

Coop-PBLinVET

Leonardo Da Vinci 2010-2012

Minutes of Kick-off Meeting

(Bergara, 20th and 21st January 2011)

Participants

Partner entity	Representative
IEFPS MIGUEL ALTUNA	Josune Irazabal Garbiñe Itxausti Unai Ziarsolo
ITURBROK S.L.	Marta Mañas
METROPOLIA	Hannu Markkanen
	Merja Bauters
BLSZSZK FÁY ANDRÁS SZAKKÉPZO ISKOLA ÉS KOLLÉGIUM	Agnes Józsefné Bocskó
INSTITUT TECHNIK & BILDUNG (ITB) UNIVERSITÄT BREMEN	Pekka Kämäräinen

Objectives of the meeting

The previewed objectives were:

- To clarify and understand the project goals and objectives of the project
- To know KP-Lab results, such as the pedagogical models and the Knowledge Practices Environment (KPE), and their possible uses in the project.
- To introduce other available products and experiences existing in the partnership related to Project and Practice Bases Learning previously carried out by the partner or by thirds.
- To understand and agree the individual roles and responsibilities of the partners
- To revise and adjust, if necessary, the work program and timeline of the project

- To reflect about the orientation, guidelines and conditions of the transfer, considering the national specificities of the target audience and the educational framework of the Vocational Training Programs in Mechanical Manufacturing branch in each receiver entity.
- To agree a specific work plan to develop WP2 and WP5

1. Introductory session

After the welcoming address of MAI, Iturbrok presented the objectives and agenda of the meeting days and thanked the contributions of all the partners during the preparation of the proposal.

After, each partner introduced themselves and their respective entities and described their concerns and expectations related to the project.

In the case of MAI, the presentation was completed too with a visit to the workshops and technical installations of this VET Institute.

The detailed profile of each entity can be consulted in the respective presentation.

2. Coop-PBLinVET Overview

Iturbrok presented an Overview of Coop-PBLinVET project, mainly the objectives, expected activities and work packages, key milestones and critical success factors.

In general, all the points of the project were clear for all the partners.

Iturbrok emphasized the importance of the dissemination activities, both at national and European level.

Pekka Kämäräinen commented the interest of the conference “Mobile learning: Crossing boundaries in convergent environments”, organized in Bremen for the 21 and 22 March 2011, to make some dissemination of the project. More info in <http://www.pontydysgu.org>.

Another interesting forum to disseminate the project is the Network of Trainers in Europe (<http://www.trainersineurope.org>), in which he is involved.

Another opportunity to disseminate the project could be too the ECER European Conference in Educational Research, to be held in September 2011 in Berlin.

After realizing the call for papers was closed, all the partners agreed that could be very interesting to present results in the next edition, that will be held in Toledo in 2012. <http://www.eera-ecer.eu/ecer/ecer-2011-berlin/>

Presentation of Knowledge Practices Environment (KPE)

Introduction of Knowledge Practices Environment (KPE) and other of KP-Lab results and their possible uses in the project.

METROPOLIA carried out a practical presentation of Knowledge Practices Environment (KPE) tools main characteristics, features and examples of it use. It is a tool based on the dialogical learning model and in existing knowledge artefacts and existing practices. Usually, it is being used to develop project related to ICT, like applications or prototypes developments, mock-up, user stories, etc.

KPE is a work collaborative tool, aimed to share knowledge objects, that allows include and make relations between documents, links, wikis, notes, chat conversations, etc.

After a practical session, all the partners agreed the interest to use the KPE not only to organise and follow student's projects during enterprise practices, but to manage the COOP-PBLinVET project too. In fact, the working space and group of Coop-PBLinVET project was created during this session.

Each partner will be responsible to maintain the corresponding part related to his/her responsibility in work packages.

Hannu explained that, up to the moment, it is very difficult for Metropolia to exploit KPE as a product, and they have in mind to offer the open use in the future as a distributed application. He emphasized the importance to make the students think in the process of the project development.

One of the difficulties of the use of the KPE in Coop-PBLinVET shall be the need to translated the interface to Spanish, Hungarian and German. **Recording the possibility of translating KPE soft into other languages (S,H,G), Hannu agreed to study the technical aspects of this task. In this topic MAI pointed out the importance of a Spanish interface from the students view.**

Transferable products/methods of ITB

ITB presented successful experiences and tools for shared knowledge used in prior projects and current issues in ITB:

- Using blogs: Learning about politics, to support story telling and informal learning to promote young people participating in politics.
- Using multimedia: the Euronet-PBL project (Promoting practice-based learning in higher education programmes)
- Using moodle: the Euronet-PBL toolbox, to support the exchanges and resources related to Practice-Based-Learning methods in universities.

MAI proposed to think about the use of Moodle to create a resources center to offer pedagogical support to teachers, **students and technicians from companies**, involved in Coop-PBLinVET **project's results**.

Introduction to the educational contexts of the receivers of the transfer

MAI's educational context

MAI presented the educational context of the high VET level courses of Mechanical Manufacturing branch where the transfer proposed by Coop-PBLinVET will be applied.

In this case, the curricula are very closed and given by the Regional Educational Authority (Basque Government). But the idea is to improve their educative richness by providing transversal skills:

- Creativity
- Team work
- Communication skills
- Self-discipline
- Organization skills
- Problem solving
- Self learning

In this Mechanical Manufacturing high degree it is compulsory for each student to accomplish 360 hours of job practices in an industrial company, from march to

june, seven hours by day. At the same time, the students shall develop a Mechanical Manufacturing Project or a Mechanical Products Design Project (depending the speciality) that will take 50 hours.

141 companies of the regional are collaborating in the practices programme with MAI. The stages are planned and agreed between a MAI's practice tutor and the each receiver company.

Up today, students report their activities by notes and by mobile phone (provided by the school), by sending evidence of the results (photos, videos) and answering to a simple questionnaire. They write too a final report.

But just this year it will be necessary to adapt these methods to new changes approved in 2009-2010, and Coop-PBLinVET will help MAI to do it.

More details in corresponding presentation (Contexto educativo MAI (EN).ppt)

BLVSS's educational context

In this case, the educational model is modular. Each student can compose he/she is own curricula. If he/she wants to change the speciality, he/she can complete the missed modules. This system it is very interesting in the case of specialites belonging to the same family – f.e. mechanical/electrical - because in this case they have common modules, and are complementary.

Coop-PBLinVET will be applied in the speciality of Welding, both in initial and high level of VET.

But the main identified lacks of this system are the learning of technical English and German - because shall mean opportunities to get job in other countries – as well as Labour Education and Guidance, Job Training and Issues concerning Management and Enterprising.

The number of VET students has been decreasing last years, but the most demanded branch in Mechanical Manufacturing, followed of ICT.

Practices in companies are not compulsory. Students only have to pass the exams to have the certificate, but the exams have an important practical part.

It is possible for them to participate in practices programmes organised by VET schools, but they are not remunerated. Then, students prefers to arrange by they side paid stages in enterprise. But in this cases, VET schools are not involved.

But a 46% of the students are doing practices in workshops of the VET school. COOP-PBLinVET shall be an opportunity to offer to students better organised and

guided practices, project oriented, that could be arranged with companies and be attractive due the add value.

But in this moment, one important constraint in BLVSS is that there are not enough human resources to organise and support student's practices.

VET German context

ITB presented the Dual VET system in Germany, where apprentices are learning basically by working in companies, and VET Schools give them only complementary support (1 or 2 days of 5 by week).

The corresponding Lander are managing and controlling this system in each region, and the apprentices obtain a pedagogical certificate named AEVO. All the VET teachers have postgraduate and master level.

There exists too a VET initial level, in VET Schools, as first step to reach de dual system, as well as a Vocation Progression Routes, that is and high VET level that allows a high level specialisation and the access to university.

But is necessary to understand that companies are responsible of the apprentices learning, and have the heavier role in the process, and VET school are only a provider of training services for them. It is a very good system for companies to have very good prepared workers, but the system follows more the criteria and needs of companies. But for apprentices, could mean a lack of other competencies (p.e. transversal) or more difficulties to change their speciality profile.

Due this situation, now is a moment of a re-thinking and of a reallocation of responsibilities of vocational schools. A process of Re-establishing the cooperation of vocational schools with new sets of partner enterprises has been launched and ITB is involved. In this context, the COOP-PBLinVET Project results could be integrated in the Dual System, and could be an opportunity to involve more companies with VET Schools.

Overview of the Work Program

MAI presented an Overview of the Work Program previewed initially, including the detailed work packages, timelines, organization of the project and chart of the roles and responsibilities of each partner.

All the partners agreed that it is necessary to change de first deadlines of the WP1, and to finish the Comparative Study of the Educational Contexts and the Report of the Background of Transfer for the 15th February.

Related to the rest of WP, it was agreed to maintain the schedules.

About meeting dates, it was accepted to organise the next in 24th y 25th May 2011 in Bremen. The week of 3-10 October was suggested for the next meeting.

Common exchange about the feasibility of transfer

ITB presented an example of a practice /Project based learning related to prevention of accidents with cutter machines. This kind of examples could be useful as cases study and examples.

About KPE

- Manuals are needed. Metropolia has user's manual, but not very well structured. It will be necessary to prepare them, as well as help pages, specially working spaces are growing in the tool.
- The adaptation to national languages seems to be an important requirement of the transfer. Metropolia will analyse the possibilities.
- If different roles and permission will be needed, the best solution should be to create different shared spaces.
- It is not possible to create folders. Better to use the filters and tags.
- It will be difficult to customize the graphical corporate image of the KPE, but it is possible to customize the access home.
- The server can support a great number of users at the same time. It is no problem.
- The prevision is to provide KPE as distributed application. It has been developed in Open Source, and only one part is under license Flash Media Server.
- Up to the moment it is not possible to obtain statistics of use, but it can be consulte the Timeline feature in Tools, "Open timeline analyzer" where it is possible to appreciate the activities by time periods.

It seems to be possible to eliminate features of the user interface.

Dissemination

MAI presented a proposal of logo of the project, and Word and Power Point forms, that were accepted by all the partners. MAI's team helped by Iturbrok will prepare for the next meeting a Project's Presentation Brochure and a Website proposal.

Iturbrok explains the concepts of the Community of Practices, and will prepare a proposal for the next meeting. (Comment: after the meeting, MAI 's team communicated with ITURBROK about the willing to conceive and develop this product themselves, and Iturbrok was agreed.)

Financial and administrative issues

ITURBROK presented the main issues related to the administrative accomplishment and financial justification: budget, categories of costs, financial and administrative LdV rules, reporting routines, forms, criteria of the NA

There are forms provided by the Spanish National Agency, that will be sent to all the partners, to be used. In fact, EU Administrative rules for LLP are the basis, but the management of the program is decentralized and each National Agency can establish their own forms and criteria.

METROPOLIA was interested in the possibility to use the subcontracting budget in other different categories, better in staff costs. EU rules related to this point were explained, and, a priori, it is possible to do with some limits. But Iturbrok will confirm with the National Agency. Changes in the budget can be done, but it is better to propose after to present the Interim Report, and according the advancement of the project.

ITB offered its Dropbox to share documents and partners agreed to use.

Final agreements summary

Responsible	Tasks	Deadline
BLVSS	Elaborate the Comparative Study of the Educational Context, based on the presentations made by MAI, ITB and BLVSS.	15 th February
ITURBROK	Report of the Background of Transfer	15 th February
	To send a meeting evaluation questionnaire.	23 th February
	Elaboration of Kickoff Meeting Minutes	
MAI	To elaborate a proposal of Community of Practices	Next meeting
METROPOLIA	To provide a KPE users manual and links to tutorial videos available in Youtube.	
	To provide example of methods and tools (forms, etc.) used to develop projects in KPE.	
BLVSS and MAI	They will analyze and reflect about how the methodological tools and forms can be adapted to the student's practices contexts.	
ITB	ITB team will prepare a pedagogical guide about Project Based Learning methodology, that could be used by MAI and BBLs to prepare the methodological toolkit. It will include case studies, examples, method tools, story telling, etc. related to the implementation of PjBL methodology. The guide will be used in three different ways: teachers, students and tutors in the companies, so there could be three different guides.	
ALL	To start to work on the KPE to share the documents and info about the project.	
MAI	Logo Word and Power Point templates Brochure Web Virtual community	15 th February 15 th February 31 th March 31 th March 25 th May