



# EfVET Workshops online 2020

**WS2 Blended Mobility: A Challenge for the future**



# What is Blended Mobility?

Andre Schoonhoven (da Vinci College, NL)

## What do we actually mean about Blended Mobility? Main features:

- Collaboration between students - education institution - company
- Activities have physical and virtual/online parts
- There could be combinations: online + physical + online / online + physical / physical + online
- It can have hybrid learning elements, e.g. study parts, courses, work placement, doing research

## Why do we need it?

- Vocational education should focus where students can train their skills and become workers of the future and BM gives that.
- BM gives a lot of opportunities: collaboration with different level students, providing more opportunities for those where there are limits and giving more inclusion. Many students cannot go for 20 weeks mobility (cannot be away from work, because of illness, etc.).
- Learning process can be more attractive and interesting.
- There could be cross sectoral BM as you may include different level of education participants (4-5-6 EQF).

# Good practice: Erasmus+ KA2 projects

**Patrizia Carfagna, Alessandro Volta Institute (Technical School in Frosinone) (Italy)**

It was presented main information about the organization and it's initiated Erasmus+ KA2 projects that implements Blended Mobility elements: online and physical communication and work on the same projects internationally.

## KA2 Project "The Robotics project"

- Students are working on the same robot remotely. French students would manage Italian robot and vice versa via the same programme ROS. They communicate with each other via online platforms (Skype) and later they will have physical mobility and meet with each other.

## KA2 Project "Build the same robot together"

- Italian, Danish and Dutch students work on the same robot, but different groups focus on the different parts of the robot (mechanics, coding, etc.)
- Without a doubt that there is great potential for such projects as we see positive impact on students, increased collaboration, creativity and digital skills.
- It is possible to start with one project type and continue it from different angle, different vocational areas.
- It is true - that it is a challenge, but it is possible to make it in a smooth way. It is a matter of choice.

**It is the future!**



# Good practice: Virtual cooperation “My day in my culture”

**Suvi Kylmä, Keuda Group Vocational Education and Training (Finland)**

It is an initiative that have been started with English teachers and involve around 150 students at the moment. The whole class take part in the initiative and it is a part of their lessons as in Finland education has more flexibility.

We want to activate students - that is the main purpose.

What we see from the practice: teacher - is the KEY. Therefore, international office staff cover technical and organizational matters.

## **What we want to do next?**

- Started with English teachers. Now - including vocational teachers
- We have tested the platform and we are improving
- Searching for partners who would like to join it

**Tip:** start with small steps, make it simple, give support to teachers.

**Let's just try it!**

## **Basic elements of the initiative:**

- Starting from teachers = key
- Communication on Whatsapp though there is a plan to transfer to other communication platform respecting GDPR more
- 2-3 students from Finland and 2-3 students from a partner country (Spain, the Netherlands).
- 5 weeks programme
- One assignment per week (e.g. share your hobbies, present your college)
- Teachers are supporting and monitoring students
- Now online, but planning physical mobility

# Roadmap (1)

**Andrea Lombardi (UNISER, IT)**

During the session participants gave their feedback on Mentimeter and Google Form. Here are the general results:

## **Does Blended Mobility fit into the strategy of your institution?**

More than half of the organisations have BM as part of their strategy or considering it.

## **Do you have already experience with BM?**

Most of the participants haven't started BM yet.

## **What do you think to be the added value of BM for your students?**

Most of the frequent answers were: inclusion, opportunity for all, motivation, digital skills, international experience, motivation, soft skills development.

## **What are the benefits for the organisation?**

It's the future! Sustainable way to be international; attractiveness of VET education; improving quality of curriculum; improve skills and competences of students and teachers.

# Roadmap (2)

Andrea Lombardi (UNISER, IT)

## Who are key players to address in your institution to get BM started?

- Very key one have to be students and teachers
- Language teachers, staff leaders, management
- Leadership

In the end of the session we were collecting ideas of a project with Blended Mobility via Google form. Participants could share their interest.

## What are the practical issues that have to be dealt with to start up BM in your institution?

- Time of teachers how to organise it
- Find partners who are interested in the same idea
- Cost in terms of staff
- It is an investment as well
- Are we ready for that?
- Finding mutual interest areas
- Lack of companies engagement
- The need of recognition tools
- Teachers motivation
- Funding
- Digital badge certification

# Summary

Participants and presenters have shared their tips:

- It is important to share good practice and understand it's potential and challenges
- There is no doubt - Blended Mobility is the future in vocational education
- Start small and just do it
- Support teachers who are the key in these activities
- Focus on students and their needs – make it simple
- There are many organisations in EfvET network who are interested. So there is potential to find partners
- Make it normal and part of the education



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