# EDUEXCELLENCE

**YOUR GATEAWAY TO EDUCATION EXCELLENCE FROM FINLAND**

## LbD on-line course for teachers with live real-time support

**General proposal**

**Jan-Markus Holm, EduExcellence &**

**Mika Kortelainen, Laurea UAS**

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# Why?

When a teacher has completed this course, his/her additional pedagogigal model has connected students directly with working life.

This leads teacher´s students to get the best jobs.

**The main aim:** Dramatically **improve** your students´working life skills

1.  **Integrate** learning objectives of study/course and working life development projects together
2.  **Connect** to a working life partner
3.  **Coach** students to implement successful learning project together with a working life partner
4.  **Update** continuosly teachers' substance competence
5.  **Improve** working life relevancy

# Our solution in brief – step 1

| Module | Content |
|---|---|
| **Module 1 - Introduction to LbD-model** | - Live online introductory lecture of background and principles of LbD (2 hours)<br>- Online course materials of background and principles of LbD (articles, tools, templates)<br>- Online live group discussion of basics of LbD (2 * 2 hours) predetermined times<br>- Online live group discussion of basics of LbD (2 * 2 hours) predetermined times<br>- Module conclusion live online lecture and discussion (2 hours) |
| **Module 2 - Choosing a suitable course** | - Live online introductory lecture to identify a suitable course for your working life project (2 hours)<br>- Online course materials of how to  identify a suitable course for your working life project (articles, tools, templates)<br>- Online live group discussion identifying a course for your working life project LbD (2 * 2 hours) predetermined times<br>- Module quiz (one requirement for final sertification)<br>- Module conclusion live online lecture and discussion (2 hours) |
| **Module 3 - Working life partners** | - Live online introductory lecture to finding a working life partner and a working life project (2 hours)<br>- Online course materials of how to find a working life partner and a working life project (articles, tools, templates)<br>- Online live group discussion of finding a working life partner and a working life project (2 * 2 hours) predetermined times<br>- Module quiz (one requirement for final sertification)<br>- Module conclusion live online lecture and discussion (2 hours) |
| **Module 4 - Theoretical studies** | - Live online introductory lecture of how to build the theoretical background studies (2 hours)<br>- Online course materials of how to build the theoretical background studies (articles, tools, templates)<br>- Online live group discussion on building the theoretical background studies (2 * 2 hours) predetermined times<br>- Module quiz (one requirement for final sertification)<br>- Module conclusion live online lecture and discussion (2 hours) |
| **Module 5 - Working life project** | - Live online introductory lecture of how to navigate through the execution of the working life project (2 hours)<br>- Online course materials of how navigate through the execution of the working life project (articles, tools, templates)<br>- Online live group discussion on navigating through the execution of the working life project (2 * 2 hours) predetermined times<br>- Module quiz (one requirement for final sertification)<br>- Module conclusion live online lecture and discussion (2 hours) |

# Our solution in brief – step 2

| | |
|---|---|
| **Module 6 - Reporting** | - Live online introductory lecture of how to prepare and create the reports as the working life project nears completion (2 hours)<br>- Online course materials of how to prepare and create the reports as the working life project nears completion (articles, tools, templates)<br>- Online live group discussion on preparing and creating the reports as the working life project nears completion (2 * 2 hours) predetermined times<br>- Module quiz (one requirement for final sertification)<br>- Module conclusion live online lecture and discussion (2 hours) |
| **Module 7 - Presenting the results** | - Live online introductory lecture of how to present the results to the working life partner and building partnership (2 hours)<br>- Online course materials of how to present the results to the working life partner and building partnership (articles, tools, templates)<br>- Online live group discussion on presenting the results to the working life partner and building partnership (2 * 2 hours) predetermined times<br>- Module quiz (one requirement for final sertification)<br>- Module conclusion live online lecture and discussion (2 hours) |
| **Module 8 - Evaluation** | - Live online introductory lecture of how to evaluate your students' performance (2 hours)<br>- Online course materials of how to evaluate your students' performance (articles, tools, templates)<br>- Online live group discussion on evaluating students' performance  (2 * 2 hours) predetermined times<br>- Module quiz (one requirement for final sertification)<br>- Module conclusion live online lecture and discussion (2 hours) |

- Sertification upon completing the course (all modules 1-8 required).

# Detailed description

**The Solution**

# Our solution - detailed description Introduction 1/8

Introduction. This module sets the scene, explains the principles and introduces the teachers on what is to be expected.

- Learning environment which is implemented from project-based learning process
- Background thinking in Problem-Based-Learning, expansive learning and phenomenon-based learning. LbD has a strong focus on research and development, equality between lecturers and student and stronger external social responsibility
- LbD has been defined with five basic principles: authenticity, partnership, experiencing, creativity and the investigative approach
- LbD action model helps students to recognise areas of development, create new solutions, products and action models, and to develop their activities, while taking into account the changing requirements of the employment sector
- Lecturers may behave as project managers, guides, developers or researchers for a project at the same time when assisting students to achieve the needed competence for a project
- The model requires teachers to maintain networks

# Our solution - detailed description Choosing a suitable course 2/8

This module helps teacher identify a suitable course for teacher´s working life project.
- Module guidance gives a teacher the background information and a teacher can start thinking about teacher´s courses and find out which courses could be implemented in (LbD) project form.
- Article: Master's degree students learning integration with RDI projects at Laurea and the Learning by Developing action model. This article provides other professionals' views on the subject.
- The timeline gives a teacher an overall understanding of the main milestones of the implementation and how much work (working hours) is expected from teacher and teacher´s students.
- Tools consists of the essential hands on questionnaire, templates for teacher to create the list of courses a teacher think would be suitable and the justification for these choices.
- The quiz serves the purpose of reflecting and collecting teacher´s thoughts before moving on.
- As always, we appreciate teacher´s feedback on this module, so we end by asking teacher to provide us with teacher´s thoughts.

# Our solution - detailed description
# Working life partners 3/8

The module helps a teacher find a working life partner and a working life project that is going to be the focal point of teacher´s students' learning experience.

- Module guidance gives a teacher the background information and leads a teacher to the key issues to consider. This part will also provide a teacher with advice on how to find and approach working life partners.
- Article: Examples of projects, provides teacher with examples of student projects with working life partners.
- Pre-briefing with the working life partner. It is good practice to ensure that the working life partner is familiar with the concept and knows what will happen and what is expected from them. We have created a checklist to help teacher.
- Pre-briefing with the students. After a teacher have gotten the commitment from a working life partner, teacher need to prepare teacher´s students for the first meeting. First, teacher should communicate the student evaluation principles to the students, and then prepare them for meeting the working life partner.
- Kick-off Working life partner meeting. teacher, teacher´s students and the working life partner meets. It is vital that a shared understanding is reached and proof of this shared understanding is the signed project commitment document.
- There are six tools that we have found useful. teacher can find the tools, with instructions, here.
- The quiz serves the purpose of reflecting and collecting teacher´s thoughts before moving on.
- As always, we appreciate teacher´s feedback on this module, so we end by asking teacher to provide us with teacher´s thoughts.

# Our solution - detailed description Theoretical studies 4/8

This module guides teacher to help teacher´s students to build the theoretical background to support the execution of the practical part of the project.

- Module guidance gives teacher instructions on how to proceed and what to focus on.
- Preparing and holding workshops is a general step-by-step guide on how to prepare a goal-oriented and efficient workshop with teacher´s students.
- Planning workshop with students: Theoretical studies. Here teacher find an applied example of how to plan and run teacher´s workshop with teacher´s students.
- Sharing the theoretical base encourages teacher to help students find connections between theory and the working life project and share these findings with others.
- Tools: Theoretical studies. We have added some links that teacher might find useful when holding workshops.
- The quiz serves the purpose of reflecting and collecting teacher´s thoughts before moving on.
- As always, we appreciate teacher´s feedback on this module, so we end by asking teacher to provide us with teacher´s thoughts.

# Our solution - detailed description
# Working life project 5/8

This module helps teacher to navigate through the execution of the working life project.

- Module guidance concentrates on key topics and activities in project execution (planning, implementation and practicalities).
- Planning the working life project execution. Here our approach to planning the project is presented to a teacher.
- Project plan approval meeting with the working life partner. This project is done for and with the working life partner. The plan must be approved by the working life partner. We provide teacher with our experiences and best practices.
- Tools: Working life project. We have created a simple project plan template for teacher to use, as well as a memo template that we recommend teacher use when holding meetings with the working life partner.
- The quiz serves the purpose of reflecting and collecting teacher´s thoughts before moving on.
- As always, we appreciate teacher´s feedback on this module, so we end by asking teacher to provide us with teacher´s thoughts.

# Our solution - detailed description Reporting 6/8

This module gives a teacher information, tools and instructions on how to prepare the reports as the project nears completion.

- Module guidance briefs a teacher on the essentials.
- Workshop with students: Reporting. This part guides teacher on how to apply the workshop techniques to facilitate the creation of the results presentation and more comprehensive final report.
- Article: Final report Hotel *Sveitsi*. Is a very comprehensive example of a student's final report with all the attachments.
- Tools: Reporting. Relevant templates with instructions can be found here.
- The quiz serves the purpose of reflecting and collecting teacher´s thoughts before moving on.
- As always, we appreciate teacher´s feedback on this module, so we end by asking teacher to provide us with teacher´s thoughts.

# Our solution - detailed description
# Presenting the results 7/8

This module concludes teacher´s students co-operation with the working life partner.

- Module guidance gives a teacher a basic structure and points to consider when presenting the results to the working life partner.
- Working life partner: Building sustainable customer relations. We would like teacher to consider the potential next steps with the working life partner.
- teacher´s students have prepared the results presentation during the previous module. We have attached the template here also, but the presentation should already be done by now.
- The quiz serves the purpose of reflecting and collecting teacher´s thoughts before moving on.
- As always, we appreciate teacher´s feedback on this module, so we end by asking teacher to provide us with teacher´s thoughts.

# Our solution - detailed description
# Evaluation 8/8

This is teacher´s last module. Student evaluation completes teacher´s LbD journey.

- Module guidance. We have gathered here the key points to consider when evaluating the students' performance.
- Article: Evaluating working life competence, gives teacher the opportunity to become familiar with the background and assumptions related to evaluating student performance in the working life project context.
- Tools: Evaluation. Includes evaluation template for teacher to use and short instructions.
- The quiz serves the purpose of reflecting and collecting teacher´s thoughts. This quiz is more comprehensive than the previous ones.
- As always, we appreciate teacher´s feedback on this module, so we end by asking teacher to provide us with teacher´s thoughts.

# Examples of content

# Investment

| One group equals to 20 participants: | |
|---|---:|
| Part 1: includes modules 1-5. Course timeline is 2020 october – december | 830 € /teacher |
| Part 2: includes modules 6-8. Course timeline is 2021 january - march | 495 € /teacher |
| Sertificate for the teacher (all modules 1-8 required) | 90 € /teacher |
| Total price per teacher | 1 415 €/teacher |
| **Execution for one group** | **28 300 €** |

The investment will be invoiced 30 days before starting the programme

VAT or any similar taxes will be added if applicable

# Contacts

**Dr. Jan-Markus HOLM (Mr.)**
**Vice-President, Ph.D., M.Sc.**
**Sales MENA, APAC**
جان ماركوس هولم ، نائب الرئيس
杨.马尔古斯.霍尔姆, 博士， 副总裁
芬兰首都地区高校联盟
EduExcellence Oy Ltd.
+358 40 5738 009
[jan-markus.holm@eduexcellence.fi](mailto:jan-markus.holm@eduexcellence.fi)
Skype, WeChat, Twitter: holmjan

**Mika J. Kortelainen**
**Sales Director**
[mika.j.kortelainen@laurea.fi](mailto:mika.j.kortelainen@laurea.fi)
+358 400 126897