



The Virtual Mobility
Do Your MOB - LAB 2
02 December 2021



Virtual Mobility: Implemented Activities

Virtual Mobility of staff

Virtual
Transnational
Internships in the
graphic sector

Transnational Virtual Exchange

The *Virtual Exchange* in the VET context

- Adaptation of the HE Virtual Exchange
 Model to the the VET system
- Implementing a sustainable solution to do the virtual mobility with learners (adaptable for blended mobility as well)
- A different and motivating way to «learn languages»

- Guaranteeing an alternative way to continue the internationalisation strategy of our VET schools (2020 and 2021 were STOP MOBILITY YEARS, we had to face a new SCENARIO)
- Boost the 21° Century and the intercultural competences through a methodology where learners are real protagonists

The Virtual Exchange

Exchanges among peers, coming from different cultural contexts/countries, who have a learning dialogue on topics of common interest, supported by the communication technologies and by a facilitation.

- ITEMS which characterize this learning experience:
- PEER LEARNING
- TRANSNATIONAL DIMENSION (INTERCULTURAL DIMENSION)
- LEARNING DIALOGUE
- TOPICS OF COMMON INTEREST (intercultural topics, professional topics)
- TECHNOLOGIES
- FACILITATION

The MODEL of the VET Virtual Exchange

Virtual exchanges of 4-8 weeks

Weekly and preparatory tasks

Weekly online sessions
(learners' meeting and
discussions) with the use of a
vehicular language (English)
and subgroups creation for
specific collaborative tasks

Creation of digital products

Intercultural and Technical topics

Facilitation of the teachers (it is not a lesson!)

(why) this job?

Virtual Mobility as part of a

Blended Mobility (or as an indipendent learning experience)

HOW LONG

from 60' to 90'-

Online activities (Gsuite)

Online Chat Variable

Online - Telegram/Gsuite

Offline - English classes

6-8 weeks

Where

WHEN/WHERE

(why) this kind of VM?

Learn about the daily life of young people living in another country.



WHY

VIRTUAL MOBILITY

INTERCULTURAL PATHWAY

MY IDENTITY IN MY
CULTURE

WHAT

Partner

WHO

Bilateral or multilateral partnerships

Participants

Involvement of the whole classgroup (inclusive approach)

WE

Online

Offline

ACTIVITIES



STARTING IMPLEMENTATION

- Creation of a Telegram group with the participants' emails
- Organisation of weekly online meetings
- In the beginning of every week, students get the tasks
- During the following week's English classes, students will show to their teacher their Telegram group's answers
- Facilitation of the teachers during online sessions

Week 1 Week Week Week Week 5 Week 6

Creation of a Telegram group with students. TASK to be assigned: introduce yourself, say your name, your age, which is your VET sector of study, and say something love mostly (for example: I love music, I love sport, etc...).Students can take a photo of themselves or of something that represent him/her mostly (landscape, object, a picture, etc...) and present it in the online session to present himself to the others.

Speak about a topic of your culture (each group can decide the topic -Italian can speak about "food". Finnish can speak about "sun of midnight" and the seasons - Dutch can speak about "other dutch topic", etc...) Students can speak about these topics choosing a photo and sharing it in the online session.

Introduce your school day and your field of study. Describe your school day, its duration and structure. Introduce your school and tell or/and show what you are studying. Take some photos of your school, laboratories, venues, and comment them. National groups could also prepare a PPT and they present it (1 slide per student) to the other national groups during the online session.

Students send to the group their favourite song of the moment and a hit song that is playing on the radio or at the top of Spotify's lists. They translate the lyrics to the others in English. Each student must choose the song they like the most, from those presented in chat and motivate their choice.

What would you like to be in the future? Future JOBS or DREAMS... Prepare a presentation of the job you would like to do. Students can prepare this also in national subgroups.

Think about which peculiarities of your "national" identity (food, music, sport, politics, etc...). Think also about the stereotypes that characterize your national culture. Prepare a list of key words and prepare 2 slides (the first with cultural positive elements. the second with the stereotypes). To prepare slides you can also use images/photos from web.

ENDING FINAL MEETING

- · Presentation of the video (final product) about the experience
- Feedback/assessments
- Greetings

(why) this job?

Virtual Mobility as part of a Blended Mobility (or as an indipendent learning experience)

(why) this kind of VM?

Qualifications: Professional Path
Training Experience



WHY

HOW LONG

4/8 weeks
Online activities from 45' to 60'
Offline activities 2 hours per
week

Where

WHEN/WHERE

Online - Gsuite platform Offline - classes and labs In presence (If blended)

VIRTUAL MOBILITY

PROFESSIONAL LEARNING PATHWAY

Partners

Bilateral or multilateral partnerships

Participants

Involvement of the whole class group (inclusive approach)

WHAT

Activities

Weekly online sessions (learners' meeting and discussions) with the use of a vehicular language (English) and subgroups creation for specific collaborative tasks

Challenge

Creation of a final digital product

ACTIVITIES



STARTING

IMPLEMENTATION

WEEK 2

- · Organization and coordination of the activities
- Selection of the participants
- Tutoring and Monitoring
- Evaluation

WEEK 1

WEEK 3

BLENDED MOB. If foreseen

WEEK 4

- START UP: The students prepare a short description of themselves, explain why they chose their study address and what they like best about it (this work can be done as a verbal activity, written or short video or by creating their avatar):

- 1st Online Session
(Knowledge): introduction - this first session could be dedicated entirely to the presentation of the students and their avatar; or after a very short introduction the groups are divided into subgroups and each subgroup works in its own virtual room (depends on the number of students).

- The students, offline, do a research on the chosen topic and collect information. That will be stored in cloud. A glossary of key terms related to the chosen topic is worked on with the English teacher, so that in the online session the students can use the terms they have learned.
- 2nd Online Session (Deepening): the tutor/facilitator stimulates the students on the research carried out. With the help of a virtual blackboard or padlet the students focus on the most important themes and start elaborating the most interesting contents to be selected for the creation of the video final digital product.
- With the help of the Jamboard/Padlet elaborated in the online session learners start designing the digital product.
- All of these choices will be included in a short PPT presentation to be prepared;
- 3rd Online Session
 (Elaboration): presentation
 of the schedule (PPT
 presentation), each group
 will nominate a partner for
 the presentation. The
 students exchange opinions
 on how they will make the
 digital product, and they
 will also have to agree on
 the editing (a video, for
 example, is supposed to be
 a unique product for the 2
 groups).
- After 3 weeks of online activities learners can meet in person With the help of the teachers, students start editing the video in the workshop spaces and/or in the companies.
- If the students work in reciprocity, it could be planned to make part of the video in Italy and part in France when the Italian students will go to the partner country.
- In order to facilitate the relationship among learners both in offline activities and in presence, the teachers will create a chat group whatsApp/Telegram to exchange opinions and adjust things as they proceed.

- The learners agreed on the editing of the video and finalize the final steps.
- 4th ONLINE SESSION (Evaluation): The learners discuss how things worked, talk about the weak and strong points of the experience, the difficulties they had and what they would improve in a next experience. They also decide how to enhance their video, where to publish it, etc.. For them it could be motivating to know from the beginning the objective of the product, "what they will do with it".

ENDING

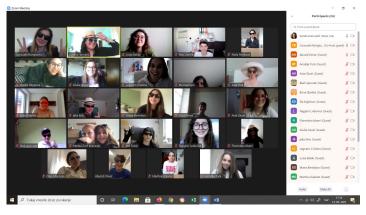
FINAL MEETING

- Presentation of the Digital Product and of the project results
- Evaluation of the project and Self-assessment
- Farewel

Why is it Sustainable?

- Virtual Exchange can be a useful learning method to prepare a mobility experience (**blended mobility**)
- Virtual Exchange addresses the new quality standards of Erasmus Plus 2021 2027 (inclusion, digitalisation, sustainabilty)
- Virtual Exchange as **formal part of the curricular pathway** (in SCF's experimentation)
- Virtual Exchange match KEY competences and Technical ones (in line with the promotion of 21° Century competences)





Follow up and Assessment activities

- 1) self assessment of learners in the end of the project
- 2) follow up activity for teachers/facilitators after every online session
- 3)semi structured interview for teachers/facilitators at the end of the project



Results of Learners' Self Assessment

General Satisfaction of the Virtual mobility experience (90%)

Usefulness of the Virtual Exchange to improve English competence (82%)

Learners have mostly appreciated the help (facilitation) of the teachers (87%) and the activities in the online sessions (79%)

Activity mostly appreciated in the online sessions was the dialogue activity (65%)

Improvements from learners's side are: having more time to speak (longer online session) and having the possibility to meet the peer group through the geographical mobility.

Further...

Understanding a different culture (54%)

Being less shy (37%)

Using better the technologies and the communication tools (25%)

Short Terms Impacts on Learners

Beyond the linguistic and digital competences teachers confirm that learners have improved:

- Collaborative competences (support and reciprocal help, capacity to be engaged with different ideas and perspectives, tendence to establish relationships and friendships)
- **Planning competences** to realise the assigned tasks in a time slot using personal autonomy



Results of Teachers' Follow up activities

Successfull Pedagogical elements

- The inclusive «perspective» and the balance with the motivation of learners
- The online sessions as space for learners (use of the vehicular language)
- Assignment of weekly tasks (before an online session)
- Duration of the whole exchange
- Introduction of «technical/professional topics» connected with an internship experience or with the aim to reinforce technical knowledge
- Improvement of soft skills and cultural awareness

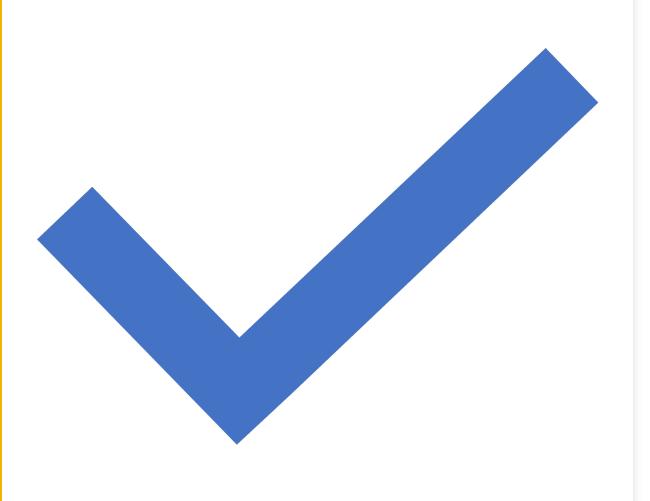
New elements we are implementing

- The co-creation of a product
- The solution of a challange
- More sessions from school laboratories (kitchens, mechanic labs, hairdressing labs, etc...)

Recognition

Virtual Exchange are integral part of the formal learning

Professional Virtual Exchanges have been recognized as Erasmus mobilities 100% by the Italian National Agency



- Erasmus + Virtual Exchange (https://europa.eu/youth/erasmusvirtual)
- The platform E-twinning (https://www.etwinning.net/it/pub/index.htm)
- Best practices implemented by some foreign partners
- Virtual Mobility in the VET System ERASMUS KA2 project (2020-20222) http://www.scformazione.org/progetto-vimoinvet/

SCF is going to share a research «MODEL of Virtual Exchange for the VET context» and practical Guidelines to implement VET Virtual Exchanges.

Available Sources



Now...
what are we going to do?

Task (1 hour)

- Participants divide in 4 or 5 little groups (each group should be of no more than 8 people)
- Every group designs a Virtual Exchange project using the VE Project Form
- The project form has to be transferred to the poster (with colored posts it) for the final restitution





Every VE project has to contain at least **one** of the following elements:

- The involvement of the companies
- The creation of a product or a challenge to solve
- Learning outcomes integrated in the formale learning pathway

Thanks!

Francesca Drago

Coordinator of EU projects, with experience on learning mobility area since 2005. Since 2020 Facilitator of Virtual Exchanges for Erasmus Virtual Exchange and Connect Program.

drago.f@scformazione.org

+39 3929932857

Skype francesca.drago

