



LeTeEm - Learners, Teachers and Employers

Best Practice Case Studies

The collection of Best Practice Case Studies aims at providing an insight into strategic experiences and passing on advice and recommendations in relation to the selected best practice cases. They cover a range of organisational, strategic, management, and technology; pedagogic and quality-related issues relating to the use of the platform and implementing the LbD4All Action Model within the curriculum.

They fall in one or more of broad categories listed below but are not restricted to them only.

- Synergies at an institutional (school) level promoted by the application of the LbD4All Action Model
- Research and innovation at secondary school level inspired by the application of the LbD4All Action Model
- Encouragement of the application of ICTs and Web 2.0 in education based on the application of the LbD4All Action Model and the learning platform developed under the LeTeEm project
- Engagement and relations with outside partners inspired by the application of the LbD4All Action Model

The case studies are built upon the observations and expertise of the project team in the process of running the LeTeEm training courses, as well as the pilots with teachers and students during which the LbD4All Action Model is implemented in regular teaching practice using the specially developed learning platform. They are coupled with the reflections and insights of teachers, students and school heads of the piloting institutions gathered by the project partners through interviews (face-to-face or online) and written feedback.

They allow the outlining of potential challenges and advantages in using the LbD4All methodology and Web 2.0 learning platform in regular teaching practice Europe. Special attention should be paid to the recommendations formulated by the authors at the end of each “case”.

The Best Practice Case Studies that are described below are as follows:

1. LeTeEm Teacher Training and Piloting – A Springboard for Teacher Innovation
2. The Case of REAJE (Rede de Entidades, Empresas e Empregadores Amigos do Agrupamento José Estêvão)
3. A Press Clipping Project
4. Engaging a School in Applying LbD4All
5. Reflector and Bicycle Helmet Project
6. Learning Languages in an LbD4All Project
7. Company New Marketing Strategy Project
8. A Company Logo Project
9. Changing Roles – Employers as Initiators of an LbD4All Project
10. The Best Game Ever – Learner Autonomy Through LbD4All



LeTeEm - Learners, Teachers and Employers

Case # 1	LeTeEm Teacher Training and Piloting – A Springboard for Teacher Innovation
Authors	Sonya Krancheva, “Bratya Kanazirevi” Secondary School, Razlog, Nikolina Tsvetkova, Sofia University, Bulgaria
Theme	My Future Job
Target audience (e.g. teachers, employers, head teachers, teacher trainers, decision makers)	English teachers, ICT teachers, employers
Subject(s) from the curriculum addressed in the Case Study	English Language, Math, Psychology, ICT, Bulgarian Language, History, Geography
Details of the case study (topic of the LeTeEm project piloted at school; number of teachers, students and employers involved; mode of communication; main expected products and results, etc.)	<p>The name of the implemented LeTeEm project is My Future Job. The project is connected with the idea to acquaint high school students with different professions in the region.</p> <p>26 students at the age of 16-17 took part in the project activities. The teachers who were involved in the project were 3 – an English, an ICT and a Bulgarian language teacher. There were 10 employers who were all local ones.</p> <p>Communication – students used the project platform to communicate and to discuss the tasks. The students met the employers in their companies and offices.</p> <p>The expected project products were to produce business cards for all employers, a book with specific terms and explanations about the professions, problems and decisions.</p>
Specific focus of the case study explained and exemplified in more detail (e.g. use of the platform, communication with employers)	<p>The specific focus was put on meeting the profession-specific features and problems. Students were divided into four groups and had to meet different employers. Every group had a name – “Lawyers”, “Food Industry”, “Mechanics” and “Investors”. The students had some preparatory work – to find information about the jobs, and to prepare a questionnaire for the employers.</p> <p>The initial meetings took place over a month. Later, in the final period of the project students did the final products and the final presentations in front of the employers, friends, parents and society.</p> <p>During the project, the students and the teacher communicated mainly using the project platform. Everyone had a user name and a password to log into the platform. There the teacher set some discussion concerning the final project products. For the project purposes the students fill in a pre and post- project questionnaire to measure the influence of the project activity.</p>



LeTeEm - Learners, Teachers and Employers

<p>Outlining challenges and how these were dealt with</p>	<p>Some difficulties emerged during the final period and were related to using some specific programmes to prepare the business cards and the books. The problems were solved with the help of the ICT teacher at the school.</p> <p>Another type of difficulties was to do with specific terms in English. They were solved with the help of the English teacher and by using dictionaries.</p>
<p>Achievements</p>	<p>Enriching the students' knowledge in some spheres – English, ICT skills and some soft skills. Preparing 4 books both in Bulgarian and English.</p> <p>Students also learned how the different jobs are actually performed in practice.</p> <p>Students got useful career guidance in a hands-on manner.</p> <p>The teacher developed a diploma paper on incorporating innovative practices at high school and published two articles in an international online journal.</p> <p>The pilot and the innovative practice developed as a result of it can be disseminated and done in other contexts not only in country but everywhere in Europe.</p>
<p>Main conclusions and recommendations</p>	<p>The project activities were useful and fruitful both for the students and the teachers. The activities were challenging but motivating for the students. They expressed their wish to take part in another project.</p> <p>I do recommend participating in such activities.</p>



LeTeEm - Learners, Teachers and Employers

Case # 2	The Case of REAJE (Rede de Entidades, Empresas e Empregadores Amigos do Agrupamento José Estêvão)
Authors	Kristina Henriksson, Päivi Mantere, Tanja Pulksten & Sonja Åkerblom
Theme	Creating gifts
Target audience (e.g. teachers, employers, head teachers, teacher trainers, decision makers)	The 350 th Anniversary of the Saint Gobain –Weber institution. Different types of clients of the industry. Teachers.
Subject(s) from the curriculum addressed in the Case Study	Design (in general), design methodology, furniture design, project, marketing, publicity.
Details of the case study (topic of the LeTeEm project piloted at school; number of teachers, students and employers involved; mode of communication; main expected products and results)	<p>The project is divided into two separate timings. The first part is from June 2015 to October 2015 that involves eleven pupils and five teachers. The second part is from September 2015 to June 2016 and will involve 60 students and 15 teachers.</p> <p>The students were explained the history of the company, its aims, its principles. The pupils were also explained what was expected from them, their challenges within the Commemoration of the 350th Anniversary of the Company.</p> <p>The eleven students were divided into three groups. Each group had a specific task to achieve.</p> <p>In order to make this project (and future projects) a realistic experience, the school is asking organizations to decide themselves what they need from the students. In this way, the goals for projects are decided by the organization representatives in a close dialogue with teachers.</p>
Specific focus of the case study explained and exemplified in more detail (e.g. use of the platform, communication with employers)	<p>The initial stage of work like research is possible in school, in a classroom, library or outside school in other specific places. This kind of work can be done with the teacher or on their own. Other stages need some close supervision in a workshop environment.</p> <p>E-tools play an important role in all this process of sharing and evaluating progresses.</p> <p>Face-to-face meetings with the employer.</p>
Outlining challenges and how these were dealt with	To communicate in an objective and practical way; to define clearly what the priorities are, to know exactly where the project is going. To understand the real needs of a company. Dialogue with business partners and know how to train young people so they can reach their needs.



LeTeEm - Learners, Teachers and Employers

<p>Achievements</p>	<p>When the school is asking organizations to decide themselves what they need from the students the process becomes truly authentic.</p> <p>It motivates students to have a purpose and to know their work will be recognized - working with real-life employers gives them that.</p>
<p>Main conclusions and recommendations</p>	<p>The reaction of students were positive and the school's project work process gains more authenticity.</p> <p>Teachers use LbD4All teaching method in their projects and the school is engaged in a process of implementing a wider approach of this method.</p>

LeTeEm - Learners, Teachers and Employers

Case # 3	A Press Clipping Project
Authors	Aurel Graur, Nicolae Angelescu, Adriana Arcosi, ISJP, Romania
Theme	Developing team work, text research and analysis skills
Target audience (e.g. teachers, employers, head teachers, teacher trainers, decision makers)	Pupils and teachers, Mediatrust Romania company, Head teacher
Subject(s) from the curriculum addressed in the Case Study	Mother tongue, English, ICT,
Details of the case study (topic of the LeTeEm project piloted at school; number of teachers, students and employers involved; mode of communication; main expected products and results)	The project involved one teacher and seven pupils. One employer was involved, the work task being in English. Mode of communication: Email, Skype, Main expected product: A press clipping report on a specific keyword. The project was implemented during March – June 2015
Specific focus of the case study explained and exemplified in more detail (e.g. use of the platform, communication with employers)	First stage was finding more information and learning more about what is media clipping and media monitoring and their importance for a company. A second stage was to identify the most five influential websites that are most suitable for research to best fit with the employer's request A third stage was running the research and gathering raw data The last stage was to refine the findings, to fill in the press clipping report following the employer's specific requests and to deliver the report.
Outlining challenges and how these were dealt with	The use of various ICT tools by the pupils was not very well articulated. They should have taken extra hours of ICT study.
Achievements	The teachers will use the LbD4All method in their teaching.
Main conclusions and recommendations	Both pupils and teachers liked the press clipping. They consider it a way to gather raw data that may provide very valuable information for any field of activity.



LeTeEm - Learners, Teachers and Employers

Case # 4	Engaging a School in Applying LbD4All
<p>Authors</p>	<p>Rositsa Vasileva, deputy-head of the Hristo Yassenov School, Etropole, Bulgaria</p> <p>Rositsa Penkova, Sofia University</p>
<p>Theme</p>	<p>“The Magic of Etropole”: Involving Hristo Yassenov School, Etropole, Bulgaria in a pilot of the LbD methodology across subjects and classes</p>
<p>Target audience (e.g. teachers, employers, head teachers, teacher trainers, decision makers)</p>	<p>Teachers of various subjects, head teachers, pedagogic counsellors / school psychologists (both positions are typical of Bulgarian schools but may have analogues in other countries).</p> <p>Class teachers, outside lecturers, parents, institutions and employers</p>
<p>Subject(s) from the curriculum addressed in the Case Study</p>	<p>Bulgarian language and literature, History, Geography, Arts, Music, Choreography, Ecology, Biology and health education, Spanish, English, Russian, Cooking, Philosophy, IT, Math.</p>
<p>Details of the case study (topic of the LeTeEm project piloted at school; number of teachers, students and employers involved; mode of communication; main expected products and results)</p>	<p>The topic of the pilot was “The Magic of Etropole” and the main outcome is presentation of the cultural and historical sights of the city of Etropole in order to provide suitable advertising materials for the city as a whole and some private businesses.</p> <p>The teachers who took part in the pilot were 24, the students were 65. The Municipality of Etropole acted as the main employer. The students worked most actively with the local History museum, the “Holy Trinity” Monastery and the local horse raising enterprise.</p> <p>Several meetings with the employers were carried out. Employers communicated with students orally and in written. However, the employers did not use the provided electronic platform.</p> <p>The most important products and results of the pilot are:</p> <p>Teachers were trained to apply a new methodology based on a new kind of relationships between themselves, their students and the world of work;</p> <p>Students had the chance to visit the institution and the key people responsible for governing their city and learn how this is done in a real life context;</p> <p>The participants chose which area of the city’s heritage to work on and realize their creative potential. (It is worth noting that the piloting teachers decided not to work with the whole classes but with students who had shown some interest in the outlined areas and / or had shown certain abilities in the particular subject – due to the limited time of the pilot. This might have been different if the pilot could go on for the whole of the school year.)</p> <p>Teachers and students worked together as a team on the different tasks – making leaflets about the monastery, the horse raising facility and its hotel, about the History museum; making presentations about the sights in the</p>



LeTeEm - Learners, Teachers and Employers

	<p>city and its vicinity; presenting the traditional celebrations in the area of Etropole. Students gave concerts with local folk songs and dances; painted pictures to show the beauty of Etropole; made bookmarks advertising the area.</p> <p>The main result was insight into LbD which students and teachers got. This was supported by the realization on part of the employers that there is a lot of potential in working closely with schools, teachers and students.</p>
<p>Specific focus of the case study explained and exemplified in more detail (e.g. use of the platform, communication with employers)</p>	<p>The focus here is the realization of cross-curricular links. This allowed teachers to approach the students as whole personalities, to make the learning process more memorable and definitely more personalised. They could prove to students that knowledge and skills are not compartmentalized but cross over.</p> <p>This led to enhanced motivation on part of both teachers and students who worked willingly in their spare time, out of school, communicated with each other and with the employers.</p> <p>Being the deputy head teacher of the school and having worked with all employers, teachers and students I can say that this approach allows us to achieve integration among the different disciplines studied at school. In addition, taking employers on board, gives a strong element of authenticity and helps establish a new learning paradigm at school.</p>
<p>Outlining challenges and how these were dealt with</p>	<p>Initially, students were highly motivated to work on the pilot. After some time some of them got a bit demotivated and teachers had to find additional ways to help and inspire them so that they could complete the tasks set.</p>
<p>Achievements</p>	<p>The results of the pilot – in terms of knowledge and skills gained and project products (leaflets, concerts)</p> <p>Gaining awareness of the need to apply a new type of a teaching and learning model at contemporary schools based on the mutual respect and support among students, employers, teachers and school authorities.</p>
<p>Main conclusions and recommendations</p>	<p>The main recommendation especially when the stress is put on cross-curricular links and involves many classes is to plan the project carefully in advance and to provide enough time to implement it as it may turn more demanding in terms of time than expected at first, i.e. a whole term. The main reason for this is to give the three most important sides in the process – teachers, students and employers enough time to communicate in order for students to learn that knowledge is not an end in itself but something which has an immediate use and a practical value.</p> <p>An important element of the realization of the learning project is preparing teachers and students to use the electronic platform as a means of communication but also a tool to organize and enrich their knowledge. That is why they need ample time to get used to working with it. (The latter would depend on the particular case though.)</p> <p>It also allows employers to interfere with the process more immediately (this recommendation may look contradictory to the requirements of some educational systems to provide online safety – it is important to note that</p>



LeTeEm - Learners, Teachers and Employers

	<p>the platform provided by the LeTeEm project meets the requirements for online safety.)</p> <p>Finally, it might be useful to give parents access to the online platform too.</p>
--	---

LeTeEm - Learners, Teachers and Employers

Case # 5	Reflector and Bicycle Helmet Project
Authors	Kristina Henriksson, Päivi Mantere, Tanja Pulksten & Sonja Åkerblom
Theme	Traffic safety on way to school
Target audience (e.g. teachers, employers, head teachers, teacher trainers, decision makers)	Finnish traffic safety company Liikenneturva, Hyvinkään pyöräilijät (Bikers of Hyvinkää), the traffic safety workgroup of Hyvinkää city and the schools in Hyvinkää. Pupils and teachers; People and companies surrounding the school.
Subject(s) from the curriculum addressed in the Case Study	Arts, Mother tongue, Crafts, Music, History, Physical education, ICT
Details of the case study (topic of the LeTeEm project piloted at school; number of teachers, students and employers involved; mode of communication; main expected products and results)	The project involved sixteen teachers and 130 pupils. The implementation was done from September 2014 to May 2015. The project had several phases: 1) Traffic safety week in the school in September. 2) Inspection of bicycle (how things should work and what to do when something is wrong), helmet checking and biking skill course. 3) Reflector and helmet day. 4) Traffic safety education tips for all schools in the area. The main outputs of the project were a reflector video, using a helmet – video and the biking skill course.
Specific focus of the case study explained and exemplified in more detail (e.g. use of the platform, communication with employers)	Learning and getting to know the background info on the biking skill course, road competency of a bike and using a helmet. One group of pupils arranged a reflector checking service for other pupils. There was also a quiz about pedestrian behavior. Several of these events were filmed and edited into videos about using reflectors and helmets.
Outlining challenges and how these were dealt with	The project was wider than intended which means that the contents of the projects should have been outlined in more detail. The project plan should have been even more detailed and that will be remembered next time. Preparing the employers better (timetables, introductions, goals...). In future projects, the teachers will prepare more time for the pupils to think and pay more attention to guidance sessions.
Achievements	The teachers will use the LbD4All method in their teaching.
Main conclusions and recommendations	The teachers wish that traffic safety would be a part of the curriculum in schools.



LeTeEm - Learners, Teachers and Employers

Case # 6	Learning Languages in an LbD4All Project
Authors	Kristina Henriksson, Päivi Mantere, Tanja Pulksten & Sonja Åkerblom
Theme	Making a logo
Target audience (e.g. teachers, employers, head teachers, teacher trainers, decision makers)	Employer and their customers.
Subject(s) from the curriculum addressed in the Case Study	English and IT
Details of the case study (topic of the LeTeEm project piloted at school; number of teachers, students and employers involved; mode of communication; main expected products and results)	<p>The aim was to create a logo for a company based in the UK. The project involved six students and two teachers. Students researched information and software products on how to create a logo.</p> <p>In the end the students came up with three different logos and the employer was asked to choose the best one for their purposes.</p> <p>The expectations were met: students had to use English and their knowledge about computers to accomplish the task.</p> <p>The communication form to the employer was mainly e-mail.</p>
Specific focus of the case study explained and exemplified in more detail (e.g. use of the platform, communication with employers)	<p>The teachers used the Moodle platform when assigning tasks for the project and checking the outcomes.</p> <p>The students worked at school in classrooms and computer labs and from home as well.</p> <p>The students were curious and enthusiastic about making logos and how the employer would react to their outputs. They were also interested in the project and project work itself.</p>
Outlining challenges and how these were dealt with	Some students had trouble keeping with the deadlines. However, the teachers thought that next time there should be overall more time for the whole project.
Achievements	The students and teachers were involved and interested in the project. The employer was authentic and had a real assignment for the students to accomplish.
Main conclusions and recommendations	<p>The teachers thought that the LbD4All methods were useful and they are going to use them in their teaching in the future.</p> <p>The project was a success for the students as well as for the employer.</p>



LeTeEm - Learners, Teachers and Employers

Case # 7	Company New Marketing Strategy Project
Authors	Aurel Graur, Nicolae Angelescu, Adriana Arcosi, ISJP, Romania
Theme	Developing team work,
Target audience (e.g. teachers, employers, head teachers, teacher trainers, decision makers)	Pupils and teachers, Kindersite Ltd, Head teacher
Subject(s) from the curriculum addressed in the Case Study	Mother tongue, English, ICT, Education for Entrepreneurship,
Details of the case study (topic of the LeTeEm project piloted at school; number of teachers, students and employers involved; mode of communication; main expected products and results)	The project involved one teacher and nine pupils. One foreign employer was involved, the work task being in English. Mode of communication: Email, Skype, wiki Main expected product: A new company marketing strategy. The project was implemented during March – June 2015
Specific focus of the case study explained and exemplified in more detail (e.g. use of the platform, communication with employers)	First stage was finding more information and learning more about what is a company marketing strategy and its importance for a company. A second stage was to study the client company's profile and to identify the competitors and the target group for its products. A third stage was to identify and to choose what are the most appropriate ways of creating the marketing strategy for the company at school level. The last stage was to design a website as a main part of the marketing strategy and to propose it to the employer.
Outlining challenges and how these were dealt with	The task was more complex than anticipated by both pupils and teacher. There should have been more weeks for working on it. The use of various ICT tools by the pupils was not very well articulated. They should have taken extra hours of ICT study
Achievements	The teachers will use the LbD4All method in their teaching.
Main conclusions and recommendations	Both pupils and teachers liked working in a multidisciplinary team. They recommended this way of learning to the head teacher and to the school inspector for a wider dissemination as a way of learning.

LeTeEm - Learners, Teachers and Employers

Case # 8	A Company Logo Project
Authors	Aurel Graur, Nicolae Angelescu, Adriana Arcosi, ISJP, Romania
Theme	Developing team work, visual and graphic creativity
Target audience (e.g. teachers, employers, head teachers, teacher trainers, decision makers)	Pupils and teachers, Kindersite Ltd, Head teacher
Subject(s) from the curriculum addressed in the Case Study	Arts, Mother tongue, English, Crafts, ICT
Details of the case study (topic of the LeTeEm project piloted at school; number of teachers, students and employers involved; mode of communication; main expected products and results)	The project involved one teacher and three pupils. One foreign employer was involved, the work task being in English. Mode of communication: Email, Skype, wiki Main expected product: A new company logo. The project was implemented during March 2015
Specific focus of the case study explained and exemplified in more detail (e.g. use of the platform, communication with employers)	First stage was finding more information and learning about what is the importance of a company logo. A second stage was to study the client company's profile and to identify the target group for its products. A third stage was to identify and to choose what are the more appropriate ways of designing a company logo at school level. The last stage was to create the logo and to choose only a representative one.
Outlining challenges and how these were dealt with	The task was more complex than anticipated by both pupils and teacher. There should have been more weeks for working on it. The artistic skills of pupils were not very developed. They should have taken extra hours of graphics/draw/painting study
Achievements	The teachers will use the LbD4All method in their teaching.
Main conclusions and recommendations	Even the team was from a technical vocational high school, both pupils and teacher noticed the importance art should have in their future activity. So they recommend headteacher to insert art/drawing classes in the regular curricula.

LeTeEm - Learners, Teachers and Employers

Case # 9	Changing Roles – Employers as Initiators of an LbD4All Project
Authors	Desislava Dimitrova, Innobridge, Ruse, Bulgaria (employer), Nikolina Tsvetkova, Sofia University
Theme	Learning by developing: Preparation and concept development of a business logo and an event management plan.
Target audience (e.g. teachers, employers, head teachers, teacher trainers, decision makers)	Teachers and students from vocational high schools (most immediately relevant to schools with a business orientation) but not only.
Subject(s) from the curriculum addressed in the Case Study	Information technology, Professional / Business communication.
Details of the case study (topic of the LeTeEm project piloted at school; number of teachers, students and employers involved; mode of communication; main expected products and results)	<p>In the pilot project were involved 4 teachers and 8 students form 11th and 12th grade of the "Elias Kaneti" Vocational High School in Ruse, Bulgaria.</p> <p>The pupils worked in small groups and divided their individual tasks according to their interests and skills. They had the absolute freedom to organize the process of work themselves. Each of the working groups had a leader/coordinator, who actively communicated with teachers and RCCI representatives. His/ her main task was to ensure that the information is received and understood by the rest of the participants and also to collect and summarize all relevant questions and clarifications requests.</p> <p>Most of the communication between RCCI as an employer and participating students was done via email and the web-platform provided by the LeTeEm project. The communication with the piloting teachers we also done by telephone.</p> <p>The RCCI team prepared a work plan which was revised by the teachers and adapted to students' abilities and skills.</p>
Specific focus of the case study explained and exemplified in more detail (e.g. use of the platform, communication with employers)	<p>The teachers were responsible for keeping track of students' work especially in terms of time management. They provided students with some basic info on the topics. As to me and my colleagues from RCCI we prepared an introduction to our work and presentation of our organization's profile. Thus the students could get to know our work better and also to be aware of the organization values, achievements and future ambitious. The proper understanding of the RCCI mission was a main focus and key element of the fulfillment of both tasks which are of a publicity character.</p> <p>The RCCI team prepared a work plan which was revised by the teachers and adapted to students' abilities and skills. We actively used the platform especially in terms of providing informational materials and reviews on the job done. RCCI team kept encouraging students to contact us for questions and clarifications using email, the platform and we specially created a Facebook group. It turned out that the working process could be much facilitated through the usage of visual tools – pics and videos.</p>



LeTeEm - Learners, Teachers and Employers

	<p>In terms of expectations, Students' initial idea of the working manner was built around actual field work, real tasks and was result-oriented with active mentorship and leadership on our behalf. However as an employer we considered it necessary to put the stress on three very important professional skills – independence, initiative-taking and effective communication. Within the pilot project we wanted to stimulate the students to use Web 2 instruments as much as possible, which improved both their digital competences but also their ability for self-organized learning.</p>
<p>Outlining challenges and how these were dealt with</p>	<p>We did face some challenges. Most of them were related to the limited time and the fact that all participating parties - employer, teachers and students had to maneuver between their urgent tasks (like final exams, bigger projects) to find time to work together. The approach we adopted, was to regularly review and reformulate the working plan. Some deadlines were extended, other shortened some additional tasks was modified or skipped as they were too ambitious in respect to time limitations. At the beginning, the methodology itself was also an issue as the whole concept was entirely new to the participants. Here RCCI's previous experience in organizing online trainings and practical workshop helped us to facilitate the process of methodology application. The preliminary discussion and regular face-to-face meetings with students and teachers enabled us to feel more comfortable using the online platform and the new approach. We were also supported by the LeTeEm project partners institutions – Sofia University and EBN.</p>
<p>Achievements</p>	<p>I believe that our working along with us students did improve all their soft skills. They had to manage their own time, to work in teams, motivate and justify their ideas, decisions and finally present their work in the most attractive way. What's more, they had a glimpse of what a real business environment looks like and are more aware of their own strengths and weaknesses.</p>
<p>Main conclusions and recommendations</p>	<p><u>Conclusions:</u> Participating in a pilot project within LeTeEm was challenging but also very satisfying for all the participants. Teachers could look through the possibilities which new technologies provide them. We at RCCI got some new perspectives and fresh ideas. What's more, we got valuable feedback about the external image of the organization. Students had the opportunity to show self-initiative and creativity and to get acquainted with actual work and a real business environment.</p> <p><u>Recommendations:</u> I would choose a different period for project implementation - somewhere in the middle of school terms. Some small stimulus for the participants would be nice – small gifts for the students, some professional recognition for the teachers and greater visibility for the business representatives that could be provided by the main partners in the project.</p> <p>It could be useful to make a survey or some kind of consultations with teachers, school headmasters and why not representatives of the relevant authorities in different countries, to identify possibilities and obstacles for incorporating the methodology in the official school curriculum.</p>

LeTeEm - Learners, Teachers and Employers

Case # 10	The Best Game Ever – Learner Autonomy Through LbD4All
Authors	University of the West of Scotland
Theme	Business Marketing Plan for a game app.
Target audience (e.g. teachers, employers, head teachers, teacher trainers, decision makers)	Teachers in schools and students. Employers.
Subject(s) from the curriculum addressed in the Case Study	Business and business financial planning, English, creativity, research
Details of the case study (topic of the LeTeEm project piloted at school; number of teachers, students and employers involved; mode of communication; main expected products and results)	<p>Students were asked to complete a marketing plan for a new Game app. The game was described as the greatest game since Lemmings, makes Grand Theft Auto look like a children’s comic. The best game ever.</p> <p>4 female students (ages 17 and 18) from a school in the Slovak Republic took part. They worked autonomously over their summer holidays.</p> <p>They devised a game idea for a mobile phone called, “Let’s test if you’re for your pet the best”. They devised a game play for their idea. They analyzed different advertising possibilities looking at advantages and disadvantages.</p> <p>They then costed the different possibilities within the suggested budget.</p> <p>They also produced an advertising video.</p> <p>The students also completed pre- and post-questionnaires about the project that was 75% in favour of the experience. The only objection was that it was done in a holiday period.</p>
Specific focus of the case study explained and exemplified in more detail (e.g. use of the platform, communication with employers)	<p>The study focused on an autonomous methodology with an initial full brief by the business.</p> <p>The project also permitted the students a high degree of creativity in expressing their ideas, particularly in inventing a game that fitted the brief’s description: The best game in the world.</p>
Outlining challenges and how these were dealt with	<p>The only challenge mentioned was the need to complete the project over a holiday period.</p> <p>This was envisioned as a possible problem but was not as problematic as feared.</p>



LeTeEm - Learners, Teachers and Employers

<p>Achievements</p>	<p>The students commented that the project allowed them to understand what a Marketing plan is and more interestingly the importance of teamwork that is a fundamental skill in the world of work.</p> <p>Comments from the students included:</p> <p>This project teach me to be more patient and that to grow your business, you need a marketing plan.</p> <p>Yes, a lot about team work</p> <p>In addition the students needed to work within the Moodle platform, Students were also asked how familiar they are with various technology tools. In the main their experience was positive.</p>
<p>Main conclusions and recommendations</p>	<p>The results were particularly good as the students worked autonomously and much can be learned from this methodology. In addition the students stressed how they learnt to work as a team that is a highly important skill in the workplace.</p> <p>The second conclusion is that a high degree of expressive creativity, with minimal interference, builds motivation and engagement to complete the project.</p>