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FlexWBL
Flexible
Work-Based
Learning

WS03 Development of Resources

Co-funded by the Erasmus+ Programme of the European Union

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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)

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Criteria for Workshop 3 – Development of Resources

FlexWBL
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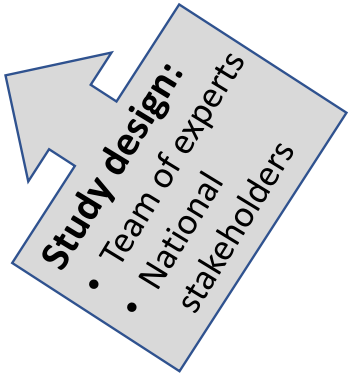
External Human Resources

- Team of experts (framework, study design, etc.)
- National stakeholders & policy makers (support and commitment, etc.)



Counselling and Service Provided by the HEI

- HEI committees (support and administrate the programme, set qualifications & standards, facilitate learning)
- Advisory committee (HEI, students, employers)
- WBL-Service Centre (for all partners)
- ICT staff for Information WBL-Website (for students)
- Active support of the students by HEI in collaboration with the employers

Functions of service teams

- **information**
- **support of participants**
- **administration**
- **programme design**

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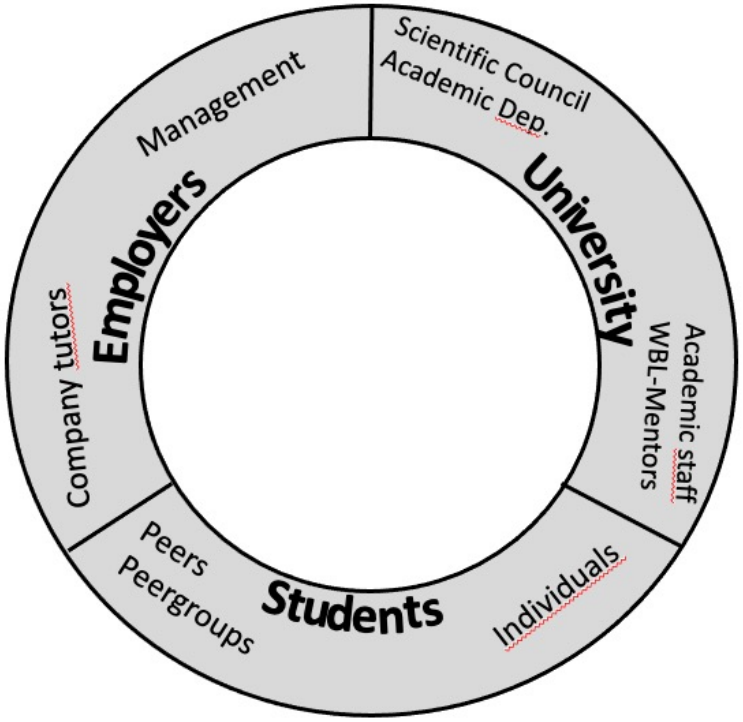
Human & Structural Resources

- WP-tutor (from supervisor to responsible person for supporting individual learning path)
- HEI-teachers improve their skills in pedagogical theories and practice, especially using ICT
- Workshop for students, employers and HEI-staff
- Training courses for HEI-mentors and WP-tutors
- Team for development and change management



Use of ICT and distance learning technologies

- regular video meetings
- learning platforms
- ePortfolios
- blended learning (course & WP)
- flipped classroom
- eTools (Apps, etc.)

Possible development

- **role of participants (meet the principles of partnership & cooperation)**
- **pedagogical skills**
- **qualification of participants**
- **process & change management**
- **structures of collaboration (meetings, workshops, trainings, qualification courses…)**
- **ICT use in WBL**

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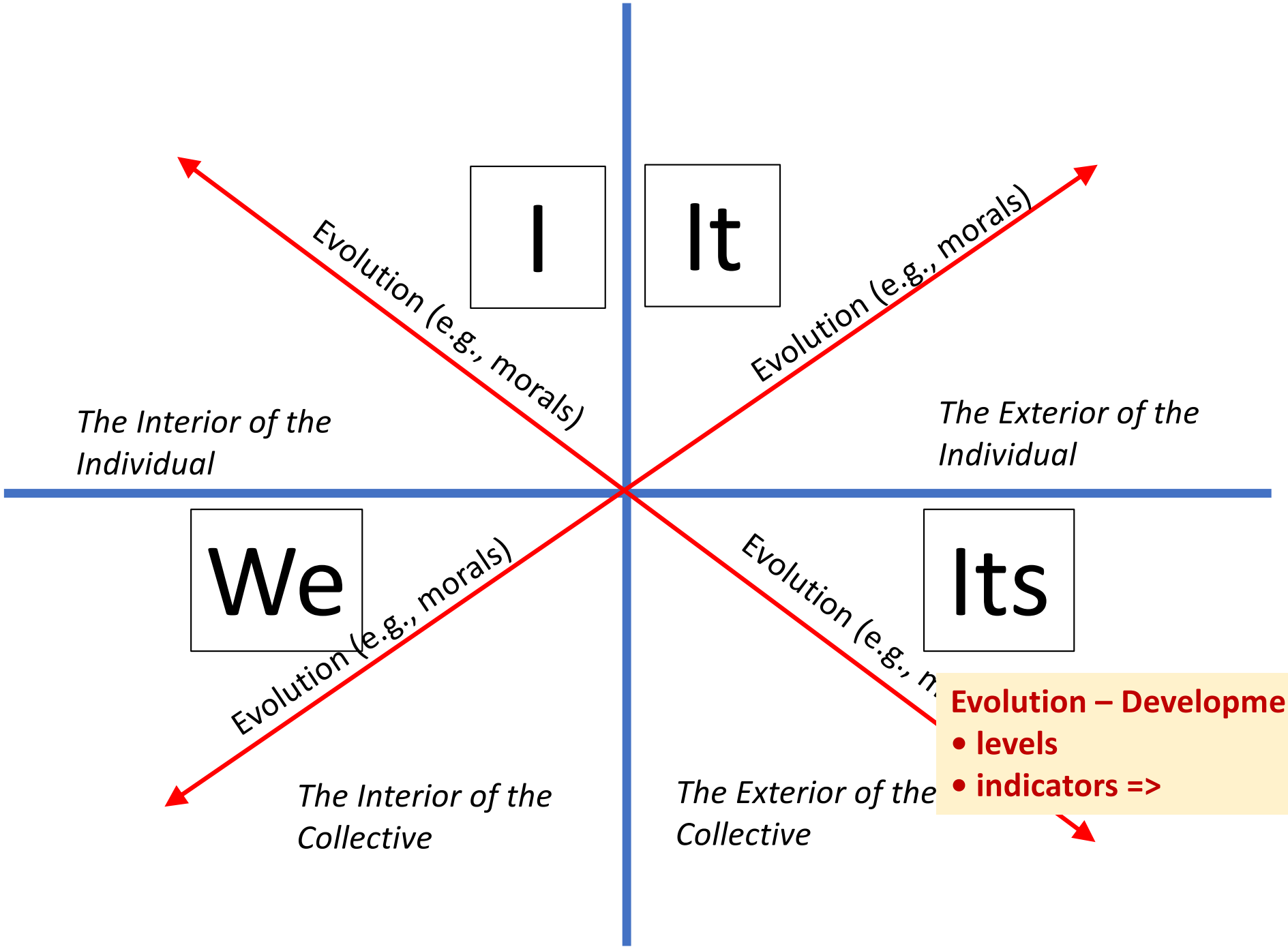

Evolution – Development
- **levels**
- **indicators =>**

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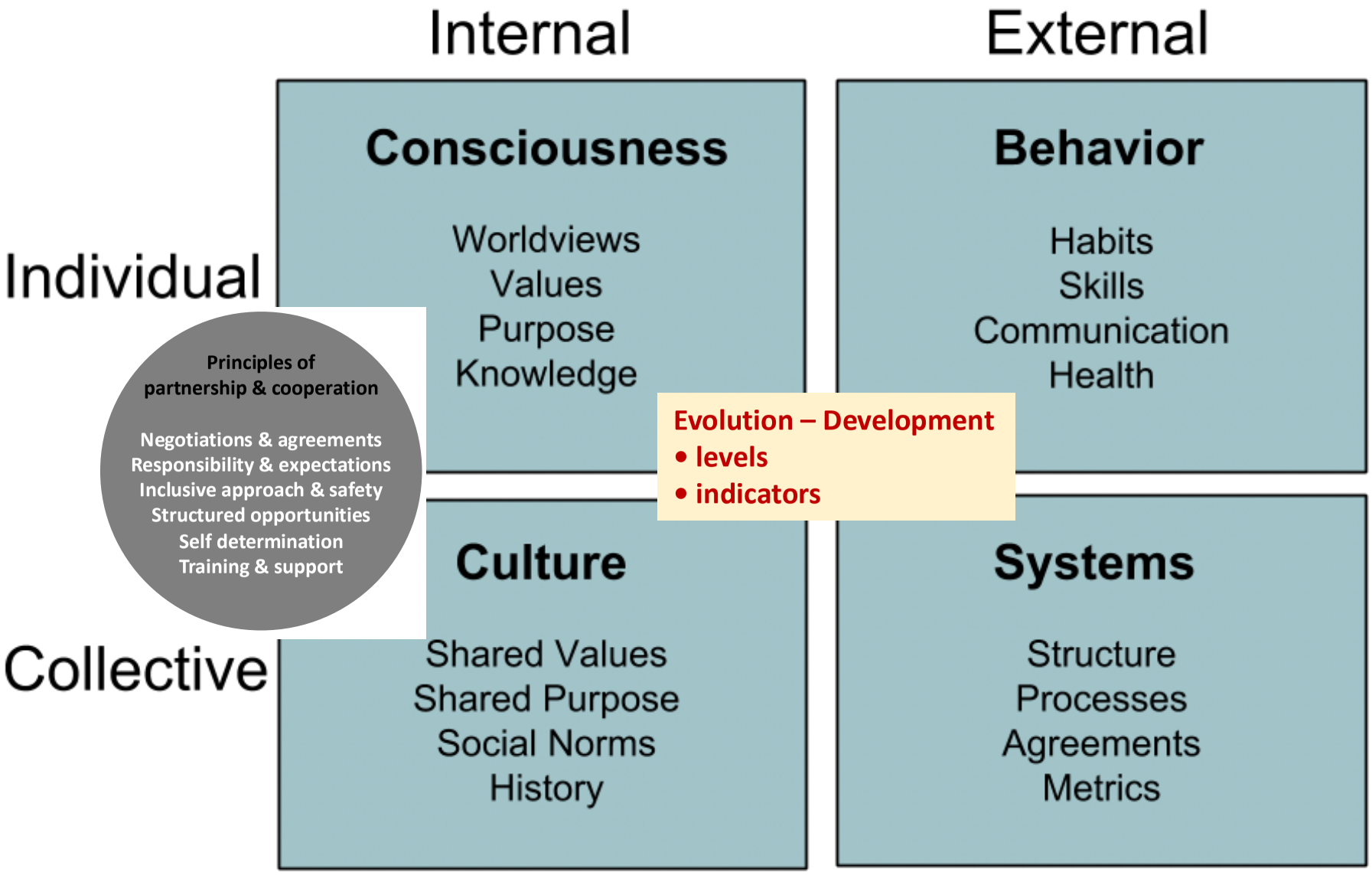

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Criteria for Workshop 3 – Development of Resources

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Process in phases

Structures in levels

Individual and collective development

Planning	Implementing	Performing	Reflecting
• WBL Advisory Committee • meeti… orkshops (project plan… …ts, etc. = fo… • WBL-acc… • change manag… (improving/changing… courses)	• WBL-curriculum (prior learning assessment/recognition) • service support department (support for students, tutors, administration) • WBL-university courses & …ogrammes … management	• regular meetings • provide information p… on WP (safety, guideli… • communication & con… • high level of guidance, (frequent progress che… • support of peergroup • feedback on/during w…	
• feedback of reflecting process (intermediate toolkit) • qualification trainings for WP-tutors and HEI-supervisors • meeting workshops (joint plannings) • effective use of ICT (blended learning, etc.) • meet for joint plannings (WP-tutors, HEI-supervisors and – instructors, students)	• quali… …WP-tutors and … (focus: from supe… facilitator of learning) • adopted learning courses (integrated model) • provide a variety of approaches to WBL • self-assessment guidelines	• WP-challenges for WP… (problems, success & … independent work of students …s: responsibility) = self …arning …in problem so… …vement, etc. = exp…	• complete WBL Activity Evaluation • reflect on WBL project if it fulfils the measurement criteria of validity and reliability • identify, utilise and measure the performative value of …owledge
• (advanced toolkit) • inquiry learning • self determination of students • personalization • team processes	• coaches/teams for inquiry learning and self determination • structures for inquiry learning	• independent work of students (focus: self determination) = inquiry learning • control/design team processes • entrepreneurship/leadership	impro… • modify imp… • lay down visions … projects in writing

AQAL model – Basis of the development

- **internal indicators (principles, values)**
- **external indicators (process, structures)**
- **development in levels**
- **diagonal – individual & collective development of proficiency)**

Principles of partnership & cooperation

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

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Criteria for Workshop 3 – Development of Resources

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FlexWBL Development of Resources

FlexWBL
Process-continuing-circle-system
• development in all 4 phases

	Planning	Implementing	Performing	
Foundation	• WBL Advisory Committee • meeting workshops (project plans, agreements, etc. = foundation toolkit) • WBL-accompaning courses • change management (improving/changing of courses)	• WBL-curriculum (prior learning assessment/recognition) • service support department (support for students, tutors, administration) • WBL-university courses & programmes • change management committee	• regular meetings • provide information package on WP (safety, guidelines etc.) • communication & contact • high level of guidance/support (frequent progress checks) • support of peergroup • feedback on/during work	• reflecting&analysing process with focus on support, implementation, performing in HEI and WP • feedback (WP-team = students, WP&HEI-supporters) • define subjective relevant conditions, processes etc. to reflect on
Intermediate	• feedback of reflecting process (intermediate toolkit) • qualification trainings for WP-tutors and HEI-supervisors • meeting workshops (joint plannings) • effective use of ICT (blended learning, etc.) • meet for joint plannings (WP-tutors, HEI-supervisors and –instructors, students)	• qualification trainings for WP-tutors and HEI-supervisors (focus: from supervisor to facilitator of learning) • adopted learning courses (integrated model) • provide a variety of approaches to WBL • self-assessment guidelines	• WP-challenges for WP-teams (problems, success & mistakes) • independent work of students (focus: responsibility) = self directing learning • integrate theory in problem solving, process improvement, etc. = experimental learning	• reflect on curriculum, assessment and recognition • complete WBL Activity Evaluation • reflect on WBL project if it fulfils the measurement criteria of validity and reliability • identify, utilise and measure the performative value of knowledg
Advanced	• (advanced toolkit) • inquiry learning • self determination of students • personalization • team processes	• coaches/teams for inquiry learning and self determination • structures for inquiry learning	• independent work of students (focus: self determination) = inquiry learning • control/design team processes • entrepreneurship/leadership	• develop a improvem • modify im • lay down projects in writing

corresponding to guiding principles of partnership & cooperation

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

FlexWBL
3 levels of maturity

Groupwork:
• Outline & algorithms
• Implementation at _____
• Guiding questions

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Criteria for Workshop 3 – Development of Resources

FlexWBL
Flexible Work-Based Learning

No 3	Development of Resources	Features of Flex WBL at …..	Planned updates
3.1	External Resources: Team of experts National stakeholders		
3.2	Counselling and Services Provided by the HEI: • Advisory Committee (consisting of HEI, students and employers) • WBL-Service Centre (for all partners) • Information WBL-Website (for students) • Active support of the student by the employer		
3.3	Human & Structural Resources • WP-tutor (from supervisor to responsible person for supporting individual learning path • HEI-teachers improve their skills in pedagogical theories and practice, especially using ICT • workshops for students, employers and HEI-staff		

FlexWBL implementation plan visions

Workshop 3

No 3	Development of Resources	
3.1	**External Resources** Guiding questions: Which external teams are installed and which functions do they have? Which functions would be helpful to support the programme?	
3.2	**Counselling and Services Provided by the HEI** Guiding questions: Which organisational & structural resources are/are to be installed? Is there an Advisory Committee and who is part of it? Are there any WBL-Service Centres and for which persons do they provide support (students, academic staff, employers? What kind of information/adverts is provided for students and where/how (websites, folders, information events …)?	
3.3	**Human & Structural Resources** *Human Resources* Guiding questions: Which persons are involved in the programme (academic staff, teaching staff, administrative and technical support)? Which development teams are engaged in the process (curriculum, advising support, programme developing, change management, …)? Can the HEI provide mentors for workplace learning?	

FlexWBL guiding questions

FlexWBL Development of Resources

No 3	Development of Resources	Practical implementation & algorithms	Materials (FlexWBL Curriculum 3)
3.1	External Resources	Team of experts National stakeholders & policy makers *Tasks:* *Checklist for interviews with stakeholders* *Checklist for interviews with employers* *Videos for both interviews*	FlexWBL Resources 1
3.2	Counselling and services provided by the HEI	WBL-Service Centre (Advisory Committee) *Tasks:* *What must a service centre/an advisory committee provide?* *What else do we need as support for the WBL-programme?*	FlexWBL Curriculum 3
3.3	Human & Structural Resources	academic staff (teaching, administrative &	FlexWBL Curriculum 3

FlexWBL outline & algorithms

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Criteria for Workshop 3 – Development of Resources

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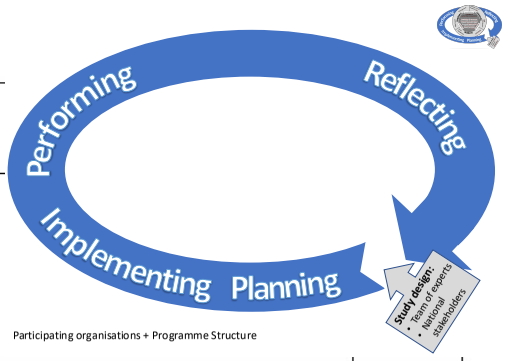

FlexWBL Process Implementation

No 4	Planning	Define the level and elements of the planning at _____	Future plannings
4.1	Level 1 (foundation) • WBL Advisory Committee • meeting workshops (project plans, agreements etc.) • flexible study timetable (programme plans) • effective use of ICT and distance learning technologies		
4.2	Level 2 (intermediate) • integration of feedback and reflecting process into		

No 4	**Planning** (referring to the FlexWBL Outline No 4) Guiding questions: Which level of maturity will the selected programme reach in the process of planning? What can be done to reach the next level? What will be the next steps during the programme?	
No 5	**Implementing** (referring to the FlexWBL Outline No 5) Guiding questions: Which level of maturity will the selected programme reach in the process of implementing? What can be done to reach the next level? What will be the next steps during the programme?	
No 6	**Performing** (referring to the FlexWBL Outline No 6) Guiding questions: Which level of maturity will the selected programme reach in the process of performing? What can be done to reach the next level? What will be the next steps during the programme?	
No 7	**Reflecting & Change Management** (referring to the FlexWBL Outline No 6) Guiding questions: Which level of maturity will the selected programme reach in the process of reflecting? What can be done to reach the next level? What will be the next steps during the programme?	

FlexWBL implementation plan

- **process phases**
- **structures**
- **3 levels of maturity**

One key phase is reflecting

- **keeps the process running**
- **shows the relevance**
- **connects theory with practice**
- **is the key to development to a higher level**

Thank you for listening!