

Training material on innovative curriculum designing for work - based learning

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Introduction

Target group:

This training material targets trainer in the area of adult education, vocational education as well as in the area of continuing education and training.

Content of the material:

On the one hand the material contains general ideas on how to design a curriculum for work-based learning settings; on the other hand it also provides specific accesses on how to implement a training setting.

Duration:

It is supposed to be mastered within a two day training session (16 hours).

Methodology:

Theoretical information; presentations; team and or group activities; research activities; reflection exercises.

Special requirements:

To access all areas of the training material you have to make sure that you have an internet connection.

Aim of the material:

Having successfully completed all training material,

You will have *knowledge* about:

- different tools and methods of innovate curriculum for work-based learning;
- didactical approaches and
- different methods to evaluate and assess work-based learning

You will *be able to*:

- list characteristics of innovative curriculum for work based learning;
- make an argument on your choice of methods and your learning approach;
- develop professional learning outcomes and
- critically reflect your training approach.

Unit 1. Characteristics of innovative curriculum for work based learning

This Unit focuses on what defines an "innovative curriculum" for work based learning and different work based learning tools. Having successfully completed this Unit, **you will be able to:**

- list characteristics of innovative curriculum for work based learning
- have an overview about different tools and methods and the possibility to try them out

1.1. What defines an „innovative curriculum“ for work based learning?

In this unit you will learn about the components of process management: defining a process, establishing responsibilities, evaluating process performance, and identifying opportunities for improvement; the main characteristics of work based learning and the new roles of trainer/teacher and student in the learning process.

Unit 1.1. covers:

1.1.1. Work based learning processes management

Learning activity 1

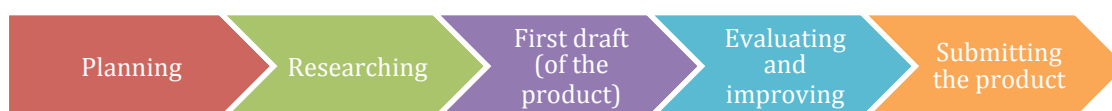
1.1.2. Work based learning processes characteristics

Learning activity 2

Learning activity 3

1.1.1. Work based learning processes management ¹

The general idea behind the model of work based learning is that students get acquainted with working place situations, in which they have to produce a product or a service in a given time with restricted resources, like HH.RR., means of production, or money. Project work can be defined in five phases:

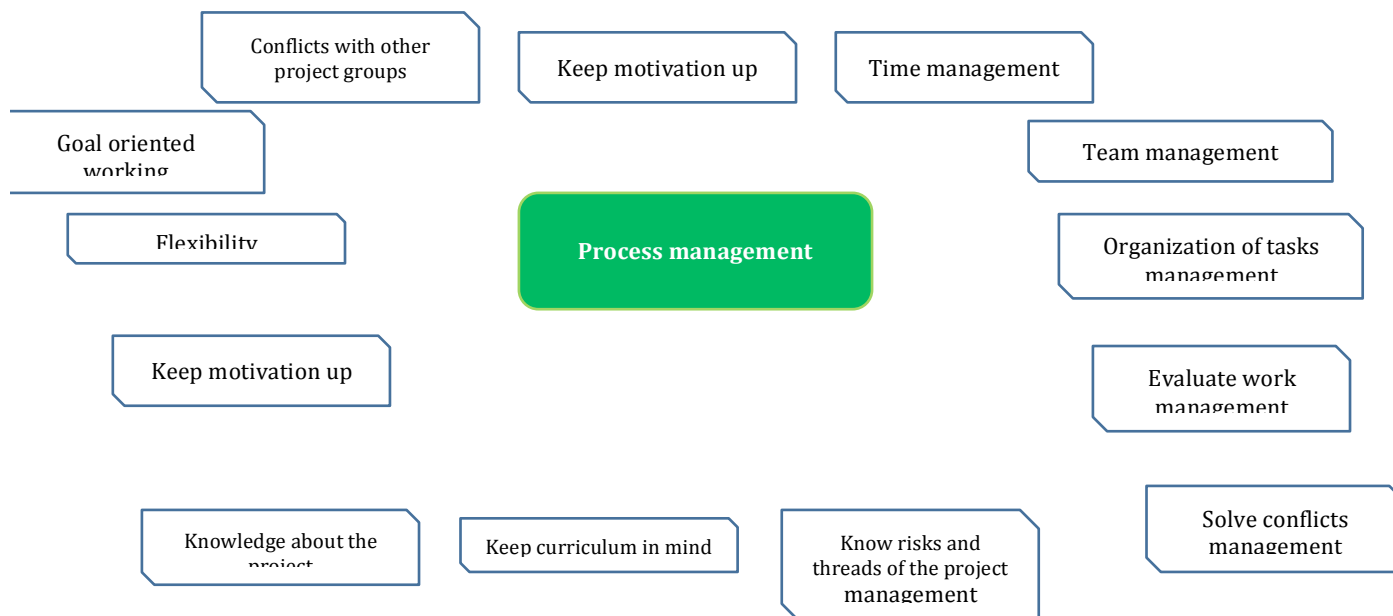


In each of these phases different processes have to be managed. As a teacher/trainer you're responsible to make sure that the project team is working well together, that they are working according to plan, and they have all the resources they need to be successful.

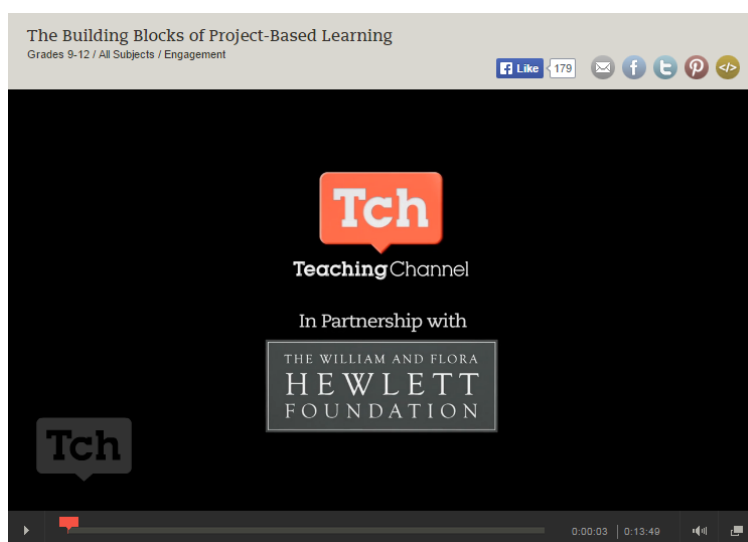
To teach the students soft skills like social skills, conflict skills, (self) management skills and, of course, the competence to participate and create, they are directly included into all project phases and decision making processes. Therefore, you not only have to keep track of work on the content, but also be able to moderate the working team, evaluate the team work, solve conflicts etc. Keep in mind that you act as a facilitator of the project work.

Process management is manifold – here are some topics process management addresses:

¹ Source: <http://www.businessdictionary.com/definition/process-management.html>



LEARNING ACTIVITY 1: PROCESSES MANAGEMENT	
Summary of the Activity	Phases and variety of processes in work based learning are presented
Duration of the Activity	20 minutes
Aims of the Activity	Teachers/trainers get acquainted with the work based learning processe. This activity shall <ul style="list-style-type: none"> • Serve as an Introduction to the topic • Open the minds of teacher/trainers and students to a new form of learning
<i>Guidance for a proper performance of the Activity</i>	
Materials needed to perform Activity	None
Methodology to Implement Develop the Activity	See the following video about an example of how to implement a Project-Based Learning and then reflect and identify the variety of processes of this methodology.
Guidance once the activity over	None.
Assessment of the Activity	None.



(An example of how to implement a Project-Based Learning)

1.1.2. Work based learning processes characteristics

Work-Based Learning is an individual or group activity that goes on over a period of time, resulting in a product, presentation, or performance. It typically has a deadline and milestones, and other aspects of formative evaluation as the project proceeds.

- **Real world production/services**

Work-based learning typically begins with an end product or “artifact” in mind, the production of which requires specific content knowledge or skills and typically raises one or more problems which students must solve together. The collaborative work-based learning approach uses a production model:

- First, students define the purpose for creating the end product and identify their audience.
- They research their topic, design their product, and create a plan for project management.
- Students then begin the project, resolve problems and issues that arise in production, and finish their product.
- Students may use or present the product they have created, and ideally are given time to reflect on and evaluate their work.

The entire process is authentic, in a real world production activities and utilizing students' own ideas and approaches to accomplish the tasks at hand. Though the end product is the driving force in collaborative work-based learning, it is the content knowledge and skills acquired during the production process that are important to the success of the approach.



• **Role of the trainer/teacher**

The tutor's role is very important at the design stage:

Strong guidance is needed on how to tackle project work at the outset in order to reduce the likelihood of students attempting to undertake overly ambitious projects.

Work-based learning project specifications should be more detailed than they would be in "face-to face" teaching.

➤ Careful piloting and testing of proposed projects should be undertaken in advance of the first presentation of the relevant course in order to establish reasonable estimates of time required for successful student completion.

- Sample projects should be provided to indicate to students the scope of project expected, in order to help students form a realistic picture of what they are expected to achieve.
- Course teams should be aware of the importance of a Project Guide (a document containing guidelines for undertaking the relevant work-based learning project) and strive to make it as clear and as helpful as possible.
- It should be recognized that extra demands are made upon tutors and trainees both in terms of personal involvement and of time commitment in evaluating or assessing projects.

• **Team work**

Work-based learning is often carried out in teams. This way, students learn how to cooperate with other students, which is a much needed competence in later life.

Work based learning is good example of goal oriented work. At the end of a working process there is a product, meaning the projects result. To get everybody in the team to work, it is necessary to plan the work beforehand. Of course, planning reduces the spontaneity, which in some cases leads to outstanding ideas concerning product or process. But in normal cases, unplanned teamwork is the reason for the loss of precious resources, may that be creativity, the desire to create, or simply time.

One main advantage of work based learning, is the satisfaction with oneself when the project is finished and each student has a product, she/he can be proud of. It is the reason, why work based learning is such a good way of learning. Theory is embedded into activities that lead to a concrete result.

Main characteristics of team work

- (In general smaller) group of people who works together “face to face”
- The team exists for a defined (i.g. longer) period of time
- The team was formed to work/ execute a set task, a complex task
- Cooperative Interaction
- Collective responsibility for the outcome
- Goal-oriented: clear goals and shared vision
- Clarified roles and responsibilities
- Mutual respect and trust
- Different qualifications & strengths complement one another and make the perfect fit

The four phases of a team respectively of team building:

1. Forming - orientation phase;
2. Storming phase - conflict phase;
3. Norming phase - organization phase;
4. Performing - integration phase

Follow this link to learn more in detail:

<http://www.businessballs.com/tuckmanformingstormingnormingperforming.htm>

Summary of work based learning:

Two kinds of project work:	Long-term project work: building an aircraft model Short-term project work: organizing the catering for a customer
Characteristics:	Observing/analyzing the real-life situation Target-orientated working/learning > creating a product that matters Social (cooperative working, solving problems) Interdisciplinarity Self-organization and responsibility Trainer/teacher = facilitator = learning with head, heart and hand
Detailed work phases:	Set-up Setting the framework of the project work Choosing the object/product or discuss the customer's request Building the working groups Planning Defining goals Developing a work plan Realization Climax and completion Presentation or delivery of the product to the customer Evaluation of product and process

LEARNING ACTIVITY 2: WBL PROCESSES CHARACTERISTICS	
Summary of the Activity	Introducing the method of work based learning
Duration of the Activity	30 minutes
Aims of the Activity	In this activity teacher/trainers will work with students on: <ul style="list-style-type: none"> – The introduction to the topic – Opening their minds to a new form of learning
<i>Guidances for a proper performance of the Activity</i>	
Materials needed to perform the Activity	Flipchart, handout (ProcessMgmt_handout1)
Methodology to Implement and Develop the Activity	<p>Steps for teachers:</p> <ul style="list-style-type: none"> -Raise questions addressed to students: <ul style="list-style-type: none"> – What do you think project work means? – In your opinion what is the aim of project work? – What should be considered as strengths or weaknesses of project work? – Do you think project work is fun? Why (not)? – Do you think project work is a good way of learning? Why (not)? -Document <u>all</u> answers on the flipchart. -Introduce the project work as a method that will be carried out in the next weeks. Clarify that new methods will be used (<u>division of work, time planning, evaluation method</u>). -Present the process of work based learning (Planning-researching-first draft-evaluation-submission) <p>The students will have the freedom to choose their project work by themselves (within the restrictions of the curriculum), but also that they will have more responsibilities for themselves as well.</p> <ul style="list-style-type: none"> -Present handout “Phase model for meetings to introduce work”
Guidance once the activity is over	As a teacher/trainer you should keep an open ear and eye for your students. There may be insecurities regarding the new learning form, you have to address, even when the students do not articulate them. Since you are in the project process, your role will be facilitating the project work and therefore be sensible concerning difficulties, conflicts and threads to a successful outcome.
Assessment of the Activity	None.

LEARNING ACTIVITY 3: TEAM WORK	
Summary of the Activity	Definition of roles and responsibilities
	This exercise shall give the students the possibility to practice the team forming process, to learn about the different steps and the importance of them
Duration of the Activity	Introduction and Explanation of the 4 phases: 10 minutes Group/ team exercise: 15 minutes Presentations: 5 minutes/team Reflection: 5 minutes Approx. 40 minutes
Aims of the Activity	In this activity teacher/trainers will work with students on: <ul style="list-style-type: none"> – Helping them learn the theory of team building by learning by doing – Making them aware of the critical issues in team building processes
<i>Guidance for a proper performance of the Activity</i>	
Materials needed to perform the Activity	Flipcharts (one per team), Description of a set task/project/objective for each team; handout (TeamWork_handout2)
Methodology to Implement and Develop the Activity	<p>The teachers:</p> <ul style="list-style-type: none"> – Introduce and explain the 4 phases of teambuilding to the students – Split the students in teams (4-6 people if possible) – Give each team their task/ project description and ask them to organize their own team, find a team leader, make a work plan (using handout 2) – Define roles and responsibilities for everybody and a common understanding and document everything at on the poster – Observe the different groups closely, the behavior and make notes – Give guidance where needed in the teams if the process stumbles – Ask them to present their process and result briefly: <p>What went well, where did you have problems? What kind and why? Do you think you have a common understanding? Is everybody ok with the roles and responsibilities?</p> <ul style="list-style-type: none"> – Ask the students to reflect their experiences and feelings in the team and in the process.
Guidance once the activity is over	As a teacher/trainer you should initially function as an observer. Only interfere if the teams ask for help or get stuck in the process due to conflicts.
Assessment of the Activity	Monitor the student's behavior closely. Compare them with your own experiences and assessments of the different participants.

1.2. Work based learning tools

Two indispensable tools for work based learning are focused on in this unit: Time and Team management.

So Unit 1.2. covers:

1.2.1. Time management

Learning activity 4

Learning activity 5

1.2.2. Team management

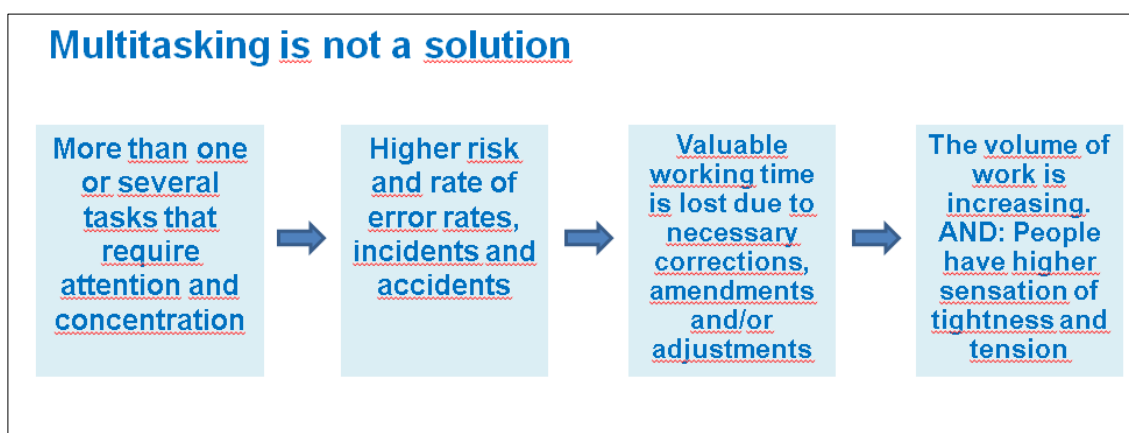
Learning activity 6

Learning activity 7

1.2.1. Time management ²

Ineffective working methods require a lot of time and energy. Most often you do not even recognize what is going wrong. These learning materials shall motivate the students to reflect their own ways of planning, organization and time management. They shall become aware of their own behavior patterns and how they might be an obstacle to achieve the goals.

Multitasking is understood as the attempt to work on several tasks at the same time, that all require attention as well as concentration for a limited period of time. Multitasking is when you try to do more than one thing simultaneously.



Follow this link to know about **time thieves/ time-consumers**:
<http://facilethings.com/blog/en/thieves>

All according to plan – situation with proper time management:

- To clean up frequently
- To have a proper desk/ workplace/ office
- To plan, structure and schedule tasks and duties
- Plan breaks for recreation and relaxation
- Plan buffer times
- Control afterwards your schedule/ plan
- Formulate targets and objectives

² Source: <http://www.businessdictionary.com/definition/time-management.html>

- Plan “undisturbed” times (not to be available and reachable)
- To do tasks according to importance and urgency (prioritize)
- To make daily and weekly plans
- To say “No” sometimes

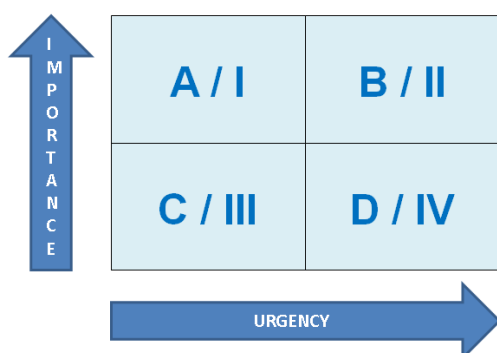
Time management techniques and systems:

<http://www.businessballs.com/timemanagement.htm>

<http://money.usnews.com/money/blogs/outside-voices-careers/2012/06/12/4-tried-and-true-time-management-techniques>

Eisenhower method³. Eisenhower classifies tasks according to priorities or “optimal rank orders”. The classification of tasks is done by the criteria “urgency” and “importance”.

The Eisenhower Matrix/ Method



A / I: Urgent tasks that have to be done by oneself are done first

B / II: Schedule it for a later time and do it yourself (or delegate it)

C / III: Tasks of low value – delegate it if possible

D / IV: These tasks are unimportant! Put it to the rubbish bin!

Nowadays this method is criticized because important tasks are most often not urgent and urgent tasks are most often not important. Plus: a good time management should usually prevent tasks to

become too urgent.

LEARNING ACTIVITY 4: TIME MANAGEMENT - DEFINITIONS AND OVERVIEW

Summary of the Activity	Multitasking and working without a plan and schedule This activity aims to introduce the topic of time management; to make the students aware why time management is necessary and to expose the (negative) effects of multi-tasking.
Duration of the Activity	Discussion Short presentation of the handout (cartoon) – Answering the questions of Part 1 and short discussion: 10 minutes – Develop the negative effects of multitasking with the students and define multitasking: 5 minutes – Making list of time thieves and describe/ list of opposite situation: 5 minutes – Summary and definitions, how to eliminate time thieves: 5 minutes – Last: Introductions and Explanation of the Eisenhower method: 5 minutes Total: 30 minutes

³ Source: <http://www.entrepreneur.com/article/233054>

Aims of the Activity	In this activity teacher/trainers will work with students on: <ul style="list-style-type: none"> – The introduction to the topic – Helping to get to know personal experiences and opinions – Giving definition of multi-tasking also as knowledge about the disadvantages
<i>Guidances for a proper performance of the Activity</i>	
Materials needed to perform the Activity	Handout (TimeMgmt_handout1)
Methodology to Implement and Develop the Activity	Description of the cartoon and Discussion Ask the students to answer the questions written on the handout and discuss it shortly with them Summarize the results and give them the definition of multi-tasking
Guidance once the activity is over	It is important that the participants reflect not only about their experiences, but also some projections to the future. After carrying out this task, the participants should have the understanding, that time management is necessary and multitasking is counterproductive.
Assessment of the Activity	Teacher should direct the questions to the participants. Active participation of the students. Quality of the list of time devourers/ time thieves

Planning: Knowledge about how to plan; to plan the different activities and to map the tasks in order to the workflow/ process and identify possible flexibilities. **Scheduling:** to plan the different tasks in a timeline; to map them with timeframes in a clear presentation making the possible flexibilities visible and including appropriate buffers. Here you will find plan and schedule techniques and systems:
<http://www.projectmanagementguru.com/scheduleplan.html>

The **A-L-P-E-N method** ⁴: The A-L-P-E-N method is a method to plan your daily/ weekly tasks. Using this method, complex tasks are split into parts. Intentions become more manageable and controllable when the tasks are classified, the necessary times are arranged and buffer times are kept in mind.

- A Write down assignments, activities and appointments
- L Estimate the Length and duration of activities
- P Plan buffer times
- E Make decisions
- N Recheck: control of the checklist

⁴ https://www.zlw-ima.rwth-aachen.de/micro/LearningTool/englisch/alpen_methode.htm

LEARNING ACTIVITY 5: TIME MANAGEMENT - PLANNING AND SCHEDULING	
Summary of the Activity	<p>Planning your different activities, to make a proper schedule with timelines, display of start and duration of the tasks.</p> <p>This activity aims to use the Eisenhower method and to learn about the A-L-P-E-N method to make a plan and schedule and to exercise scheduling.</p>
Duration of the Activity	<p>Distribution of the handout</p> <ul style="list-style-type: none"> – Brief repetition of the Eisenhower-method: 5 minutes – Explaining the A-L-P-E-N methods and the different steps: 5 minutes – Asking the students to make a list/ plan of their own activities: 10 minutes – Review of the different schedules: 5 minutes – Discussion about recheck and after-control: 5 minutes • Total: 30 minutes
Aims of the Activity	<p>In this activity teacher/trainers will work with students on:</p> <ul style="list-style-type: none"> – The knowledge about planning and scheduling – Letting them exercise doing it by working out their first plan – Giving them a tool to continuously develop and improve their planning and scheduling
<i>Guidances for a proper performance of the Activity</i>	
Materials needed to perform the Activity	Handout (TimeMgmt_handout2)
Methodology to Implement and Develop the Activity	<ul style="list-style-type: none"> – Explain the theoretical knowledge of a planning method – Guide the exercise and review
Guidance once the activity is over	The participants should be able to use the theoretic knowledge about planning to do it and use the tools on their own afterwards.
Assessment of the Activity	<p>The teacher can assess the quality of:</p> <ul style="list-style-type: none"> – Explanation of the A-L-P-E-N method. – Active participation of the students. – Quality of plans and schedules

1.2.2. Team management ⁵

• **Building up and motivating a team**

Most problems that teams face can be avoided by working hard on who is in the team, the purpose of the team and having a good and realistic idea of the project work and the problems might face during the project work. Therefore, we advise you to take some time for building up the team. Getting it right at the beginning greatly increase the chances that the project team will not only work well together, but work smooth on the project.

When the project team doesn't work well together it might be because team members have different, incompatible ideas on the project result or work tasks and/or also what each of the team members has to contribute. Therefore, it is important to define a clear project goal with clear responsibilities.

⁵ Source: <http://www.businessdictionary.com/definition/team-management.html>

During the project work you should evaluate the work flow of the project team. There are some characteristics for good working team, which you could use as an indicator of how well your students are doing. On the other hand, when the working team of your students is not very well, reflect your impressions and discuss them with the team.

Characteristics of good working team (further information:
<https://www.uni.edu/dor/sites/default/files/Teamwork%20-%20Heinrichs.doc>)

Having team members personally committed to the project gives you and team the greatest chance of achieving the project goal. Therefore, the major task of you as a teacher/trainer and therefore project supervisor is to encourage every team member to be motivated and committed to the success of the project work.

What is motivation?

As a teacher/trainer you should try to address these factors, while working with you students. Try to find a project and a working method, that meets all of these four areas for each project member individually.

One main factor of committing your students to the project is participation of the students in all phases of the project work. Make the students to the **owners of the project** and sensitize them, that the project, the work, and the results are in their hands. Once they understand, that they create something that really matters to them, they will be more motivated. Follow this link to know how to motivate team members and some tips to help you motivate your project team: <http://www.dummies.com/how-to/content/project-management-how-to-motivate-team-members.html>.

LEARNING ACTIVITY 6: TEAM MANAGEMENT - BUILDING UP AND MOTIVATING A TEAM	
Summary of the Activity	Learn how to build up a team and motivate its members during the workflow. How to know the characteristics of good working team.
Duration of the Activity	30 minutes
Aims of the Activity	This activity helps teachers how to build up a team and why this is necessary. Learners get to know characteristics of good working team
<i>Guidances for a proper performance of the Activity</i>	
Materials needed to perform the Activity	TeamMgmt_handout1 + TeamMgmt_handout2

Methodology to Implement and Develop the Activity	<p>We suggest that you prepare a presentation of the theoretic input, either on ppt, flipchart or moderation wall. Try to visualize. After discussing the first part of this unit, you can hand out students the handout no. 1.</p> <p>Handout 1: Building up a team The teacher gives a short theoretic input about how to build up a team and why the building process is very important for the project work. (teachers/trainers may look at handout page 1) The teacher introduces the four phases of a team process and asks the learners, how good working team can be characterized. Hand out handout no. 1 (20 Minutes)</p> <p>Handout no. 2 can be delivered beforehand. Handout 2: Motivating the team members The teacher gives a short theoretic input about motivation remarking, that the outcome of the project is directly linked to the motivation of the project team members The teacher makes clear, that motivation cannot be demanded, but can only be encouraged. He / she introduces the four factors that influence motivation: desirability, feasibility, progress, and reward and makes clear, that these factors have to be addressed individually for each student (10 Minutes)</p>
Guidance once the activity is over	This activity is addressed to the teacher/trainers themselves.
Assessment of the Activity	None.

- **Problem and conflict solving**

Conflict is pretty much inevitable when people are working with other people. In the work based learning projects, you as the teacher/trainer are responsible for solving these problems or conflicts, so that the project work can continue and the students are back on their learning paths. There are two different kinds of conflicts: a) conflicts on the matter (e.g. the project, the work flow), and b) conflicts on relationships.

To learn how to overcome conflicts follow this link:
http://www.mindtools.com/pages/article/newTMM_79.htm

LEARNING ACTIVITY 7: TEAM MANAGEMENT - PROBLEM AND CONFLICT SOLVING/TEAM COMMUNICATION	
Summary of the Activity	This activity introduces methods for conflict identification and solving.
Duration of the Activity	20 Minutes
Aims of the Activity	Learn about the four sides of a message, and why this model may make conflicts visible. Also, you learn about methods for solving conflicts.
<i>Guidance for a proper performance of the Activity</i>	
Materials needed to perform the Activity	TeamMgmt_handout3 + TeamMgmt_handout4
Methodology to Implement and Develop the Activity	<p>You as teacher prepare a visualization of four sides model of communication by Schulz von Thun. Explain the model to yourself and demonstrate an example. (Let the students, if there are, try their own examples.) (5 Minutes)</p> <p>You as teacher ask yourself or your students about experiences with conflicts:</p> <ul style="list-style-type: none"> • How did conflicts influence the learning process? • What did you do? • How did you overcome the conflict? <p>Look at both handouts about problem and conflict solving and demonstrate the steps of a conflict solving process. If there are students, ask them to do the same. (15 Minutes)</p>
Guidance once the activity is over	This activity is addressed to the teacher/trainers themselves.
Assessment of the Activity	None.

1.3. Methods and references

Work-based learning enables students to apply classroom instruction in a real-world business or service-oriented work environment. Here you will find seven different WBL methods:

1. **Job shadowing** is a method of short-term, school-coordinated career exploration in which the student interviews a competent worker about his/her job and industry and “shadows” (follows) the worker to observe the performance of a variety of job tasks. Job shadowing is less intensive than the other methods and is usually the first form of workplace assignment given to a student. Prior to job shadowing, the student receives instruction about careers and the process of career choice, develops appropriate questions to ask, and learns the rules and guidelines for grooming, dress, and behavior in the workplace. Once the student has identified a career interest, path, or goal, job shadowing helps the student make informed career decisions and focus his/her studies. Job shadowing does not provide a standard unit of credit, but the student may enhance his/her class grade through the experience.

2. **Mentorship** is a structured, school-coordinated method that enables the student to learn about the industry and the workplace from a selected worker who has a recognized record of achievement in the occupational field. It requires student preparation, including career exploration prior to the experience. Mentorship is more complex than job shadowing but less demanding and often of shorter duration than internship or service learning. Mentorship does not provide a standard unit of credit, but the student may enhance his/her class grade through the experience.

3. **Service learning** is a method in which the student engages in community-service work for a specified number of hours in order to gain developmental experience. Students and teachers cooperate with local leaders to address community problems and issues, resulting in student service to the community and development of personal, workplace readiness, academic, and citizenship skills. Students engage in critical, reflective thinking and experience the relationship of theory and practice. Service learning does not provide a standard unit of credit, but the student may enhance his/her class grade through the experience.

4. **Internship** is a progressive, school-coordinated method that places the student in a real workplace environment in order to develop and practice career-related knowledge and skills needed for a specific entry-level job. An internship can be either introductory (short-term) or extended (lasting a summer, a semester, or an entire school year and involving a specified number of hours in the training agreement). Currently, interns may be paid or unpaid. An internship provides hands-on experience in a particular industry or occupation related to the student’s career interests, abilities, and goals and allows him/her to document job-related experiences. Prior to an internship, the student receives the established criteria and guidelines from the workplace supervisor, and throughout the internship, the supervisor evaluates the student. Internship does not provide a standard unit of credit, but the student may enhance his/her class grade through the experience.

5. **Clinical experience** is a form of cooperative education for Health and Medical Sciences students, except that students are not paid for their clinical work. Clinical experience

provides the student with an opportunity to integrate knowledge acquired in the classroom with clinical practice, and it affords practice of the basic skills, behaviors, and attitudes needed for professional competence in the healthcare field. Clinical experience is based on observation and treatment of patients at different stages of medical practice. These experiences place students in a variety of healthcare settings so they may better understand the scope of the profession and healthcare needs. Like cooperative education, clinical experience is closely supervised, qualifies students for credit toward graduation, and requires a significant number of on-site hours.

6. **Student apprenticeship** is a WBL method that provides the student with opportunities to use job skills and reinforces academic instruction under the guidance of a supervisor in a specific occupational area. Student apprentices are paid for their work. Like cooperative education, student apprenticeship is closely supervised by the school coordinator, qualifies students for credit toward graduation, and requires a significant number of on-site hours (up to a maximum of 20 hours per week). Student apprenticeship is designed to lead students directly into an entry-level job, a registered apprenticeship, or a postsecondary program.

7. **Cooperative education** is a career-preparation WBL method that combines CTE classroom instruction with paid employment that is directly related to the student's plan of study. The school and the employer plan, coordinate, and supervise the instruction and employment so that each contributes directly to the student's career objectives and employability.

To learn more about these methods:

http://www.doe.virginia.gov/instruction/career_technical/work-based_learning/index.shtml

http://www.doe.virginia.gov/instruction/career_technical/professional_development/work-based_learning/04-03-2014_wbl_comparison_chart.pdf

Unit 2. Curriculum design for work-based learning

Within this chapter you will learn about curriculum development for work based learning through actives and exercises.

At the end of this chapter you are able to make an argument on your choice of methods and your learning approach.

Furthermore you get to know didactical approaches and you will be able to develop professional learning outcomes.

Good to know: Within this chapter of the training material we assume that **you have already gained experience** in curriculum design and face-to-face trainings. Therefore this material specializes on the features of a professional and open collaboration in terms of implementing work-based-learning settings. Those are the main topics:



The following material contains information about the chapters above as well as exercises and tasks. **Theory and information** are always coloured in **blue** while the related **tasks and exercises** are coloured **green**.

2.1 Definition on terms

Before we look into the specifics of curriculum development, it is important to make sure that we create a common understanding of the two most important terms in this chapter:

Curriculum and Work-based learning

A **curriculum** is an “academic plan,” which should include: the purpose of the curriculum (i.e., goals for student learning⁶), the content, the sequence (the order of the learning experience), instructional methods, instructional resources, evaluation approaches, and how adjustments to the plan will be made based on experience or assessment data.⁷ The *intended* curriculum is the documented, official plan of what the faculty/the organisation/the trainer hope students will learn. The *achieved* curriculum includes knowledge, skills and attitudes that are truly learned and remembered.⁸

Work-based learning: The term **work-based learning** means acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace or in a vocational education training institution (VET institution).⁹

⁶ Student learning: “student” is used as a synonym for “learner” and does not relate to a student in a formal educational setting (school, university and suchlike).

⁷ Source Lattuca, L. & Stark, J. (2009) *Shaping the college curriculum: Academic plans in context*. San Francisco: Jossey-Bass.)

⁸ Source: Cuban, L. (1992). Curriculum stability and change. In Jackson, Philip (Ed.) *Handbook of Research on Curriculum*. American Educational Research Association)

⁹ Source: *Glossary- Quality in Education and Training*. CEDEFOP Luxembourg: Publications Office of the European Union, 2011

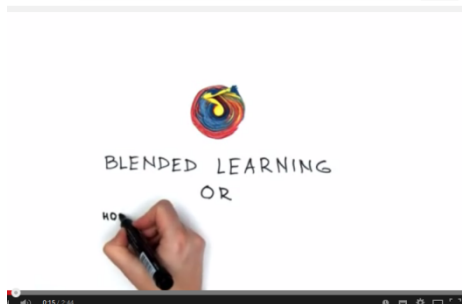
As you already know, when you plan or design a curriculum you need to make decisions about a wide range of interacting elements. They should be considered together and not as a series of agenda items. Thus choices about aims affect methods of assessment; availability of resources may support or preclude method of learning; practicalities of time and place may dictate the mode of instruction. Also the views of different stakeholders have a major impact. The students (learners) are central, but their needs must fit with the demands of the employers and the requirements of the Human Resource (HR) department. HR and the workplace supporters must share a common understanding of the curriculum pressures.

Work-based learning (WBL) provides the reality of an authentic context for learning which produces the currency of transferable credit. It can enrich student learning and create a well-qualified workforce.

The term work-based learning includes a wide range of provision where the focus is on situations where the main location for the student is the workplace. The curriculum meets the needs of both. Furthermore blended learning settings are more and more popular.

In case you've never dealt with online training and blended learning within work-based learning settings:

Let's have a closer look at the benefits and features of blended learning in work-based arrangements:



<https://www.youtube.com/watch?v=xjYOajMCnkQ>
(Time: 00:02:44).

Why do you want to conduct your training in a work-based learning setting? How do you argue that work-based training is the best mode for this/for your specific training offer?

Activity: What are the most promising “selling points” for your training to be implemented as work-based training? Where do you see the advantages/ the value of this training mode? Have you ever considered to “blend” your training? Do you have personal experience?

Implementation: collaboration and open exchange with a colleague.
Time: 30 minutes.

If you are convinced that you want to develop and offer work-based trainings by using OER (open educational resources) then let us jump into the aspects of the curriculum development for such settings.

2.2. Course of the training

Course of the training - example of an online setting

A growing number of work-based training approaches nowadays blend face-to-face settings with online trainings (as discussed before). While we assume that you know the how to develop a face-to-face setting we will now have a closer look on the arrangements and possibilities of online settings (such as webinars). Some of you may have more experience in this area, some maybe less.

You will find below a course of an online training setting, to learn about phases and methods¹⁰.

But let's have a critical look on an example, set up by a trainer in the area of adult education:

An Example:

Phase	Training methodology	Object / Theme
Opening	Individual work	Seminar registration, information on the seminar,
	Individual work	Virtual card
	Local plenary	Presentations and introduction / getting to know each other - coordination of the seminar process
Task coordination, goal setting Processing of the tasks	Local plenary	Dealing with the problem, create virtual subgroups
	Virtual work groups (synchronic)	Specification of the tasks, development
	Group reports (synchronic)	Specification of the task, coordination of further tasks
	Virtual work groups (asynchrony), group reports (asynchrony)	Independent continuation of the work, group reports (E-Mail, Newsgroup)
Compiling and processing	Virtual plenary	Discussion of project work, consequences for the work-up
	virtual work group (synchronic)	Development / Implementation
	Virtual plenary	Discussion of the follow-up proposals, decision on the follow-up ,
Evaluation	Virtual plenary	Overall Evaluation

Activity: Now, what is **your** opinion on that course of the training? Is it complete? Is something missing? What is your opinion on the proposed phases of this setting? Would you arrange is similar or completely different? And why?

Discuss it in teams of two to four people.

Aim: to critically deal with a standard example and make first derivations for your own course of the training.

2.3 Instructional design

One of the main competencies of a trainer is to decide on the right instructional model for the target group, the content of the training, the resources available. For a professional performance it is always of benefit to be able to argue conclusively the chosen method.

¹⁰ Source: Kerres, Michael (2004): "Online- und Präsenzelemente in Lernarrangements kombinieren". In: Hohenstein & Wilbers, 4.5

Because of this you will find below chosen didactic approaches, the associated didactic principle as well as the methodological implementation.

So, first of all, have a look how “ADDIE” is related to the key words “instructional design” and learning (you will need internet access).

Secondly, have a look at the handout “instructional design”. Follow this link: https://drive.google.com/file/d/0B5oYWYGv_IsWWTd1WkNfNWhTSmM/view?usp=sharing afterwards discuss the following questions:

Key questions

#what is your experience with these methods?

Do you know further methods? and if so, can you name the categories (the didactic principle?)

In which sense or way are they suited for work based learning?

2.3.1 Teaching and learning methods

Now you dealt with methods and their didactical and methodological implications. In the next step of the training material you are asked to reflect your teaching and learning methods.

Maybe you think: “I do know my methods and I don’t need further information on that matter”. ->

This section is not about enlarging your knowledge about teaching and learning methods, it is about reflecting them.

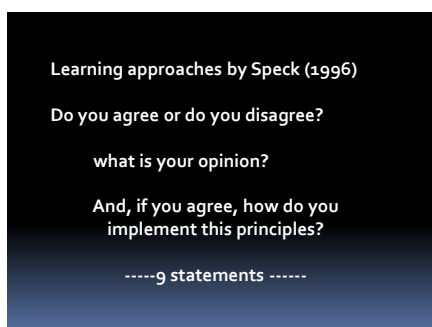
To reflect and questions oneself from time to time are the most important tasks of a trainer, conductor, teacher, instructor.

There may be a wide range of formal and informal, structured and unstructured, learning opportunities in the workplace and elsewhere. This can include lectures, seminars and workshops, coaching, group work, visits and shadowing. Also a whole range of self study and online methods can be included. Blended learning approaches can incorporate a mix of group and individual methods, face-to-face delivery, e-learning and practical tasks.

For all methods, the students need to reflect on their learning and make links to previous experience. But also the trainer, instructor (or how you name yourself in this profession) needs to reflect his/her learning approach.

Therefore: take your time and have a look at the following presentation. Do you agree with these principles?

Watch and discuss ☺



https://drive.google.com/file/d/0B5oYWYGv_IsWcnluMG5ra2RzVGc/view?usp=sharing

If you want to reflect your learning approach more thoroughly, have a look at the handout, it takes you about 20 minutes to fill in ☺

https://drive.google.com/file/d/0B5oYWYGv_IsWLTFLNINmWGRmS2c/view?usp=sharing

2.3.2 Learning outcomes & objectives

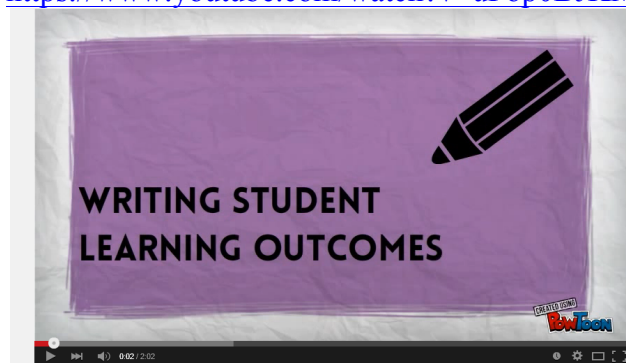
Why decide and create specific learning outcomes and objectives? Which benefits do you see?

Let us brainstorm what advantages clear learning outcomes & objectives have for:

- you as a trainer? (before, during and after the training setting)
- your students/learners?
- the contracting entity?
- ?

The following video gives you a first impression on writing learning outcomes as well as further suggestions. Have a look ☺

<https://www.youtube.com/watch?v=uPop0BJKMP0>



(Time: 00:02:02)

For further information on “Blooms Taxonomy” (mentioned in the video) you can consult the handout “learning outcomes”

https://drive.google.com/file/d/0B5oYWYGv_IsWMnVHcnlTUjIYaEk/view?usp=sharing

Congratulations ☺

You made your way through this chapter– for your convenience you’ll find a **summary** of the main questions derived from this material within the following link.

https://docs.google.com/document/d/1c6QcawhTHiy7ob_rv4JE55Et2_N4qhYVIn5WZVYQBM/edit?usp=sharing

Unit 3. Assessment of work-based learning

This unit focuses on presenting the approach of the evaluation and assessment of work-based learning and different methods. Having successfully completed this Unit, **you will be able to:**

- define different methods to evaluate and assess work-based learning

3.1. Evaluation and assessment - introduction

During the work based learning the progress of the project work has to be evaluated by the teacher/trainer. This way, difficulties, time delays, and other obstacles to the project can be identified and the project work can be improved.

The teacher/trainer's role is defined by moderation, observation, and facilitation during the learning process. The teacher/trainer should be up to date with the project work at all times, even when the project group works on one task for a longer time. The teacher/trainer needs at least to know where the students are working, what they're working on and in what stage of the project the group is currently working.

Teachers/trainer should always keep the time table, tasks, and overall aim/goal of the project in mind. Students sometimes get carried away in their way and it is necessary to remind them of the next tasks.

3.2. Evaluation methods in face-to-face learning: the dialogue-orientated evaluation and the interview

Unit 3.2. covers:

3.2.1. How to make effective dialogue-orientated evaluations?

Learning activity 8

3.2.2. How to make effective interviews?

Learning activity 9

3.2.1. How to make effective dialogue-orientated evaluations?

To keep a good project work going teacher/trainer and students should meet at least once a week to discuss the general progress and evaluate the work that has been done so far. We believe that a dialogue-orientated evaluation is more effective than a technical evaluation by the teacher/trainer himself. This way, students reflect their work by themselves and identify, at best, *autonomously* strengths, and weaknesses. This metacognition is very important in the learning process. The students learn that it is their own learning process, their own responsibility, and they will therefore treat the project as their own work.

Some questions for the dialogue-orientated evaluation:

- How is the project work going, what results have you achieved?
- What went very good?

- Where did you face difficulties?
- Which deviations from the original plan did you have to make?
- Why were they necessary?
- Why do you think these deviations lead to the successful finish of the project?
- Do you think there are any risks that might occur during the next steps?
- Which other findings did you make during the project work?
- Which are the next steps in the project work?
- Where do you need support?
- How content are you with the project work so far? Do you have suggestions for improvement?

The results of the evaluation dialogue should be documented, so that everybody can check the results and suggestions for improvement later on. This is vital for the learning process of the students. When the project is finished, they can check the documentations and get an impression on the project work, now from the perspective of the person who finished the project.

We suggest you as a teacher/trainer visualize the answers of the students on a flipchart.

LEARNING ACTIVITY 8: EVALUATION	
Summary of the Activity	Introducing the method of dialogue-orientated evaluation of the project work.
Duration of the Activity	20 minutes
Aims of the Activity	<ul style="list-style-type: none"> • It opens the minds of teacher/trainers (and students) to a new form of evaluation. Teachers can use this activity as an Introduction to the topic. • Teachers/Trainers will learn that this form of evaluation is a form of metacognition, which supports the learning processes of the students.
<i>Guidance for a proper performance of the Activity</i>	
Materials needed to perform the Activity	ProcessMgmt_handout2
Methodology to Implement and Develop the Activity	<p>It is used for teachers themselves:</p> <ul style="list-style-type: none"> • The teachers reflect on questions they would ask their students while using this new method • Document all questions and compare them with the ones that appear in the handout <p>It is implemented by teachers with their students:</p> <ul style="list-style-type: none"> • The teacher introduces the dialogue-orientated evaluation • The teacher asks the students for questions they would consider important while using this new method • Document all answers and compare them with the ones that appear in the handout
Guidance once the activity is over	Evaluation is an ongoing process. Therefore, teachers/trainers will get to know which questions are necessary for the evaluation of their project work and which are not.
Assessment of the Activity	<p>None.</p> <p>This activity is addressed to the teacher/trainers themselves or to the teachers to be implemented with their students.</p>

3.2.2. How to make effective interviews? ¹¹

The trainer should have knowledge of the different types of interviews and questions to be able to select the best model that meets within the goals and needs of the interview.

What types of interviews can be considered depending on the way of its implementation?

- Individual Interview
- Group Interview (interviewing several people at the same time, has the advantage of saving time, watch interactions and get different perspectives from the candidates)
- Panel Interview (when a person is interviewed by several people at the same time)

What ways can be considered to conduct interviews?

- Personal
- Non personal (E.g. Phone, Video Conference)

Question Types

- **Open Questions**
 - Exploratory, free time for reflection and response, eg: "What ...?", "Where ...?", "When ...?" "How To ... ?" "Why ... ?" which evokes a description
- **Close Questions**
 - Promotes precise and short answers, limited in content and thought development, eg alternative answers of "Yes / No", between presented options answers (Do you prefer X or Y?), or with only a valid response ("What is your nationality?")

Provocative questions: They can be open or closed questions and they intend to destabilize or confront; useful when an interviewee seems to avoid answering a question; it allows to evoke emotions or bring out personality traits; E.g.: "If I ask you what opinion has your tutor about your behaviour in a specific situation, what do you think he'll say?". Issues such as these can however interfere with communication and the relationship and should therefore only be used for a short time and only when the interviewer has the guarantee of being able to control the situation. Avoid this type of issues at the beginning of the interviews, and rather do them when a trust is already established. It is not intended to intimidate or injure, but rather grab the respondent with an honest answer.

The type of interview should be selected in accordance with the existing objectives and conditions:

- **Open / unstructured interview**
 - Interviewer proposes a theme
 - Develops issues in the flow of a conversation
 - The issues arise in the immediate context
 - The interview guide/script with guidelines in accordance with the objectives
 - Interviewer promotes, encourages and guides the subject's participation

¹¹ <http://www.techrepublic.com/blog/10-things/10-tips-on->

- Advantages:
 - Allows the interviewer to have a good perception of personality differences and behavior of candidates, once the interview is less oriented and allows people to react more naturally
 - The questions can be individualized by candidate
- Disadvantages:
 - Requires a long time for systematic information (longer interviews)
 - The result of these interviews depend heavily on the capabilities and experience of the interviewer
 - Requires more time for the treatment of the collected information
- **Semi-structured interview**
 - The previously prepared script serves as guidance for the development of the interview
 - This type of interviews allows that different respondents answer to the same questions
 - Does not require a strict order on the issues
 - The interview can be adapted to the interviewee during its development
 - High level of flexibility in exploring issues
 - Advantages:
 - Time available optimization
 - Quick processing of data
 - More suited for interviews in groups
 - Allows to select themes for exploration
 - Allows to introduce new issues
 - Disadvantages:
 - Requires a good preparation of the interviewer
- **Structured Interview / standard**
 - Minimizes the variation of the questions between respondents
 - Closed questions are used in order to get the same data from all respondents
 - Uniformity in the type of information collected
 - Questions are submitted as written in the Script
 - The response categories are predefined
 - The evaluation and analysis of the responses during the interview is reduced; you just have to follow the script
 - Advantages
 - Save time
 - Facilitates in data analysis
 - Allows the study of replication by different interviewers
 - Disadvantages
 - Low flexibility and spontaneity
 - Reduces or denies the possibility of further issues that were not planned

Circumstances and personal factors are not taken into account.

LEARNING ACTIVITY 9: INTERVIEW TYPES																								
Summary of the Activity	It is important to recognize the objectives and functionalities of each type of interview, in order to select and plan properly the interview meeting according to the needs that it must respond. For that reason in the next activity the trainees will test their ability to distinguish the main objectives of each type of interview.																							
Duration of the Activity	Individual work: 5 minutes Whole Group Reflection: 10 minutes Total: 15 minutes																							
Aims of the Activity	This activity helps teachers to distinguish the different types of interviews and identify the principal objectives of each type of interview																							
Guidance for a proper performance of the Activity																								
Materials needed to perform the Activity	Worksheet																							
Methodology to Implement and Develop the Activity	<ul style="list-style-type: none">Individual work: Students must complete the chartFull Group Reflection: To present the solution, reflection about the objectives of each interview, as well as the type of information that is obtained in each of them.																							
Guidance once the activity is over	It should be clear to the trainees the distinction between the types of interviews and objectives and features that each one can guarantee. Ensure that all issues and questions were answered. Reflect on the difference between different concepts:																							
	Control: inspect, monitor, check, direct, guide, lead																							
	Check: confirm, examine, discoverer the truth																							
	Deepen: examine the background																							
	Explore: seek, investigate																							
	Complete the Worksheet 2: Interview Types																							
	Worksheet 2 solution																							
	<table><tr><th>Main objectives intended according to the type of interview:</th><th>Structured standard Interview</th><th>/ Semi-structured interview</th><th>Structured standard Interview</th></tr><tr><td>Control</td><td></td><td></td><td>X</td></tr><tr><td>Check</td><td></td><td>X</td><td>X</td></tr><tr><td>Deepen</td><td>X</td><td>X</td><td></td></tr><tr><td>Explore</td><td>X</td><td></td><td></td></tr></table>				Main objectives intended according to the type of interview:	Structured standard Interview	/ Semi-structured interview	Structured standard Interview	Control			X	Check		X	X	Deepen	X	X		Explore	X		
	Main objectives intended according to the type of interview:	Structured standard Interview	/ Semi-structured interview	Structured standard Interview																				
	Control			X																				
Check		X	X																					
Deepen	X	X																						
Explore	X																							
Assessment of the Activity	Formative Evaluation																							
	Evaluation parameters: (Scale 1 to 5) 1 = Poor; 2 = Low; 3 = Enough; 4 = Good; 5 = Excellent Subject Domain (Did the trainee reached the proposed objectives of the Activity?) Participation (Does the trainee show interest and takes appropriate actions and collaboration in the activity?) Responsibility (Does the trainee demonstrates sense of responsibility in the																							

	<p>execution of the activity?)</p> <p>Interpersonal Relationship (Communicates appropriately in the situation, with tolerance and showing team spirit)</p> <p>Activity final classification = $(\sum \text{classification A} + \text{B} + \text{C} + \text{D}) / 4$</p>
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Worksheet: Interview Types

Main intended objectives according to the type of interview:	Structured standard Interview /	Semi-structured interview	Structured standard Interview /
Control			
Check			
Deepen			
Explore			