

# Towards blended mobility

How did we start?

Case: My day in my culture

Suvi Kylmä

[suvi.kylmala@keuda.fi](mailto:suvi.kylmala@keuda.fi)

Planner of international Affairs & Student Mobility Contact person

Keuda Group Vocational Education and Training, Finland

Suvi Kylmä

Planner of international Affairs & Student Mobility Contact person  
Keuda Group Vocational Education and Training, Finland

>> [keuda.fi](https://www.keuda.fi)

**Keuda**

## 1. Virtual part

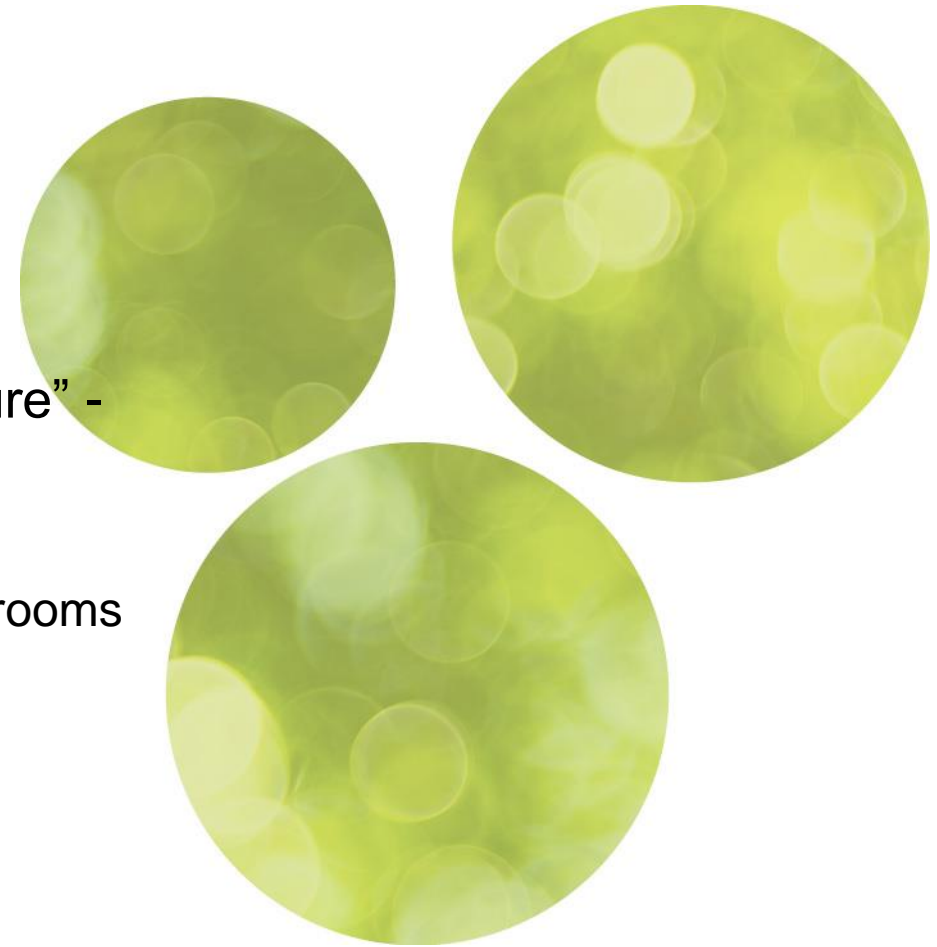
- Virtual project "My day in my culture"
- First pilot, next steps
- How did we start?
- Why this idea works well, roles

## 2. Plans for the face-to-face part

## 3. Ideas for the future

# Virtual part: "My day in my culture" - project

- In Keuda, 150 students are participating in "My day in my culture" - project during October-November 2020
  - Starting virtual co-operation or blended mobility between 2 classrooms or groups in different countries
  - Part of a lesson and studies
  - The whole class participates, or teachers search for volunteers
  - Easy for teachers
  - Motivating for students



# Virtual project: "My day in my culture"



- Idea: **we make** Whatsapp / Telegram **groups**: 2-3 students from Finland and 2-3 students from a partner country.
- In the beginning of **every week, for five weeks**, our students get **one task** / assignment that everyone does. **The output of the task is returned to the Whatsapp / Telegram group.**
- During the following week's English classes, students will show their teacher their group's answers.
- The task can be done in written, with pictures, videos and audio messages (preferably by video).
- **The purpose is to get to see and experience the everyday life of another student living in another country.**
  - During these 5 weeks, students have a chance to connect and hopefully start talking with each other about other things too, outside the lessons.

# Case “My day in my culture” – good way to start the virtual part of blended mobility



## First pilot:

- General topics about culture
- Cross-sectoral, key competences for lifelong learning, part of general studies
- Tasks:
  - **1st meeting in Teams**
  - An introduction to your school day and your field of studies
  - Your hobbies and music in your culture
  - Meals of your day
  - Your route to school, the nature and sightseeing's in your city (selfie videos)
  - Going to a local grocery store
  - **Final meeting in Teams**

## Next step:

- Use this idea for vocational topics
- “My day in my culture” + developing sector-specific tasks
- In Keuda, teachers have signed up for blended mobility in:  
Business and admin, hair and beauty, confectioners  
(first step in planning already taken for blended learning project).
- Vocational teachers also doing virtual co-operation: tourism, social and health care, car mechanics, media
- We search for vocational teachers from our partner schools, interested in blended mobility or virtual co-operation

# How did we start?



What have we learned:

- Teacher is the key.
- Teachers motivation for collaboration is based on the interaction between two people
- We need to get to know the teachers, they need to know us
- Connecting teachers to foreign teachers, students to foreign students.
- There is no point for international office to seek volunteer students.
- We need to go to lessons. Virtual mobility has to be part of student's studies.
- We need to make work easy for the teachers
  - Make a simple plan, so that they can just come along.

# How did we start?



- In August, we wrote down a clear plan for the project
  - English teachers one by one they got excited.
  - I talked about the details with every teacher
  - Contacted our international partners
  - Connected the teachers to each other by Teams meeting for planning the details
    - Made an Whatsapp group for further conversation and planning

## Why this idea works well?

- Clear ready-made plan that is also easy to vary.
  - Technical aspects and instructions were given ready (proposal)
- We made it easy for the teachers to jump along
  - Teachers are busy
  - The purpose of with virtual international co-operation is to bring joy, motivation, new ideas to organize studying
  - Much needed help to teachers work, co-teaching, feeling of team work and shared burden
  - Best to use mobile apps that everybody knows and are able to use
  - Goal is to activate the students

## Roles

- Student as an active participant
  - They make the groups, videos and communicate
- Teachers
  - Collect the contact info of the students, help students to make the groups, inform the tasks
  - Guide and support the interaction
  - Check and make sure the students “behave” and are active inside the groups
- International office
  - Planning the structure and the idea
  - Connecting teachers with the partner school teachers
  - Facilitating the first Teams meeting, supporting when needed during the project
  - Technical aspects
  - Develop the vocational learning content with teachers
  - Making the arrangements for the face to face part, together with the partner school contact person





# Plans for the face to face part of blended mobility



- 2 week school period or partly in school
  - How big of a group could travel from a same field of study?
  - Those who don't travel, host foreign students and can spend time with them during lessons = internationalization at home
- Different timetables planned in advance for two weeks so that foreign students can be at school and Finnish students with guests.
- Project is included to their studies (optional course etc).

## Program for 2 weeks:

- different kind of workshops for one week (familiar with keuda)
- project work in mixed groups, game app, map with tasks, city navigation (getting to know to the region with a local friend),
- participating in classes / practical lessons / working in the work hall. (familiar with keuda)
- program organized by tourism students (familiar with keuda)
- participation in sport classes (familiar with keuda)
- company visits
- partly on-the-job learning (familiar with keuda)
- projects: task given by the employer at the beginning, the completion of the project during the week, the presentation of the work at the end

# Things to consider

- Bigger (3+3) student groups in the future?
- GDPR. Most groups are doing the project by whatsapp, most recent by Telegram, since you have to share your number in Whatsapp,
- It is hard to find a suitable time for Teams meetings so that the timetables would suit to both classrooms
- Teams is not handy as an app to share videos, problems with adding people to Teams groups from outside the organization
- It started to be clear that with virtual international co-operation we can reach larger crowd compared to physical mobility.

# Ideas for future

- 2 classes share their lessons by Teams (classes at the same time every week). Teams where teachers can share tasks, students can return assignments, share videos and assignments. Shared distance learning
- Plan for another kind of remote task/project/idea of a virtual project for the time after my day in my culture, before meeting face to face.
- Skills competitions for 2 classrooms, live streaming
- Virtual Internship
- Intercultural courses together with students from many different countries
- Blended mobility: face to face – virtual – face to face
- VR and AR co-operation

One step at a time, hands on, "let's try"-mindset

Virtual co-operation and blended mobility in school  
succeeds through enthusiastic teachers.

Our aim:

Focus on the virtual part first –Now!

You can concentrate on the face to face part later.

Start before it's ready

**Thank you for your attention!**

Suvi Kylmä

Planner of international Affairs & Student Mobility Contact person

Keuda Group Vocational Education and Training, Finland

**>> keuda.fi**