



Mobility Ability

Journal

Process Design and Description



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Introduction

In the initial phase of the design approach for the Mobility Ability Journal, a three-step methodology was employed. Firstly, a desk-research phase was conducted to explore common practices and processes of mobility activities. Essential information was gathered from partner countries, EU initiatives, and programs such as eTwinning, Europass, and the ePlatform for Adult Education (EPALE).

Secondly, workshops within the partnership were organized to understand the needs and experiences of learners in different phases of a mobility experience. The incorporation of digital tools in this stage aimed to assess their then-current usage and potential future applications.

Thirdly, findings from the desk research and workshops were synthesized to describe and design a process for virtual journaling. This process outlined the steps, content requirements, and demands for each phase of an international trail, with the goal of seamlessly integrating the journal into the mobility activity to reflect the learning experience.

The Survey

In order to create the project result 4 - the Mobility Ability Journal - it is essential to collect the opinion of students and teachers. We started the survey with the learners during the LTT in San Sebastian in June 2022. The Google Forms Questionnaire for this target group consisted of 14 questions (5 single- or multiple-choice and 9 open questions).

Due to the illness of the colleague, atempo conducted the survey was conducted online via Google Forms during the LLTA in San Sebastian. GUREAK provided the complete infrastructure (a room, enough laptops, live connection, distribution of the link) to enable a personal live connection of atempo. Mauriz Walter from atempo accompanied the questionnaire and explained the process to the students via live connection. The average time to complete the questionnaire was about 45 minutes. We present the results of the survey in overview and briefly explained in the following report.

Atempo conducted the survey online on 15.6.2022 during the LTT in San Sebastian. Each learner completed a questionnaire with the help of the facilitators.

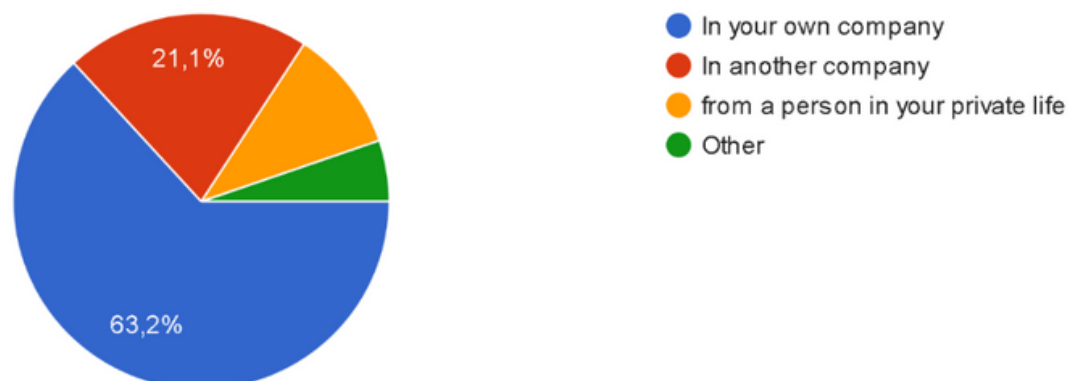
TFIT student questionnaire – evaluation of the results

These are the results of the desk-research phase that was conducted to explore common practices and processes of mobility activities.

Question 1: How did you become aware of the mobility?

How did you find your mobility?

19 Antworten



The answers to the first question make clear how the learners get to know about the mobility. The possibility for mobility was offered to twelve people in their company or school. Another four heard about mobility in another company or school. Only three out of 19 said that they found mobility outside a company or school.

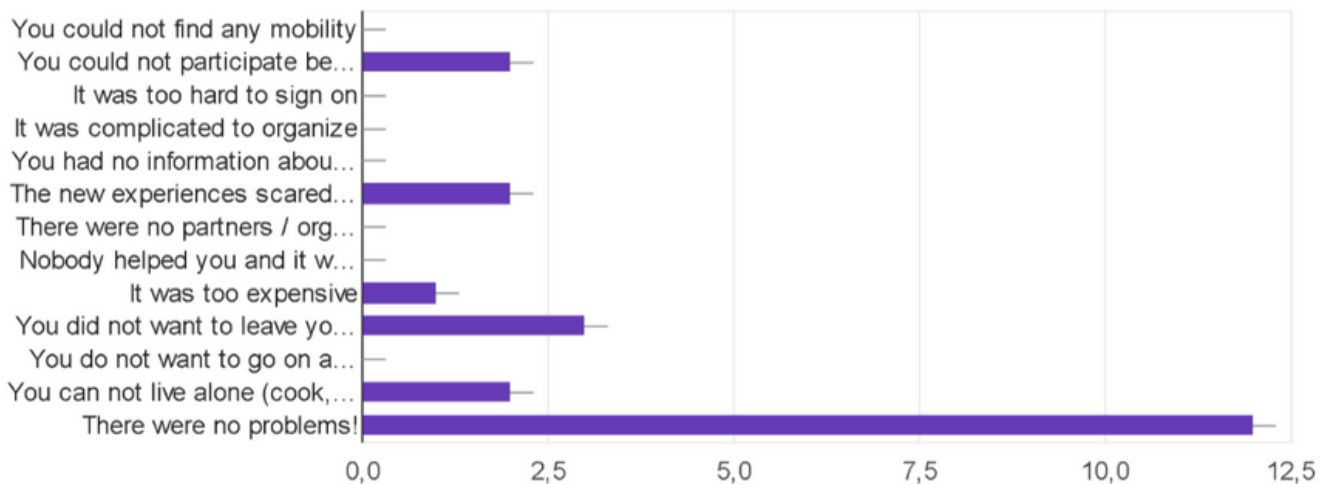
This makes clear that the most important source for claiming a mobility abroad in the context of VET is the own organization or school. Schools and companies organize projects and international cooperation, which are supported by the EU and financed this way.

We must emphasize that all learners taking part in the survey are in a company or school that is involved in EU projects. Therefore it is obvious that the group's responses are very heterogeneous. In a less heterogeneous group, it can be that students mention sources external to the company more often.

Question 2: What problems occurred during the mobility?

Which problems did you find while looking for your mobility?

18 Antworten

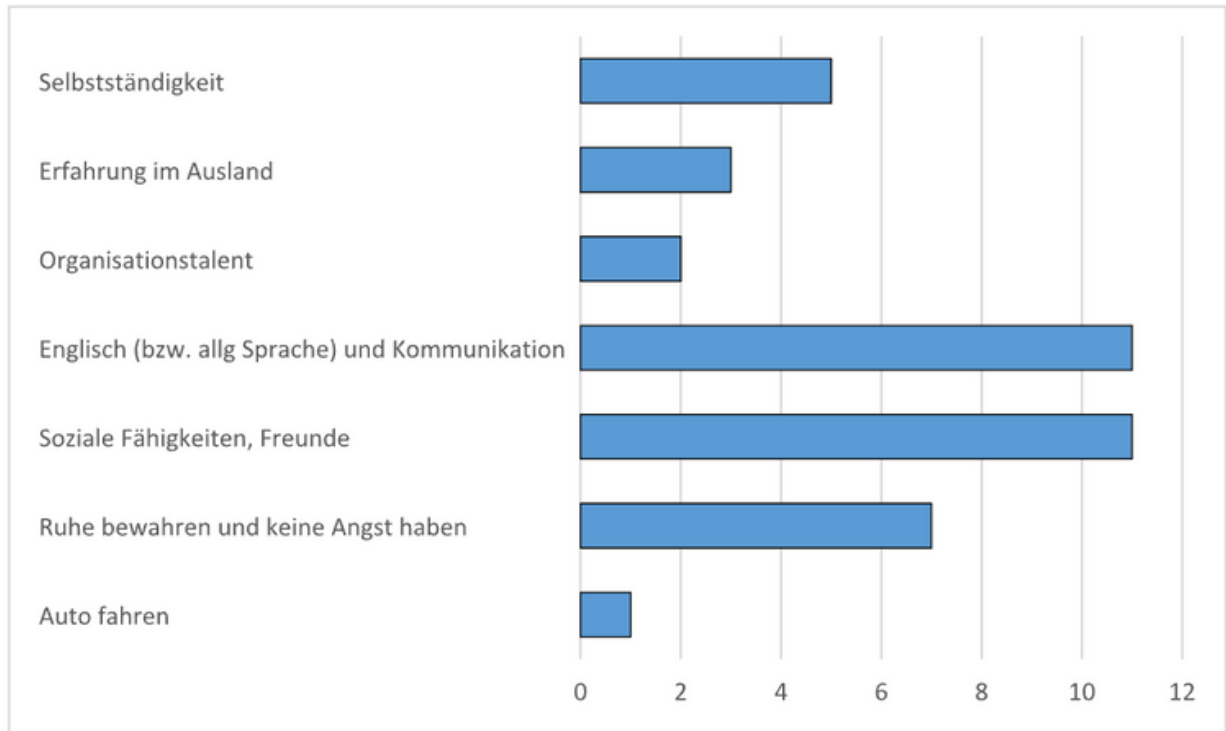


Twelve students chose the category 'There were no problems!'. This shows a high level of satisfaction among the respondents.

Only five other answers were chosen and most of them were more emotional (people do not want to be separated from parents and friends, new experiences are scary) and were directly related to the abilities of the respondents (participation not possible due to physical disability, independent living not possible). This makes it necessary to be aware of two facts:

- emotional, psychological support before, during and after mobility is needed to prevent fears, and
- further development of infrastructure and training in the pre-phase of mobility in order to learn the necessary skills.

Question 3: What skills did you need abroad?



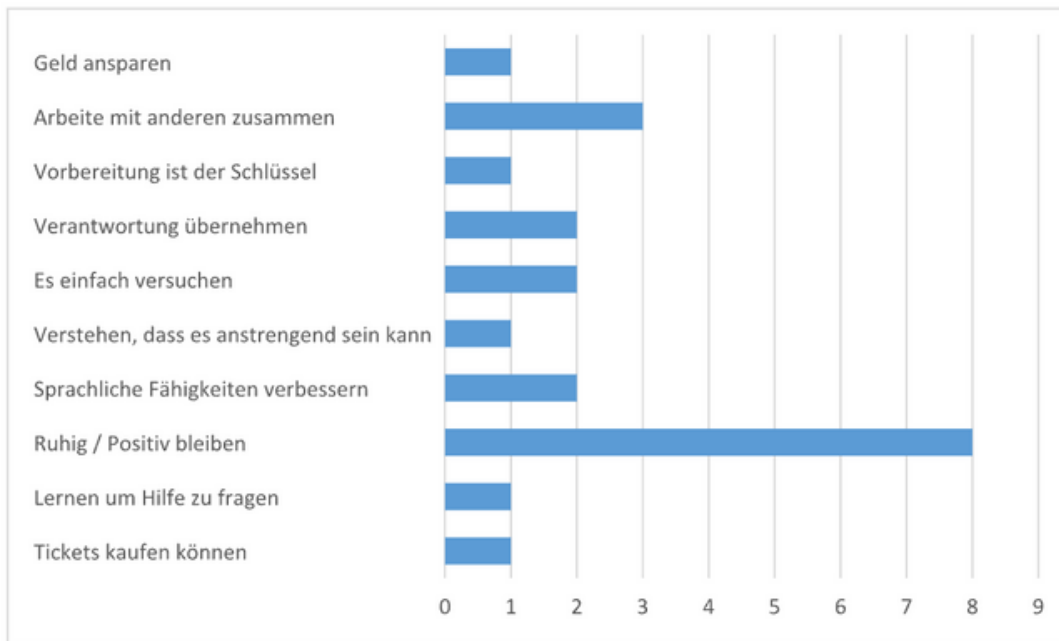
This open question should capture all impressions of the interviewed group. However, the answers are quite similar. Most people state that language and social skills can help and facilitate mobility. It is remarkable that students mention 'staying calm and not being afraid' very often as an important skill. This indicates that intensive preparation can alleviate fears, but as it is new for the learners, foreign situation of mobility nevertheless causes insecurities.

Students also mentioned independence very often. Independent skills certainly facilitate mobility.

It is interesting that students did not mention assistance. Especially since each of them was assisted during the survey due to the language level in English. Perhaps the support of caregivers is taken for granted and is therefore not mentioned.

It is also surprising that students did not mention the necessity of technical skills. Mobile phones, apps and the internet in general make orientation, translation and generally managing mobility much easier.

Question 4: Tips for other students on mobility?

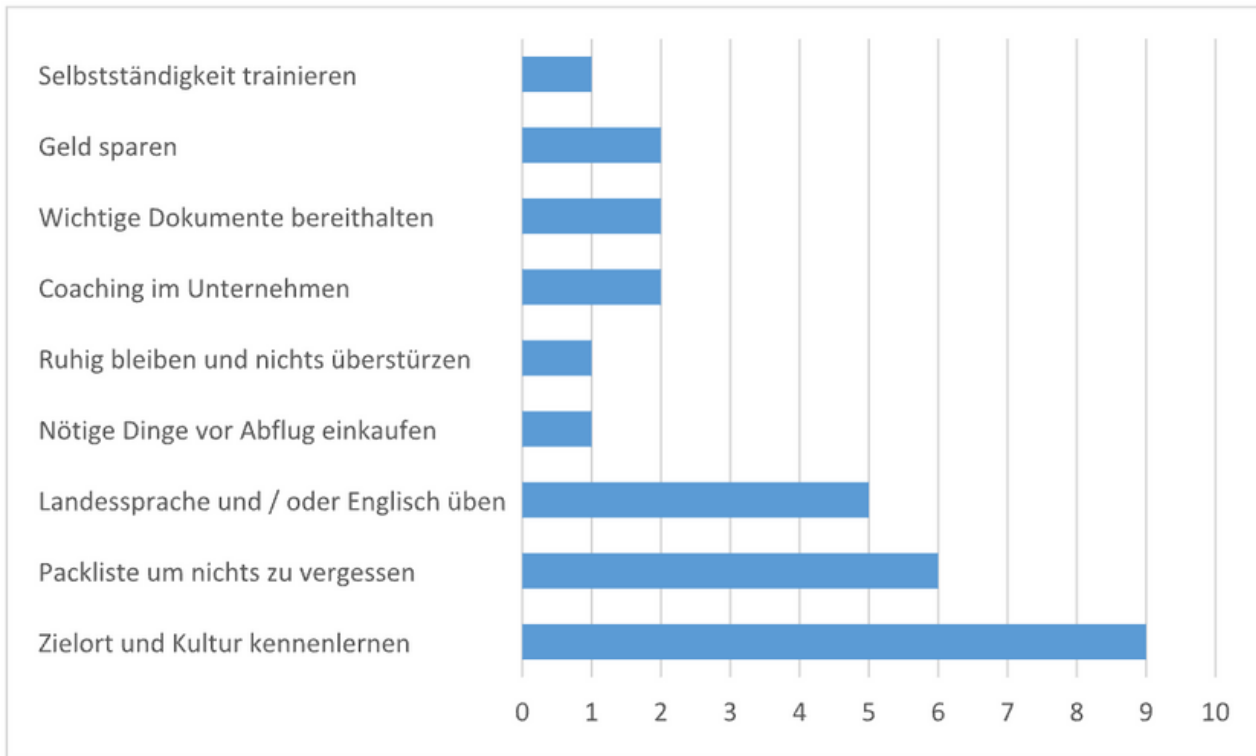


The answers to this question are similar to the answers to the previous question, with the difference that students mentioned 'stay calm and stay positive' by far the most. This confirms the theory that many of the learners experienced mobility in a very positive way and many of their fears gradually dissipated with the experience they had themselves. Students mentioned language and social skills here and rated them as very important skills. One person answered, as a concrete tip, the importance of checking in which way you can buy tickets for public transport. This makes clear that a good preparation in the pre-phase is essential.

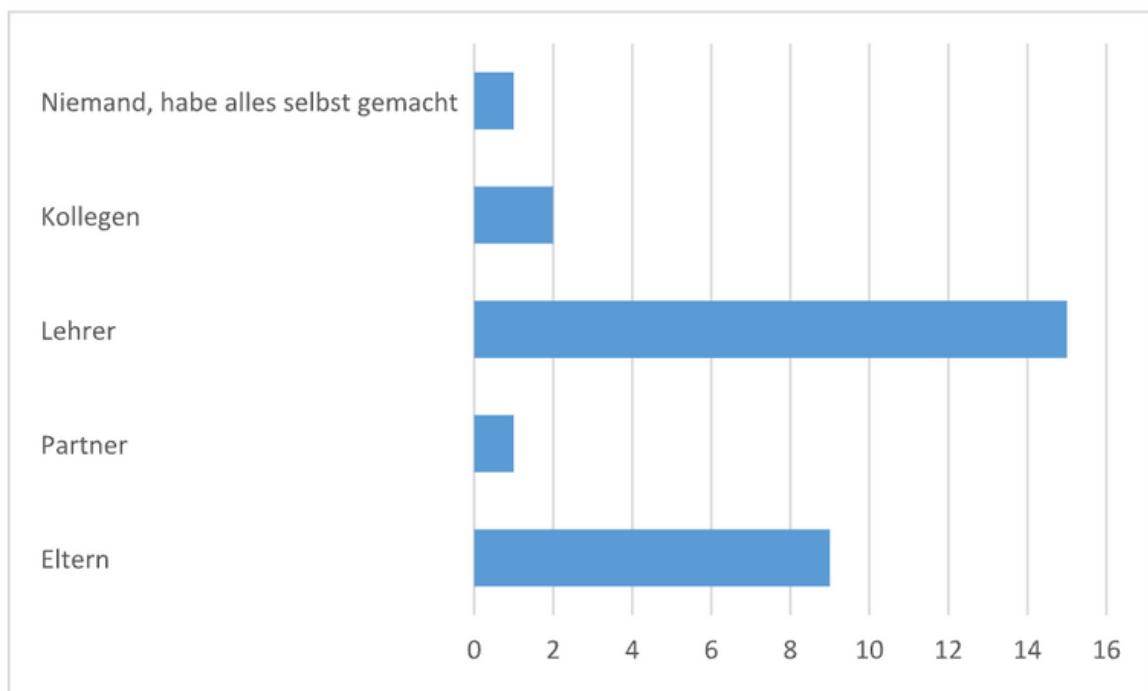
Question 5: How did you prepare for mobility?

All students prepared for mobility abroad in a similar way: more than 50% inform themselves online about the destination and sometimes also about the culture (this was mentioned several times). They mentioned several times that it is essential to make a packing list so as not to forget anything important. Some students also mentioned that the company provided coaching. Most learners mentioned a packing list, only the least mentioned paperwork and preparation of documents, forms, etc. We think that travel documents were also included in a packing list.

Language is also important for many of the respondents. Some specifically mention the national language, most specifically mentioned English. However, you can see that the learners are well aware that without a common language they will hardly be able to communicate with other participants of the mobility. The small number of people who received a preparatory course for mobility is surprising. Either this was taken for granted that people did not think about it anymore or they do not associate it with this purpose.



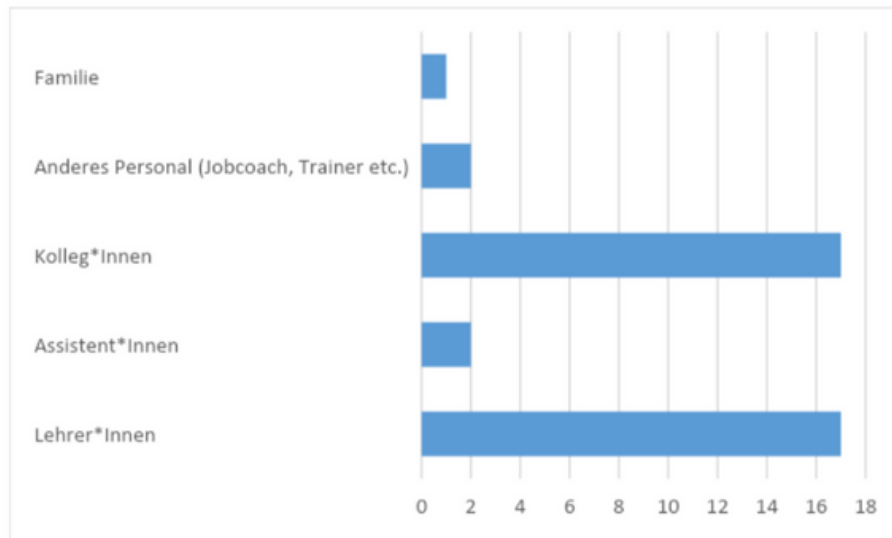
Question 6: Who helped you in the preparation?



Concerning the preparation of mobility, the students mentioned that teachers and parents were the most important supporters. It is interesting to note that teachers were mentioned nearly 60% more often than parents. Exactly 15 of the 18 people mentioned teachers as support. At the same time, only two people received coaching for mobility within their company. Therefore, the question arises: In what setting did teachers and students prepare for mobility, if not at school? This circumstance points to a language barrier and thus unclear choice of answers.

It is interesting that one person mentioned having done everything on his or her own. It would be interesting to explore the background. As all the students taking part in the survey are all involved in a support network, it seems clear everybody in this group needs support - from parents, teachers, peers and/or organizations.

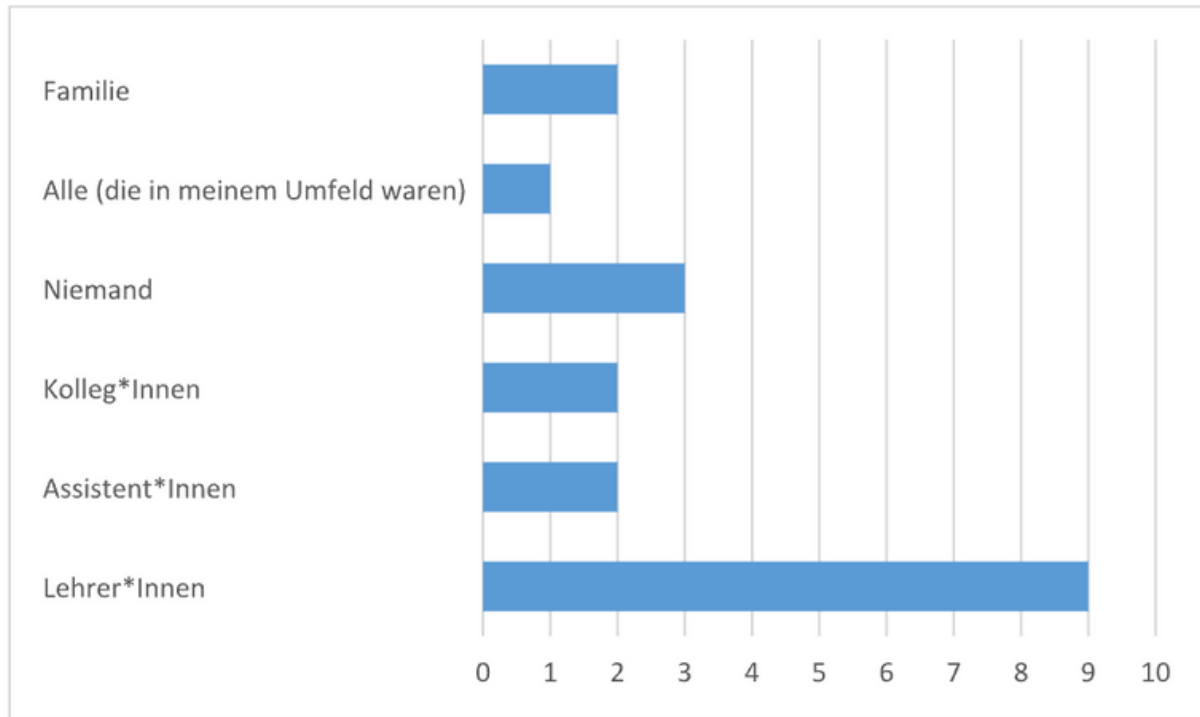
Question 7: Who accompanied you on mobility?



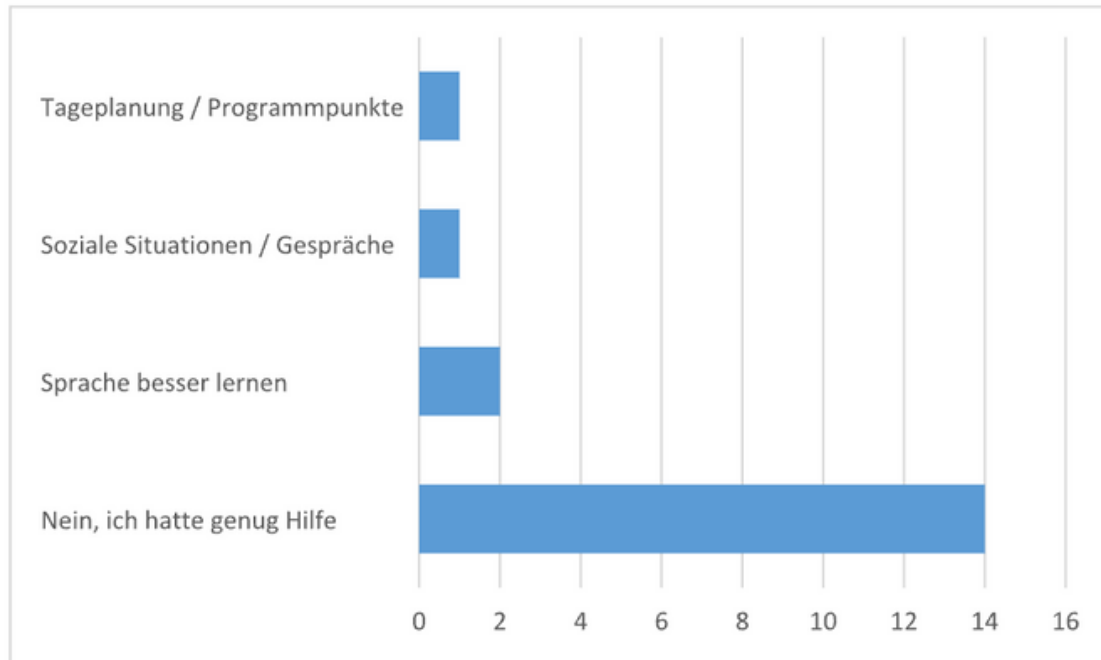
Here 17 of the 18 respondents mentioned teachers and colleagues, only 3 mentioned other people, such as assistants and family. This is very interesting because during the mobility in Helsinki assistants accompanied several people with disabilities. One explanation can be that some were actually the teachers who performed these additional assistance tasks or that assistance is so commonplace for these people that they do not mention them anymore. However, it seems that most of mobility in our sample are organized by schools or companies and are therefore automatically supervised, which means that no special staff has to be sent along.

Question 8: Who helped you during mobility?

Students mentioned their teachers here most often again. Since some of the partners are schools, this was to be expected. All schools sent teachers on mobility. It is interesting that students did not mention assistants and colleagues. The most interesting result here is 'Nobody', it was the second most frequent answer in this question. This cannot be entirely true because of answers to other questions, as mentioned above. Beside that there were no students in Helsinki who did not have a caregiver in the group. So unfortunately we must take these answers seriously only to a limited extent.



Question 9: Would you have needed more support?

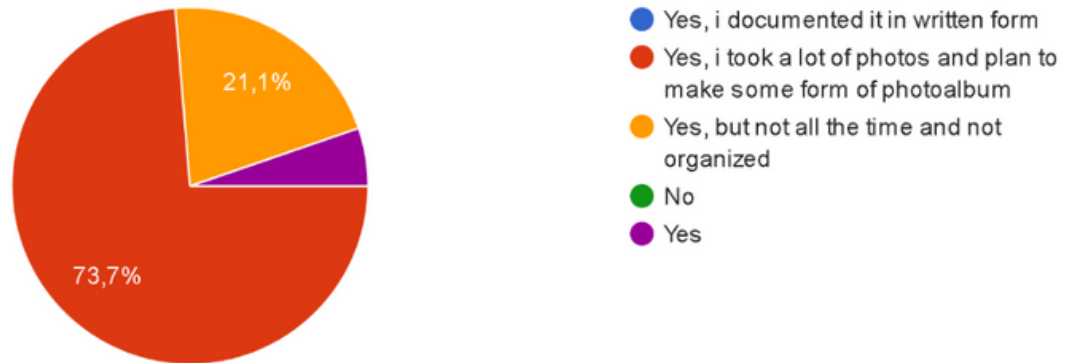


The answers to these questions are very positive: 14 of the 18 people in the surveyed group think that there was enough help in all mobility situations. Only four would have liked more help with planning the day or would have liked to understand the language better. This is a positive sign because it shows that across Europe mobility seems to be well prepared. However, there is always room for improvement and a standardisation of procedures within the EU would certainly be desirable.

Question 10: Did you document on your mobility?

Did you document your mobility (i.e. a presentation, a diary etc.)?

19 Antworten



Nowadays, almost everyone has a pocket computer plugged in that can take great photos and access many apps at the same time. Therefore, it was not surprising that $\frac{3}{4}$ of all people surveyed said they had taken photos to create an album. Another 20% of people said that they had taken photos and would certainly tell about it at home, but did not want to make an organised documentation. No person said he/she had not created any documentation at all. This is probably because photos and videos can be taken so quickly and easily today that every person takes at least one or two photos. At the same time, no person said that he/she really kept written documentation.

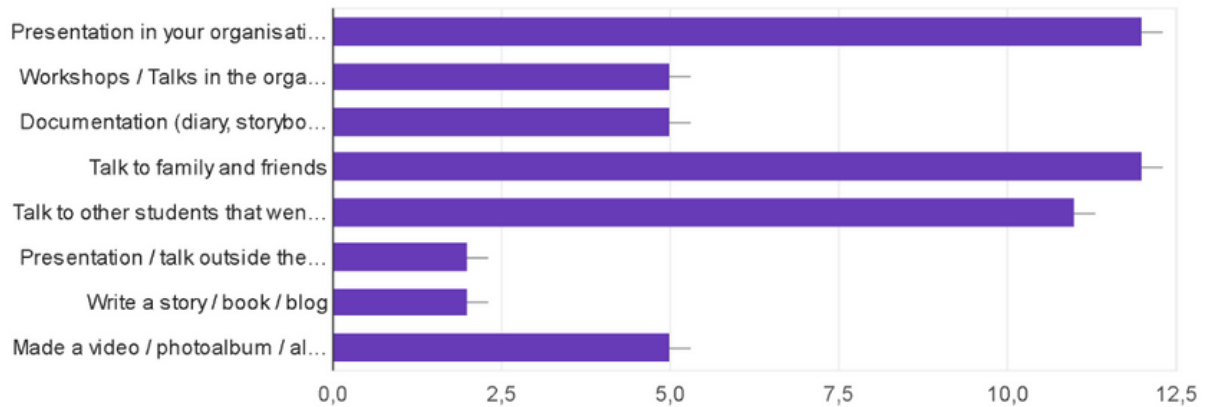
Question 11: How did you reflect on mobility?

The survey shows that our students reflect on their mobility in different ways. The most frequent way mentioned were presentations in the organisations, conversations with family and friends and conversations with peers who have also been on mobility. The answers are not surprising, since conversations with family and peers happen almost automatically and almost every school and organisation 'demands' some kind of reflection (especially in schools, presentations afterwards are very popular).

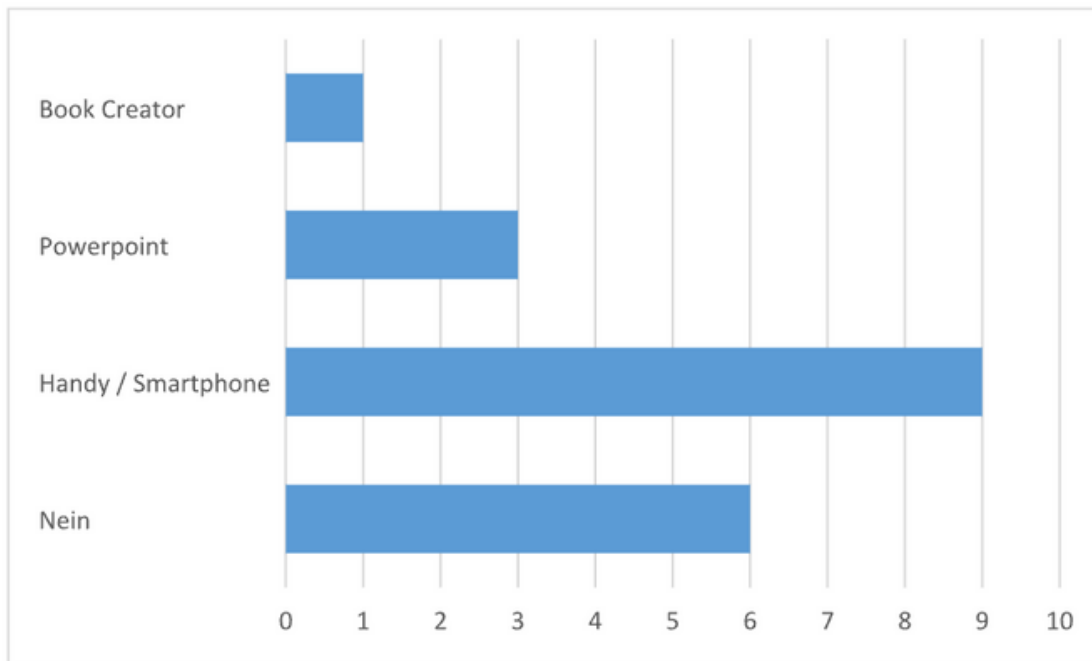
At the same time, we can see that written forms of reflection are also used. Five students stated that they attended larger discussion groups set up for this purpose in the company, that they wrote a diary or a storyboard and / or created a video or photo album. These forms of reflection are also quite popular. However, few students are motivated outside of organisations or privately (writing a blog or story themselves). There seems to be no or too little motivation for this. Schools and organisations do not insist on this, which is why a high degree of intrinsic motivation would seem to be required from the respondents, which not all respondents seem to.

What did you do to reflect on your mobility?

19 Antworten



Question 12: Did you use digital tools for reflection?



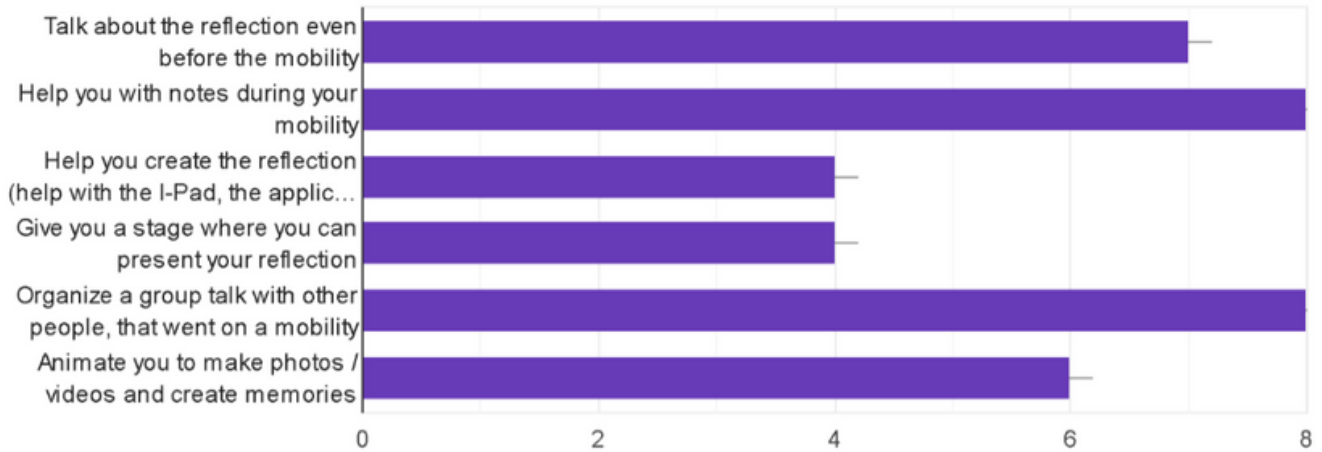
When asked about the digital forms of support for documentation, nine of 18 students stated that they used a smartphone. It is interesting that six people stated that they did not use any form of digital support for documentation.

Five students mentioned the apps Book Creator and PowerPoint. What tools were used instead?

Question 13: How could we improve the way you reflect and document your trips?

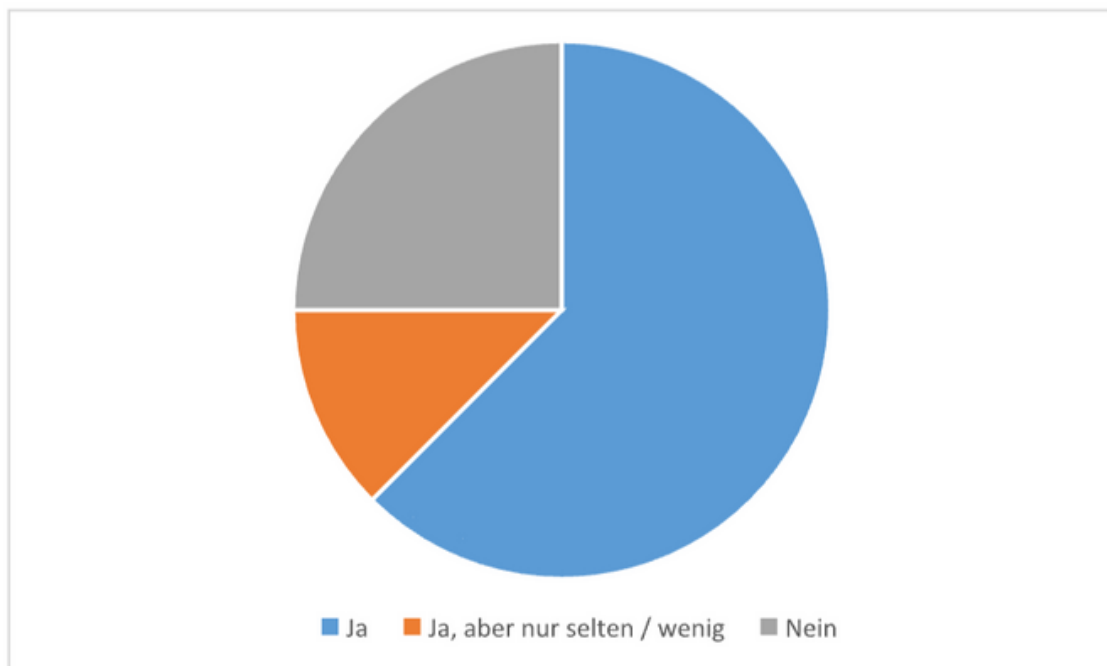
How could we improve the way you reflect and document your trips?

17 Antworten



Here social factors were selected most frequently: It can be seen that during the mobility the reflection process could already be started. Students also mentioned technical issues, such as help in using the iPad and the necessary applications for image and video editing. It could be helpful to standardise this process of reflection with special tools. There should be created tools for individual preparation, individual reflection and follow-up.

Question 14: Are your personal learnings on mobility useful for you at home?



The clear majority of the respondents (approx. 60%) say that they can also use the things they have learned at home after the mobility. Some mention the newly learned language skills, others the social skills and still others emphasise the technical part (due to increased use of digital media). However, a quarter said that they cannot use any of the new skills they learned on mobility at home. Due to the language barrier and possibly a lack of reflection on the content learned, it is conceivable that some of the people interviewed were not aware of what they had learned or taken away from the mobility.

Results from the Workshops

In the workshops within the partnership to understand better the needs and experiences of learners in different phases of a mobility experience, the distinct needs to ensure a meaningful and inclusive experience were pointed out. The following general points are pointed out as helpful for the target group:

1. Clear Guidelines:

Young learners benefit from straightforward and concise guidelines. Clarity in instructions ensures that individuals can easily comprehend and engage with the journaling process. The guidelines will be presented in accessible formats, considering different learning styles and preferences.

2. Guiding Structure:

A well-defined structure is paramount for young learners. A guiding framework assists learners in organizing their thoughts and experiences systematically. This structure serves as a supportive scaffold, making the journaling process more accessible and manageable.

3. Reflective Questions:

Tailored reflective questions are integrated to encourage thoughtful exploration. These questions should be designed to prompt meaningful insights, allowing participants to delve into their experiences and emotions. The inclusivity of these questions considers various communication styles, ensuring that everyone can actively participate.

4. Accessible Materials:

Providing accessible materials is essential for the target group. This involves offering a variety of materials such as materials compatible with assistive technologies or easy to read-language. The goal is to accommodate diverse needs, ensuring that each participant can engage with the journaling process comfortably.

5. Accessible Digital Tools:

Recognizing the importance of technology, it is necessary to use accessible digital tools. These tools must be selected based on their compatibility with assistive technologies, ensuring that young learners can leverage digital platforms for journaling without barriers.

6. Supporting Documents and Materials:

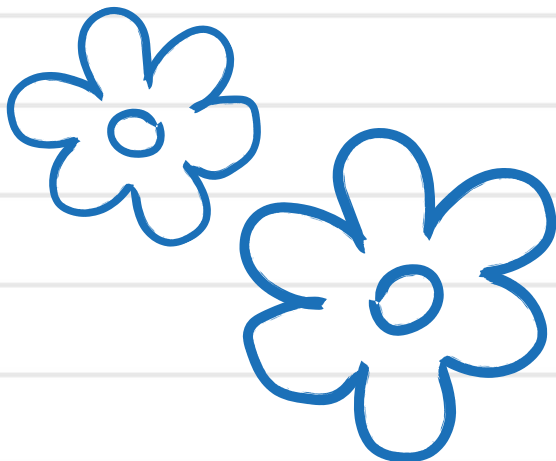
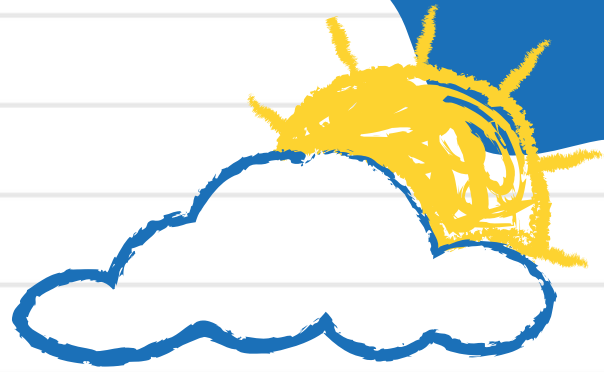
To further support participants, the journaling process must include supplementary documents and materials. These resources offer additional guidance, examples, and tips for effective journaling. The materials are crafted with accessibility in mind, embracing various formats and communication methods.

Conclusion

The survey serves as a valuable feedback instrument, offering insights into the perspectives of the target group regarding mobility. Despite diverse nationalities and varying levels of education, as well as cognitive and physical limitations, common themes emerge among participants. The possibility of standardizing the mobility process and its reflection in Europe is considered feasible, given the thematic similarities irrespective of origin, age, education, or degree of limitation. The satisfaction of students with their support is notable, with parents and teachers playing significant roles, each contributing in their respective capacities.

An important finding is that most students document their mobility experiences in an unstructured manner, often through photos and videos without a systematic reflection process. There is a consensus among students that an improved and integrated reflection process would enhance their overall experience. Currently, reflection seems to be a standalone activity at the end of the mobility period, presenting an opportunity for social, infrastructural, and technical interventions to facilitate a more integrated documentation process.

The significance of the reflection process becomes evident in students' beliefs about applying what they've learned during mobility at home. While many affirm this possibility, some explicitly mention not being able to utilize what they learned due to poorly conducted or non-existent reflection processes, highlighting the need for a more effective approach to capturing and applying the lessons learned during mobility.



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