Train for International Trail

This material enables and encourages teachers to use digital tools and engage students more in internationalization. Material can be used as a preparation course for actual mobilities in VET. Parts of the study module can also be used just to have an introduction of internationality among studies and life skills.

Mobility Ability Handbook

Do you want to learn the correct use of the tools made by the Train for International Trail project? Mobility Ability Handbook is a tool designed for teachers involved in mobility projects abroad, and contains information on the objectives, learning outcomes and guidelines for using each tool.

Mobility Ability Handbook

Lisa Franz
Atempo

Read more about the handbook

The handbook is structured in four sections: overall objectives, learning outcomes, pedagogical guidelines and technical guidelines. The first section describes the purpose for which the tool was built and the target audience, and the second section lists the learning outcomes that students will achieve. The pedagogical guidelines section explains the methodological basis on which the tool was built, including guidance for teachers on how best to use it with their students. Finally, the section on technical guidelines contains instructions of a technical operational nature for teachers, useful to make the tool more effective in the context of the preparation and execution of international mobility actions. There are also some videos on how to use the tool, the methodology adopted and the experiences of users in different real-life contexts.

Connecting Europe – Seppo Game

The general objective of the Seppo Game "Connecting Europe" is to deliver and distribute knowledge, information and experiences about the practices, customs and appropriate behaviour for a young person who is about to participate in a student mobility abroad. The other general objective is to promote diversity and intercultural co-operation and good will.

Seppo Game

Learning Outcomes

At the end of the training, the learner has learned about customs, traditions and various policies of European countries. The learner has also gathered knowledge and information about interactive, co-operational and cultural skills needed when traveling abroad in general and when participating in student mobilities within European framework.

Delivery Guidelines

Gamification process is, or should be, self-regulated, autonomous and independent. The Seppo Game is designed to be used by anyone who has a pin-code, sent by the instructors.
If needed, when a learner has completed the cycle of assignments on both levels, there can be a discussion of the contents and their implementation.

Pedagogical Guidelines

Learning by Seppo-Game is based on the pedagogical principles of gamification;
- all learning is based on appropriate motivation; gamification offers instant rewards for performed tasks
- learning should be fun, engaging and participatory; gamification makes the learning process non-threatening, inviting and accessible
- learning by gamification is rewarding because it provides a learner with appropriate amount of challenge for each task and encourages a learner to approach each task with a confidence and sense of discovery
- each task provides a learner with some information about different aspects of the whole

in their entirety the tasks of Seppo-game provide a coherent framework for a theme, which in this case is the European cultures, respect of diversity and skills needed when travelling abroad

Technical Guidelines

- Seppo Game is HTML template, with fully functional email notification mechanism for sending messages via contact form
- accessible only visually

English language version only

Mobility Ability Journal

This material gives people with disabilities the possibility to create a Mobility Journal, a diary about the mobility. They can write down their experience, thoughts, worries, and beautiful moments they had throughout their mobility using this online media (BookCreator). The diary is an instrument of reflection as well as strengthening and raising the sustainability of the impact of the mobility.
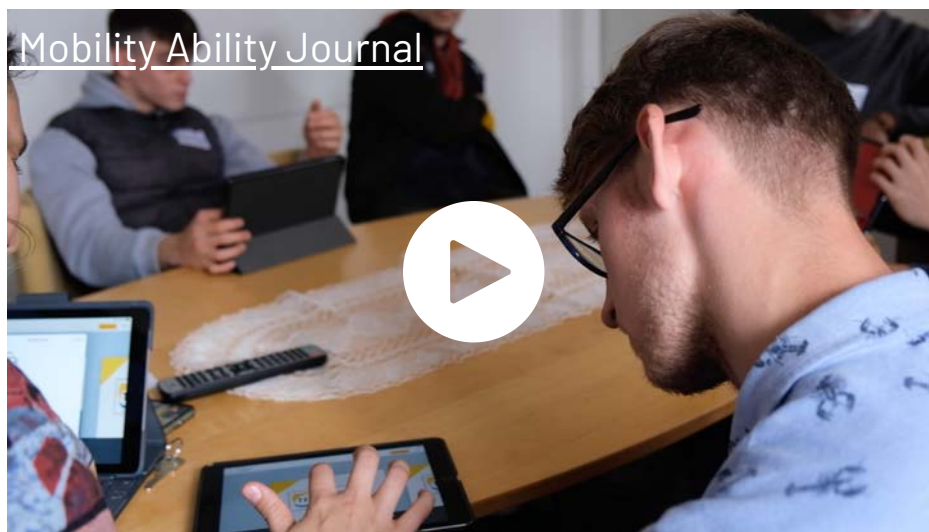
Learning Outcomes

Student should fill up the diary while they are on the mobility to save their thoughts as fresh as possible in order to use them as a reflective element and to have something they can remember too. The learner will be able to
- use BookCreator to create an e-book
- share or save the diaries with their families or friends
- use easy designing tools and new creative ways of expressing themselves with emoticons, graphics, texts, voice recordings and short videos
- get to know a fex details about the destination of their mobility by creating a diary over the premade templates that asks them to do some research.

Delivery Guidelines

In order to ensure adequate use of this digital learning product, both students and teachers have an important role. Teachers prepare themselves by reading the handbook, trying out the Bookcreator and trying out using the templates to become well-prepared supportive guides.

They also organize a prepared room with computers with updated versions of the needed browsers as well as printed or digital forms of the handbooks. Teachers introduce the sessions and the material and then animate and guide the student (reflect, handling, decisions and conclusions) to use the material the way it was meant for. Introduce the material by sending the link to your students and describe in easy words about the templates, the handbooks and the diary.

As students progress through the templates and the handbook the teachers should ask students questions to stimulate reflection.

This material is used in a group room with computers, and if available using a projector for supportive guidance by switching between a desired template and handbook – reference and notice the timeline educational activities (especially for the reflections) to get best results for your organization and for the student. The core of this material is the (guided) reflection.

Pedagogical Guidelines

For student to develop the above-mentioned skills we are following different methodological ways to teach them the handling of the premade Bookcreator templates and to show them the creation and handling of their diaries.

1. Guiding by teachers
   - A teacher's handbook is offered to facilitate and enable them to help and guide student developing necessary and desired skills
2. Guiding by student Handbook
   - A student version guide for using Bookcreator and the templates as well as for easy research tools.
3. Premade template in different levels
   - Three different templates to help students to create the diaries in two different levels: two levels heavily guided and one level less guided but more space for creativity to ensure that the vast part of student will be able to use the templates as their adequate supportive guide.
4. Reflection
   - Diaries are an element of reflection per se. By Trial-and-Error students will also find interactive and creative ways designing their diaries.

In conclusion, the methodology is based on handbooks, communication and reflection between students and teachers, premade templates, reflection and on the open space for creativity given by the Bookcreator templates.

Technical Guidelines

- In order to create this digital material, software has been used to create interactions and animations.
- The material is downloadable in HTML format so that it can run offline as well. In terms of technical requirements and specifications, you only need a web browser in its latest version. It is recommended to use Google Chrome for a better experience. Finally, regarding the language, the material is available in English.

Mobility Ability Study Module

This material helps people with disabilities to develop life skills and be prepared to travel and stay in another European country.

Life skills include the effective use of problem solving behaviors related to social encounters, community participation, overcoming fears, making new friends and personal growth.
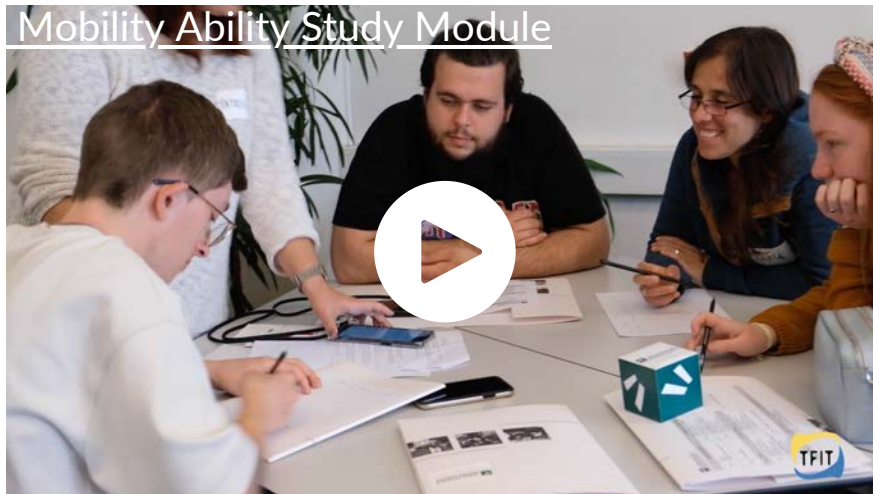
Mobility Ability Study Module

Learning Outcomes

Students using this material develop the following competences:

- Sociability: students will be able to communicate with new people they have just met
- Teamwork: students will understand the importance of empathy and respect within a group
- Adaptability: students will understand the benefits of having new experiences and how to react when facing a problem
- Emotional control: students will learn how to manage emotional impulses

Delivery Guidelines

In order to get the most out of this digital learning product, both students and teachers, have an important role. The facilitators must animate the session in order to help students to reflect, take decisions and reach the right conclusions.

Teachers should have further knowledge about the skills that appear in the content so that learners can ask questions and receive expert support and feedback from the teachers, to get to know everything in more detail.

The professional uses the educational product on a projector during the sessions. The skills can be worked on in the given order or depending on the needs of the group, the professional can choose an ad hoc learning path and a different order.

As learners progress through the content, the teacher should ask questions to stimulate reflection on their own as individuals or as a group. This way, we help the students to feel satisfied and proud that they have reached the conclusion with no direct explanation from the professional.

It should be kept in mind that these are not theoretical sessions of passive listening, instead we imagine students to be proactive.

Pedagogical Guidelines

The software (Genially) that is used allows to include interactions, animations and videos into the material. This facilitates teachers to kick-off meaningful learning activities in a classroom setting. When implementing and using the material, the session with the students will be very dynamic, entertaining and easy to understand.

The main idea is to transfer life skills in an attractive and exciting way. Therefore, students will not lose attention and will be more likely to develop their competencies. The learning is centered on activities and tasks that lead to both individual and group reflection.

Furthermore, they will have space to negotiate and decide in groups on real problems and how to deal with them.

At the same time as they are using this digital material, the students will have a significant role in the implementation, just as they have had in the design of the material.

The learners with disabilities have played an active role in co-designing and co-creating the educational product and we invite teachers to adopt a similar approach with students, supporting them in co-creation processes.

In conclusion, the methodology and learning is based on a shared process of communication between participants, based on reflection and challenges, supported by a digital educational product with videos and animations.

Technical Guidelines

In order to create this digital material, software (Genially.org) has been used to create interactions and animations.

The material is downloadable in HTML format so that it can run offline as well. In terms of technical requirements and specifications, you only need a web browser in its latest version. It is recommended to use Google Chrome for a better experience. The material is available in English.

Mobility Ability Dictionary

Language skills are very important when going abroad. The dictionary is an open resource for both students with special needs and students without disabilities. The objective of this product is for the students to improve their basic language skills, basic practical vocabulary, and increase awareness of European cultures. We would like to make the process of learning engaging and enjoyable

Mobility Ability Dictionary

Learning Outcomes

Students using this material develop the following competences:
- Sociability: students will be able to communicate with new people they have just met
- Teamwork: students will understand the importance of empathy and respect within a group
- Adaptability: students will understand the benefits of having new experiences and how to react when facing a problem
- Emotional control: students will learn how to manage emotional impulses

Delivery Guidelines

Students participated in creating the dictionary. They made suggestions on the vocabulary used in the product. Various documents were shared on the Google Drive platform, so that the participating students could enter phrases, words, publish photographs, recipes, stories etc.

Students will be able to use basic English phrases, vocabulary on travel, tourist attractions, food and feelings. They will also get to know some traditional legends and national symbols. In addition to this, they will become familiar with these topics in different European languages, such as Finnish, Slovene, Spanish, Basque, Italian, and German. They will be able to communicate in English in an interesting and interactive way because the product contains many colourful photographs, videos, some quizzes, for example Kahoot, and audio recordings.

The dictionary is divided into the following sections: basic phrases, travel, tourist attractions, food, recipes, feelings, traditions, national symbols, legend stories.

- Sociability: students will be able to communicate with new people they have just met
- Teamwork: students will understand the importance of empathy and respect within a group
- Adaptability: students will understand the benefits of having new experiences and how to react when facing a problem
- Emotional control: students will learn how to manage emotional impulses

Pedagogical Guidelines

We have used the Microsoft Publisher program which helped us create a visually rich product. It supports many other formats. The dictionary contains many photographs, videos, some quizzes and audio recordings. It is saved in its final form as a PDF format, which allows easy storage, sending, printing and publishing online. At the same time it keeps hyperlinks active.

We would like the product to be interactive, attractive and easy to use, for both students and teachers.

The students participated in creating the dictionary, so we invite you to encourage your students to take an active part in the process of using the product, too.

Student-centred learning approach will give students an opportunity to decide what they want to learn and how they want to learn. In this way students will be more motivated.

When implementing and using the material, the session with the students will be very dynamic, entertaining and easy to understand.

The main idea is to transfer life skills in an attractive and exciting way. Therefore, students will not lose attention and will be more likely to develop their competencies. The learning is centered on activities and tasks that lead to both individual and group reflection.

Furthermore, they will have space to negotiate and decide in groups on real problems and how to deal with them. At the same time as they are using this digital material, the students will have a significant role in the implementation, just as they have had in the design of the material.

The learners with disabilities have played an active role in co-designing and co-creating the educational product and we invite teachers to adopt a similar approach with students, supporting them in co-creation processes.

In conclusion, the methodology and learning is based on a shared process of communication between participants, based on reflection and challenges, supported by a digital educational product with videos and animations.

Technical Guidelines

- The product has been created in the Microsoft Publisher program, and in the final form converted into PDF format, which allows easy sending via e-mail, and saving on a computer. It can also be published on any website or easily printed. All hyperlinks are active in the PDF document. It is necessary to have Adobe Reader or another suitable program installed to read a PDF document (practically all computers and smartphones have it installed). QR codes have been added to the hyperlinks (e. g. links to assignments, videos etc.) for the need of the printed version
- The material is downloadable in HTML format so that it can run offline as well. In terms of technical requirements and specifications, you only need a web browser in its latest version. It is recommended to use Google Chrome for a better experience. The material is available in English.