, should be on achieving something students may get credit for in a tangible sense (study points, skills) or in a non-tangible sense (appreciation from their work placement company for their acquired knowledge of their EU trading partner country. (knowledge of German culture in trade);
4. A **variety of media** should be available to stimulate different forms of interactivity, e.g. from 'passive' e-mail texts to 'active' face-to-face interaction;
5. A variety of **tools** to should be used to stimulate exchange of information (text, video, sound graphics, pictures, etc);
6. All assignments should be finished within a certain time slot and be embedded in existing educational programs. Some activities may be done real-time where immediate and spontaneous responses are required;
7. Last but not least, students should know before the VM activity how the results of the assignments are assessed and validated. The assignments may be **jolly to do**, but not a **to do jolly**. ECVET is an excellent tool to ensure validity at the end.

#### 1.4 THE CHARACTERISTICS OF VM in the EMEU project

Looking at the VM activities the EMEU teachers developed, we can say that the characteristics of most EMEU VM activities include that they:

1. Are not too complex so that a whole class of students may benefit from the activity;
2. Are as practically oriented as possible, also to suit the lower level students who are less theoretically trained nor inclined;
3. Are manageable in a relatively short time-frame, and preferably not real-time, not to upset the structure of the study programs too much or not to take up too much of the extra students' time outside the study programs;
4. Use ECVET recommendations to describe the knowledge, skills and competences
5. Lead to a **tangible** product;
6. lead to using and possibly improving the students' language skills.

#### 1.5 THE CHARACTERISTICS OF THE VM TEACHER

The more enthusiastic a teacher is, the higher the chance of a successful experience. Enthusiasm, however, is not the only key. The VM partners:

- Need to have a good insight into the EQF level of the students involved; what are the characteristics the students have at different level? How does industry interpret these levels? How complex are the tasks in Industry for students at certain levels?;
- Need to choose the correct EQF level for the activity and the associated Knowledge, Skills and Attitudes;
- need to have prepared the VM activity with his EU partner in detail; the start-middle-end should be made clear to the students from the start. Input from partner students is highly recommended at this stage;
- Need to incorporate appropriate strategies to introduce students to each other;
- Need to know how to use the various ICT tools and to check that they are user-friendly (low access level for non ICT minded students), easy to use and most important they help to achieve the results;
- Need to anticipate the problems the project may run into and have a plan B or even C as back-ups;
- Need to explain clearly in every stage of the VM activity what the role and tasks are of themselves and their students;
- Need to have an open mind regarding alternatives, i.e. user-friendlier and easier to use tools the students may come up with during the VM activity, and need to spend time on studying the alternatives, if necessary in their spare time;
- Need to be open to digital skills courses and training;
- Need to be honest and flexible: they need to act as coaches and counsellors and should not hesitate to have students take over control of certain areas of the VM activity, e.g. when explanations are needed regarding the use of IT tools, telephones with SKYPE or video-cameras functions, etc.

### 1.6 THE ICT SKILLS OF A VM TEACHER

To create a safe and functional IT environment it's important that IT Tools are looked upon as an aid and not a barrier. The motto is: keep it as simple as possible and learn as you go along!  
Therefore VM teachers are suggested to

- Use the benefits of tools and technologies but no VM activity and technology without a transparent vision and strategy;
- Choose the right tools for the right jobs; there are tools for instruction, communication, collaboration, reflection and many more;
- Define what needs to be done synchronously (real-time exchanges) and asynchronously (over a period of time, not real-time);
- Choose ICT technology that is user-friendly, reliable and accessible for all the stakeholders involved;
- Use the tools that are available at the partner colleges involved first and teachers may have experience with already;
- Use the tools students suggest if they are easily available and accessible (telephone functions, etc.)
- Familiarize themselves with the tools, test them beforehand and provide guidelines and support; ask students to provide guidelines for new tools.
- Communicate explicitly about the tools that will be used and to which end they will be used.

### 1.7 THE CHARACTERISTICS OF THE VM STUDENT

As described before in paragraph 1.6 it's vital that students are involved in the design, outline and planning of the VM activity from an early stage to enhance their intrinsic motivation. If the VM activity is looked upon as a **to do jolly** or 'just another activity we have to do' it may fail from the very onset of the activity.

Important student characteristics of effective and successful VM activities:

- They should be highly, intrinsically motivated
- They should have a fair measure of self-responsibility
- They should be able to plan and organize their own learning process
- They should be willing to be pro-active
- They should have a foreign Language level to suit their role and task
- They should have ample ICT skills to perform well
- They should preferably have some knowledge of or even experience in virtual communication activities
- They should be open-minded, flexible; they should have respect for diversity and intercultural differences
- They should have a degree of self-reflection capability

## SECTION 2 ORGANIZING VIRTUAL MOBILITY IN THE CLASSROOM

### 2.1 A SUGGESTED STEP-BY-STEP APPROACH

The following suggested step-by-step approach has come about after our experiences in the EMEU project.

The various project meetings were used to familiarize the partners with the concept of VM, to have them come up with suggestions and ideas and finally to have them work together on developing the final VM activity as you can see in Section 3.

The suggested step-by-step approach is as follows

- |         |  |
|---------|--|
| Step 1  | If this can be arranged, first <i>physically</i> visit a potential EU partner. This works better than a SKYPE or videoconferencing session which are excellent follow-up communication tools;  |
| Step 2  | get to know your partner and the intended vocational course you intend to involve in your VM activity;   |
| Step 3  | make sure you both have the same understanding of the concept of VM;   |
| Step 4  | compare your vocational programs for differences and overlaps;   |
| Step 5  | discuss and decide the topic for your VM activity for the chosen EQF level;<br>Include introduction stages for students to get to know each other before starting on the actual VM topic. This could be text, but also video clips, puzzles etc.   |
| Step 6  | Identify activities to be done synchronously (i.e. real-time)  |
| Step 7  | Use the ECVET recommendations to <ul style="list-style-type: none"> <li>▪ decide on the Knowledge, Skills and Competences (study attitudes) you wish your students to acquire;</li> <li>▪ Describe K,S and C in such a way that both EU partners are clear on their meaning They should be transparent and unambiguous</li> <li>▪ Describe how progress and results of the K,S and C are measured and tested;</li> <li>▪ Describe how the tested results are validated (credit, study points)</li> </ul> |
| Step 7  | Use the developed format (see Section 3) to finalize the description of the VM activity;   |
| Step 8  | Decide on the technology you wish to use for communication between the students  |
| Step 9  | Plan the VM activity in a number of stages to allow for reflection and adjustments   |
| Step 10 | Plan milestones and deadlines  |
| Step 11 | Plan start and finish dates  |
| Step 12 | Introduce your plan to the students and discuss good suggestions with your EU partner to make changes to the program.  |
| Step 13 | Keep a log of all your experiences and use the allocated time for reflections and changes to the rest of the VM activity. What goes well, what can be improved?  |
| Step 14 | At the end of the VM organize two sessions to reflect on the VM activity: <ol style="list-style-type: none"> <li>1. In your classroom with your students. List their comments.</li> <li>2. Using video-conferencing, FACETIME or SKYPE evaluate the VM activity with your EU partner and his/her students</li> </ol>   |
| Step 15 | Use the VM experiences from staff and students to improve the original VM activity.  |

**SECTION 3**    **An overview of THE EMEU4ALL VIRTUAL MOBILITY ACTIVITIES**

EMEU4ALL TEAM	Partners	Virtual Activity 1	Virtual Activity 2
<b>HOSPITALITY</b>	AarhusTech	The Menu	Practice in DK
	Horizon College	The Menu	Practice in NL
	Jao (Gradia)	Mystery Basket	Practice in FI
<b>RETAIL</b>	Horizon College	Commercial Spaces design	Infographics on Market Research
	ZubiriManteo	Social networks Research	Customer service of a large webshop
	Bridgwater & Taunton	The Supply Chain	Internet Marketing
<b>SPORTS</b>	Bridgwater & Taunton	Training programs feedback	Getting to know each other
	Horizon College	Playground Objects	Games & Exercises
	Sophie Scholl	Popular Sports	Fitness Apps
<b>SOCIAL CARE</b>	Horizon College	Politics and Law	Finances and me
	Hyria	The Book of Play	A Typical Day in Child Care
	Bath College	Designing a special needs program	Promoting Positive Mental Health for Young People
	Jao (Gradia)	Nature as an environment for growing, experiencing and learning	Comparing nutrition in child care
	mboRijnland	International Child Care center	Guiding clients with divers cultural backgrounds
<b>HEALTH CARE</b>	Horizon College	Introducing Health Care education in partner countries	Health Care worker/nurse in your country
	Sophie Scholl	Getting to know each other before starting a study module	Health education – How does your school implement health education in the curriculum?
	Jao (Gradia)	How is national culture reflected in caring?	How environment affects functional capacity
<b>MARKETING</b>	Horizon College	Service Survey	Social Media Marketing 1
	BBSW 1 Ludwigshafen	Applications Abroad	Social Media Marketing II
	ZubiriManteo	EMEU blog	Social networks for small businesses



## EMEU VOCATIONAL AREA HOSPITALITY

**AARHUSTECH**
**HOSPITALITY**
**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>AARHUS TECH</b>	<b>HOSPITALITY</b>
Number of VA (I or II)	I
Title of the VA	The Menu
Name of member	Flemming Olesen
Name of Team partners	Horizon college, NL / Gradia, FIN / Aarhus Tech, Denmark
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students <ul style="list-style-type: none"> <li>are familiar with the principles for good communication.</li> <li>know the menu theory including the principles for sensory menu planning</li> </ul>
	<b>SKILLS</b> The students <ul style="list-style-type: none"> <li>can plan and implement a task/activity or solve a problem in routine and/or known situations and surroundings - alone and in cooperation with others.</li> <li>are capable of providing the guests of the training restaurant, with a number of courses.</li> <li>are able to include his or her theoretical knowledge and use it in a practise related context.</li> <li>are able to use/transfer skills, knowledge and competences from subjects as : basic cooking methods, known ingredients, communication, calculation, menu theory and nutrients</li> <li>(kitchen) technical characteristics (Science)</li> <li>are able to handle raw materials correctly.</li> <li>are able to work in compliance with the health and safety regulation.</li> </ul>
	<b>COMPETENCES</b> The students <ul style="list-style-type: none"> <li>are capable of creating a new dish from a list of ingredients, with innovation in mind.</li> <li>can create a menu that has a relation between the courses, a certain harmony.</li> <li>are able to create a fitting solution without the help of other students or teachers.</li> <li>are competent in finding a fitting solution in cooperation with others</li> <li>The student shows willingness to be flexible and to have adaptability.</li> </ul>
<b>Stages and results</b>	<b>Project description: Virtual Gastronomy module</b> Target group: second year (Denmark 3th year)  <b>Aim</b> The aim of this course is to have the student communicate in a foreign language, at A2 level according to the ETL.

	<b>Steps</b> <b>1 Get acquainted with:</b> <ul style="list-style-type: none"> <li>foreign cultures, private, school and work</li> <li>Gastronomic cultures</li> </ul> <b>2. Get acquainted with the partner students via FACEBOOK</b> <ul style="list-style-type: none"> <li>What do you want to know about the other?</li> <li>What do you like to tell about you?</li> <li>Present yourself with photo's</li> <li>Private, work and passion</li> </ul> <b>3. Create a short, more in-depth video containing the steps mentioned above</b> <b>4. Communicate recipes and dishes, with help from the other teams</b> <ul style="list-style-type: none"> <li>Create a recipe/ dish using a fixed pre-determined list of ingredients, exchange your recipe with the other team.</li> <li>The other team will subsequently make a video in which they will create the dish and give instructions along the way</li> </ul> <b>5. Final Assignment</b> <ul style="list-style-type: none"> <li>Cook a large 6 course dinner at the last EU partner student meeting</li> </ul>
<b>EQF level</b>	3
<b>Duration of activity</b>	6 sessions over 2 months
<b>ICT Tools</b>	Facebook group (Flemming Olesen)
<b>Organization of the activity</b>	<b>Pre-project stage</b> <ul style="list-style-type: none"> <li>The team consists of: 2 chefs and 3 pre-determined countries.</li> <li>Students are selected based on motivation and interest.</li> </ul> <b>Requirements</b> The student <ul style="list-style-type: none"> <li>is familiar with the basic cooking methods.</li> <li>knows the basic stocks, sauces and soups.</li> <li>knows the hygienic regulations for food production.</li> <li>wants to familiarize him or herself with the program's fundamental knowledge and skills and desires to create a sense of responsibility and lay the groundwork's on which to develop continued learning</li> </ul>
<b>Number of students/staff involved</b>	2 classes, 40 students, 2 teachers
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Flemming Olesen / fo@aarhustech.dk

**AARHUSTECH**
**HOSPITALITY**
**VA-2**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>AARHUS TECH</b>	<b>HOSPITALITY</b>
Number of VA (I or II)	II
Title of the VA	Practice in DK
EMEU4ALL Team	Hospitality
Name of member	Flemming Olesen
Name of Team partners	Horizon college, NL / Gradia, FIN / Aarhus Tech, Denmark
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students <ul style="list-style-type: none"> <li>are familiar with the principles for good communication.</li> <li>have knowledge about his work plan.</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>plan and implement a task/activity or solve a problem in routine and/or known situations and surroundings - alone and in cooperation with others.</li> <li>cook/produce courses served for guests in the training restaurant.</li> <li>handle raw materials correctly.</li> <li>work in compliance with the health and safety regulation.</li> </ul>
	<b>COMPETENCES</b> The students <ul style="list-style-type: none"> <li>familiarize her or himself with the program's fundamental knowledge and skills areas and to develop responsibility and develop the basis for continued learning.</li> <li>begin to establish independence in problem solving.</li> <li>Show the ability to independently familiarize her or himself with more complex "problems" and to communicate with others about their solution.</li> <li>show willingness to be flexible and to have adaptability.</li> <li>can explain in English the way he is working on his skills</li> </ul>

<b>Stages and results</b>	<p><b>Stage 1 Aim of the assignment</b></p> <p>The aim is to give the other teams an insight in the practicum lessons in the Netherlands. Working on the VA is also a promotion for the study modules next year.</p> <p><b>Stage 2 Introduction of the assignment</b></p> <p>3 countries, 3 classes.</p> <ul style="list-style-type: none"> <li>• The Danish team will film a practicum lesson and let a student explain the aims of the lesson.</li> <li>• We post the film on the facebook page of Flemming Olesen Arbejde.</li> <li>• The Dutch and Finnish team will show the film in a lesson, preferably in a group that can participate in a study module next year.</li> <li>• The Dutch and Finnish students will write some questions about the lesson showed.</li> <li>• The questions are divided over small teams of the Danish students.</li> <li>• The Danish students will answer the questions.</li> </ul>
<b>EQF level</b>	3
<b>Duration of the activity</b>	2 weeks
<b>ICT Tools</b>	Facebook group (Flemming Olesen)
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <p>A teacher will make the film of the practicum class and interview. He will upload it to Facebook and give an e-mail to the other teams that it has been posted. The other teams can present it in a lesson and directly comment on the film. The Dutch team will give answer in a suitable lesson, a week later for the maximum.</p>
<b>Number of students/staff involved</b>	3 classes, 60 students, 4 teachers
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Flemming Olesen / fo@aarhustech.dk

**HORIZON COLLEGE**
**HOSPITALITY**
**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>HORIZON COLLEGE</b>	<b>HOSPITALITY</b>
Number of VA (I or II)	I
Title of the VA	The Menu
Name of member	Jeroen Rijks / Bart Gielens
Name of Team partners	Horizon college, NL / Gradia, FIN / Aarhus Tech, Denmark
LEARNING OUTCOMES	DESCRIPTION
<b>Prior Knowledge</b>	<ul style="list-style-type: none"> <li>The student is familiar with the basic cooking methods.</li> <li>The student knows the basic stocks, sauces and soups.</li> <li>The student knows the hygienic regulations for food production.</li> <li>The student wants to familiarize him or herself with the program's fundamental knowledge and skills and desires to create a sense of responsibility and lay the groundwork's on which to develop continued learning</li> </ul>
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>The student</li> <li>is familiar with the principles of communication.</li> <li>has knowledge about menu theory including the principles for sensory menu planning.</li> </ul>
	<b>SKILLS</b> The student <ul style="list-style-type: none"> <li>can plan and implement a task/activity or solve a problem in routine and/or known situations and surroundings - alone and in cooperation with others.</li> <li>is capable of providing the guests of the training restaurant, with a number of courses.</li> <li>is able to include his or her theoretical knowledge and use it in a practise related context.</li> <li>is able to use/transfer skills, knowledge and competences from subjects as : basic cooking methods, known ingredients , communication, calculation, menu theory and nutrients (kitchen) technical characteristics (Science)</li> <li>can handle raw materials correctly.</li> <li>works in compliance with the health and safety regulation.</li> </ul>
	<b>COMPETENCE</b> The student <ul style="list-style-type: none"> <li>is capable of creating a new dish from a list of ingredients, with innovation in mind.</li> <li>Can create a menu that has a relation between the courses, a certain harmony.</li> <li>Is able to create a fitting solution without the help of other students or teachers.</li> </ul>

	<ul style="list-style-type: none"> <li>• is competent in finding a fitting solution in cooperation with others.</li> <li>• shows willingness to be flexible and to have adaptability.</li> </ul>
<b>Organization of the activity</b>	<p><b>Project description: Virtual Gastronomy module</b></p> <p>Pilot: team of 2 chef's , 3 countries. <b>The team consists of: 2 chefs and 3 pre-determined countries.</b></p> <p>Target group: second year (Denmark 3th year)</p> <p>Aims: Manage to communicate in a foreign language.</p> <p><b>The aim of this course</b> to have the students communicate in a foreign language, at A2 level according to the ERK.</p> <p>Get acquainted with:</p> <ul style="list-style-type: none"> <li>• foreign cultures, private, school and work</li> <li>• Gastronomic cultures</li> </ul> <p>Get acquainted with the other students via Facebook group:</p> <ol style="list-style-type: none"> <li>1. Introducing yourself through a couple of steps. <ul style="list-style-type: none"> <li>• What do you want to know about the other?</li> <li>• What do you like to tell about you?</li> <li>• Present yourself with photo's:</li> <li>• Private, work and passion</li> </ul> </li> <li>2. A short introduction video regarding your school, city and work environment.</li> <li>3. Create a short video containing the points as mentioned above. This video goes further in depth then the first introduction you created above.</li> <li>4. Communication of recipes and dishes, with execution from the other team. <ul style="list-style-type: none"> <li>• Create a recipe/ dish using a fixed pre-determined list of ingredients, exchange your recipe with the other team.</li> <li>• The other team will subsequently make a video in which they will create the dish and give instructions along the way.</li> </ul> </li> <li>5. Last assignment in which the students will cook a large 6 course dinner at the last meeting.</li> </ol>
<b>EQF level</b>	3
<b>Duration of the activity</b>	6 sessions over 2 months
<b>ICT Tools</b>	<ul style="list-style-type: none"> <li>• The platform chosen for this module is: Facebook</li> </ul> <p>List of 5 ingredients which should be used for developing and preparing the menu</p> <p>Ingredients can vary based on season and will be decided between partners.</p>

<b>Number of students/staff involved</b>	10 x 3 students 3 staff
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	J.V.V.Rijks@horizoncollege.nl

**HORIZON COLLEGE**
**HOSPITALITY**
**VA-2**

<b>CONTACT INFORMATION</b>	<b>ACTIVITY CONTENTS</b>
<b>HORIZON COLLEGE</b>	<b>HOSPITALITY</b>
Number of VA (I or II)	II
Title of the VA	Practice in the Netherlands
EMEU4ALL Team	Hospitality
Name of member	Jeroen Rijks / Bart Gielens
Name of Team partners	Horizon college, NL / Gradia, FIN / Aarhus Tech, Denmark
<b>LEARNING OUTCOMES</b>	<b>DESCRIPTION</b>
	<b>KNOWLEDGE</b> The students <ul style="list-style-type: none"> <li>are familiar with the principles for good communication.</li> <li>have knowledge about his work plan.</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>plan and implement a task/activity or solve a problem in routine and/or known situations and surroundings - alone and in cooperation with others.</li> <li>cook/produce courses served for guests in the training restaurant.</li> <li>handle raw materials correctly.</li> <li>work in compliance with the health and safety regulation.</li> </ul>
	<b>COMPETENCES</b> The students <ul style="list-style-type: none"> <li>familiarize her or himself with the program's fundamental knowledge and skills areas and to develop responsibility and develop the basis for continued learning.</li> <li>begin to establish independence in problem solving.</li> <li>Show the ability to independently familiarize her or himself with more complex "problems" and to communicate with others about their solution.</li> <li>show willingness to be flexible and to have adaptability.</li> <li>can explain in English the way he is working on his skills</li> </ul>
<b>Stages and Results</b>	<b>Stage 1 Aim of the assignment</b> The aim is to give the other teams an insight in the practicum lessons in the Netherlands. Working on the VA is also a promotion for the study modules next year. <b>Stage 2 Introduction of the assignment</b> 3 countries, 3 classes. <ul style="list-style-type: none"> <li>The Danish team will film a practicum lesson and let a student explain the aims of the lesson.</li> <li>We post the film on the facebook page of Flemming Olesen Arbejde.</li> </ul>

	<ul style="list-style-type: none"> <li>• The Dutch and Finnish team will show the film in a lesson, preferably in a group that can participate in a study module next year.</li> <li>• The Dutch and Finnish students will write some questions about the lesson showed.</li> <li>• The questions are divided over small teams of the Danish students.</li> <li>• The Danish students will answer the questions.</li> </ul>
<b>EQF level</b>	3
<b>Duration of the activity</b>	2 weeks
<b>ICT Tools</b>	<b>Use of ICT-tools:</b> Facebook group (Flemming Olesen)
<b>Organization of the activity</b>	<b>Pre-project stage</b> A teacher will make the film of the practicum class and interview. He will upload it to Facebook and give an e-mail to the other teams that it has been posted. The other teams can present it in a lesson and directly comment on the film. The Dutch team will give answer in a suitable lesson, a week later for the maximum.
<b>Number of students/staff involved</b>	3 classes, 60 students, 4 teachers
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Jeroen Rijks / j.v.v.rijks@horizoncollege.nl

**GRADIA**
**HOSPITALITY**
**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>GRADIA (JAO)</b>	<b>HOSPITALITY</b>
Number of VA (I or II)	I
Title of the VA	Mystery Basket
EMEU4ALL Team	Sari Mynttinen/Riitta Palho
Name of member	Hospitality
Name of Team partners	Horizon College, NL / AarhusTech, DK
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The student <ul style="list-style-type: none"> <li>• applies methods and practices that are based on the laws of protection of privacy</li> <li>• acts appropriately and considering the requirements of working life with people from different cultural backgrounds in international operations</li> <li>• knows the basic raw-materials and basic cooking technics.</li> </ul>
	<b>SKILLS</b> The student <ul style="list-style-type: none"> <li>• The student are able to Uses his/her language skills in a way that is appropriate, varied and interactive considering the situation</li> <li>• uses the media and information technology as well as produces media material</li> </ul>
	<b>COMPETENCES</b> The student <ul style="list-style-type: none"> <li>• assesses his/her own competence, solves problems and makes decisions and choices in his/her work</li> <li>• is adaptive, innovative and creative in his/her line of work, acquires information and analyses, assesses and applies it.</li> </ul>
<b>Stages and results</b>	Stage 1 Mystery basket of raw materials/list of raw materials is given to students Stage 2 Students are planning three course menu as pairs Stage 3 Students are preparing the menu Stage 4 Students are videotaping the preparations and the ready portions Stage 5 Students and teachers are having a skype meeting about this activity and they discuss about the process and the results

<b>EQF level</b>	3
<b>Duration of activity</b>	1 week
<b>ICT Tools</b>	Mobile phone/pictures and videos, Email.
<b>Organization of the activity</b>	<p>Teacher choose capable students to work at this virtual activity.</p> <ol style="list-style-type: none"> <li>1. Teacher is giving the list of raw materials and helping the students to plan the menu</li> <li>2. Teacher is accompanied with students during cooking and videotaping processes</li> <li>3. Students send the video to the other participants (NL, DK) and make the self-evaluation of their actions</li> <li>4. Teacher and the involved students and their classmates are watching the other participants (NL,DK) videos</li> <li>5. Teachers from the co-operative colleges are arranging a date for skype meeting.</li> </ol> <p>All the classes with the teachers will participate that skype meeting and evaluate the whole process</p>
<b>Number of students/staff involved</b>	2 staff, 2 students, indirectly 15 students
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Sari Mynttinen, <a href="mailto:sari.mynttinen@gradia.fi">sari.mynttinen@gradia.fi</a> Riitta Palho, <a href="mailto:riitta.palho@gradia.fi">riitta.palho@gradia.fi</a>

**GRADIA**
**HOSPITALITY**
**VA-2**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>GRADIA (JAO)</b>	<b>HOSPITALITY</b>
Number of VA (I or II)	II
Title of the VA	Practice in Finland
EMEU4ALL Team	Hospitality
Name of member	Sanna Kinnunen
Name of Team partners	Horizon college, NL / Aarhus Tech, Denmark
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students <ul style="list-style-type: none"> <li>are familiar with the principles for good communication.</li> <li>have knowledge about his work plan.</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>plan and implement a task/activity or solve a problem in routine and/or known situations and surroundings - alone and in cooperation with others.</li> <li>cook/produce courses served for guests in the training restaurant.</li> <li>handle raw materials correctly.</li> <li>work in compliance with the health and safety regulation.</li> </ul>
	<b>COMPETENCES</b> The students <ul style="list-style-type: none"> <li>familiarize her or himself with the program's fundamental knowledge and skills areas and to develop responsibility and develop the basis for continued learning.</li> <li>begin to establish independence in problem solving.</li> <li>Show the ability to independently familiarize her or himself with more complex "problems" and to communicate with others about their solution.</li> <li>show willingness to be flexible and to have adaptability.</li> <li>can explain in English the way he is working on his skills</li> </ul>
<b>Stages and results</b>	<b>Stage 1 Aim of the assignment</b> The aim is to give the other teams an insight in the practicum lessons in the Netherlands. Working on the VA is also a promotion for the study modules next year.  <b>Stage 2 Introduction of the assignment</b> 3 countries, 3 classes. <ul style="list-style-type: none"> <li>The Danish team will film a practicum lesson and let a student explain the aims of the lesson.</li> <li>We post the film on the Facebook page of Flemming Olesen</li> </ul>

	<ul style="list-style-type: none"> <li>• The Dutch and Finnish team will show the film in a lesson, preferably in a group that can participate in a study module next year.</li> <li>• The Dutch and Finnish students will write some questions about the lesson showed.</li> <li>• The questions are divided over small teams of the Danish students.</li> <li>• The Danish students will answer the questions.</li> </ul>
<b>EQF level</b>	3
<b>Duration of the activity</b>	2 weeks
<b>ICT Tools</b>	<b>Use of ICT-tools:</b> Facebook group (Flemming Olesen)
<b>Organization of the activity</b>	<b>Pre-project stage</b> A teacher will make the film of the practicum class and interview. He will upload it to Facebook and give an e-mail to the other teams that it has been posted. The other teams can present it in a lesson and directly comment on the film. The Dutch team will give answer in a suitable lesson, a week later for the maximum.
<b>Number of students/staff involved</b>	3 classes, 60 students, 4 teachers Indirectly 4 more classes are involved, as promotion for the study modules.
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Sanna Kinnunen, <a href="mailto:Sanna.Kinnunen@gradia.fi">Sanna.Kinnunen@gradia.fi</a>



**EMEU**

**VOCATIONAL AREA**

**RETAIL**

**HORIZON COLLEGE**
**RETAIL**
**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>HORIZON COLLEGE</b>	<b>RETAIL</b>
Number of VA (I or II)	I
Title of the VA	Commercial Spaces design
EMEU4ALL Team	Retail
Name of member	Ellen Ejerskov / Jesse van der Putten
Name of Team partners	Horizon college / IES Zubiri Manteo, BHI, ES / Bridgwater & Taunton, UK
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students know <ul style="list-style-type: none"> <li>• the 10 rules of Netiquette</li> <li>• what the routing of a retail store is</li> <li>• basic computer skills</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>• use a (digital) tool to design a floor plan for stores (i.e. flooplanner.com)</li> <li>• to make a presentation plan (of store lay-outs and store displays)</li> <li>• is able to improve store lay-outs of specific stores</li> </ul>
	<b>COMPETENCES</b> <ul style="list-style-type: none"> <li>• The students can</li> <li>• ask peers in the sending/ receiving country for specific information, if necessary</li> <li>• translate feedback from the sending/receiving students into improvements in the drawing/ planning</li> <li>• apply the Netiquette rules</li> </ul>

<b>HORIZON COLLEGE</b>	<b>RETAIL</b>
<b>Stages and results</b>	<p><b>Aim</b> The students get assigned to an international partner group divided by retail segment (branch). Within this group the students exchange photographs of floorplans from retail stores in their country. The students discuss and compare the floorplans. The students create a new and improved floorplan by using an (online) digital tool.</p> <p><b>Stage 1 Introduction to the EMEU4ALL VA1</b> The aim of this stage is to introduce the students to the Virtual activity and form groups.</p> <p><b>Stage 2 Choose the store</b> The aim of this stage is that the groups choose a type of store within a retail sector.</p> <p><b>Stage 3 Make photos of floor plan and send to each other</b> The aim of this stage is to investigate the floor plan of the specific stores</p> <p><b>Stage 4 Discuss differences and look for improvements</b> The aim of this stage is to discuss the plans and look for improvements</p> <p><b>Stage 5 Create an ideal floor plan</b> The aim of this stage is to create an 'ideal' floor plan.</p>
<b>EQF level</b>	4
<b>Duration of the activity</b>	5 lessons
<b>ICT Tools</b>	<ul style="list-style-type: none"> <li>- eTwinning</li> <li>- Google Suite</li> </ul> Floorplanner.com
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <ol style="list-style-type: none"> <li>1. The EMEU students are provided with a full program-outline with milestones and deadlines for each stage.</li> <li>2. The groups involved are divided into groups of 6 people (2 from each country)</li> <li>3. The staff have created the project in eTwinning</li> <li>4. The staff have given all students access to the eTwinning platform</li> </ol>

<b>HORIZON COLLEGE</b>	<b>RETAIL</b>
<b>Organization of the activity (cont.)</b>	<p><b>Stage 1 Intro to EMEU &amp; VA2</b> The aim of this stage is to introduce the classes to the EMEU4ALL project and this Virtual Activity. <b>TASK:</b> Introduce the students to their groups and the project description on the eTwinning platform. Facilitate the exchange of personal profiles and contact details.</p> <p><b>Stage 2 Choose the store</b> The aim of this stage is that the groups choose a type of store within a retail sector. <b>TASK:</b> Approve of the choice.</p> <p><b>Stage 3 Make photos of floor plan and send to each other</b> The aim of this stage is that the groups investigate the floor plan of the specific stores; <b>TASK:</b> Monitor progress</p> <p><b>Stage 4 Discuss differences and look for improvements</b> The aim of this stage is that the students discuss the plans and look for improvements <b>TASK:</b> Promote and monitor discussion</p> <p><b>Stage 5 Create an ideal floor plan</b> The aim of this stage is that each partner will create an 'ideal' floor plan. <b>TASK:</b> Set presentation deadline, observe presentations and give feedback</p>
<b>Number of students/staff involved</b>	<p>Directly involved are</p> <ol style="list-style-type: none"> <li>1. 50 - 60 students and 6 staff members</li> </ol> <p>Indirectly involved are</p> <ol style="list-style-type: none"> <li>2. 200 students</li> </ol>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Ellen Ejerskov / E.M.Ejerskov@horizoncollege.nl

**HORIZON COLLEGE**
**RETAIL**
**VA-2**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>HORIZON COLLEGE</b>	<b>RETAIL</b>
Number of VA (I or II)	II
Title of the VA	Infographics on market research
EMEU4ALL Team	Retail
Name of member	Ellen Ejerskov / Jesse van der Putten
Name of Team partners	Horizon college / IES Zubiri Manteo, BHI, ES / Bridgwater & Taunton, UK
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students know <ul style="list-style-type: none"> <li>• basic desk and field research techniques</li> <li>• basic market research theory</li> <li>• basic computer skills</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>• write a questionnaire</li> <li>• interview at least 25 respondents</li> <li>• effectively communicate with partner EMEU groups</li> <li>• use appropriate I.T. tools (Google Suite, Easel.ly)</li> <li>• enhance their personal and vocational vocabulary</li> <li>• reflect upon cultural differences</li> </ul>
	<b>COMPETENCES</b> The students can <ul style="list-style-type: none"> <li>• ask for input from peers and lecturers</li> <li>• create tables and pie charts</li> <li>• create an infographic</li> </ul>

<b>HORIZON COLLEGE</b>	<b>RETAIL</b>
<b>Stages and results</b>	<p><b>Aim</b> The students get assigned to an international partner group. Within this group the students choose a typically Dutch, Spanish or British product. In each international group the students plan market research for a selected product/service using appropriate methods of data collection. They interpret findings from the research presenting them clearly in an appropriate format.</p> <p><b>Stage 1 Introduction to task</b> The aim of this stage is to introduce the students to the Virtual activity and form groups.</p> <p><b>Stage 2 Choose the products</b> The aim of this stage is that the groups choose a typical product from each of the three countries.</p> <p><b>Stage 3 Plan market research using appropriate methods of data collection</b> The aim of this stage is to write a questionnaire and interview at least 25 respondents</p> <p><b>Stage 4 Interpret findings and present them in an appropriate form</b> The aim of this stage is to process the results and create an infographic</p> <p><b>Stage 5 Present infographics to class and get feedback on infographics</b> The aim of this stage is to ask for feedback/ input from peers and lecturers</p>
<b>EQF level</b>	4
<b>Duration of the activity</b>	5 lessons
<b>ICT Tools</b>	<p><b>Use of ICT-tools:</b> eTwinning Google Suite Infographic tool: Easel.ly</p>
<b>Organization of the activity</b>	<p><b>Pre-project stage</b> The EMEU students are provided with a full program outline with milestones and deadlines for each stage. The groups involved are divided into groups of 6 people (2 from each country) The staff have created the project in eTwinning The staff have given all students access to the eTwinning platform</p>

<b>Organization of the activity (cont.)</b>	<p><b>Stage 1 Intro to EMEU &amp; VA2</b> The aim of this stage is to introduce the classes to the EMEU4ALL project and this Virtual Activity. <b>TASK:</b> Introduce the students to their groups and the project description on the eTwinning platform. Facilitate the exchange of personal profiles and contact details.</p> <p><b>Stage 2 Choose the products</b> The aim of this stage is that the groups choose a typical product from each of the three countries. <b>TASK:</b> Approve of the choice.</p> <p><b>Stage 3 Plan market research using appropriate methods of data collection</b> The aim of this stage is that the students write a questionnaire and interview at least 25 respondents; <b>TASK:</b> Facilitate basic research theory (techniques)</p> <p><b>Stage 4 Interpret findings and present them in an appropriate form</b> The aim of this stage is that the students process the results and create an infographic <b>TASK:</b> Introduce the students to online tool <a href="https://easel.ly">Easel.ly</a>.</p> <p><b>Stage 5 Present infographics to class and get feedback on infographics</b> The aim of this stage is that the students ask feedback/ input from peers and lecturers <b>TASK:</b> Set presentation deadline, observe presentations and give feedback</p>
<b>Number of students/staff involved</b>	<p>Directly involved are 2. 50 - 60 students and 6 staff members</p> <p>Indirectly involved are 2. 200 students</p>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Ellen Ejerskov / E.M.Ejerskov@horizoncollege.nl

**IES Zubiri – Manteo**
**RETAIL**
**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>IES ZUBIRI-MANTEO</b>	<b>RETAIL</b>
Number of VA (I or II)	I
Title of the VA	Social Networks research “how shops use Social networks”
Name of member	Uxue Itoiz
Name of Team partners	Horizon college / IES Zubiri Manteo, BHI, ES / Bridgwater & Taunton, UK
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students <ul style="list-style-type: none"> <li>• Understand basic research techniques</li> <li>• Differentiate social networks</li> <li>• Understand the different between a personal and business social networks</li> <li>• Understand basic feedback rules</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>• to identify and classify information for basic research</li> <li>• recognize a social networks for enterprise (i.e. Fan page, Twitter,...)</li> <li>• use a digital tool: to present research results (Word and Excel graphics) to make a valid report</li> </ul>
	<b>COMPETENCES</b> The students can <ul style="list-style-type: none"> <li>• ask partner in other country (sending/receiving) for information, if necessary about social networks</li> <li>• translate feedback from the sending/receiving students into result of research</li> <li>• apply the online communication rules</li> </ul>



	The aim of this stage is to vote by google form the best one!
<b>Number of students/staff involved</b>	Directly involved are 56 students and 2 staff
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Uxue Itoiz uitoizlle@zubirimanteo.com

**IES Zubiri – Manteo**
**RETAIL**
**VA-2**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>IES ZUBIRI-MANTEO</b>	<b>RETAIL</b>
Number of VA (I or II)	II
Title of the VA	Customer Service of a large webshop
Name of member	Uxue Itoiz
Name of Team partners	Horizon college / IES Zubiri Manteo, BHI, ES / Bridgwater & Taunton, UK
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students <ul style="list-style-type: none"> <li>• Understand basic research techniques</li> <li>• Understand basic EU Consumer Rights</li> <li>• Understand the corporate identity concept</li> <li>• Understand basic feedback rules</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>• identify customer service online</li> <li>• identify common payment methods</li> <li>• identify the corporate identity</li> <li>• create infographics</li> </ul>
	<b>COMPETENCES</b> The students can <ul style="list-style-type: none"> <li>• apply the basic feedback Technics</li> <li>• give peer-assessment</li> </ul>
<b>Stages and results</b>	<b>Stage 1 Intro to EMEU &amp; VA2</b> The aim of this stage is to intro in EMEU4ALL project and VA, specifically Choose the company  <b>Stage 2 Basics rules to buy on internet and basics rights</b> The aim of this stage is to learn internet e-commerce basics rights doing a Quiz by Kahoot.  <b>Stage 3 Online e-commerce research</b> The aim of this stage is to get information  <b>Stage 4 Infographic</b> The aim of this stage is to transfer the information of the research an share by drive or mail  <b>Stage 5 Who is the best?</b> The aim of this stage is to vote by google form the best one!
<b>EQF level</b>	3
<b>Duration of the activity</b>	8 lessons

<b>ICT Tools</b>	Stage 4 : Email / Drive Stage 5 : Email / Google Form
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <ul style="list-style-type: none"> <li>• The EU students are issued a full program-outline with milestones and deadlines for each stage.</li> <li>• The groups involved are divided into groups of 2 people</li> <li>• The groups are given the email addresses of their EU peers</li> <li>• The staff have created a space in GoogleDrive</li> <li>• The staff have given all students access to the Google Form</li> </ul> <p><b>Stage 1 Intro to EMEU &amp; VA2</b>            The aim of this stage is to intro in EMEU4ALL project and VA.  <b>TASK:</b> Choose the company</p> <p><b>Stage 2 Basics rules to buy on internet and basics rights</b>            The aim of this stage is to learn internet e-commerce basics rights doing a Quiz.  <b>TASK:</b> Kahoot.</p> <p><b>Stage 3 Online e-commerce research</b>            The aim of this stage is to get next information;  <b>TASK:</b>            1.-FAQ and answers (5 top, the most important)            2.-Order&amp;send                2.1.- Payment method                2.2.- How are the products send?                2.3.- Track and trace (Keep you informed?)            3.- Policy                3.1.- Return policy (Conditions)                3.1.1.- Days                3.1.2.- Money back                3.1.3.- How pays sending it back?</p> <p><b>Stage 4 Infographic</b>            The aim of this stage is to transfer the information of the research.  <b>TASK:</b> Share by drive or mail</p> <p><b>Stage 5 Who is the best?</b>            The aim of this stage is to vote by google form the best one!</p>
<b>Number of students/staff involved</b>	Directly involved are 56 students and 2 staff
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Uxue Itoiz uitoizlle@zubirimanteo.com

**Bridgwater & Taunton**
**RETAIL**
**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
Bridgwater&Taunton	<b>RETAIL</b>
Number of VA (I or II)	I
Title of the VA	The Supply Chain
Name of member	Andrew Allan
Name of Team partners	Horizon college / IES Zubiri Manteo, BHI, ES / Bridgwater & Taunton, UK
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students <ul style="list-style-type: none"> <li>• knows basic research techniques</li> <li>• knows basic project planning</li> <li>• knows basic supply chain theory</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>• research all levels of the supply chain</li> <li>• create a storyboard outlining the research on supply chain</li> <li>• plan a short project using appropriate tools (Microsoft Project or Excel)</li> <li>• effectively communicate with partner EMEU groups</li> </ul>
	<b>COMPETENCES</b> The students can <ul style="list-style-type: none"> <li>• Ask for input from peers and lecturers</li> <li>• Use and generate project feedback</li> <li>• Create and edit suitable media;</li> <li>• Use appropriate I.T. tools (Microsoft Project, Excel, YouTube Editor, Google Sites.)</li> </ul>
Bridgwater&Taunton	<b>RETAIL</b>
<b>Stages and results</b>	<b>Stage 1 Local research</b> <ul style="list-style-type: none"> <li>• Introduction to the EMEU and the Virtual Assessment;</li> <li>• Prepare and agree project outlines and milestones to measure progress;</li> <li>• Examine the supply chain of a local manufacturer of a food product (e.g. cheese);</li> <li>• Prepare a diagram of the supply chain from producer to local market .</li> </ul> <p><i>Output: A storyboard of the local supply chain for EMEU partner groups.</i></p>

	<p><b>Stage 2 International comparison</b></p> <ul style="list-style-type: none"> <li>Analyse the information from EMEU partner group(s);</li> <li>Identify a suitable local retail outlet (e.g. a farmer's market) and continue the supply chain from exporter to local market;</li> <li>Prepare an extended storyboard showing the international supply chain;</li> <li>Prepare a brief list of recommendations to ensure the product is presented in a manner to meet local tastes.</li> </ul> <p><b>Output: An extended storyboard and recommendations</b></p> <p><b>Stage 3 "Customer" recommendations</b></p> <ol style="list-style-type: none"> <li>Analyze the recommendations from the partner groups;</li> <li>Using the feedback from the partner group(s), prepare a webpage to market the product in the partner groups' markets making it accessible to the international market but retaining its original characteristics (e.g. selling German beer in Spain—the marketing is for the Spanish market but the beer is unmistakably German).</li> </ol> <p><b>Output: The completed storyboard/infographic and a web-page to market the product internationally.</b></p>
<b>EQF level</b>	3
<b>Duration of the activity</b>	3 weeks
<b>ICT Tools</b>	Use of ICT-tools: Google sites Microsoft Excel/Project
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <ul style="list-style-type: none"> <li>The EU students are issued a full programme-outline with milestones and deadlines for each stage.</li> <li>The groups involved are divided into groups of 2/3 people</li> <li>The groups are given the e-mail addresses of their EU peers</li> <li>The staff have created a space on Google Drive</li> <li>The staff have given all students access to Google Forms</li> </ul> <p><b>Stage 1 Local research</b></p> <ul style="list-style-type: none"> <li>Prepare to visit a local food manufacturer (where possible) and take images for their websites;</li> <li>Provide time and facilities to research product and prepare supply chain diagram.</li> </ul> <p><b>TASK: Agree choice of local product and monitor progress.</b></p> <p><b>Stage 2 International comparison</b></p> <ul style="list-style-type: none"> <li>Ensure reports have been received from partner groups;</li> <li>Ensure report is prepared and sent in a timely manner.</li> </ul> <p><b>TASK: Facilitate student progress and report submission.</b></p>

	<b>Stage 3 “Customer” recommendations</b> <ul style="list-style-type: none"> <li>• Ensure diagram have been received from partner groups;</li> <li>• Ensure students have asked for feedback to clarify the reports received;</li> <li>• Ensure final information is prepared on time.</li> </ul> <p>TASK: Facilitate student progress and report submission including access to computer hardware and suitable software.</p>
<b>Number of students/staff involved</b>	<p>Directly involved are</p> <p>3. 60 students and 8 staff</p> <p>Indirectly involved are</p> <p>2. 200 students</p>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	hardingjo@btc.ac.uk

**Bridgwater & Taunton**
**RETAIL**
**VA-2**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>Bridgwater&amp;Taunton</b>	<b>RETAIL</b>
Number of VA (I or II)	II
Title of the VA	Internet Marketing
Name of member	Andrew Allan
Name of Team partners	Horizon college / IES Zubiri Manteo, BHI, ES / Bridgwater & Taunton, UK
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students <ul style="list-style-type: none"> <li>• Understand basic research techniques;</li> <li>• Understand the differences between traditional forms of marketing and internet marketing;</li> <li>• Understand the global nature of internet marketing;</li> <li>• Understand increased competitive pressures due to globalization.</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>• Analyze an organization's online material;</li> <li>• Use appropriate IT tools;</li> <li>• Communicate effectively with partner EMEU groups.</li> </ul>
	<b>COMPETENCES</b> The students can <ul style="list-style-type: none"> <li>• Change work based on feedback;</li> <li>• Peer assess;</li> <li>• Provide constructive feedback.</li> </ul>
<b>Stages and results</b>	<b>Stage 1 Local research</b> <ul style="list-style-type: none"> <li>• Introduction to the EMEU and the Virtual Assessment;</li> <li>• Prepare and agree project outlines and milestones to measure progress;</li> <li>• Examine the website/online presence of a local retail business;</li> <li>• Compare and contrast a real retail outlet with virtual presence.</li> </ul> <p><i>Output: A report (including images of the retail outlet) for EMEU partner groups.</i></p>

	<p><b>Stage 2 International comparison</b></p> <ul style="list-style-type: none"> <li>Analyze the report(s) from EMEU partner group(s);</li> <li>Prepare a SWOT analysis on the website of the partner's organization and compare with local competition;</li> <li>Prepare recommendations to improve online materials for EMEU partner groups.</li> </ul> <p><i>Output: A SWOT analysis and recommendations</i></p> <p><b>Stage 3 "Customer" recommendations</b></p> <ul style="list-style-type: none"> <li>Analyze the recommendations from the partner groups;</li> <li>Using the feedback from the partner group(s), prepare a visual representation of improvement to be made to the local business' online presence.</li> </ul> <p><i>Output: A visual representation of recommendations in a format suitable for the owner of the local business.</i></p>
<b>EQF level</b>	3
<b>Duration of the activity</b>	3 weeks
<b>ICT Tools</b>	Google Drive Microsoft Excel/Project
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <ul style="list-style-type: none"> <li>The EU students are issued a full programme-outline with milestones and deadlines for each stage.</li> <li>The groups involved are divided into groups of 2/3 people</li> <li>The groups are given the e-mail addresses of their EU peers</li> <li>The staff have created a space on Google Drive</li> <li>The staff have given all students access to Google Forms</li> </ul> <p><b>Stage 1 Local research</b></p> <ul style="list-style-type: none"> <li>Prepare to visit local retail outlets and take images for comparison with their websites;</li> <li>Ensure adequate computer facilities for examination of the organization's online presence;</li> <li>Agree task division and deadlines with groups and partners;</li> <li>Ensure report is prepared and sent.</li> </ul> <p><b>TASK: Agree choice of local company and monitor progress.</b></p> <p><b>Stage 2 International comparison</b></p> <ul style="list-style-type: none"> <li>Ensure reports have been received from partner groups;</li> <li>Ensure students have asked for feedback to clarify the reports received;</li> <li>Agree deadlines for this stage of the project;</li> <li>Provide computer facilities and time to work on project;</li> <li>Allow for repeat visit to retail outlet</li> <li>Ensure report is prepared and sent in a timely manner.</li> </ul> <p><b>TASK: Facilitate student progress and report submission.</b></p>

	<p><b>Stage 3 “Customer” recommendations</b></p> <ul style="list-style-type: none"> <li>• Ensure reports have been received from partner groups;</li> <li>• Ensure students have asked for feedback to clarify the reports received;</li> <li>• Agree deadlines for this stage of the project;</li> <li>• Provide computer facilities and time to work on project;</li> <li>• Ensure final information is prepared on time.</li> </ul> <p><b>TASK: Facilitate student progress and report submission</b></p> <p><b>Stage 4 International comparison</b></p> <ul style="list-style-type: none"> <li>• Ensure reports have been received from partner groups;</li> <li>• Ensure report is prepared and sent in a timely manner.</li> </ul> <p><b>TASK: Facilitate student progress and report submission.</b></p> <p><b>Stage 5 “Customer” recommendations</b></p> <ul style="list-style-type: none"> <li>• Ensure diagram have been received from partner groups;</li> <li>• Ensure students have asked for feedback to clarify the reports received;</li> <li>• Ensure final information is prepared on time.</li> </ul> <p><b>TASK: Facilitate student progress and report submission</b> including access to computer hardware and suitable software.</p>
<b>Number of students/staff involved</b>	<p>Directly involved are</p> <p>4. 60 students and 8 staff</p> <p>Indirectly involved are</p> <p>2. 200 students</p>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	hardingjo@btc.ac.uk



**EMEU**

**VOCATIONAL AREA**

**SPORTS**

**Bridgwater & Taunton**
**SPORTS**
**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>Bridgwater &amp; Taunton</b>	<b>SPORTS</b>
Number of VA (I or II)	I
Title of the VA	Training Programs Feedback
Name of member	Lee Willis
Name of Team partners	Horizon college / Sophie-Scholl, DE / Bridgwater & Taunton, UK
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students <ul style="list-style-type: none"> <li>• know what a training program is</li> <li>• What goals and feedback are</li> <li>• What their EU partners ideas of a good training program is</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>• Provide ideas and experiences as to training regimes</li> <li>• Provide goals and ideas behind a training program</li> <li>• analyze clients' feedback and provide tailor –made programs</li> </ul>
	<b>COMPETENCES</b> The students can <ul style="list-style-type: none"> <li>• Work together in a team of EU students</li> <li>• Communicate questions and feedback in appropriate English</li> </ul>
<b>Stages and results</b>	<p><b>Stage 1 Getting to know each other</b>            The aim of this stage is to exchange personal information (e.g. age, hobbies, interests, photos)</p> <p><b>Stage 2 Getting to know each other's study area</b>            The aim of this stage is to learn about their life and study areas. (e.g. number of years studied, study topics, work experience, companies, work experience as coach or PT) Future plans!</p> <p><b>Stage 3 Reviewing Gym Program, Ideas &amp; Questions</b>            The aim of this stage is to send over current training regime in the gym and to give goals and ideas behind the programme – Can also include current weights being used or speed of CV machines.</p> <p><b>Stage 4 Analysis and arguments</b>            The aim of this stage is to analyze the client's feedback and give comments or suggestions on to the program. They will do the same thing about your program and explanation. Analyze the program you received and communicate with your EU peers about the suggestions. Choose one good thing you like, one thing you'd change and pick 1 exercise you'd like to know more about.</p>

	<b>Stage 5 Presentation</b> Send back work to your EU partners with information provided.
<b>EQF level</b>	3
<b>Duration of the activity</b>	4 weeks (5 deadlines)
<b>ICT Tools</b>	Stage 1/2 first week: WhatsApp phone Stage 3/4 week 2/3 : WhatsApp phone Stage 5 week 4 : In a study group
<b>Organization of the activity</b>	<b>Pre-project stage</b> <ol style="list-style-type: none"> <li>1. The EU students are issued a full program-outline with milestones and deadlines for each stage.</li> <li>2. The groups involved are divided into groups of 4 (3)</li> <li>3. The groups are given the email addresses and phone numbers of their EU peers</li> <li>4. The staff have created a space in their program to work on it</li> <li>5. The staff have create a program for presentations.</li> </ol> <b>Stage 1/2 ( week 1)</b> Deadline 1/2: <b>TASK:</b> The students provide the requested personal information and educational information  <b>Stage 3/4 (week 2 and 3)</b> Deadline 3/4 : <b>TASK:</b> The student analyses program. They exchange program and feedback on WhatsApp or WORD and email. The students use the information received from their EU peers to make any changes or give more information.  <b>Stage 5 ( week 4)</b> Deadline 5 : <b>TASK:</b> The students send back feedback and communicate about further training and updates on how training is going etc.  <b>Follow-up</b> The EU staff involved analyze the results of this project and suggest, if necessary, chances to improve this virtual process.
<b>Number of students/staff involved</b>	Directly involved are <ol style="list-style-type: none"> <li>1. 30 students and 8 staff</li> </ol> Indirectly involved are <ol style="list-style-type: none"> <li>2. 90 students</li> </ol>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Lee Villis / Villisl@bridgwater.ac.uk

**Bridgwater & Taunton**
**SPORTS**
**VA-2**

CONTACT INFORMATION	ACTIVITY CONTENTS
Bridgwater & Taunton	<b>SPORTS</b>
Number of VA (I or II)	II
Title of the VA	Getting to know each other
Name of member	Lee Willis
Name of Team partners	Horizon college / Sophie-Scholl, DE / Bridgwater & Taunton, UK
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students <ul style="list-style-type: none"> <li>• know what an opinion is</li> <li>• can identify controversial issues in sports</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>• provide opinions on controversial issues</li> <li>• analyze their peers issues and</li> <li>• provide feedback</li> </ul>
	<b>COMPETENCES</b> The students can <ul style="list-style-type: none"> <li>• use WORD and social media</li> <li>• work together in a team of EU students</li> <li>• work together in English</li> </ul>
<b>Stages and results</b>	<p><b>Stage 1 Getting to know each other</b>            The aim of this stage is to exchange personal information (e.g. age, hobbies, interests, photos, Facebook, Instagram, Snapchat?)</p> <p><b>Stage 2 Getting to know each other's study area</b>            The aim of this stage is to learn about their life and study areas. (e.g. number of years studied, study topics, work experience, companies, work experience as coach or PT) Future plans!</p> <p><b>Stage 3 Writing about issues in professional sport.</b>            The aim of this stage is to send over a written document of issues in professional sport for example – Footballers being paid too much money or Violent fans?..... Their opinion on a few issues they feel strongly about. Email word document over.</p> <p><b>Stage 4 Analysis and agreements</b>            The aim of this stage is to analyze the client's work and think if they also have that specific issue in their own country and feedback to them in their written report also. This will go back and forth and should become a discussion hopefully over WhatsApp rather than email.</p>

	<b>stage 5 Presentation</b> Show work you received and discussions you've had regarding their work and issues discussed.
<b>EQF level</b>	3
<b>Duration of the activity</b>	4 weeks (5 deadlines)
<b>ICT Tools</b>	Stage 1/2 first week: WhatsApp phone Stage 3/4 week 2/3 : WhatsApp phone Stage 5 week 4 : In a study group
<b>Organization of the activity</b>	<b>Pre-project stage</b> <ol style="list-style-type: none"> <li>1. The EU students are issued a full program-outline with milestones and deadlines for each stage.</li> <li>2. The groups involved are paired up.</li> <li>3. The groups are given the email addresses and phone numbers of their EU peers</li> <li>4. The staff have created a space in their program to work on it</li> <li>5. The staff have create a program for presentations.</li> </ol> <b>Stage 1/2 ( week 1)</b> Deadline 1/2: <b>TASK:</b> The students provide the requested personal information and educational information  <b>Stage 3/4 (week 2 and 3)</b> Deadline 3/4 : <b>TASK:</b> The student analyses create document with issues in sport/. They exchange programs and feedback on WhatsApp. information.  <b>Stage 5 ( week 4)</b> Deadline 5 : <b>TASK:</b> The students send back feedback and communicate about further training and updates on how training is going etc.  <b>Follow-up</b> The EU staff involved analyze the results of this project and suggest, if necessary, chances to improve this virtual process.
<b>Number of students/staff involved</b>	Directly involved are 30 students and 8 staff / Indirectly involved are 90 students
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Lee Villis / Villisl@bridgwater.ac.uk

**Horizon College**
**SPORTS**
**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>HORIZON COLLEGE</b>	<b>SPORTS</b>
Number of VA (I or II)	I
Title of the VA	Playground objects
Name of member	Erik Boot / Andre Bakker
Name of Team partners	Horizon college / Sophie-Scholl, DE / Bridgwater & Taunton, UK
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students <ul style="list-style-type: none"> <li>• know what a playground and its function</li> <li>• can identify controversial issues in sports</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>• provide opinions on controversial issues</li> <li>• analyze their peers issues and</li> <li>• provide feedback</li> </ul>
	<b>COMPETENCES</b> The students can <ul style="list-style-type: none"> <li>• use WORD and social media</li> <li>• work together in a team of EU students</li> <li>• work together in English</li> </ul>
<b>Stages and results</b>	<p><b>Stage 1 Getting to know each other</b>            The aim of this stage is to exchange personal information (e.g. age, hobbies, interests, photos)</p> <p><b>Stage 2 Getting to know each other's study area</b>            The aim of this stage is to learn about what their study Sport comprises (e.g. number of years, study topics, work experience, companies, work experience as coach)</p> <p><b>Stage 3 Discover excellent public playgrounds</b>            The aim of this stage is to put photos together of a few ( at least two) excellent possible public playgrounds in action in the surrounding of your habitat and give an explanation why these playgrounds are in your opinion excellent. Share these photos and your meaning about it with your EU peers.</p> <p><b>Stage 4 Analysis and arguments</b>            The aim of this stage is to analyze the playgrounds and the explanation to your EU peers. They will do the same thing about your photos and explanation. Analyze the playgrounds you received and communicate with your EU peers about the arguments. Choose together the best play object from each country. And... add a fourth play object from your imagination or study on google, which you all</p>

	<p>agree. With those <u>four</u> objects you have a beautiful European playground and be aware of the arguments.</p> <p><b>Stage 5 Presentation</b> The aim of this stage is to give a presentation about the playground you form together with the four objects. Of course with a fully explanation representing the communications with your EU peer group</p>
<b>EQF level</b>	3
<b>Duration of the activity</b>	4 weeks (5 deadlines)
<b>ICT Tools</b>	Internet, e-mail, ELO
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <ol style="list-style-type: none"> <li>6. The EU students are issued a full program-outline with milestones and deadlines for each stage.</li> <li>7. The groups involved are divided into groups of 4 (3)</li> <li>8. The groups are given the email addresses and phone numbers of their EU peers</li> <li>9. The staff have created a space in their program to work on it</li> <li>10. The staff have create a program for presentations.</li> </ol> <p><b>Stage 1/2 ( week 1)</b> Deadline 1/2: <b>TASK:</b> The students provide the requested personal information and educational information</p> <p><b>Stage 3/4 (week 2 and 3)</b> Deadline 3/4 : <b>TASK:</b> The students discover public playgrounds in action. They exchange photos and arguments with their EU peer group on WhatsApp. The students use the information received from their EU peers to make an analysis of the results</p> <p><b>Stage 5 ( week 4)</b> Deadline 5 : <b>TASK:</b> the students use the analysis and arguments to make a presentation of three excellent playgrounds in de EU and argumentation.</p> <p><b>Follow-up</b> The EU staff involved analyze the results of this project and suggest, if necessary, chances to improve this virtual process.</p>
<b>Number of students/staff involved</b>	<p>Directly involved are 30 students and 8 staff</p> <p>Indirectly involved are 90 students</p>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Andre Bakker(A.J.Bakker@horizoncollege.nl) Erik Boot (E.Boot@horizoncollege.nl)

**Horizon College**
**SPORTS**
**VA-2**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>Horizon College</b>	<b>SPORTS</b>
Number of VA (I or II)	II
Title of the VA	Games & Exercises
Name of member	Erik Boot / Andre Bakker
Name of Team partners	Horizon college / Sophie-Scholl, DE / Bridgwater & Taunton, UK
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students <ul style="list-style-type: none"> <li>• know kind of (fun) games are involved</li> <li>• can identify games for the Top 3 of games</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>• describe their personal TOP games in English</li> <li>• provide instructions on how to play the games</li> <li>• motivate their choice for a TOP 3 game</li> <li>• provide feedback on their partners' choices</li> <li>• select with the partners a TOP 3 list of (funniest) games</li> </ul>
	<b>COMPETENCES</b> The students can <ul style="list-style-type: none"> <li>• use different media to describe their TOP 3 games (video, photos)</li> <li>• work together in a team of EU students</li> <li>• work together in English</li> </ul>
<b>Stages and results</b>	<b>Stage 1 Getting to know each other</b> The aim of this stage is to exchange personal information (e.g. age, hobbies, interests, photos) <b>Stage 2 Getting to know each other's study area</b> The aim of this stage is to learn about what their study (Sport) comprises (e.g. number of years, study topics, work experience, companies, work experience as coach) <b>Stage 3</b> <b>Make an inventory of games / exercises</b> <b>Make a Top 5 list and share this with your partners.</b> The aim of this stage is to have a list of games/exercises which you think your peers should play. The students will provide a short description and instructions on how to play, if necessary. The description should include <ol style="list-style-type: none"> <li>The aim and rules of a game</li> <li>Where the game can be played</li> <li>Suggestions on how to get the best results whilst playing the game (A description of why this game is an absolute MUST!)</li> </ol>

	<b>Stage 4</b> <b>Analyzing your partners' choices</b> The <b>first</b> aim of this stage is to discover whether the games your partners suggested are Top 3 material. The partners should provide more information if students have any questions. The <b>second</b> aim is to <b>select</b> 2 (3) fun games from the list the partners shared and to <b>play</b> these games. The students write down why they think a game should be in the SPORTS TOP 3. (The students share photos and films of their group playing at least 2 excellent games/exercises your partners shared with them) The <b>final</b> aim is to agree on a TOP 3 (5) of all games the partners have exchanged The students should give their reasons for selecting a game for the TOP 3
<b>EQF level</b>	3
<b>Duration of the activity</b>	4 weeks (5 deadlines)
<b>ICT Tools</b>	Stage 1/2 first week: WhatsApp phone Stage 3/4 week 2/3 : WhatsApp phone Stage 5 week 4 : In a group (Virtually)
<b>Organization of the activity</b>	<b>Pre-project stage</b> <ol style="list-style-type: none"> <li>11. The EU students are issued a full program-outline with milestones and deadlines for each stage.</li> <li>12. The groups involved are divided into groups of 4 (3)</li> <li>13. The groups are given the email addresses and phone numbers of their EU peers</li> <li>14. The staff have created a space in their program to work on it</li> <li>15. The staff have create a program for presentations.</li> </ol> <b>Stage 1/2 ( week 1)</b> Deadline 1/2: <b>TASK:</b> The students provide the requested personal information and educational information

	<b>Follow-up</b> The staff involved analyze the results of this project and suggest, if necessary, changes to improve this virtual process.
<b>Number of students/staff involved</b>	Directly involved are 30 students and 8 staff Indirectly involved are 90 students
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Andre Bakker(A.J.Bakker@horizoncollege.nl) Erik Boot (E.Boot@horizoncollege.nl)

**SOPHIE-SCHOLL**
**SPORTS**
**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>SOPHIE-SCHOLL</b>	<b>SPORTS</b>
Number of VA (I or II)	I
Title of the VA	Popular Sports
Name of member	Joschka Klinghammer
Name of Team partners	Horizon college / Sophie-Scholl, DE / Bridgwater & Taunton, UK
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students <ul style="list-style-type: none"> <li>• get to know the most popular sports of the own country in relation to different target groups (expanding knowledge/experience about the other countries)</li> <li>• get to know the most popular sports of the other countries in relation to different target groups (expanding knowledge/experience about the other countries)</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>• do a representative research by using selection criteria and serious sources</li> <li>• compare the objective results with the subjective estimations</li> <li>• reconsider their stereotypes about the other countries</li> </ul>
	<b>COMPETENCES</b> The students can <ul style="list-style-type: none"> <li>• reflect the (maybe) one-sided sports offering in the home country (competence to reflect)</li> <li>• get inspired for new sports (competence to act)</li> </ul>
<b>Stages and results</b>	<b>Stage 1 Getting to know each other</b> The aim of this stage is to exchange personal information (e.g. age, hobbies, interests, photos).  <b>Stage 2 Getting to know each other's study area</b> The aim of this stage is to learn about what their study Sport comprises (e.g. number of years, study topics, work experience, companies, work experience as coach). <b>(Deadline 1/2)</b>  <b>Stage 3 Estimates about the TOP-5 of popular sports in the EU-Partner-Countries</b> The aim of this stage is to estimate the top-5 of popular sports in the other EU partner-countries. <b>Task 1:</b> Fill out the questionnaire about the estimate top-5 of popular sports in the other participating EU-partner-countries and upload it onto the (...) platform before (date). <b>(Deadline 3)</b>

	<p><b>Stage 4: Research of the TOP-5 popular sports of different target groups of the own country and prepare a presentation</b></p> <p>The aim of this stage is to research the main and most popular sports of the own country in relation to different target groups by consideration of specified selection criteria (e.g. active and passive memberships, viewing ratings, public attention)</p> <p><b>Task 1:</b> In 5 groups (2-4) do a research about the TOP-5 of the most popular sports of the different target groups: 1. children up to 10 years, 2. adolescents up to 18 years, 3. adult women, 4. adult men, 5. altogether; each group is doing a research for one different target group.</p> <p><b>Task 2:</b> Each group prepares a presentation and profiles before (date) in which they introduce their results and their target groups TOP-5 sports. <b>(Deadline 4)</b></p> <p><b>Stage 5 Presentation of the TOP-10 popular sports of each of the three countries</b></p> <p>The aim of this stage is to present the results of the group works to the other groups (class) and combine them to one entire presentation.</p> <p><b>Task 1:</b> Each group presents their TOP-5 of the most popular sports (of the individual target group) to the other groups.</p> <p><b>Task 2:</b> The class combine the different TOP-5's of the most popular sports to one entire presentation and upload and share it onto the (...) platform before (date). <b>(Deadline 5)</b></p>
<b>EQF level</b>	3
<b>Duration of the activity</b>	4 weeks (5 deadlines)
<b>ICT Tools</b>	<p>Stage 1/2 first week: WhatsApp phone, E-Mail</p> <p>Stage 3/4 week 2/3 : In a study group</p> <p>Stage 5 week 4 : In a study group</p>
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <ol style="list-style-type: none"> <li>1. The EU students are issued a full program-outline with milestones and deadlines for each stage.</li> <li>2. The groups involved are divided into groups of 4 (3)</li> <li>3. The groups are given the email addresses and phone numbers of their EU peers</li> <li>4. The staff have created a space in their program to work on it</li> <li>5. The staff have create a program for presentations.</li> </ol> <p><b>Stage 1/2 ( week 1)</b></p> <p><u>Deadline 1/2:</u></p> <p><b>TASK:</b> The students provide the requested personal information and educational information</p> <p><b>Stage 3 (week 2)</b></p> <p><u>Deadline 3:</u></p> <p><b>TASK:</b> The students get in touch with the topic and get an outlook on the VA. They fill out a questionnaire about the TOP-5 of estimated popular sports of the other EU partner-countries.</p>

	<p><b>Stage 4 (week 2/3)</b>  <u>Deadline 4:</u>  <b>TASK:</b> The students are doing a research (5 groups) of the most popular sports in the own country in relation to 5 different target groups. They pay attention on specified selection criteria and serious sources and develop a presentation in which they introduce their results and each mentioned TOP-5 sport.</p> <p><b>Stage 5 ( week 3/4)</b>  <u>Deadline 5:</u>  <b>TASK:</b> The students present their TOP-5 to the other groups (class) and create an entire and differentiated presentation about the TOP-5 of the most popular sports. They upload it and share it to the partner groups.</p> <p><b>Follow-up</b>  The EU staff involved analyze the results of this project and suggest, if necessary, chances to improve this virtual process.</p>
<b>Number of students/staff involved</b>	<p>Directly involved are 30 students and 8 staff</p> <p>Indirectly involved are 90 students</p>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Joschka Klinghammer ( <a href="mailto:j.klinghammer@me.com">j.klinghammer@me.com</a> )

**SOPHIE-SCHOLL**
**SPORTS**
**VA-2**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>SOPHIE-SCHOLL</b>	<b>SPORTS</b>
Number of VA (I or II)	II
Title of the VA	Fitness Apps
Name of member	Joschka Klinghammer
Name of Team partners	Horizon college / Sophie-Scholl, DE / Bridgwater & Taunton, UK
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students <ul style="list-style-type: none"> <li>• get to know different fitness apps</li> <li>• collect, organize and learn different exercises in order to train different muscle groups and motor skills</li> </ul>
	<b>SKILLS</b> The students are able to use the fitness apps <ul style="list-style-type: none"> <li>• create argumented criteria for the evaluation of fitness apps</li> <li>• The students are able to compare the qualities of different fitness apps</li> </ul>
	<b>COMPETENCES</b> The students can <ul style="list-style-type: none"> <li>• critically evaluate the effectiveness of different fitness apps (assessment capability)</li> <li>• communicate with the partner schools by giving and receiving tasks and helping each other</li> </ul>
<b>Stages and results</b>	<p><b>Stage 1 Getting to know each other</b>            The aim of this stage is to exchange personal information (e.g. age, hobbies, interests, photos)</p> <p><b>Stage 2 Getting to know each other's study area</b>            The aim of this stage is to learn about what their study Sport comprises (e.g. number of years, study topics, work experience, companies, work experience as coach) <b>(Deadline 1/2)</b></p> <p><b>Stage 3 Discover Fitness Apps and find common criteria for fitness apps</b>            The aim of this stage is to try out a predetermined fitness app and find common criteria to find the excellent fitness app.  <u>Task 1:</u> In a group (3-4) try out the given fitness app and describe in English why this fitness app is excellent or not.  <u>Task 2:</u> Discuss within your group (class) what „excellent“ means and make a Top 5 list of the best criteria that should include an excellent fitness app.</p>

	<p><b>Task 3:</b> Find „negotiators“ (2-3 of a class) and share/upload your Top 5 list onto the (...) platform before (Date) (<b>Deadline 3</b>). Ask your partners for more information about their choices, if necessary. Discuss and determine with your partners 5 common criteria and create an evaluation sheet.</p> <p><b>Stage 4 Analysis, arguments and the best national fitness app</b> The aim of this stage is to search in small groups for established and popular fitness apps and present them to the class.</p>
<b>EQF level</b>	3
<b>Duration of the activity</b>	4 weeks (5 deadlines)
<b>ICT Tools</b>	<p>Stage 1/2 first week: WhatsApp phone, E-Mail</p> <p>Stage 3/4 week 2/3 : In a study group</p> <p>Stage 5 week 4 : In a study group</p>
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <ol style="list-style-type: none"> <li>1. The EU students are issued a full program-outline with milestones and deadlines for each stage.</li> <li>2. The groups involved are divided into groups of 4 (3)</li> <li>3. The groups are given the email addresses and phone numbers of their EU peers</li> <li>4. The staff have created a space in their program to work on it</li> <li>5. The staff have create a program for presentations.</li> </ol> <p><b>Stage 1/2 ( week 1)</b> <u>Deadline 1/2:</u> <b>TASK:</b> The students provide the requested personal information and educational information</p> <p><b>Stage 3 (week 2)</b> <u>Deadline 3:</u> <b>TASK:</b> The students get in touch with the topic and get an outlook on the VA. They elaborate criteria of a good (qualitative) fitness app. (e.g. target group, what is being trained(?), variability of intensity,...) in small groups and in the national class. Chosen team speaker („negotiators“) share and discuss the elaborated criteria to the other partner classes. All agree on binding criteria and create an evaluation sheet.</p> <p><b>Stage 4 (week 3)</b> <u>Deadline 4:</u> <b>TASK:</b> The students search in small groups for fitness apps and chose one fitness app. They try them out, analyze them according to the pre-set criteria and</p> <p><u>Deadline 5:</u> <b>TASK:</b> The students choose the best national fitness app.</p>

	<b>Stage 5 ( week 4)</b> <u>Deadline 6:</u> <b>TASK:</b> Each partner group share their winning national fitness app and create a ranking of the most excellent international fitness apps.  <b>Follow-up</b> The EU staff involved analyze the results of this project and suggest, if necessary, chances to improve this virtual process.
<b>Number of students/staff involved</b>	Directly involved are 30 students and 8 staff Indirectly involved are 90 students
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Joschka Klinghammer ( <a href="mailto:j.klinghammer@me.com">j.klinghammer@me.com</a> )



## EMEU VOCATIONAL AREA

## SOCIAL CARE

**HORIZON COLLEGE**
**SOCIAL CARE**
**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>HORIZON COLLEGE</b>	<b>SOCIAL CARE</b>
Number of VA (I or II)	I
Title of the VA	Politics and Law
Name of member	Mirjam Schreuder / Nicole Spaans
Name of Team partners	Bath College, Gradia, Hyria, mboRijnland
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students <ul style="list-style-type: none"> <li>acquire knowledge about the following:               <ul style="list-style-type: none"> <li>* Political Perspectives</li> <li>* What is politics</li> <li>* Democracy</li> <li>* Civil impact on politics</li> <li>* Political parties</li> <li>* Elections</li> <li>* The government</li> <li>* Law and ethics</li> <li>* Lawsuits</li> </ul> </li> <li>Are familiar with Netiquette (Dos and DONTs of Internet)</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>do research on the legal system of the country with which they are performing a virtual project</li> <li>compare and report the differences between the two legal systems</li> <li>express their views in writing and narration</li> <li>improve their language skills by interacting virtually with students from other countries</li> </ul>
	<b>COMPETENCES</b> The students can <ul style="list-style-type: none"> <li>use virtual communication media</li> <li>can use the appropriate language for social media communication</li> <li>can communicate in a professional way</li> <li>can use English at B1 level</li> </ul>
<b>Stages and Results</b>	<b>Aim</b> The students make a research on the life of one or more client groups. The research can be in the form of a report or a video. The research is presented to the classmates (7 to 10 min.) Examples of subjects used in the research: <ul style="list-style-type: none"> <li>How the laws and regulations affect a drug addict's life in Finland or England.</li> </ul>

	<ul style="list-style-type: none"> <li>-Are drug abusers entitled to possessing a maximum amount of drugs? If yes, what is this legal amount, and why?</li> <li>-What support can be offered to drug abusers by political parties.</li> </ul> <p><b>Stage 1 Objective of the assignment</b></p> <p><b>Lesson 1: week of 20th November</b></p> <ol style="list-style-type: none"> <li>The teacher gives instructions on the project and divides the group into six subgroup; each subgroup receives one of the following cases:</li> </ol> <p><b>Case 1: Age and alcohol</b>  Bryant is 17 years old and goes to a supermarket in the town where he lives. He buys 2 bottles of wine and a bottle of vodka. He has invited a few friends to come over for a drink in the evening.</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1) What is stated in your country's existing laws about this problem?</li> <li>2) What type of punishment concerning this problem is applied in your country?</li> <li>3) What is the new (international) regulation proposal that you have thought of together with the subgroup you cooperate with?</li> </ol> <p><b>Case 2: Possession of Soft Drugs</b>  On the school playground there's a group of teenagers of the age of 19. There's loud music, the guys are having a chat, they are laughing and smoking together. Somebody has reported this to the police. Upon his arrival, a police officer discovers that they are not only in the possession of drugs but they have been using them as well.</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1) What is stated in your country's existing laws about this problem?</li> <li>2) What type of punishment concerning this problem is applied in your country?</li> <li>3) What is the new (international) regulation proposal that you have thought of together with the subgroup you cooperate with?</li> </ol> <p><b>Case 3: Possession of Hard Drugs</b>  Stefan is 21 years old and has gone to a house party in the park in his neighbourhood. In order to keep up with it, he has eight XTC tablets in his pocket. The drugs are discovered at the entrance control.</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1) What is stated in your country's existing laws about this problem?</li> </ol>
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	<ol style="list-style-type: none"> <li>2) What type of punishment concerning this problem is applied in your country?</li> <li>3) What is the new (international) regulation proposal that you have thought of together with the subgroup you cooperate with?</li> </ol> <p><b>Case 4: Drug Smuggling</b>  Rosa is 34 years old. She has visited her friend in Colombia who has asked her to take 1 kg of cocaine to her country (the Netherlands/England) and give it to a friend of theirs. The customs officers at the airport discover this.</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1) What is stated in your country's existing laws about this problem?</li> <li>2) What type of punishment concerning this problem is applied in your country?</li> <li>3) What is the new (international) regulation proposal that you have thought of together with the subgroup you cooperate with?</li> </ol> <p><b>Case 5: Cultivation of Soft Drugs</b>  Lisa is 27 years old. Her energy supplier has contacted the police because of her extremely high electricity bill. Once the police arrive, they discover a hydroponic setup with 50 marijuana plants.</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1) What is stated in your country's existing laws about this problem?</li> <li>2) What type of punishment concerning this problem is applied in your country?</li> <li>3) What is the new (international) regulation proposal that you have thought of together with the subgroup you cooperate with?</li> </ol> <p><b>Case 6: Public Intoxication</b>  John is 19 years old and has gone out with his friends. He's having fun. At the end of the evening John and his friends leave the pub. They walk unsteadily, shout and become aggressive. The group gets arrested.</p> <p><b>Assignment:</b></p> <ol style="list-style-type: none"> <li>1) What is stated in your country's existing laws about this problem?</li> <li>2) What type of punishment concerning this problem is applied in your country?</li> <li>3) What is the new (international) regulation proposal that you have thought of together with the subgroup you cooperate with?</li> </ol>
<b>Organization</b>	Via emails the teachers exchange the name lists of the subgroups and the division of cases so that they are well informed on which subgroups in the Netherlands are going to cooperate with which

	<p>subgroups in England and vice versa. There will be a Facebook page for each group where they can communicate.</p> <p><b>Lesson 2: week of 27th November</b> In this week each subgroup will introduce themselves on Facebook. They make a suggestion how they will communicate on Facebook</p> <p><b>Week 3, 4 and 5: week of 4th to 18th December</b> The subgroups are going to work on the case based on the information they find related to their own country; they share this information with the international subgroup by uploading it on their Facebook page. Each group looks at the results of the other country and looks at the differences and similarities</p> <p><b>Lesson 6: Week of 8th January</b> The students prepare the virtual discussion during which they advocate their points of view based on the law or regulation model applied in their own country. They put on Facebook their motivation of why they want to have their law. They also read the motivation of the international partner.</p> <p><b>Lesson week 7: week of 15th January</b> This week the students will reach an international compromise and make a proposal of a new set of international rules and regulations regarding the tackling of the case and choosing an appropriate punishment via the Facebook page . The 'new' law will be put on Facebook</p> <p><b>Week 8: week of 22nd January</b> This week is meant to be used in case the assignments have not been completed yet due to unexpected circumstances e.g. it might not be possible to communicate via Facebook due to network connection issues</p>
<b>EQF level</b>	4
<b>Duration of activity</b>	8 weeks
<b>ICT Tools</b>	Facebook, email
<b>Organization of the activity</b>	<p><b>Pre-project stage</b> The students gets lessons at school about law and politics. Then the teacher makes private groups on Facebook together with the foreign school. Then the assignment starts and the students communicate together via Facebook and will develop their own law</p>
<b>Number of students/staff involved</b>	<p>Directly involved are</p> <ol style="list-style-type: none"> <li>1. 50 students and 2 staff</li> </ol> <p>Indirectly involved are</p> <ol style="list-style-type: none"> <li>2. 50 students and 4 staff</li> </ol>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Mirjam Schreuder <a href="mailto:m.schreuder@horizoncollege.nl">m.schreuder@horizoncollege.nl</a>

**HORIZON COLLEGE**
**SOCIAL CARE**
**VA-2**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>HORIZON COLLEGE</b>	<b>SOCIAL CARE</b>
Number of VA (I or II)	II
Title of the VA	Finances and Me
Name of member	Mirjam Schreuder / Nicole Spaans
Name of Team partners	Bath College, Gradia, Hyria, mboRijnland
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students acquire knowledge about the following: <ul style="list-style-type: none"> <li>• Salary in different countries</li> <li>• Groceries costs in different countries</li> <li>• Social benefits in different countries</li> <li>• Insurances cost in different countries</li> <li>• Monthly fixed costs in different countries</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>• research the differences in finances in a family in different countries</li> <li>• compare and report the differences between the countries</li> <li>• express their views in writing and narration</li> <li>• improve their language skills by interacting virtually with students from other countries</li> </ul>
	<b>COMPETENCES</b> The students can <ul style="list-style-type: none"> <li>• use virtual communication media</li> <li>• can use the appropriate language for social media communication</li> <li>• can communicate in a professional way</li> <li>• can use English at B1 level</li> </ul>
<b>Stages and results</b>	<b>Aim</b> The students of each school will be divided in groups. Each group consist of students of their own country and students of an other country. Each group will be a family of 5 persons. Father, Mother, 3 children in the age of 18, 14 and 5 years old. Each group gets a case and description of their family. In the description there is the profession of the father and mother, the house there are living in etc. Now the group has to make an international financial overview of the situation of the family. So they have to look what the salary is in their own country and what is in the other country(s). , research what the fixet cost are, the grocery cost etc. Then they take the average. Each week they get from the teacher a 'problem'. For example 'your car has broken down and you have to repair the

	<p>exhaust pipe' Then they have to do research what the average cost are and if they have money enough to pay for it</p> <p><b>Stage 1 Objective of the assignment</b></p> <p>The students of each school will be divided in groups. Each group consist of students of their own country and students of an other country. Each group will be a family of 5 persons. Father, Mother, 3 children in the age of 18, 14 and 5 years old. Each group gets a case and description of their family. In the description there is the profession of the father and mother, the house there are living in etc. Now the group has to make an international financial overview of the situation of the family. So they have to look what the salary is in their own country and what is in the other country(s). , research what the fixet cost are, the grocery cost etc. Then they take the average. Each week they get from the teacher a 'problem'. For example 'your car has broken down and you have to repair the exhaust pipe' Then they have to do research what the average cost are and if they have money enough to pay for it</p> <p>The assignment is successful after the students have delivered month overview of the finances of their family</p>
<b>EQF level</b>	4
<b>Duration of the activity</b>	8 weeks
<b>ICT Tools</b>	FACEBOOK
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <p>The students gets lessons about the subject, the teacher makes private Facebook groups. 1 for each 'family' and they will work and communicate together</p>
<b>Number of students/staff involved</b>	<p>Directly involved are</p> <ol style="list-style-type: none"> <li>1. 50 students and 2 staff</li> </ol> <p>Indirectly involved are</p> <ol style="list-style-type: none"> <li>2. 50 students and 4 staff</li> </ol>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	<p>Mirjam Schreuder</p> <p><a href="mailto:m.schreuder@horizoncollege.nl">m.schreuder@horizoncollege.nl</a></p>

**HYRIA**
**SOCIAL CARE**
**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>HYRIA</b>	<b>SOCIAL CARE</b>
Number of VA (I or II)	I
Title of the VA	The Book of Play
Name of member	Tanja Korteharju
Name of Team partners	Bath College, Gradia, Horizon College, mboRijnland
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The student <ul style="list-style-type: none"> <li>• 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</li> <li>• studies play pedagogics</li> </ul>
	<b>SKILLS</b> The student <ul style="list-style-type: none"> <li>• plans, directs, evaluates and documents activities of children who are under school-aged</li> <li>• considers early childhood education procedures and methods of action suitable for the children</li> <li>• adheres to the early childhood education plan</li> <li>• directs the play of children in care and education work</li> <li>• utilizes the opportunities provided by play in different situations</li> </ul>
	<b>COMPETENCES</b> The student <ul style="list-style-type: none"> <li>• can ask his peers in the sending/receiving country for specific information, if necessary</li> <li>• can translate feedback from the sending/receiving students into improvements in the drawing/ planning</li> <li>• can apply the Netiquette rules</li> <li>• is able to enhance their knowledge of child care vocabulary</li> </ul>
<b>Stages and results</b>	<b>Stage 1 Objective of the assignment</b>  Aim: You are interested in the development of children under the age of 7 and the support thereof through play. You have the will to find out about your culture's play pedagogy and share traditional games across cultural boundaries. You are also interested in games in other countries and the opportunities in using them.  <b>Stage 2 Introduction of the assignment</b>  The goal of the virtual module is to create an international “play book”, which includes theory on playing, games and the analysis of

	<p>playing. A Facebook group will be the platform for the activity. The book will be created in English.</p> <p>The book contains three main sections:</p> <ol style="list-style-type: none"> <li>1. Theory of playing: <ol style="list-style-type: none"> <li>a. Participant groups will produce one page of theory from their cultural perspectives and will study early childhood education documents on playing. Created in Word (font Arial / Times New Roman, font size 12, line spacing 1.5). Separate paragraphs with an empty line). Sources are to be stated.</li> </ol> </li> <li>2. Observing children play, directing and shooting video: <ol style="list-style-type: none"> <li>a. The goal is to observe under school-aged children play with and without direction. Observations are made at child care centres or elsewhere in early childhood education or at the homes of children by shooting video (permission to record!). Following observation, the playing is analysed. State what physical, psychological and social development was supported by the game and how? If video recording is not possible, the analysis is completed without video. The analysis is not to exceed 1 page in length. (Created in Word, font Arial / Times New Roman, font size 12, line spacing 1.5). Also include a summary of the video, if possible.</li> <li>b. In addition, each group of students will plan and direct a play session for children under the age of 7 and video record it. In the event that a group of children cannot be used, the directing and video recording of the game can be done within the group of students.</li> </ol> </li> <li>3. Traditional games <ol style="list-style-type: none"> <li>a. Create instructions and an instructional video on three traditional games from your country. The instructional video for the game is created among the students in the group. The instructions are created in Word (font Arial / Times New Roman, font size 12, line spacing 1.5).</li> </ol> </li> </ol> <p>The virtual play book is to be complete no later than xx/xx/xxxx. The videos and text files are to be submitted by xx/xx/xxxx.</p> <p><b>Learning monitoring targets:</b></p> <ul style="list-style-type: none"> <li>• understands the significance of play in the growth, development and learning of a child and group of children, while considering a child-oriented approach</li> </ul>
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	<ul style="list-style-type: none"> <li>• understands play pedagogics based on national documents (early childhood education plan)</li> <li>• plans, directs, evaluates and video records activities of children who are under school-aged</li> <li>• plans and implements the content of the play book together with the rest of the group</li> <li>• Uses and communicates in English</li> </ul> <p><b>Stage 3 User accounts, tools, and instructions for students</b></p> <ol style="list-style-type: none"> <li>1. Creation of an Facebook group</li> <li>2. Accepting the group users into the platform</li> </ol> <p><b>Stage 4 Getting to know each other</b> Each college will present the group of students and their studies in Facebook. Certificate supplement of each qualification will be posted to describe the qualification of each country.</p> <p><b>Stage 5 Work period</b> The students are working with their assignment and posting them into the Facebook when finished.</p> <p><b>Stage 7 Reading and communication</b> Students can use the commenting tool to engage themselves into dialogue, sharing ideas and thoughts among the participating countries.</p> <p><b>Stage 8 Analysis</b> The analysis of the results of the play book, and Facebook as a teaching tool.</p>
<b>EQF level</b>	3
<b>Duration of the activity</b>	8 weeks
<b>ICT Tools</b>	Stage 1 : Email, Skype for business Stage 2 : Computer (OneDrive and Office 365 -tools), video, camera, Facebook
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <ol style="list-style-type: none"> <li>1. Choosing the group of students having the comprehensive knowledge about the early childhood education and care.</li> <li>2. Setting the timetable to fit the students' studies.</li> </ol>
<b>Number of students/staff involved</b>	Directly involved are <ol style="list-style-type: none"> <li>1. 40 students and 8 staff</li> </ol> Indirectly involved are <ol style="list-style-type: none"> <li>2. 40 children</li> </ol>
<b>Hereby I give my permission to be</b>	Yes

<b>contacted by interested parties</b>	
<b>Name / email</b>	Tanja Korteharju / tanja.korteharju@hyria.fi

**HYRIA**
**SOCIAL CARE**
**VA-2**

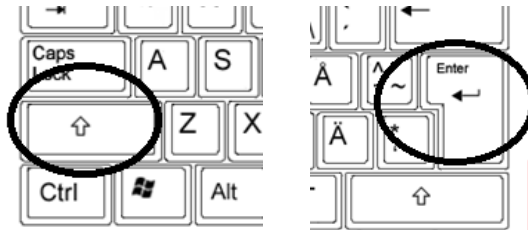
CONTACT INFORMATION	ACTIVITY CONTENTS
<b>HYRIA</b>	<b>SOCIAL CARE</b>
Number of VA (I or II)	II
Title of the VA	A typical day in Child Care
Name of member	Tanja Korteharju / Katja Kaikkonen
Name of Team partners	MBO Rijnland, NL / Gradia, FI / Bath College, UK
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The student <ul style="list-style-type: none"> <li>utilizes the information on growth and development of children in planning the activities</li> <li>provides reasons for chosen plans, actions and/or activities (based on information provided, e.g. on the physical, psychological and social development)</li> <li>takes in the consideration children with special needs in planning activities</li> </ul>
	<b>SKILLS</b> The student <ul style="list-style-type: none"> <li>plans, directs, evaluates and documents activities of children who are under school-aged</li> <li>considers early childhood education procedures and methods of action suitable for the children</li> <li>adheres to the early childhood education plan</li> <li>directs the play of children in care and education work</li> <li>utilizes the opportunities provided by play in different situations</li> <li></li> </ul>
	<b>COMPETENCES</b> The student <ul style="list-style-type: none"> <li>is able to plan and implement versatile education and care that support the growth and development of children</li> <li>masters the daily operations at the day care setting</li> <li>supports the work team by working in a friendly, appropriate, and goal-oriented manner in different interaction situations with a child and the work team</li> <li>is able to confront children with special needs and their families</li> <li>uses and communicates in English (Finnish students)</li> </ul>
<b>Stages and results</b>	<b>Stage 1 Objective of the assignment</b>  The aim is to share information on different activities at day care settings implemented in two or more countries. The students are interested in to learn about the early childhood education and care, and day care provision in other countries.

	<p><b>Stage 2 Introduction of the assignment</b></p> <p>The goal of the virtual activity is to create an international blog about different activities taking place in day care settings in one's country. The students utilize the theory background provided at the college and one's observations from practical training periods from day care centers.</p> <p>Each student will write at least one posting in English about the chosen topic. The teacher of the group ensures that different topics will be covered in order to get a comprehensive idea of day care operations in one's country. The topics are the followings:</p> <ul style="list-style-type: none"> <li>• functional activity, e.g. the one that student planned and implemented on her own.</li> <li>• a typical day in the day care setting</li> <li>• early childhood education plan</li> <li>• communication with parents, reporting activities</li> <li>• nutrition and meals at day care (utilizes information on nutritional recommendations and special diets of children)</li> <li>• outdoor activities etc.</li> <li>• celebrations, such as Valentine's day, Eastern</li> <li>• support activities for special needs children at day care setting</li> <li>• client fees (how the client fees are determined in public and private sectors)</li> <li>• other, please ask the teacher to approve the topic of your own</li> </ul> <p><b>Stage 3 User accounts, tools, and instructions for students</b></p> <ul style="list-style-type: none"> <li>• Creation of an Edu Google accounts for participating colleges</li> <li>• Activation of the Edu Google Account</li> <li>• Acceptation of the blog invitation</li> <li>• Sharing the user id and password with students who will make postings into blog</li> <li>• Sharing the blog address <a href="https://care332.blogspot.fi/">https://care332.blogspot.fi/</a> with students and teachers</li> <li>• Instructing students how to use Blogger</li> <li>• Setting the timetable for receiving postings.</li> </ul> <p>Blogger instructions:</p> <p>Instructions in English:  <a href="https://support.google.com/blogger/?hl=en#topic=3339243">https://support.google.com/blogger/?hl=en#topic=3339243</a></p>
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Instructions in Finnish:

<https://support.google.com/blogger/?hl=fi#topic=3339243>

Use Firefox or Google Chrome for writing a blog. There may still be some bugs when adding pictures, and/or in spaces in between the lines/paragraphs. Use command ENTER to make a space between the paragraphs and command SHIFT + ENTER for making a normal space in between the lines or pictures. If you have a slow Internet connection, reduce the picture size first.



Headings and subheadings: Break long posts into sections with subheadings. Tips: <http://community.copypress.com/5-simple-subheading-tips-to-make-your-blog-10-times-better/>

Text: The length of the text part is approximately half of/one A4 page. Clearly communicate the point of the post. Make sentences short and to the point. Include some theory and/or provide reasons for the activities/operations if necessary. Include also some cultural perspectives if possible. If the text is created in Word first, and brought to Blogger, remember to use REMOVE FORMATTING –tool. After that you can format the text and font as you like.

Links: You can link some relevant information into your posting.

Pictures: Use pictures to make your posts more visually interesting and reinforce content. But remember the copyright laws. Tips: <https://writtent.com/blog/the-honor-code-of-a-noble-blogger-how-to-cite-pictures/> . When dealing with photographs of people, consider the legal rights of the subject and the ethics of publishing the photo. Always ask the permit for publishing the picture.

#### **Stage 4 Getting to know each other**

Each college will present the group of students and their studies in one joint blog posting. Certificate supplement of each qualification will be posted to describe the qualification of each country.

#### **Stage 5 Work period**

The students are working with their assignment and posting them into the blog when finished.

	<p><b>Stage 6 Re-organization of postings by the theme</b> The order of the postings can be adjusted by the teachers or administrators.</p> <p><b>Stage 7 Reading and communication</b> Students can use the commenting tool to engage themselves into dialogue, sharing ideas and thoughts among the participating countries.</p> <p><b>Stage 8 Analysis</b> The analysis of the results of the blog as a teaching tool.</p>
<b>EQF level</b>	3
<b>Duration of the activity</b>	8 weeks
<b>ICT Tools</b>	Slack app- students will need access to a digital device from which they can access the app
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <ol style="list-style-type: none"> <li>1. Selecting ICT platform that easily enables students to make comments for no cost.</li> <li>2. Setting dates to run the activity which is mutually agreeable.</li> </ol>
<b>Number of students/staff involved</b>	<p>Directly involved are</p> <ol style="list-style-type: none"> <li>1. 60 students and 8 staff</li> </ol> <p>Indirectly involved are</p> <ol style="list-style-type: none"> <li>2. 100 students</li> </ol>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Tanja Korteharju / tanja.korteharju@hyria.fi

**BATH COLLEGE**
**SOCIAL CARE**
**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>BATH COLLEGE</b>	<b>SOCIAL CARE</b>
Number of VA (I or II)	I
Title of the VA	Designing a special needs program
Name of member	Jessica Lewis
Name of Team partners	MBO Rijnland / Gradia / Horizon College / Bath College
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students comprehend: <ul style="list-style-type: none"> <li>• normative child development</li> <li>• autistic spectrum disorder</li> <li>• legislation and its impact on planning for children with additional needs</li> <li>• Strategies to support children with additional needs</li> <li>• How to work in collaboration with parents and other professionals</li> <li>• Best practice in planning activities for children</li> </ul>
	<b>SKILLS</b> The students: <ul style="list-style-type: none"> <li>• Enhance their language skills through interaction between counterparts.</li> <li>• Develop problem solving skills</li> <li>• Demonstrate imagination and creativity for purposeful and inclusive activity.</li> </ul>
	<b>COMPETENCES</b> The students are competent <ul style="list-style-type: none"> <li>• With the use of virtual communication</li> <li>• In professional correspondence/etiquette</li> <li>• In behaving in professional manner in correspondence with peers</li> <li>• in demonstrating a positive attitude to learning</li> </ul>
<b>Stages and results</b>	<b>Stage 1 Objective of the assignment</b>  Learners will be required to use a case study child to create an Individual Education Plan which will then be compared across the nations.  <b>Stage 2 Introduction of the assignment</b>  Using a case study, the counterpart will create a learning passport (pro-forma provided) and individual learning for a child with additional needs. The counterpart will design a plan for how the

	<p>work field will meet the child's learning and development needs. The counterpart should:</p> <ul style="list-style-type: none"> <li>• Assess and identify the additional needs of the child</li> <li>• Explain how Early Years Practitioners work with parents to meet the needs of children with additional needs.</li> <li>• Plan an activity for the work field and differentiate this for a child with additional needs.</li> </ul> <p><b>Stage 3 User accounts, tools, and instructions for students</b></p> <ul style="list-style-type: none"> <li>• Creation of a Slack forum</li> <li>• Activation of the Slack app account</li> <li>• Acceptance of the Slack invitation</li> <li>• Sharing the link with students who will make postings into blog</li> <li>• Sharing the link with students and teachers and enabling College staff to become administrators</li> <li>• Instructing students how to use Slack</li> <li>• Setting the timetable for receiving postings.</li> <li>• Setting clear guidelines about appropriate posts and about not posting any confidential information or using the blog as a support network for participants' mental health.</li> </ul> <p><b>Stage 4 Getting to know each other</b> Each of the students will introduce themselves in their first blog post.</p> <p><b>Stage 5 Work period</b> The students are working with their assignment and posting them into the blog when finished.</p> <p><b>Stage 6 Re-organization of postings by the theme</b> Slack will automatically list posts by date posted but teachers should work with groups to analyse what is being shared.</p> <p><b>Stage 7 Reading and communication</b> Emoticons and Giphy are enabled but students must ensure that all responses are polite and not offensive.</p> <p><b>Stage 8 Analysis</b> The analysis of the results of the blog as a teaching tool- students at Bath College will be asked to present their findings to the welfare team and discuss the benefits of their participation.</p>
<b>EQF level</b>	3
<b>Duration of the activity</b>	4 weeks
<b>ICT Tools</b>	Stage 1 : Email / Edu Google Stage 2 : Blogger

<b>Organization of the activity</b>	<b>Pre-project stage</b> <ol style="list-style-type: none"> <li>1. Choosing the group of students having the comprehensive knowledge about the early childhood education and care.</li> <li>2. Setting the timetable for the period when students are on their work placement.</li> </ol>
<b>Number of students/staff involved</b>	Directly involved are <ol style="list-style-type: none"> <li>2. 60 students and 8 staff</li> </ol> Indirectly involved are <ol style="list-style-type: none"> <li>2. 100 students</li> </ol>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Jessica Lewis / Jessica.lewis@bathcollege.ac.uk

**BATH COLLEGE**
**SOCIAL CARE**
**VA-2**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>BATH COLLEGE</b>	<b>SOCIAL CARE</b>
Number of VA (I or II)	II
Title of the VA	Promoting Positive Mental Health for Young People
Name of member	Jessica Lewis
Name of Team partners	MBO Rijnland / Gradia / Horizon College / Bath College
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The student knows about <ul style="list-style-type: none"> <li>current issues in mental health for young people</li> <li>a range of strategies being used to support mental health in different institutions</li> </ul>
	<b>SKILLS</b> The student <ul style="list-style-type: none"> <li>evaluates strategies to support young people's mental health</li> <li>designs appropriate apps using ICT skills</li> <li>seeks guidance from relevant support services available in the different institutions</li> </ul>
	<b>COMPETENCES</b> The student <ul style="list-style-type: none"> <li>is able to plan and implement appropriate apps to support mental health</li> <li>uses and communicates in English</li> </ul>
<b>Stages and results</b> <b>Organization</b>	<b>Stage 1 Objective of the assignment</b>  Students engage in dialogue to enable them to design (or create if they are really tech savvy) an app to support the mental health of young people (or a target group if working in adult care).  <b>Stage 2 Introduction of the assignment</b>  The goal of the virtual activity is to explore the current social landscape for mental health services across Europe and to draw together strategies to support the mental health of young people by designing an effective app.  Each student will write at least one posting, in English, about an article relating to mental health in their home nation. They will provide a summary of the article and their opinions on the matter.  Each learner will also write at least one post, in English, about a strategy used in their college, school or workplace to support mental health. This could include pictures.

	<p>At the end of the process learners should draw together what they have read in the posts to design an app which could be used to support mental health. This will be their third post and final post.</p> <p><b>Stage 3 User accounts, tools, and instructions for students</b></p> <ul style="list-style-type: none"> <li>• Creation of a Slack forum</li> <li>• Activation of the Slack app account</li> <li>• Acceptance of the Slack invitation</li> <li>• Sharing the link with students who will make postings into blog</li> <li>• Sharing the link with students and teachers and enabling College staff to become administrators</li> <li>• Instructing students how to use Slack</li> <li>• Setting the timetable for receiving postings.</li> <li>• Setting clear guidelines about appropriate posts and about not posting any confidential information or using the blog as a support network for participants' mental health.</li> </ul> <p>Blogger instructions:</p> <p><b>Stage 4 Getting to know each other</b> Each of the students will introduce themselves in their first blog post.</p> <p><b>Stage 5 Work period</b> The students are working with their assignment and posting them into the blog when finished.</p> <p><b>Stage 6 Re-organization of postings by the theme</b> Slack will automatically list posts by date posted but teachers should work with groups to analyse what is being shared.</p> <p><b>Stage 7 Reading and communication</b> Students must respond to 2 other blog posts using the comment tools. Emoticons and Giphy are enabled but students must ensure that all responses are polite and not offensive.</p> <p><b>Stage 8 Analysis</b> The analysis of the results of the blog as a teaching tool- students at Bath College will be asked to present their findings to the welfare team and discuss the benefits of their participation.</p>
<b>EQF level</b>	3
<b>Duration of the activity</b>	4 weeks
<b>ICT Tools</b>	Stage 1 : Email / Edu Google Stage 2 : Blogger
<b>Number of students/staff involved</b>	Directly involved are 3. 60 students and 8 staff

	Indirectly involved are 2. 100 students
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Jessica Lewis / Jessica.lewis@bathcollege.ac.uk

**GRADIA**
**SOCIAL CARE**
**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>GRADIA</b>	<b>SOCIAL CARE</b>
Number of VA (I or II)	I
Title of the VA	Nature as an environment for growing, experiencing and learning.
Name of member	Mia Parviainen
Name of Team partners	MBO Rijnland / Gradia / Horizon College / Bath College
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The student <ul style="list-style-type: none"> <li>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</li> </ul>
	<b>SKILLS</b> The student <ul style="list-style-type: none"> <li>understands what kind of thing children can learn in nature for example maths and mother language</li> <li>how to nature as an environment for growing, experiencing and learning do for children ( emotion and relax)</li> </ul>
	<b>COMPETENCES</b> The student <ul style="list-style-type: none"> <li>Adheres to the early childhood education plan</li> <li>The student uses different work methods, equipment and material in support and guidance of child's growth</li> <li>The student can use IT in assignment (computer, camera, video camera and skype)</li> </ul>
<b>Stages and results</b>	<b>Description of the stages :</b> <b>Stage 1: Nature as an environment for growing, learning and experiencing</b> The aim of this stage is to: <ul style="list-style-type: none"> <li>The students will describe nature as an environment for growing, experiencing and learning for children under school age and he/she shares ideas, video-clips and pictures of the assignment with other students.</li> </ul> <b>Stage 2: Presenting the presentation in the own class</b> The aim of this stage is; <ul style="list-style-type: none"> <li>They will make video clips of the topic and discuss together this topic</li> <li>They will send them to the other participants for discussion and evaluation.</li> </ul>

	<p><b>Stage 3: your opinion</b></p> <p>The aim of this stage is;</p> <ul style="list-style-type: none"> <li>ask for more information to develop an opinion</li> <li>Receive information and answer the questions from the other partners.</li> </ul> <p><b>Final product;</b></p> <ol style="list-style-type: none"> <li>1. Video clips</li> <li>2. Feedback between participants</li> <li>3. Understanding what physical education means every countries: is it same or is there something different?</li> </ol> <ul style="list-style-type: none"> <li><b>Assessment:</b></li> </ul> <p>Self-assessment</p> <ul style="list-style-type: none"> <li>Discussion with teacher and the supervisors at the social and health care unit</li> <li>Peer evaluation</li> </ul>
<b>EQF level</b>	4
<b>Organization</b>	<p><b>Pre-project stage</b></p> <p>The EU students are introduced to the project, the process as well as the aim.</p> <p><b>Stage 1</b></p> <p><b>TASK:</b></p> <p>The students will describe nature as an environment for growing, experiencing and learning for children under school age and he/she shares ideas, video-clips and pictures of the assignment with other students.</p> <p>Finnish students will use a book “Varhaiskasvatuksen liikunnan suositukset-opas” and material from nature, physical education, learning and lessons to check the knowledge basis. One of the materials are ”Iloa, leikkiä ja yhdessä tekemistä, Varhaisvuosien fyysisen aktiivisuuden suositukset ” (<a href="http://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/75405/OKM21.pdf">http://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/75405/OKM21.pdf</a> ). We have to translate Finnish materials in English and students have to find some materials in English.</p> <p>They will make Power Point presentations of the topic or video clips and send them to the other participants for discussion and evaluation.</p> <p>Teacher takes care of; facilitate the students in time to make the written reflection, judges the written assessments , and send the feedback to the other partners.</p>
<b>Duration of the activity</b>	3 weeks
<b>ICT Tools</b>	<ul style="list-style-type: none"> <li>Computer</li> <li>Paper</li> <li>Camera</li> </ul>

	<ul style="list-style-type: none"> <li>• Video camera</li> </ul> <p>E Twinning is the platform where we working.</p>
<b>Number of students/staff involved</b>	<p>Directly involved are Nobody. Hyria was interested. Indirectly involved are Hyria: 25 students and 1 teacher. Horizon: 20- 30 students and 1 teacher. Bath: 20-25 students and 1 teacher</p>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	<p>Mia Parviainen, <a href="mailto:mia.parviainen@gradia.fi">mia.parviainen@gradia.fi</a> Anu Nieminen, <a href="mailto:anu.nieminen@gradia.fi">anu.nieminen@gradia.fi</a></p>

**GRADIA SOCIAL CARE**
**VA-2**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>GRADIA</b>	<b>SOCIAL CARE</b>
Number of VA (I or II)	II
Title of the VA	Comparing nutrition in Child Care
Name of member	Mia Parviainen and Anu Nieminen
Name of Team partners	MBO Rijnland / Gradia / Horizon College / Bath College
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The student <ul style="list-style-type: none"> <li>• knows how to support the growth, development and learning of a child or group of children by utilizing early childhood education procedures and content orientations</li> <li>• understands the nutrition recommendations for children's health and well being</li> </ul>
	<b>SKILLS</b> The student <ul style="list-style-type: none"> <li>• Adheres to the early childhood education plan</li> <li>• uses different work methods, equipment and material in support and guidance of child's growth</li> <li>• uses IT in assignment (computer, camera, video camera and skype)</li> <li>•</li> </ul>
	<b>COMPETENCES</b> The student <ul style="list-style-type: none"> <li>• takes responsibility of his/her learning and advances his/her vocational skills</li> <li>• uses virtual communication</li> <li>• uses Internet - decent language</li> <li>• communicates in a professional way</li> <li>• uses English at B1 level</li> </ul>
<b>Stages and results</b>	<b>Stage 1: Comparing nutrition in childcare</b>  The aim of this stage is to: The students will describe nutrition recommendations for children under school age and he/she shares ideas, video-clips and pictures of the assignment with other students.  <b>Stage 2 Presenting the presentation in the own class</b> The aim of this stage is; - They will make Power Point presentations of the topic - Send them to the other participants for discussion and evaluation.

	<p><b>Stage 3 your opinion</b></p> <p>The aim of this stage is;</p> <ul style="list-style-type: none"> <li>ask for more information to develop an opinion</li> <li>Receive information and answer the questions form the other partners.</li> </ul> <p><b>Final product;</b></p> <ol style="list-style-type: none"> <li>PowerPoint presentations or video clips</li> <li>Feedback between participants</li> </ol> <ul style="list-style-type: none"> <li><b>Assessment:</b> Self-assessment</li> <li>Discussion with teacher and the supervisors at the <b>social and health Care unit</b></li> <li>Peer evaluation</li> </ul>
<b>EQF level</b>	4
<b>Duration of the activity</b>	3 weeks
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <p>The EU students are introduced to the project, the process as well as the aim.</p> <p><b>Stage 1</b></p> <p><b>TASK:</b></p> <p>The students will describe nutrition recommendations for children under school age and he/she shares ideas, video - clips and pictures of the assignment with other students.</p> <p>Finnish students will use a book “Terveyttä ja iloa ruoasta - varhaiskasvatuksen ruokailusuositus” (<a href="http://www.julkari.fi/handle/10024/135907">http://www.julkari.fi/handle/10024/135907</a>) and material from nutrition lessons to check the knowledge basis. To confirm the terminology in English they can use a book “Eating together - food recommendations for families with children” (<a href="http://www.julkari.fi/handle/10024/130435">http://www.julkari.fi/handle/10024/130435</a>).</p> <p>They will make Power Point presentations of the topic and send them to the other participants for discussion and evaluation.</p> <p>Teacher take care of; facilitate the students in time to make the written reflection, judges the written assessments , and send the feedback to the other partners.</p>
<b>ICT Tools</b>	PC, E-Twinning
<b>Number of students/staff involved</b>	Directly involved are Hyria College : 25 students and 1 staff.

	Indirectly involved are Horizon : 25 students and 1 staff
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Mia Parviainen, <a href="mailto:mia.parviainen@gradia.fi">mia.parviainen@gradia.fi</a> Anu Nieminen, <a href="mailto:anu.nieminen@gradia.fi">anu.nieminen@gradia.fi</a>

**mboRijnland SOCIAL CARE**
**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>mboRijnland (IDCollege)</b>	<b>SOCIAL CARE</b>
Number of VA (I or II)	I
Title of the VA	International Child Care center
Name of member	Guus Wismans/Annemarie Borst
Name of Team partners	Bath College, Gradia, Hyria, Horizon College
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students acquire knowledge about the following: <ul style="list-style-type: none"> <li>mainstream pedagogical views</li> <li>the main goals of childcare</li> <li>which organizations are related and relevant to childcare</li> <li>the (dis)advantages between vertical or horizontal groups</li> <li>what child and parental participation involves</li> <li>what specifically is implied with nutritious food</li> <li>what and how conduct a professional attitude</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>define their opinions through the means of a detailed sketch and written explanation</li> <li>ultimately develop and depict a childcare center based upon the interaction and views of both counterparts involved</li> <li>Enhance their language skills through interaction between counterparts.</li> </ul>
	<b>COMPETENCES</b> The students can <ul style="list-style-type: none"> <li>With the use of virtual communication In professional correspondence/etiquette behave in professional manner in correspondence with peers</li> <li>Use English in spoken and written contexts appropriately</li> </ul>
<b>Stages and results</b>	<b>Stage 1 Getting to know each other</b> The aim of this stage is to exchange personal information (e.g. age, hobbies, interests, photos and get to know each other via Facebook  <b>Stage 2 Create an ideal childcare center</b> The aim of this stage is to communicate with the counterpart group and present their ideas and give feedback to the mutual ideas and plans.

	<b>Stage 3 Presenting/uploading results</b> The aim of this stage is to create and present the created childcare center.
<b>EQF level</b>	4
<b>Duration of the activity</b>	3 weeks
<b>ICT Tools</b>	Stage 1/2/3: Email /Facebook
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <ol style="list-style-type: none"> <li>1. The Dutch teacher creates a Facebook page that is secured</li> <li>2. The Dutch teacher accepts the students at Facebook</li> <li>3. The mutual groups are divided and create a typical group name.</li> </ol> <p><b>Stage 1 TASK:</b> The students provide the requested personal information (group) and educational Information and upload it at the Facebook page</p> <p><b>Stage 2 TASK:</b> The students discuss in groups their ideas about the childcare center and ask feedback of the counterpart groups</p> <p><b>Stage 3 TASK:</b> Students work at the creation of the childcare center and upload the final product. Finally all the products are evaluated in the classes</p>
<b>Number of students/staff involved</b>	Directly involved 4 teachers and 40 students Indirectly involved 8 teachers
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Guus Wismans, <a href="mailto:gwismans@idcollege.nl">gwismans@idcollege.nl</a>  Annemarie Borst, <a href="mailto:aborst@idcollege.nl">aborst@idcollege.nl</a>

**mboRijnland SOCIAL CARE VA-2**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>mboRijnland (IDCollege)</b>	<b>SOCIAL CARE</b>
Number of VA (I or II)	II
Title of the VA	Guiding clients with divers cultural backgrounds
Name of member	Marga Toetenel
Name of Team partners	Bath College, Gradia, Hyria, Horizon College
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The student <ul style="list-style-type: none"> <li>Knows what a professional attitude encompasses</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>define their opinions through the means of a detailed sketch and written explanation,</li> <li>Enhance their language skills though interaction between counterparts</li> </ul>
	<b>COMPETENCES</b> The students <ul style="list-style-type: none"> <li>with the use of virtual communication</li> <li>in professional correspondence/ etiquette</li> <li>behave in professional manner in correspondence with peers</li> </ul>
<b>Stages and results</b>	<p><b>Stage 1 Getting to know each other cultural background</b>            The aim of this stage is to exchange information about a cultural subgroup. Exchanging information about music, holiday's, clothing, nutrition etc.</p> <p><b>Stage 2 Getting to know each other's about religion</b>            The aim of this stage is to learn about each other's religion, cultural values and standards.</p> <p><b>Stage 3 Product branding and Market research</b>            The aim of this stage is to advices each other about special needs and attention for guiding.</p> <p><b>Stage 4 Analysis</b>            The aim of this stage is to analyze the results.</p> <p><b>Stage 5 Conclusions and recommendations</b>            The aim of this stage is to improve the advice in internship.</p>
<b>EQF level</b>	4
<b>Duration of the activity</b>	4 weeks
<b>ICT Tools</b>	Computer, mobile and skype

<b>Organization of the activity</b>	<p><b>Pre-project stage</b> Under supervision of the teacher the student will make an assignment to investigate their basic knowledge of diversity and their influence of in guiding clients.</p> <p><b>Follow-up</b> The EU staff involved analyze the results of this project and suggest, if necessary, chances to improve this virtual process.</p>
<b>Number of students/staff involved</b>	<p>Directly involved are</p> <ol style="list-style-type: none"> <li>1. 4 groups max 80 students</li> </ol> <p>Indirectly involved are</p> <ol style="list-style-type: none"> <li>2. max 80 students</li> </ol>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Marga Toetenel <a href="mailto:mtoetenel@idcollege.nl">mtoetenel@idcollege.nl</a>



## EMEU VOCATIONAL AREA

## HEALTH CARE

## HORIZON COLLEGE HEALTH CARE

**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>HORIZON COLLEGE</b>	<b>HEALTH CARE</b>
Number of VA (I or II)	I
Title of the VA	Introducing Health Care education in partner countries
Name of member	Lucie de Moor-Nollen and Margo Groot-Baltus
Name of Team partners	Gardia College, Jyväskylä (FIN) and Sophie-scholl (DU)
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students can <ul style="list-style-type: none"> <li>describe how their own health care education is organized in their own country.</li> <li>argue whether he or she would like to learn at a school in Finland or Germany.</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>use a (digital) tool to communicate with students in Finland or Germany.</li> <li>use a (digital) tool to make a presentation in English about Health care education in their own country.</li> </ul>
	<b>COMPETENCES</b> The students <ul style="list-style-type: none"> <li>are resourceful in making virtual contact.</li> <li>dare to ask his/her peers in the sending/receiving country for specific information.</li> </ul>
<b>Stages and results</b>	<b>Stage 1 Introduction their own country</b> The aim of this stage is to <ul style="list-style-type: none"> <li>describe where how their own health care education is organized in their own country in at least two topics.</li> <li>argue whether he or she would like to learn on a school in Finland or Germany.</li> </ul> <b>Stage 2 Presenting the presentation in the own class</b> The aim of this stage is; <ul style="list-style-type: none"> <li>that the students establish a first contact with students abroad.</li> <li>discuss in the class if students would like to learn on a school in Finland or Germany.</li> </ul> <b>Stage 3 your opinion</b> The aim of this stage is; <ul style="list-style-type: none"> <li>ask for more information to develop an opinion if they would like to follow an education in Finland or Germany as a health care worker/nurse.</li> </ul>

	<ul style="list-style-type: none"> <li>Receive information and answer the questions from the other partners.</li> </ul> <p><b>Final product;</b> Sharing a the result in a PPT and discuss in their own group if they would follow an education abroad.</p> <p><b>Assessment:</b> A written reflection in their own language whether the student argue if he or she would like to follow an education in Finland or Germany as a health care worker/nurse.</p>
<b>EQF level</b>	4
<b>Duration of the activity</b>	4-5 weeks
<b>ICT Tools</b>	PC/ PC programs as PowerPoint or Prezi Internet; to exchange information and products; e-mail, e-Twinning Internet; to feedback and share information; what-app, Facebook or hangout
<b>Organization of the activity</b>	<p><b>Pre-project stage</b> The EU students are introduced to the project, the process as well as the aim.</p> <p><b>Stage 1</b> <b>TASK:</b> The students make a written document or PPT how their own health care education is organized in their own country.</p> <ul style="list-style-type: none"> <li><b>Fixed subjects</b> <ul style="list-style-type: none"> <li>- One subjects about the school system</li> <li>- One subjects about the health care education</li> <li>- free subjects; lessons that they get,</li> </ul> </li> <li>Number of lesson hours, school and internship The teacher takes care of:</li> <li>having the product on time (discuss with partners within which timesheet) and</li> <li>sending the products to the other partner.</li> </ul> <p><b>Stage 2 Presenting the video in the class</b></p> <ul style="list-style-type: none"> <li>Fixed subjects</li> <li>have a group discussion in the class about difference in health education.</li> <li>look the presentation from the other partners in the class</li> <li>formulate questions about things you don't understand of find very attractive.</li> </ul> <p>The teacher takes care of; the discussion, shows the presentation and send the feedback to the other partners.</p>

	<p><b>Stage 3 your opinion</b></p> <ul style="list-style-type: none"> <li>Fixed subjects; answer the questions about things they don't understand of find very attractive of your school system.</li> <li>make a written reflection whether the student argue if he or she would like to follow an education in Finland or Germany as a health care worker/nurse.</li> </ul> <p>Teacher take care of; facilitate the students in time to make the written reflection, judges the written assessments , and send the feedback to the other partners.</p>
<b>Number of students/staff involved</b>	<p>Directly involved are</p> <ol style="list-style-type: none"> <li>75 students and 4 staff</li> </ol> <p>Indirectly involved are</p> <ol style="list-style-type: none"> <li>150 students and 6. staff</li> </ol>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	<p>Margo Groot-Baltus (<a href="mailto:M.A.M.Groot-Baltus@horizoncollege.nl">M.A.M.Groot-Baltus@horizoncollege.nl</a>)  Lucie de Moor-Nollen (<a href="mailto:L.M.W.H.deMoor-Nollen@horizoncollege.nl">L.M.W.H.deMoor-Nollen@horizoncollege.nl</a>)</p>

## HORIZON COLLEGE HEALTH CARE

**VA-2**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>HORIZON COLLEGE</b>	<b>HEALTH CARE</b>
Number of VA (I or II)	II
Title of the VA	Health care worker/nurse in your country
Name of member	Lucie de Moor-Nollen and Margo Groot-Baltus
Name of Team partners	Gardia College, Jyväskylä (FIN) and Sophie-scholl (DU)
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students know <ul style="list-style-type: none"> <li>health care workers/ nurses are in their own country.</li> <li>whether he or she would like to work in Finland or Germany as a health care worker/nurse</li> </ul>
	<b>SKILLS</b> The student <ul style="list-style-type: none"> <li>is able to use a (digital) tool to communicate with students in Finland or Germany.</li> <li>is able to use a (digital) tool to make a presentation in English about Health care workers/nurse in their own country.</li> <li>is able to formulate questions in English for the partner students</li> <li>is able to make a video compilation of an interview with a health care worker/nurse.</li> </ul>
	<b>COMPETENCES</b> The student <ul style="list-style-type: none"> <li>is resourceful in making virtual contact.</li> <li>dares to ask his/her peers in the sending/receiving country for specific information.</li> </ul>
<b>Stages and results</b>	<b>Stage 1 Introduction their own country</b> The aim of this stage is to <ul style="list-style-type: none"> <li>make a video compilation/flog where health care workers/ nurses are working in their own country at least two companies/ working fields.</li> <li>argue whether he or she would like to work in Finland or Germany as a health care worker/nurse.</li> </ul> <b>Stage 2 Presenting the presentation in the own class</b> The aim of this stage is; <ul style="list-style-type: none"> <li>that the students establish a first contact with students abroad.</li> <li>discuss in the class if students would like to work to work in Finland or Germany as a health care worker/nurse.</li> </ul> <b>Stage 3 your opinions</b>

	<p>The aim of this stage is;</p> <ul style="list-style-type: none"> <li>ask for more information to develop an opinion if they would like to work in Finland or Germany as a health care worker/nurse.</li> <li>Make a flog/ a video compilation of an interview with a health care worker/nurse.</li> </ul> <p>Stage 4</p> <ul style="list-style-type: none"> <li>Receive information and answer the questions form the other partners.</li> </ul> <p><b>Final product;</b> Sharing the video compilation of an interview with a health care worker/nurse.. For NL; Integrated in study program “Work orientation”, Motivational reflection 2</p> <p><b>Assessment:</b> 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>
<b>EQF level</b>	4
<b>Duration of the activity</b>	4-5 weeks
<b>ICT Tools</b>	PC/ PC programs as Moviemaker, Recording possibilities; mobile phone; to make a Flog/video Internet; to exchange information and products; e-mail, e-Twinning Internet; to feedback and share information; what-app, Facebook or hangout
<b>Organization of the activity</b>	<p><b>Pre-project stage</b> The EU students are introduced to the project, the process as well as the aim.</p> <p><b>Stage 1</b> <b>TASK:</b> The students make a make a video compilation/flog where health care workers/ nurses are working in their own country at least two companies/ working fields. The students argue in a class whether he or she would like to work in Finland or Germany as a health care worker/nurse. Fixed subjects; - One compilation gives information about the difference internship/work placements you can work - One compilation gives information about the skills you have to do on your internship/ work placement - free subjects; Teacher take care of; have the product on time (discuss with partners within which timesheet) and sending the products to the other partner.</p>

	<p><b>Stage 2 Presenting the video in the class</b></p> <p>Fixed subjects;</p> <ul style="list-style-type: none"> <li>- have a group discussion in the class about difference in health care between the country's .</li> <li>- look the video compilation/flog from the other partners in the class</li> <li>- formulate questions about things you don't understand of find very attractive.</li> </ul> <p>Teacher take care of; the discussion, shows the video compilation/flog and send the feedback to the other partners.</p> <p><b>Stage 3 your opinion</b></p> <p>Fixed subjects;</p> <ul style="list-style-type: none"> <li>- answer the questions about things they don't understand of find very attractive of your health care.</li> <li>- make a written reflection whether the student argue if he or she would like to work like to work in Finland or Germany as a health care worker/nurse.</li> </ul> <p>Teacher take care of; facilitate the students in time to make the written reflection, judges the written assessments , and send the feedback to the other partners.</p>
<b>Number of students/staff involved</b>	<p>Directly involved are</p> <p>2. 75 students and 4 staff</p> <p>Indirectly involved are</p> <p>2. 150 students and 6. staff</p>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	<p>Margo Groot-Baltus (<a href="mailto:M.A.M.Groot-Baltus@horizoncollege.nl">M.A.M.Groot-Baltus@horizoncollege.nl</a>)</p> <p>Lucie de Moor-Nollen (<a href="mailto:L.M.W.H.deMoor-Nollen@horizoncollege.nl">L.M.W.H.deMoor-Nollen@horizoncollege.nl</a>)</p>

**SOPHIE-SCHOLL**
**HEALTH CARE**
**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>SOPHIE-SCHOLL</b>	<b>HEALTH CARE</b>
Number of VA (I or II)	1
Title of the VA	Getting to know each other before starting a module
Name of member	Katharina Leichtfuss / Maren Schulz
Name of Team partners	Horizon College, (NL) Jyväskylä (FI) and Gradia
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students <ul style="list-style-type: none"> <li>are aware of aspects that are useful to know about other students when planning to work on a project together.</li> <li>decide on the most relevant of these aspects in class.</li> <li>can convey these aspects to the students of the partner schools (NL or FIN).</li> <li>know how to communicate with the other project group to decide on the most decisive aspects all together.</li> </ul>
	<b>SKILLS</b> The students <ul style="list-style-type: none"> <li>are aware of aspects that are useful to know about other students when planning to work on a project together.</li> <li>decide on the most relevant of these aspects in class.</li> <li>can convey these aspects to the students of the partner schools (NL or FIN).</li> <li>know how to communicate with the other project group to decide on the most decisive aspects all together.</li> </ul>
	<b>COMPETENCES</b> The students <ul style="list-style-type: none"> <li>are able to work in a group and decide on relevant aspects together.</li> <li>are resourceful in making virtual contact.</li> <li>dare to ask his/her peers in the sending/receiving country for specific information.</li> </ul>
<b>Stages and results</b>	<b>Stage 1 Creating a questionnaire</b> The aim of this stage is to decide what aspects are important to know about each other before starting to work on a project together.  <b>Stage 2 Exchanging questionnaires and deciding on the ten most important ones together</b>

	<p>The aim of this stage is that the students establish a first contact and need to communicate about the questions to decide on the most relevant ones</p> <p><b>Stage 3 Creating a PowerPoint presentation</b> The aim of this stage is to answer the questions and presenting the students to the future cooperation partners with pictures and information.</p> <p><b>Stage 4 Exchanging the presentations</b> The aim of this stage is that the students get an impression of the students from the other countries.</p>
<b>EQF level</b>	3
<b>Duration of the activity</b>	3 weeks (2 deadlines)
<b>ICT Tools</b>	Stage 1 : Email Stage 2 : Email / WhatsApp Stage 3 : PowerPoint Stage 4 : Email
<b>Organization of the activity</b>	<p><b>Pre-project stage</b> The EU students are introduced to the project, the process as well as the aim.</p> <p><b>Stage 1</b> Deadline 1 : <b>TASK:</b> The students create the questionnaire, first in groups of 3-4, then in class. The students provide their EU peers with this information via email.</p> <p><b>Stage 2</b> Deadline 2 : <b>TASK:</b> The students get the email addresses / phone numbers of the EU peers and start commenting / discussing the results of stage 1.</p> <p><b>Stage 3</b> Deadline 3 : <b>TASK:</b> The students create PowerPoint presentations presenting themselves (with pictures) and answering the questions and send them via email.</p> <p><b>Stage 4</b> Deadline 4 : <b>TASK:</b> The staff presents the presentations to the students.</p> <p><b>Follow-up</b> The EU staff involved analyze the results of this project and suggest, if necessary, chances to improve this virtual process.</p>
<b>Number of students/staff involved</b>	Directly involved are 50 students and 2 staff
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Katharina Leichtfuß (k.leichtfuss@gmail.com)                                              Maren Schulz (schulz@sophie-scholl-bk.eu)

**SOPHIE-SCHOLL**
**HEALTH CARE**
**VA-2**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>SOPHIE-SCHOLL</b>	<b>HEALTH CARE</b>
Number of VA (I or II)	II
Title of the VA	Health education – How does your school implement health education in the curriculum?
Name of member	Katharina Leichtfuss / Maren Schulz
Name of Team partners	Horizon College, (NL) Jyvaskyla (FI) and Gradia
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The students know <ul style="list-style-type: none"> <li>• important aspects of health education (e.g. physical well-being, emotional well-being;</li> <li>• how to collect, organize and learn information on the health education in their school.</li> <li>• how to summarize the results in a presentation / article / film.</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>• select important aspect and summarize them.</li> <li>• express their findings on health education.</li> <li>• compare the differences and similarities between different countries.</li> </ul>
	<b>COMPETENCES</b> The students can <ul style="list-style-type: none"> <li>• critically evaluate the differences and similarities of health education in different schools (assessment capability)</li> </ul>
<b>Stages and results</b>	<b>Stage 1 Getting information about your own school.</b> The aim of this stage is the ability to find information about how their school implements health education.  <b>Stage 2 Creating a presentation/information</b> The aim of this stage is to create a presentation / article / film about health education at their school.  <b>Stage 3 Exchanging the presentations</b> The aim of this stage is to share their results with partner schools and compare their own school to the other ones  <b>Stage 4 Exchanging the comparison</b> The aim of this stage is that the students of all countries agree about the importance of the implementation of health education in school
<b>EQF level</b>	3

<b>Duration of the activity</b>	3 weeks (2 deadlines)
<b>ICT Tools</b>	Stage 1 : Email Stage 2 : Email / WhatsApp Stage 3 : PowerPoint Stage 4 : Email
<b>Organization of the activity</b>	<p><b>Pre-project stage</b> The EU students are introduced to the project, the process as well as the aim.</p> <p><b>Stage 1</b> Deadline 1 : <b>TASK:</b> The students scan different sources about the implementation of health, first in groups of 3-4, then in class.</p> <p><b>Stage 2</b> Deadline 2 : <b>TASK:</b> The students create a power point/video/ article about how health is implemented in their curriculum and share this with their EU peers.</p> <p><b>Stage 3</b> Deadline 3 : <b>TASK:</b> The students compare their PowerPoint presentations with the EU peers and find similarities and differences and send them via email.</p> <p><b>Stage 4</b> Deadline 4 : <b>TASK:</b> The students summarize the different curriculums under the topic of the importance of health in different countries and create a final slide. This slide will be shared from all members.</p> <p><b>Follow-up</b> The EU staff involved analyze the results of this project and suggest, if necessary, chances to improve this virtual process.</p>
<b>Number of students/staff involved</b>	Directly involved are 50 students and 2 staff
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Katharina Leichtfuß (k.leichtfuss@gmail.com)                                              Maren Schulz (schulz@sophie-scholl-bk.eu)

**GRADIA**
**HEALTH CARE**
**VA1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>GRADIA</b>	<b>HEALTH CARE</b>
Number of VA (I or II)	1
Title of the VA	How is national culture reflected in caring?
Name of member	Pirkko Lahti
Name of Team partners	Horizon College, (NL) Jyväskylä (FI) and Sophie-Scholl (DU)
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>the student can obtain information and present it clearly and intelligibly in English</li> <li>the student is aware of the significance of national culture for the clients</li> <li>the student is able to describe and discuss the similarities and differences</li> </ul>
	<b>SKILLS</b> <ul style="list-style-type: none"> <li>the student uses different methods in obtaining information</li> <li>the student uses appropriate methods in presenting his/her culture and traditions</li> <li>the student is able to use English while performing the tasks</li> </ul>
	<b>COMPETENCES</b> <ul style="list-style-type: none"> <li>the student plans and implements his/her work</li> <li>the student works both independently and as an active member of a group</li> <li>the student is able to assess his/her input</li> </ul>
<b>Stages and results</b>	<p>Stage 1 Acquiring information about where health care workers work in one's country and make a presentation of their work.</p> <p>Stage 2 Developing interview questions for the other partners (NL-FIN- DE) about the work of health care workers after they have seen the presentations.</p> <p>Stage 3 Interviewing a health care worker in one's country using the questions made by the partner students.</p> <p>Stage 4 Sharing the interview answers and/or possible interview video with the partner students.</p>

	<p>Making a written answer to the question whether you would like to work as a health care worker in a partner country other than your own.</p> <p>Stage 5</p> <p>Sharing the received answers and comments with one's own students.</p>
<b>EQF level</b>	4
<b>Duration of the activity</b>	4-5 weeks
<b>ICT Tools</b>	PC: PowerPoint and/or video presentation Internet / e-mail
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <p>The students are introduced to the project, the process and the aim.</p> <p>Stage 1, First week</p> <p>TASK: The students work in groups to collect information about health care workers' work. The students are asked to look for and attach suitable and informative pictures and photos.</p> <p>The presentation will be on PowerPoint.</p> <p><b>Stage 2, within 1 week after start</b></p> <p>TASK: The students prepare their presentations according to a given criteria list and share them with other participating groups by e-mail</p> <p><b>Stage 3, within 2 weeks after start</b></p> <p>TASK: The students watch the presentations of other participants to familiarize themselves with the contents and comment according to a given criteria list. The comments will be on Power point.</p> <p><b>Stage 4, within 2 weeks after start</b></p> <p>TASK: The students prepare interview questions for the other partners about the work of health care workers after they have seen the presentations.</p> <p><b>Stage 5, within 3 weeks after start</b></p> <p>TASK: The students interview a health care worker and record a video or make a written summary of the interview.</p> <p>The responsible teacher will share the PowerPoint presentations with all the participants on e-mail.</p> <p><b>Stage 6, within 4 weeks after start</b></p> <p>TASK: The students answer the question of working as a health care worker in a partner country.</p> <p>The responsible teacher presents the comments of other participants to one's own group of students.</p>
<b>Number of students/staff involved</b>	<p>Directly involved are</p> <p>3. 50 students and 4 staff</p> <p>Indirectly involved are</p>

	2. 120 students and 6 staff
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Pirkko Lahti, pirkko.lahti@gradia.fi

**GRADIA**
**HEALTH CARE**
**VA2**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>GRADIA</b>	<b>HEALTH CARE</b>
Number of VA (I or II)	2
Title of the VA	How environment affects functional capacity
Name of member	Pirkko Lahti
Name of Team partners	Horizon College, (NL) Jyväskylä (FI) and Sophie-Scholl (DU)
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>The students know how the environment affects the functional capacity of the client</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>observe the environment</li> <li>use different device to collect and utilize material</li> <li>describe and discuss the similarities and differences</li> </ul>
	<b>COMPETENCES</b> The student <ul style="list-style-type: none"> <li>understands how the environment supports or complicates the client to function in one's own environment</li> <li>can work in a team</li> <li>is encouraged to interact and exchange experiences with peers in receiving country</li> <li>applies the Netiquette rules</li> <li>assess his/her input</li> </ul>
<b>Stages and results</b>	<p>Stage 1 Students acquiring material The aim of this stage is to acquire pictures and / or short video clips of different environmental features which can support or hinder the clients' functional capacity and to add some short explaining text.</p> <p>Stage 2 Preparing the presentation The students prepare their presentations according to a given criteria list and share them to other participating groups by e-mail.</p> <p>Stage 3 Showing the presentations of other participants to a group of students and comment on the presentations The aim of this stage is to see and familiarize oneself with the presentations of other participants and comment according to a given criteria list.</p> <p>Stage 4 Exchanging the comments and possible further questions The comments and questions will be shared with all the participants.</p> <p>Stage 5 Showing the received comments.</p>

	The aim is to show the comments of other participants to your own group.
<b>EQF level</b>	4
<b>Duration of the activity</b>	4-5 weeks
<b>ICT Tools</b>	PC: PowerPoint presentation Internet / e-mail: possible contact with students in partner schools
<b>Organization of the activity</b>	<p><b>Pre-project stage</b> The EU students are introduced to the project, the process as well as the aim.</p> <p><b>Stage 1 Deadline 1: Feb 1<sup>st</sup> 2019</b> TASK: The students Acquire pictures and / or short video clips of different environments features which can support or hinder the clients' functional capacity and add some short explaining text. The presentation will be on Power point. A video minimum 3 minutes or 10 pictures in a presentation or short video + 5-10 pictures. Including short text to describe the phenomena</p> <p><b>Stage 2 Deadline 2: 1 week after starting</b> TASK: The students prepare their presentations according to a given criteria list and share them with other participating groups by e-mail</p> <p><b>Stage 3 Deadline 3: within 2 weeks after starting</b> TASK: The students watch minimal one presentation of other participants to familiarize themselves with the contents and comment according to a given criteria list. The comments will be on Power point.</p> <p><b>Stage 4 Deadline 4: within 2 weeks after starting</b> TASK: The responsible teacher will share the power points with all the participants on e-mail.</p> <p><b>Stage 5 Deadline 5: 3 weeks after starting</b> TASK: The responsible teacher presents the comments of other participants to one's own group of students.</p>
<b>Number of students/staff involved</b>	<p>Directly involved are</p> <p>4. 50 students and 4 staff</p> <p>Indirectly involved are</p> <p>2. 120 students and 6. staff</p>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Pirkko Lahti, pirkko.lahti@gradia.fi



## EMEU VOCATIONAL AREA

## MARKETING

## HORIZON COLLEGE      MARKETING      VA-1

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>HORIZON COLLEGE</b>	<b>MARKETING</b>
Number of VA (I or II)	I
Title of the VA	Service Survey "Do web-shops provide more customer services than strictly necessary?"
Name of member	Dick Appel / Sjaak Bosch
Name of Team partners	Zubiri-Manteo (ES), BBSW1 (Ludwigshafen)
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The student <ul style="list-style-type: none"> <li>• is aware of their own cultural background</li> <li>• knows the most common rules for web shops</li> <li>• knows what the EU Consumer Rights Directive is</li> </ul>
	<b>SKILLS</b> The student <ul style="list-style-type: none"> <li>• is able to acquire and use information related to the topic and present it understandably both orally and in writing in English.</li> <li>• The learner is able to evaluate all the rules about consumer rights</li> </ul>
	<b>COMPETENCES</b> The student can <ul style="list-style-type: none"> <li>• Work together virtually with two EU peers</li> <li>• Use social media to communicate with the EU peers</li> <li>• Write in English at the required level</li> </ul>
<b>Stages and results</b>	<b>Step 1a</b> Get in contact with your group. You are working with two foreign students: aim is to learn about each other. (teachers matches) You exchange 4 photos with text: 1 A photo from yourself. The one you are most proud of; 2 A photo showing your school; 3 You and your favorite hobby or sport; 4 Your place of residence.  <b>Step 1b</b> Write a short note "around" these four photo's. Only one page. Step 1c: Save with filename: Surname_name_step_1 Step 1d: Upload your file at: Materials (files, group) and use the forums to communicate about your photos.  <b>Step 2</b> Answer the following questions for 2 web shops from your home country:

	<p>The web shops are:</p> <ul style="list-style-type: none"> <li>• For Germany: "Zalando" and "Otto"</li> <li>• For Spain: "Zara" and "Corte Ingles"</li> <li>• For the Netherlands: "Bol.com" and "Cool blue".</li> </ul> <p><b>Step 3</b> Write an English report with the title: "Provide web shops more customer services than strictly necessary?"</p> <p><b>Chapter 1</b> Introduction: write about yourself, your foreign partner students (use the photos), the topic, the steps</p> <p><b>Chapter 2</b> Place your answers and the answers of your partners with the 9 or 10 questions. Be aware: did you find companies who provide more customer service then strictly necessary?</p> <p><b>Chapter 3</b> Find similarities and differences in the answers and give conclusions. At the end of Friday November 3 you send your report to your home-country teacher.</p>
<b>EQF level</b>	4
<b>Duration of the activity</b>	½ day + ½ day: ½ day: step 1+2; ½ day: step 3
<b>ICT Tools</b>	E-Twinning
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <ul style="list-style-type: none"> <li>• The EU students are issued a full program-outline with milestones and deadlines for each stage.</li> <li>• The groups involved are divided into groups of 4 (3)</li> <li>• The staff have created a space in E-Twinning</li> </ul> <p><b>Project stage</b> <b>Step 1a</b> Get in contact with your group. You are working with two foreign students: aim is to learn about each other. (teachers matches) You exchange 4 photos with text: 1 A photo from yourself. The one you are most proud of; 2 A photo showing your school; 3 You and your favorite hobby or sport; 4 Your place of residence.</p> <p>Step 1b: Write a short note "around" these four photo's. Only one page. Step 1c: Save with filename: Surname_name_step_1</p>

	<p>Step 1d: Upload your file at: Materials (files, group) and use the forums to communicate about your photos.</p> <p><b>Step 2</b>            Answer the following questions for 2 web shops from your home country:            The web shops are:            For Germany: "Zalando" and "Otto"            For Spain:            "Zara" and "Corte Ingles"            For the Netherlands:            "Bol.com" and "Cool blue".</p> <ol style="list-style-type: none"> <li>1) A customer can cancel a delivery after ordering it. Is there a maximum period for this cancelling?</li> <li>2) Does your web shop clearly inform the customer about the withdrawal right and the return period?</li> <li>3) Within how many days can you send a shipment back to the web shop?</li> <li>4) Within how many days after the withdrawal do they refund consumers?</li> <li>5) Who bears the cost of returning the cancelled goods? Web shop or consumer?</li> <li>6) The webshop should clearly inform consumers about cost of returning in advance.              What exactly does the web shop write about this costs of returning?</li> <li>7) Does the webshop charges consumers more if they pay by credit card?</li> <li>8) What other means of payment can be used?</li> <li>9) How can you ensure if a web shop is reliable?</li> </ol> <p><b>Bonus</b>            10) What is the effect of giving extra customer services on sales/business? (show site figures if possible!)            Place your answers at Materials (files, group) and use the forums to communicate about your answers.</p> <p>Did you know this was on the EU Website:            Good news for consumers: new EU legislation will strengthen their rights in all 27 Member States.            The European Parliament today adopted – by an overwhelming majority.            "This is a good day for Europe's 500 million consumers. Today's adoption of the new EU Consumer Rights Directive will strengthen consumer rights by outlawing Internet fraudsters who trick people into paying for horoscopes or recipes that appear to be offered for free. Shoppers will no longer be trapped into buying unwanted travel insurance or car rentals when purchasing a ticket online. And</p>
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**Disclaimer:** This manual is completely copy-free and may be downloaded and adapted to suit any user. This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

<b>HORIZON COLLEGE</b>	<b>MARKETING</b>	<b>VA-2</b>
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CONTACT INFORMATION	ACTIVITY CONTENTS
<b>HORIZON COLLEGE</b>	<b>MARKETING</b>
Number of VA (I or II)	II
Title of the VA	Social Media Marketing 1
Name of member	Dick Appel / Sjaak Bosch
Name of Team partners	Zubiri-Manteo (ES), BBSW1 (Ludwigshafen)
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The student <ul style="list-style-type: none"> <li>• is aware of his/her own cultural background</li> <li>• knows the most common social media and the use of them in different countries</li> <li>• is able to find the similarities and differences in the use of social media</li> <li>• knows the criteria for making a valid report</li> </ul>
	<b>SKILLS</b> The student is able to <ul style="list-style-type: none"> <li>• acquire and use information related to the topic and</li> <li>• present it understandably both orally and in writing</li> <li>• translate the answers in English</li> <li>• make a valid report in accordance to the criteria</li> </ul>
	<b>COMPETENCES</b> The student can work <ul style="list-style-type: none"> <li>• work together through a variety of social media</li> <li>• work together with their EU peers</li> </ul>
<b>Stages and results</b>	<b>Step 1a</b> Get in contact with your group. Step 1b: Write a short note "around" these four photo's. Step 1c: Save with filename: <b>Surname_name_Step_1</b> Step 1d: Upload your file at: Materials (files, group) and use the forums to communicate about your photos.  <b>Step 2a:</b> Watch the PowerPoint "Social Media marketing 1" (See Materials/Files) Step 2b: Your survey "the use of social media" <b>Step 2c:</b> Write the answers correctly Step 2d: Save with filename: <b>Surname_name_Step 2</b> Step 2e: Upload your file at: Materials (files, group) and use the forums to communicate about it.

	<p><b>Step 3a: Write an English report with the title: "The use of social media"</b></p> <p><b>Step 3b:</b> Save with filename: <b>Surname_name_Step 3_Report_"The use of social media"</b></p> <p><b>Step 3c:</b> <b>you send your report to your home-country teacher</b></p>										
<b>EQF level</b>	4										
<b>Duration of the activity</b>	Module Duration: ½ day : step 1 and 2a/b + ½ day: step 2c/2e; ½ day: step 3										
<b>ICT Tools</b>	E twinning space.										
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <ul style="list-style-type: none"><li>4. The EU students are issued a full program-outline with milestones and deadlines for each stage.</li><li>5. The groups involved are divided into groups of 4 (3)</li><li>6. The staff have created a space in E-Twinning</li></ul> <p><b>Step 1a</b></p> <p>Get in contact with your group. You are working with two foreign students: aim is to learn about each other. (teachers matches)</p> <p>You exchange 4 photos with text:</p> <p><i>1 A photo from yourself. The one you are most proud of;</i></p> <p><i>2 A photo showing your school;</i></p> <p><i>3 You and your favorite hobby or sport;</i></p> <p><i>4 Your place of residence.</i></p> <p>Step 1b: Write a short note "around" these four photo's.</p> <p>Only one page.</p> <p>Step 1c: Save with filename: <b>Surname_name_Step_1</b></p> <p>Step 1d: Upload your file at: Materials (files, group) and use the forums to communicate about your photos.</p> <p><b>Step 2a:</b> Watch the PowerPoint "Social Media marketing 1" (See Materials/Files)</p> <p>Step 2b: Your survey "the use of social media"</p> <ul style="list-style-type: none"><li>1. Explain in your own words why you have to work with Social Media in business.</li><li>2. What Social Media Do You Use privately?</li><li>3. Consider your own use of Social Media and fill out the table below:</li></ul> <table><tr><td><b>Which Social Medium?</b></td><td><b>Since when ?</b></td><td><b>With what purpose?</b></td><td><b>How many days per week?</b></td><td><b>How many hours per week?</b></td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	<b>Which Social Medium?</b>	<b>Since when ?</b>	<b>With what purpose?</b>	<b>How many days per week?</b>	<b>How many hours per week?</b>					
<b>Which Social Medium?</b>	<b>Since when ?</b>	<b>With what purpose?</b>	<b>How many days per week?</b>	<b>How many hours per week?</b>							

	<p>4. Can you give an example about information you have placed at social media that you regret about afterwards?</p> <p>5. Have you ever seen information on social media that you did not find ethical? Give an example</p> <p>6. Maslow's <i>Needs Pyramid</i>. Abraham Maslow published the "hierarchical order of the universal" in 1943: <i>Needs of man</i> "became known as "the pyramid of Maslow". Give Maslow's 5 needs according to Maslow in a pyramid.</p> <p>7. What is the relationship between Social Media and Maslow's pyramid, according to you? Explain this.</p> <p>8. For what reason do you use Social Media if you look at the pyramid of Maslow? Describe this per medium you use.</p> <p>9. Fred Cavazza distinguishes 4 categories of social media. Social media can be for personal or business purposes. What is the top 5 of most used Social Media in your country at the moment?</p> <p><b>Step 2c:</b> Write the answers correctly  <b>Step 2d:</b> Save with filename: <b>Surname_name_Step 2</b>  <b>Step 2e:</b> Upload your file at: Materials (files, group) and use the forums to communicate about it.</p> <p><b>Step 3a: Write an English report with the title: "The use of social media"</b></p> <p><b>Chapter 1: Introduction</b>        Introduction: write about <b>yourself, your foreign partner students</b> (use the photos), <b>the topic, the steps.</b>  <i>Chapter 2: The survey</i>  <b>Write down the questions and give your answers and the answers of your partners. These are the most important!</b></p> <p><b>Chapter 3: Conclusions</b>  <b>3b:</b> Find <b>similarities</b> and <b>differences</b> in the answers and give conclusions.</p> <p><b>Step 3b:</b>        Save with filename: <b>Surname_name_Step 3_Report_ "The use of social media"</b></p>
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	<b>Step 3c:</b> <b>you send your report to your home-country teacher.</b>
<b>Number of students/staff involved</b>	Directly involved are 1. 58 students and 4 staff Indirectly involved are 2. 0 students
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	dickappel@horizoncollege.nl   J.M.Bosch@horizoncollege.nl

**BBSW1 Ludwigshafen**
**MARKETING**
**VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>BBSW1 LUDWIGSHAFEN</b>	<b>MARKETING</b>
Number of VA (I or II)	I
Title of the VA	Applications abroad
Name of member	Dennis Wick/Bastian Susenberger
Name of Team partners	Zubiri-Manteo (ES), Horizon College, NL
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• The student</li> <li>• is aware of his/her own cultural background</li> <li>• knows how to write a cover letter / CV that meets international requirements</li> <li>• knows about work ethics in other countries are</li> </ul>
	<b>SKILLS</b> The student <ul style="list-style-type: none"> <li>• improves his/her partners' documents (both language and structure)</li> <li>• develops strategies on how to successfully work abroad</li> </ul>
	<b>COMPETENCES</b> The student <ul style="list-style-type: none"> <li>• reflects upon the work ethics in his/her home country</li> <li>• shows an increased awareness on how people from other countries perceive their home country</li> <li>• applies the new knowledge in future application processes</li> <li>• uses English at the appropriate level</li> </ul>
<b>Stages and results</b>	<b>Stage 1 Introduction</b> <ul style="list-style-type: none"> <li>- have the documents ready; upload CV, cover letter, and introduction profile on Twin space;</li> <li>- download your group members cover letters and CVs and start improving/correcting them (use the "show mark-up" function in word!);</li> <li>- also start working on the questionnaire</li> </ul> <b>Stage 2 Exchange the corrected/commented documents via Twin space</b> finish working on the questions and give written feedback on what could be improved in the application documents CV and cover letter (use the forum of your group to communicate with your group members and remember to use the "show mark-up" function in word!); upload answered questionnaire and commented application documents on Twin space

	<b>Stage 3 Wrap-up</b> summarize the results of the questionnaire in a short report (one page max!) and send it to the teacher in your country
<b>EQF level</b>	4
<b>Duration of the activity</b>	3 days
<b>ICT Tools</b>	E Twinning
<b>Organization of the activity</b>	<p><b>Preparation before the VA starts</b></p> <p>Teacher allocates participating students in international groups before the project starts; students will work with their international partners in small groups</p> <p>Students are required to prepare three different documents in class before the project starts:</p> <ul style="list-style-type: none"> <li>- introduction profile with two pictures: one picture at the workplace / in work outfit, short description of (student-) jobs they have/had, one picture in spare time they are proud of; please also explain why you chose the pictures</li> <li>- cover letter (content, layout, country specifics)</li> <li>- CV (layout, structure, picture yes/no, country specifics)</li> </ul> <p><b>During the project</b></p> <ul style="list-style-type: none"> <li>- students prepare application material and exchange their documents via Twin space with their group members</li> <li>- group members correct / improve / comment on their partners' work</li> <li>- all students answer the questionnaire and exchange it with their group members to learn about differences in application processes in different European countries</li> </ul> <p><b>Follow-up</b></p> <p>The teachers involved analyze the results of this project and suggest, if necessary, changes to improve this virtual process.</p>
<b>Number of students/staff involved</b>	<p>Directly involved are</p> <ol style="list-style-type: none"> <li>1. 60 students and 8 staff</li> </ol> <p>Indirectly involved are</p> <ol style="list-style-type: none"> <li>2. 200 students</li> </ol>
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Dennis Wick / wickschule@gmail.com

**BBSW1 Ludwigshafen      MARKETING      VA-2**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>BBSW1 LUDWIGSHAFEN</b>	<b>MARKETING</b>
Number of VA (I or II)	II
Title of the VA	Social Media Marketing 2
Name of member	BBS W1 Ludwigshafen
Name of Team partners	Zubiri-Manteo (ES), Horizon College, NL
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The student <ul style="list-style-type: none"> <li>• Knows about social media networks used in their home country</li> <li>• knows the specifics of different social media networks/channels</li> </ul>
	<b>SKILLS</b> The students are able to <ul style="list-style-type: none"> <li>• Is able to analyze case studies that show successful use of SMM</li> <li>• gives a presentation on case study in home class</li> <li>• Is able to use Twinspace to exchange files with group members</li> </ul>
	<b>COMPETENCES</b> The student <ul style="list-style-type: none"> <li>• Is able to derive general principles on how to successfully apply SMM</li> <li>• Masters a presentation in a foreign language</li> </ul>
<b>Stages and results</b>	<b>Stage 1</b> Students in each country get together in groups in their home country. Teachers provide relevant, country specific case studies of how SMM is used successfully. In Germany, six tools/channels were picked: Facebook, Twitter, Instagram, Linked in, Youtube, Wordpress. There will be six groups, each of which will examine how a particular SM tool was/is being used by a certain company. The initiating institution picked the following case studies: <ul style="list-style-type: none"> <li>• Facebook – Fallstudie: Startup KletterRetter – Building a brand</li> <li>• Twitter – Fallstudie – Support channel of Deutsche Telekom</li> <li>• Instagramm – Fallstudie H&amp;M – Fashion on Instagramm</li> <li>• Linked In – Fallstudie PostcardMania – Acquisition and employer branding</li> <li>• Youtube – Fallstudie – beyond average (Youtube used by a sole trader)</li> </ul>

	<ul style="list-style-type: none"> <li>• Wordpress – Blog – Fallstudie Apprentice Blog of the company Ufer</li> </ul> <p><b>Stage 2</b> Carry out analysis in each country. Analysis tasks:</p> <ul style="list-style-type: none"> <li>• Characteristics of each channel</li> <li>• Explain the company's success by using this channel</li> </ul> <p><b>Stage 3</b> Create a presentation (PowerPoint) explaining the results and share the findings with international students in forum. Discuss differences and similarities. Present overall result in home class.</p>
<b>EQF level</b>	Intermediate / EQF 4
<b>Duration of the activity</b>	4 days
<b>ICT Tools</b>	PC/Internet/Twin space
<b>Organization of the activity</b>	BBSW1 Ludwigshafen
<b>Number of students/staff involved</b>	
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	Dennis Wick / wickschule@gmail.com

**IES ZUBIRI-MANTEO      MARKETING      VA-1**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>IES ZUBIRI-MANTEO</b>	<b>MARKETING</b>
Number of VA (I or II)	I
Title of the VA	EMEU blog
Name of member	Naiara Aranbarri
Name of Team partners	BBSW Ludwigshafen, DE, Horizon College, NL
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The student <ul style="list-style-type: none"> <li>• knows basic research technique</li> <li>• has basic knowledge about creating WordPress Sites</li> <li>• knows basic planning content of the templates</li> </ul>
	<b>SKILLS</b> The student is able to <ul style="list-style-type: none"> <li>• identify and classify information</li> <li>• create a basic WordPress Sites</li> <li>• manage different templates</li> <li>• effectively communicate with partner EMEU groups</li> <li>• use appropriate I.T. tools</li> </ul>
	<b>COMPETENCES</b> The student can <ul style="list-style-type: none"> <li>• ask for input from peers and lecturers</li> <li>• create and manage suitable WordPress Sites</li> </ul>
<b>Stages and results</b>	<b>Stage 1 Intro to EMEU blog</b> The aim of this stage is to intro in EMEU blog to know marketing world in other countries.  <b>Stage 2 Getting to know each other and each other's study area</b> The aim of this stage is to learn about what their study Marketing comprises (e.g. number of years, study topics, work experience, companies)  <b>Stage 3 Introduction of the assignment</b> The aim of this stage is to create an international blog about marketing world in other countries. Each group will write different topics, so, first of all the students will have some rules and advice for best brainstorming in organizations. The teacher of the group will make sure that different topics are worked on.  <b>Stage 4 WordPress platform and instruction for the students</b>

	<p>The aim of this stage is to get information how to use WordPress platform and to create a blog.</p> <p><b>Stage 5 Analysis</b> The aim of this stage is to analyze the results of the EMEU blog</p>
<b>EQF level</b>	3
<b>Duration of the activity</b>	8-10 lessons
<b>ICT Tools</b>	<p>Stage 1/2: Email / E Twinning</p> <p>Stage 3: Email / E Twinning</p> <p>Stage 4: Email / E Twinning / WordPress</p> <p>Stage 5: Email / E Twinning</p>
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <ol style="list-style-type: none"> <li>1. The EU students are issued a full program-outline with milestones and deadlines for each stage.</li> <li>2. The groups involved are divided into groups of 4 (3)</li> <li>3. The groups are given the email addresses of their EU peers</li> <li>4. The staff have created a space in Google Drive</li> <li>5. The staff have given all students access to the Google Drive space</li> </ol> <p><b>Stage 1 and 2</b> Deadline 1/2: <b>TASK:</b> The students will provide the requested personal information and educational information</p> <p><b>Stage 3</b> Deadline 3: <b>TASK:</b> The students will put together which topic they are working on</p> <p><b>Stage 4</b> Deadline 4: The students use the information received from their EU partners to create a blog.</p> <p><b>Stage 5</b> Deadline 5: <b>TASK:</b> The analysis of the results of the blog as a teaching tool.</p> <p><b>Follow-up</b> The EU staff involved analyze the results of this project and suggest, if necessary, chances to improve this virtual process.</p>
<b>Number of students/staff involved</b>	Directly 60 students
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	<p>Naiara Aranbarri</p> <p>narambarri@zubirimanteo.com</p>

**IES ZUBIRI-MANTEO**
**MARKETING**
**VA-2**

CONTACT INFORMATION	ACTIVITY CONTENTS
<b>IES ZUBIRI-MANTEO</b>	<b>MARKETING</b>
Number of VA (I or II)	II
Title of the VA	Social networks in small businesses
Name of member	Naiara Aranbarri
Name of Team partners	BBSW Ludwigshafen, DE, Horizon College, NL
LEARNING OUTCOMES	DESCRIPTION
	<b>KNOWLEDGE</b> The student knows <ul style="list-style-type: none"> <li>• basic research techniques</li> <li>• different social networks</li> <li>• the difference between personal and business social networks</li> </ul>
	<b>SKILLS</b> The student is able to <ul style="list-style-type: none"> <li>• identify and classify information for basic research</li> <li>• recognize a social networks for enterprise (i.e. Fan page, Twitter,...)</li> <li>• use a digital tool:               <ul style="list-style-type: none"> <li>○ to present research results (Word and Excel graphics)</li> <li>○ to make a report</li> </ul> </li> </ul>
	<b>COMPETENCES</b> The student can <ul style="list-style-type: none"> <li>• ask partner in other country (sending/receiving) for information, if necessary about social networks</li> <li>• translate feedback from the sending/receiving students into result of research</li> <li>• apply the online communication rules</li> </ul>
<b>Stages and results</b>	<b>Stage 1 Intro to Virtual Activity</b> The aim of this stage is to research how to use social networks in the small business.  <b>Stage 2 Getting to know each other and each other's study area</b> The aim of this stage is to learn about what their study Marketing comprises (e.g. number of years, study topics, work experience, companies).  <b>Stage 3 Social networks research</b> The aim of this stage is to get information from each country.  <b>Stage 4 Infographic</b>

	<p>The aim of this stage is to transfer the information of the research and make an infographic about the use of social networks in each country.</p> <p><b>Stage 5 Analysis</b> The aim of this stage is to analyze the results of the virtual activity.</p>
<b>EQF level</b>	3
<b>Duration of the activity</b>	6 lessons
<b>ICT Tools</b>	<p>Stage 1/2: Email / E Twinning</p> <p>Stage 3: Email / E Twinning</p> <p>Stage 4: Email / E Twinning / Staff will decide which tool use to create a infographic</p> <p>Stage 5: Email / E Twinning</p>
<b>Organization of the activity</b>	<p><b>Pre-project stage</b></p> <ol style="list-style-type: none"> <li>1. The EU students are issued a full program-outline with milestones and deadlines for each stage.</li> <li>2. The groups involved are divided into groups of 4 (3)</li> <li>3. The groups are given the email addresses of their EU peers</li> <li>4. The staff have created a space in Google Drive</li> <li>5. The staff have given all students access to the Google Drive space</li> </ol> <p><b>Stage 1 and 2</b> Deadline 1/2: <b>TASK:</b> The students will provide the requested personal information and educational information</p> <p><b>Stage 3</b> Deadline 3: <b>TASK:</b> The students will put together the information about their research</p> <p><b>Stage 4</b> Deadline 4: The students use the information received from their EU partners to create a infographic.</p> <p><b>Stage 5</b> Deadline 5: <b>TASK:</b> The analysis of the results of the infographics as a teaching tool.</p> <p><b>Follow-up</b> The EU staff involved analyze the results of this project and suggest, if necessary, chances to improve this virtual process.</p>
<b>Number of students/staff involved</b>	60 students directly
<b>Hereby I give my permission to be contacted by interested parties</b>	Yes
<b>Name / email</b>	<p>Naiara Aranbarri</p> <p>narambarri@zubirimanteo.com</p>