



LeTeEm - Learners, Teachers and Employers

Use Case Scenarios

The collection of Use Case Scenarios aims to provide further insight into organisational, strategic, management, technology, pedagogic and quality-related issues relating to the use of the platform and LbD4All Action Model within the curriculum. They complement the findings of the Best Practice Case Studies.

The scenarios 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. 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 provide recommendations and advice on how issues and challenges in the process of implementing those can be best addressed – although they are based on the training and learning experiences of the different actors during the LeTeEm project, they should be looked upon as sources of further understanding of the LbD4All Action Model.

The Use Case Scenarios that are described below are as follows:

1. LbD4All, LeTeEm and Teacher Training
2. Are you familiar with the EU?
3. People behind the Wine
4. Jobs and Hobbies
5. Learning Languages in an LbD4All project
6. Engaging a School in Collaborating with Relevant Industry Partners
7. Learning about Road Safety
8. Collaborating with the Media



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Use Case Scenario # 1	LbD4All, LeTeEm and Teacher Training
Authors	Nikolina Tsvetkova, Rositsa Penkova, Ivanka Mavrodieva, Sofia University, Bulgaria
Theme	Applying LbD4All in a pre and in-service teacher training
Target audience (e.g. teachers, employers, head teachers, teacher trainers, decision makers)	<ul style="list-style-type: none"> • Primary and secondary teachers • School authorities • Teacher trainers. • Teacher training authorities.
Subject(s) from the curriculum suggested to address	The proposed scenario is aimed at pre and in-service teacher training institutions. It is meant to exemplify how the training course developed under the LeTeEm project can be implemented in initial and continuous teacher education.
Details of the scenario (sample topic of the LeTeEm project to be piloted at school; suggested number of teachers, students and employers involved; suggested mode of communication; main results expected, etc.)	<p>The course can be delivered online or in a blended manner using the LeTeEm learning platform. This allows the teacher training authorities to select which mode of delivery suits the particular needs of the trainees.</p> <p>The training is best done by multiple trainers, between 2 and 4 who are responsible for moderating the different parts of the training course. The trainee group should consist of 6 to 12 trainees in order that a constant flow of ideas and real exchange is stimulated throughout the course. Depending on the specific context, some of the training course sections may be omitted.</p> <p>The expected outcomes are:</p> <ul style="list-style-type: none"> • Future and practicing teachers: <ul style="list-style-type: none"> ○ get introduced to the LbD4All action model ○ reflect on the strengths and weaknesses of the proposed action model ○ get an insight into its implementation in their own context ○ practice Web 2.0 tools for learning and communication in a safe environment in a loop input type of instruction allowing them to then transfer the acquired ICT skills to their own classrooms.
Specific focus of the scenario explained and exemplified in more detail (e.g. use of the platform, communication with employers)	<p>The scenario is based on the availability of the LeTeEm project outputs in several languages.</p> <p>Communication between the course participants and active discussions should be stimulated throughout the course.</p> <p>A local / regional educational authority could act as an employer in order to provide the loop input and help the trainees experience the proposed methodology in real. Alternatively, another local employer could be invited depending on the specific expertise of the trainees (e.g. if they are History teachers, a museum could be invited, if they are Geography teachers, a geodesy expert from the municipality could join</p>



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	<p>the training, etc.).</p> <p>In addition to the course piloted several time within the project, the collection of best practice guides and use case scenarios are suitable to use in the training process.</p>
<p>Addressing potential challenges</p>	<p>Deadlines and requirements should be laid out at the beginning and should be strictly followed especially in the case of online delivery.</p> <p>Non-participation or low participation in collaborative tasks should be dealt with early.</p>
<p>Achievements</p>	<p>Future and practicing teachers gain an understanding of the LbD4All Action model and acquire skills to work in a collaborative online environment.</p>
<p>Main conclusions and recommendations</p>	<p>It is recommended that the training be offered to school principals and regional educational inspectors, MoE experts, etc., to secure the adoption of such an innovative approach on a wider basis.</p>



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Use case Scenario # 2	Are you familiar with the EU?
Authors	Nikolina Tsvetkova, Ivanka Mavrodieva, Sofia University
Theme	Applying LbD4All at lower secondary level
Target audience (e.g. teachers, employers, head teachers, teacher trainers, decision makers)	<ul style="list-style-type: none"> • Teachers of History, Geography, Philosophy, Civics, languages, IT • Leaders of extra-curricular clubs at schools • Head teachers • Specialists working at Europe Direct offices, the EC Representation in the country, offices of MEPs
Subject(s) from the curriculum suggested to address	<p>The proposed scenario involves History, Philosophy/Civics, languages, IT.</p> <p>It is possible to implement it with 10-12 year-olds.</p> <p>It is also possible to implement it with upper secondary students if the tasks are turned into more complex ones and a greater emphasis is placed on the research dimension of the LbD4All Action Model.</p>
Details of the scenario (sample topic of the LeTeEm project to be piloted at school; suggested number of teachers, students and employers involved; suggested mode of communication; main results expected, etc.)	<p>Building a collection of EU symbols and their meaning for the school's virtual museum</p> <p>Teachers of History, first and second language (English or another one depending on what foreign languages are offered at the school), IT, Civics/Philosophy may be involved. It is advisable that the project takes place across these subjects.</p> <p>Students – a class is divided into several teams (corresponding to the number of subjects involved). If teachers are confident in applying the LbD4All methodology, they may work with several classes from the school but in this case more time should be allowed for getting students to know the online platform / Web 2.0 tools selected for use during the learning project and get organized.</p> <p>Employers: specialists working at the above mentioned institutions.</p> <p>Outcomes: Students are expected to learn about EU institutions and what their role in their own country is. This happens in their History and Philosophy / Civics lessons (it is possible to complement this in the language lessons as well). Students are expected to produce an e-zine about the EU institutions following this structure: when and how this institution was established; what its current role in the EU integration processes is. The texts in the e-zine are both in their first language and in the second and / or third language they study at school. The e-zine will be used by the partner institution in one of their publicity events or educational programmes.</p> <p>Communication: Face-to-face – takes place in class or in extra-curricular lessons or at the employer's offices.</p>



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	<p>Online – takes place through the customized platform of the LeTeEm project after introducing students and employers to its features (or using suitable Web 2.0 tools).</p>
<p>Specific focus of the scenario explained and exemplified in more detail (e.g. use of the platform, communication with employers)</p>	<p><i>Using the LeTeEm platform as a means of communication and preparation of the final product:</i></p> <p>The platform provides very good conditions for having students to discuss their initial ideas and the results they come up with. The forums and the shared docs are the right tool to do this. It also allows teachers and employers to follow the discussions and give guidance and comments.</p> <p>The Assignment Upload Area is where the teams can post their work and get feedback from the teachers and the employers before they share them using the other two tools mentioned above.</p>
<p>Addressing potential challenges</p>	<p>One of the problems to expect is the lack of experience in using platforms for communication and learning both on part of the students and the employers. It is advisable to introduce the participants to the materials produced by the LeTeEm partners (available at the project website) and to provide them with some time to practice using the online platform prior to the start of the project.</p> <p>Another problem might be students' lack of experience in organizing their team's work and their individual contributions. This could be easily dealt with if the teachers and employers involved in the project negotiate some tips they can give to the students when they introduce the project task.</p>
<p>Achievements</p>	<p>Students will:</p> <ul style="list-style-type: none"> • learn about the EU and its institutions in a natural environment • gain a deeper insight into how the EU works • communicate with EU specialists • practice their ICT skills in an environment which is different from what they are used to in class.
<p>Main conclusions and recommendations</p>	<p>This topic could be treated with upper secondary students with the following main difference: provide a more complex tasks such as ask students to prepare a collection of data for a conference presentation, or interview peers and adults about their attitude to EU integration, analyze and write up the results, etc. in order to help the employers in their work with the community. In this case, Civics teachers may also be included.</p>

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Use Case Scenario # 3	People behind the Wine
Authors	Daniela Otcheva, SOU “St. Kliment Ohridski”, Suhindol, Bulgaria (Teacher Of English and Russian), Rositsa Penkova, Sofia University
Theme	Applying LbD4All to ensure collaboration between a typical local business and the local school
Target audience (e.g. teachers, employers, head teachers, teacher trainers, decision makers)	<ul style="list-style-type: none"> • Teachers of Biology, ICT, and languages and Civics teachers • Employers: Lovico Winery (or any other typical local business), local experts • Students: 16 13-14-year-old students.
Subject(s) from the curriculum suggested to address	<p>The proposed scenario involves History, languages, Biology, IT, possibly Philosophy/Civics.</p> <p>It is possible to implement it with 10-12 year-olds too.</p> <p>It is possible to implement it with upper secondary students if the tasks are more complex and a greater emphasis is placed on the research dimension of the LbD4All.</p>
Details of the scenario (sample topic of the LeTeEm project to be piloted at school; suggested number of teachers, students and employers involved; suggested mode of communication; main results expected, etc.)	<p>The project runs during the spring term.</p> <p>In the preparation phase, the teachers (a minimum of 3) plan the working schedule, the contents from the perspective of the learning and the partners that are needed for the project. They contact the organizations and agree on certain principles for carrying out the project with the students. They make sure that the organizational partners are committed to the project.</p> <p>The learning project begins with an introduction held by the teachers, where they explain its main content and aims. A workshop on how and where to find appropriate information is held.</p> <p>The first task for the students is to create a project plan. For these purposes, the students work together as one team. The teachers need to approve the plan prepared by the students.</p> <p>Each pupil searches for information on focus points individually and writes a learning diary to reflect on their findings. The students’ team then decides which students are responsible for implementing specific areas of the project. They are divided into 2 teams of 8 members each. The first team focuses on vineyards workers, and the second – on winemakers.</p> <p>The students present a video of their work by the end of the spring term.</p> <p>The main output of the project is a visual presentation. In addition to learning diaries and presentations to other students, the students involved in the project prepare reports and visual portfolios.</p> <p>Assessment is carried out during the project as self- and peer assessment.</p>



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<p>Specific focus of the scenario explained and exemplified in more detail (e.g. use of the platform, communication with employers)</p>	<p>Lovico Winery and local vine-growers and winemakers work as guiding cooperation partners when planning the output of the project. They also provide experience and knowledge for the students to take into consideration when making their presentations.</p> <p>Students learn how to communicate with different representatives both of working and of everyday life. They learn the importance of partnership and the maintenance of a good relationship with all stakeholders. During the project, the students visit Lovico Winery where they have a chance to observe and interview some of the workers. Also, they visit local vineyards to hear a presentation on the work of vine-growers. Students work with different professionals from a variety of fields, which helps them understand the importance of the study subjects.</p>
<p>Addressing potential challenges</p>	<p>One of the main challenges is dealing with health and safety precautions when students visit the winery and the fields. Either watching a video on how to prepare for a field visit or a short talk given by representatives of the employers is crucial prior to implementing the project tasks.</p> <p>Protective clothing should be provided by the employers.</p>
<p>Achievements</p>	<p>The outside partners have the opportunity to educate the younger generation, who might be working for them in the future. They also receive new ideas and fresh viewpoints from the students, who familiarize themselves with the business area.</p>
<p>Main conclusions and recommendations</p>	<p>This topic could be treated with upper secondary students with the following main difference: provide a more complex tasks such as ask students to prepare a collection of data for a conference presentation, or to carry out focus groups and interviews with peers and adults about their attitude to the products produced by the employers; analyze and write up the results, etc. in order to help the employers reach their market targets.</p>

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Use Case Scenario # 4	Jobs and Hobbies
Authors	Tomania Popova, 150 OU "Tsar Simeon Veliki", Sofia, Bulgaria (Primary Teacher & Head Teacher), Nikolina Tsvetkova, Sofia University
Theme	Introduction to LbD4All at primary level
Target audience (e.g. teachers, employers, head teachers, teacher trainers, decision makers)	<ul style="list-style-type: none"> • Primary teachers • Parents acting as employers <p>Students: 8-10 year-olds. It is possible to implement it with one class or with several / all primary classes in the school.</p> <p>The proposed scenario involves the team of primary teachers at the school, the school principal and parents as representatives of different professions.</p>
Subject(s) from the curriculum suggested to address	Civics, History, Geography, Biology (their equivalent at the primary level), Languages
Details of the scenario (sample topic of the LeTeEm project to be piloted at school; suggested number of teachers, students and employers involved; suggested mode of communication; main results expected, etc.)	<p>Expected results:</p> <ul style="list-style-type: none"> • Teachers, school authorities, parents and students get to know the LbD4All action model. • Kids learn about different jobs not only from their teachers. • The world of work gets presented at a primary school. <p>Stages of the proposed scenario:</p> <ol style="list-style-type: none"> 1. The project starts in class with students learning a song about dreams and their relation to jobs or another suitable way to introduce the topic. 2. Students name their parents' jobs and present them briefly in class. 3. The teacher / teachers prepare a PowerPoint presentation about different hobbies and jobs and present it to the students. 4. The teachers collate questions the students would like to know the answers to in relation to different jobs. Then they use them to make a questionnaire. The aim is to establish the relation between hobbies, interests, jobs and job satisfaction. 5. Each student interviews a teacher using the questionnaire. 6. Each student then interviews their parents/grandparents/caregivers or an adult of their choice. 7. The answers obtained are discussed in class (they are first passed on to the teachers using audio recording tools or smart phones). 8. Students write a composition on the topic "My dream job". They illustrate their composition with pictures and photos. 9. An exhibition is prepared with the products from the previous step. 10. At the exhibition opening parents and representatives of the local community talk about their jobs. 11. The event is recorded. Photos are selected for upload in the school website. The students vote for the best photos.



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<p>Specific focus of the scenario explained and exemplified in more detail (e.g. use of the platform, communication with employers)</p>	<p>The main focus is adapting the LbD4All methodology for use in the primary.</p> <p>Students get introduced to the world of work in a safe environment.</p>
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Use Case Scenario # 5	Learning Languages in an LbD4All project
Authors	Kristina Henriksson, Päivi Mantere, Tanja Pulksten & Sonja Åkerblom, Laurea, Finland
Theme	Making a logo
Target audience (e.g. teachers, employers, head teachers, teacher trainers, decision makers)	Employers and their customers Kindersite Ltd (any company in need to get a logo)
Subject(s) from the curriculum suggested to address	English and IT
Details of the scenario (sample topic of the LeTeEm project to be piloted at school; suggested number of teachers, students and employers involved; suggested mode of communication; main results expected, etc.)	<p>The project was about creating a logo for an English based company. The project lasted for two weeks and it involved six students and two teachers.</p> <p>In the project students worked in pairs but the same time they individually searched information about how to create a logo.</p> <p>The learning environments for the students were their classroom, computer labs and their homes.</p> <p>In the end of the project students had three different logos for the employer. The employer was asked to choose the one that would be most suitable for their purposes.</p> <p>The expectations of the project were met. Students were able to practice their English skills as well as try new e-learning methods when working with computers.</p> <p>The students were evaluated by using peer-assessment.</p>
Specific focus of the scenario explained and exemplified in more detail (e.g. use of the platform, communication with employers)	<p>The project team communicated with the employer mainly by email.</p> <p>A Moodle platform was used to communicate with the people administering the project. Through Moodle the project team received guidance and answers to all the questions they had.</p> <p>The students also used the Moodle platform even though it was a new way of working for them. Students managed to work with the Moodle platform easily.</p> <p>The students were motivated throughout the project and were curious to find out what the employers assessment about the logo would be.</p>
Addressing potential challenges	<p>It was hard for the students to work with their own computers at home because of the parents' restrictions.</p> <p>Not all students were able to work fast or keep the deadlines.</p>



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Achievements	Students gained new knowledge when experiencing things both together as a team and individually.
Main conclusions and recommendations	The projects expectations were met. The teachers and students were satisfied with the results. The teachers are going to use LbD4All methods in their teaching in the future.

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Use Case Scenario # 6	Engaging a School in Collaborating with Relevant Industry Partners
Authors	Kristina Henriksson, Päivi Mantere, Tanja Pulksten & Sonja Åkerblom, Laurea, Finland
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 (or any other suitable notable event). 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 scenario (sample topic of the LeTeEm project to be piloted at school; suggested number of teachers, students and employers involved; suggested mode of communication; main results expected, etc.)	<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>
Addressing potential challenges	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.



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<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>

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Use Case Scenario # 7	Learning about Road Safety
Authors	Kristina Henriksson, Päivi Mantere, Tanja Pulksten & Sonja Åkerblom, Laurea, Finland
Theme	Traffic safety on way to school
Target audience (e.g. teachers, employers, head teachers, teacher trainers, decision makers)	<p>Finnish traffic safety company Liikenneturva, Hyvinkään pyöräilijät (Bikers of Hyvinkää), the traffic safety workgroup of Hyvinkää city and the schools in Hyvinkää.</p> <p>Pupils and teachers.</p> <p>People and companies surrounding the school.</p>
Subject(s) from the curriculum addressed in the Case Study	Arts, Mother tongue, Crafts, Music, History, Physical education, ICT
Details of the scenario (sample topic of the LeTeEm project to be piloted at school; suggested number of teachers, students and employers involved; suggested mode of communication; main results expected, etc.)	<p>The project involved sixteen teachers and 130 pupils. The implementation was done from September 2014 to May 2015.</p> <p>The project had several phases.</p> <ol style="list-style-type: none"> 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. <p>The main outputs of the project were a reflector video, using a helmet – video and the biking skill course.</p>
Specific focus of the case study explained and exemplified in more detail (e.g. use of the platform, communication with employers)	<p>Learning and getting to know the background info on the biking skill course, road competency of a bike and using a helmet.</p> <p>One group of pupils arranged a reflector checking service for other pupils. There was also a quiz about pedestrian behavior.</p> <p>Several of these events were filmed and edited into videos about using reflectors and helmets.</p>
Addressing potential challenges	<p>The project was wider than intended which means that the contents of the projects should have been outlined in more detail.</p> <p>The project plan should have been even more detailed and that will be remembered next time.</p> <p>Preparing the employers better (timetables, introductions, goals...).</p> <p>In future projects, the teachers will prepare more time for the pupils to think and pay more attention to guidance sessions.</p>



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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.

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Use Case Scenario # 8	Collaborating with the Media
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 suggested to address	Mother tongue, English, ICT,
Details of the scenario (sample topic of the LeTeEm project to be piloted at school; suggested number of teachers, students and employers involved; suggested mode of communication; main results expected, etc.)	<p>The project is about media monitoring research for a specific keyword. It is recommended that in the project to involve one teacher and his/her classroom.</p> <p>Depending the teacher interests, the work task may be in mother tongue, in English or other foreign language taught in a specific school.</p> <p>Mode of communication: Email, Skype,</p> <p>Main expected product: A press clipping report on a specific keyword. The students should be evaluated by using peer-assessment.</p>
Specific focus of the scenario explained and exemplified in more detail (e.g. use of the platform, communication with employers)	<p>Press clipping suppose research of a specific media: web, printed media, television, radio. It is recommended to use web search because it is cheap and demands regular equipment. As an example, for TV media clipping it is necessary to have access to all important channles, and to record all TV broadcasts over a specified period of time, so TV recorders and DVD's are needed.</p> <p>The project may lasts from one week to many months, depending the notoriety of the keyword. Some keyword are quite frecquent like car brands, other more rare like a person's name.</p>
Addressing potential challenges	The pupils will be familiarized with different web search engines and software.
Achievements	The pupils will learn a lot about web search, about the value of raw data and information on a specific keyword for a company. They will exercise their foreign language communication skills.
Main conclusions and recommendations	Teachers and pupils may gain significantly by using LbD4All.