



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

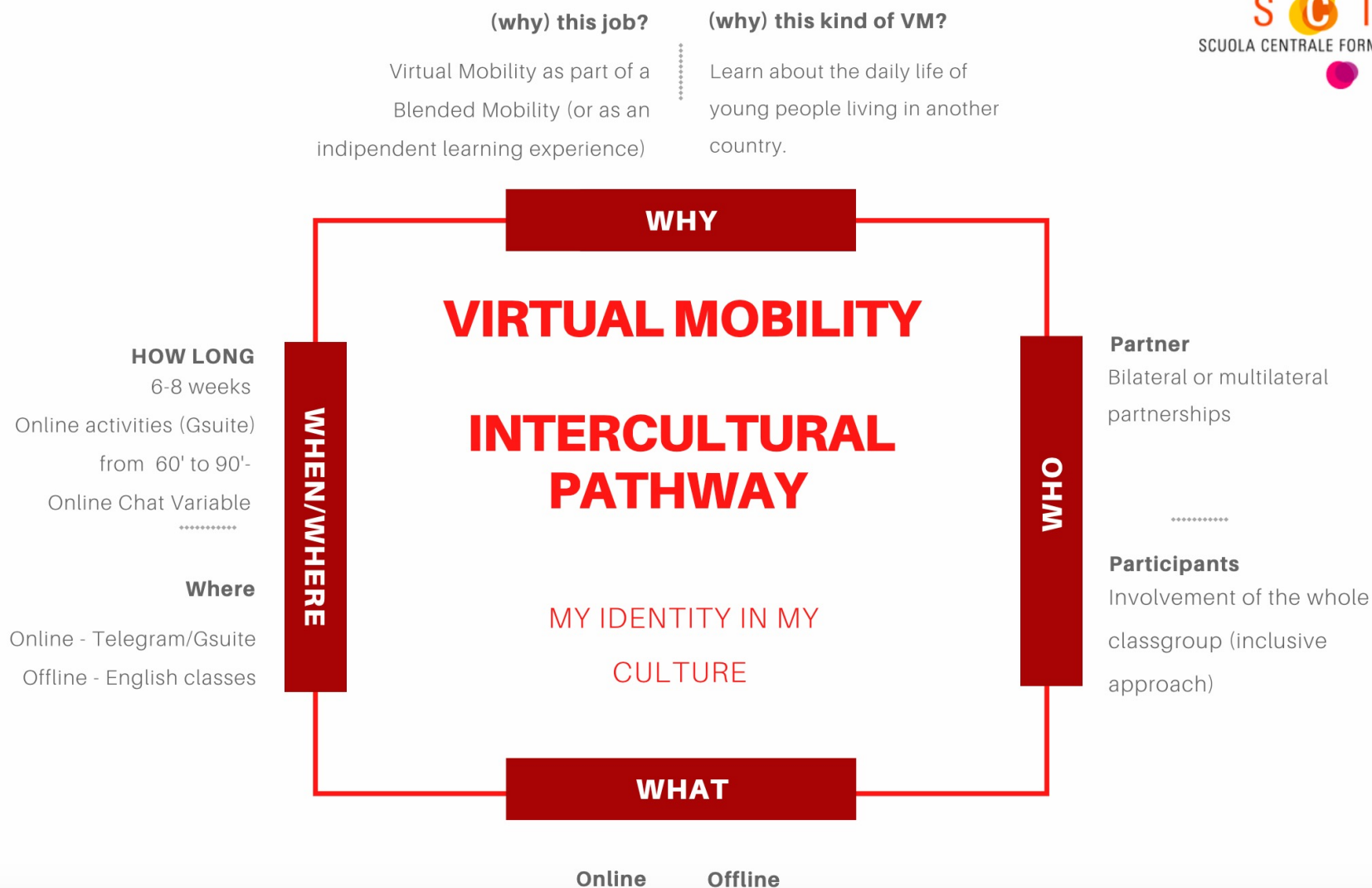
Weekly and preparatory tasks

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!**)



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

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.

Week 2

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.

Week 3

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.

Week 4

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.

Week 5

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.

Week 6

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.

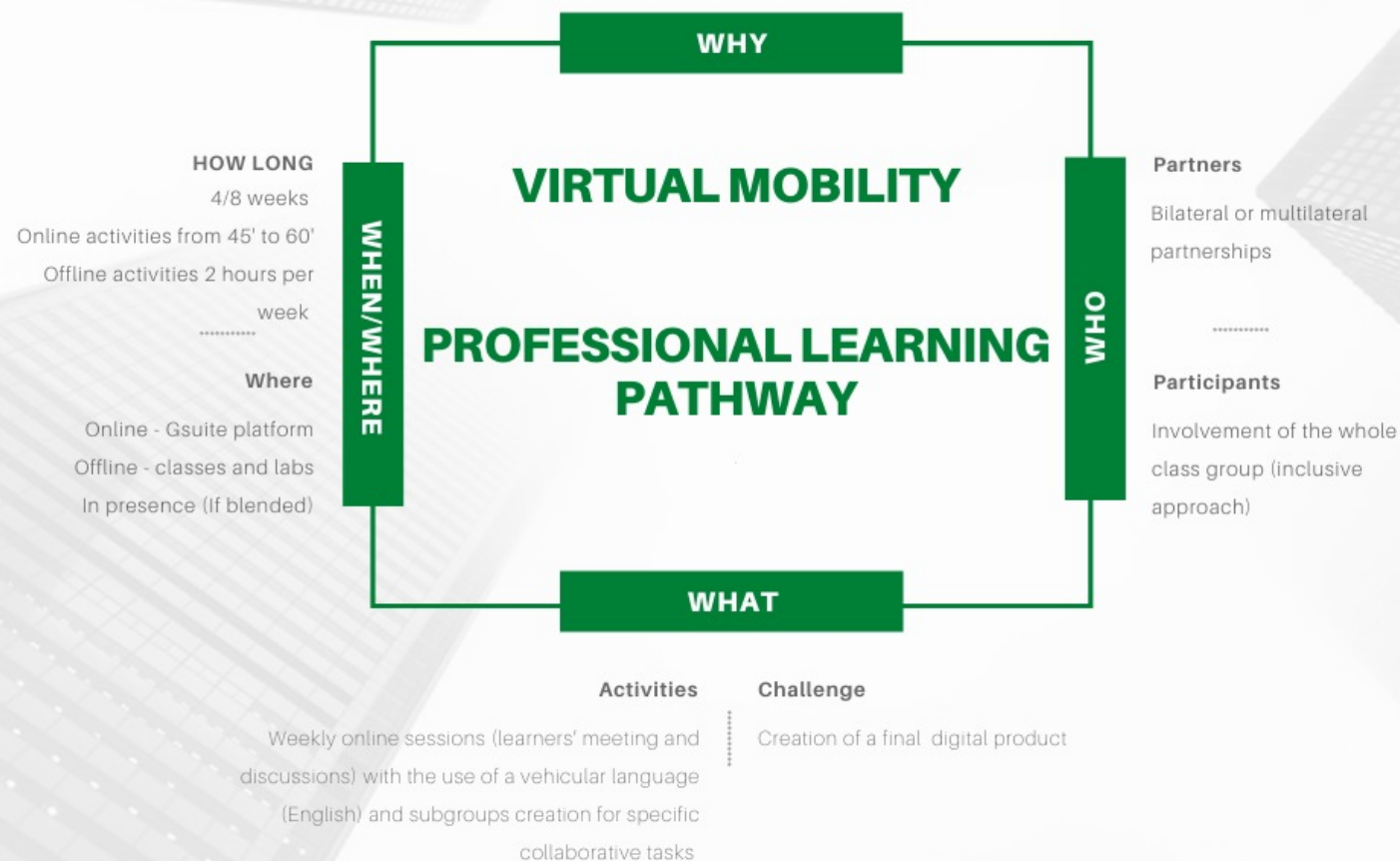
ENDING

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
independent learning experience)

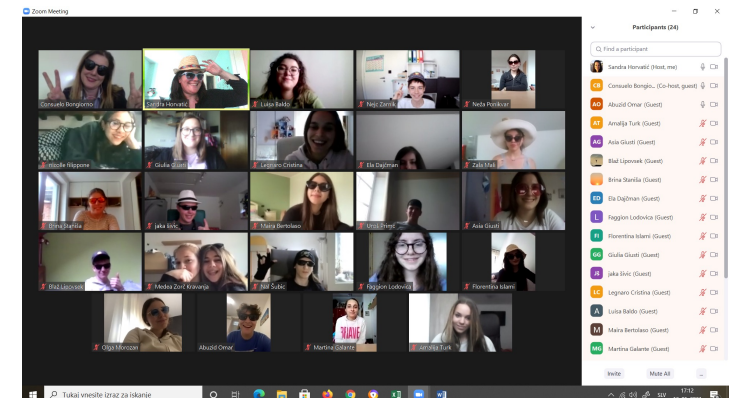
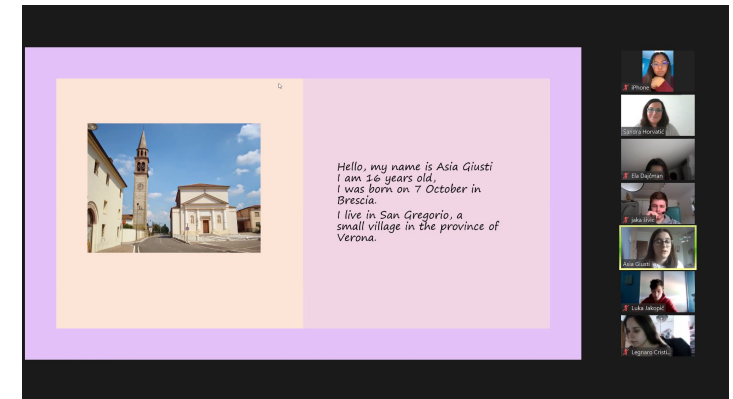
(why) this kind of VM?
Qualifications: Professional Path
Training Experience



ACTIVITIES



- 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, sustainability**)
- 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 21st 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, tendency 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

Successful 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 challenge
- 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



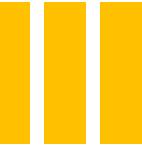
- Erasmus + Virtual Exchange
(<https://europa.eu/youth/erasmusvirtual>)
- The platform E-twinning
(<https://www.etwinning.net/it/pub/index.htm>)
- Best practices implemented by some foreign partners
- Virtual Mobility in the VET System – ERASMUS KA2 project (2020-20222)
<http://www.scformazione.org/progetto-vimoinvet/>

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!

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