

# WS01 Basics

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Development of a flexible, innovative and practical framework for Work-based Learning in higher education of Armenia and Russia / FlexWBL  
Reg. Number: 610072-EPP-1-2019-1-LV-EPPKA2-CBHE-JP  
An Erasmus+ Capacity Building Project (2019-2022)

### Flexible approach to WBL concerning

- the students in the programme (external/internal)
- the transdisciplinarity of study (technical, social science...)
- the types, fields, depth of knowledge (although a high level is more likely to meet the individual, collective and market needs)
- placement of the programme (BA, MA, PhD)
- the development of curriculum
- individual learning plans
- individual timetables (especially for externals)
- the development of resources (human, structural, organisational, financial)
- the continuous improvement of the educational process
- the continuous improvement of organisational support (support centres, training courses, workshops, etc. for all participants)
- the continuous improvement of ICT facilities

### Resulting from the flexible approach

- flexible institutional outlines
- flexible institutional implementation plans

## Criteria for Workshop 1 – Basics

- benefits of WBL (students, employers, university, stakeholders)
- placement (BA, MA, PhD ...)
- access for HE (prior learning assessment)
- gratification at the end of the programme
- awareness (indiv./collective – AQAL)

## FlexWBL Outline (structure of the manual)

### FlexWBL Basics

No 1	Basic WBL Components	Practical implementation & algorithms	Materials & Literature
1.1	Placement of the Programme	Defining the level of proficiency (BA,MA,...) Tasks: Define the level of proficiency for the programmes of your university	<u>FlexWBL</u> Curriculum 1 WP 2.2 Implementation of the WBL Framework - Knowledge and Competence.docx
1.2	Status Quo Analysis	Defining the financial resources Defining the structural resources Defining the human resources	WBL_grid_for_EU_Universities
1.3	Building Awareness	Awareness for standards (values, culture, relationships, market-needs, personal needs) Awareness for resulting changes (structures, processes, products, development of proficiency) Awareness for Process-Continuing-Circle-System	Introduction AQAL (Wilber, 2006) <u>FlexWBL</u> Basics 1
1.4	Seeing the Benefits of WBL	Gathering benefits from previous programmes Sorting out benefits Tasks: <ul style="list-style-type: none"> <li>Group activity - working out benefits for participants (stakeholders, employers, students, university)</li> </ul>	EFT-WBL Benefits and Obstacles (p.18ff) Quality WBL Toolkit – Kansas (p.4f)
1.5	Describing Visions	What is our vision of future WBL teaching? (principles, partnership, cooperation)	<u>FlexWBL</u> Curriculum 2 7 core competencies

### Exchange of information

- placement
- status quo analysis

### Input Alfred Weinberger

- 11:15 h

### Benefits

- students
- university
- employers
- stakeholders



# Criteria for Workshop 1 – Basics

## 01\_Workshop – Guiding questions

No 1	Basic WBL Components
1.1	<b>Placement of the programmes</b> Guiding questions: What is the level of proficiency for the programme (BE, MA,...)? Which running mode of WBL is selected for the programme (internships/apprenticeship – traineeship – entrepreneurship)? Is our programme for external or internal students? Is it a hybrid programme for both? What is the duration of the programme? What is the workload for the students during the programme and how many credits/hours are assigned for it (ECTS)? Which qualification/degree will be awarded to the students at the end of the programme?
1.2	<b>Status Quo Analysis</b> Guiding questions: Do our students earn any money during the programme? How many students ca How many people are Which people are enga academic staff)? Who is responsible for Of which people is the Who is responsible for What is absolutely nec resources)?

### Online document for groupwork:

Group 1:  
<https://docs.google.com/document/d/1vZrH3PuArusp=sharing>

Group 2:  
<https://docs.google.com/document/d/1XgBMvsxPsp=sharing>

Group 3:  
<https://docs.google.com/document/d/11lgPM7t6vusp=sharing>

### Online presentation for groupwork:

Group 1:  
<https://docs.google.com/presentation/d/1wCBXVc/edit?usp=sharing>

Group 2:  
<https://docs.google.com/presentation/d/10NxCD6/edit?usp=sharing>

Group 3:  
<https://docs.google.com/presentation/d/1X4QVvMdit?usp=sharing>

**Online-tools for  
documentation  
presentation**

**until 10:30 h in  
the plenary  
session**

**corresponding to guiding  
principles of cooperation**

**groupwork (1h)**

**presentation  
(5min)**

**choose your own  
focuses during  
groupwork**

1.3	<b>Building Awareness</b> Guiding questions: Which individual values do we want to promote in our programme? Which collective values do we want to promote in our programme? Which depth of knowledge do we want to promote in our programme? How do we want to meet the historically grown challenges in our prog Which competences, habits, soft skills help us to meet personal needs and market needs? Which principles of partnership and cooperation do we consider necessary? Which principles of partnership and cooperation promote personal development of proficiency? Which principles of partnership and cooperation promote collaboration between HEI, students and employers? What has to be done on a curricular, structural and collaborational basis to meet these needs? Which are the theoretical, structural and organisational requirements to implement a continuing developing process for our programme?
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1.4	<b>Seeing the Benefits of WBL</b> Guiding questions: What are the benefits for the participating students? What are the benefits for the participating HE institutions? What are the benefits for the employers? What are the benefits for stakeholders?
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1.5	<b>Describing Visions</b> Guiding questions: What is our vision concerning principles of partnership and cooperation? What is our vision concerning personal development of proficiency of our students? What is our vision for a continuing developing process for our programme?
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**Principles of  
partnership & cooperation**

Negotiations & agreements  
Responsibility & expectations  
Inclusive approach & safety  
Structured opportunities  
Self determination  
Training & support