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PROJECTS INVOLVING ICT IN VOCATIONAL SCHOOLS

Az IKT alkalmazásának projektjei a szakközépiskolákban

Projekti primene IKT u stručnim školama

My students in vocational school have problems with socialization. My number one goal is to make them convince that they are valuable people and they are worthy of success too. My students are demotivated due to the negative learning experiences of failure in their previous studies. Our projects deal with topics that appeal to both their everyday lives and their future jobs. The works include going to companies and interviewing experts so that students can see the links between their learning and the real world and use their communication skills both in their mother tongue and in English. There are many 21st century learning skills involved in my projects, such as critical thinking, problem-solving, communication and collaboration, ICT and real-life skills. It is important to acknowledge how your background defines a project but it shouldn't stop you from experimenting.

Key words: ICT, vocational, project, skills, gap, socialization

Any project involving vocational students can be defined as innovative: they are the students who perform the lowest in primary school, they have behavioral problems, and they are very demotivated due to all the negative learning experiences of failure in their previous studies. In our international projects we try our best to combine practical and theoretical subjects to make students use their skills in practice. They work in pairs, groups, they have to divide the roles between them and take the responsibility for their creation. Being in a project is something really new to them as vocational students are seldom part of such

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<http://www.pinterest.com/evatoth547727/>

work and they often have negative experiences about learning. Besides, we want them to use the English language, to collaborate, to get to know applications that can develop their digital competencies, to make them creative thinkers, to help them discover their own values, both personal and professional.

Our projects deal with topics that appeal to both their everyday lives and their future jobs, such as beauty, technology or creating one's own business. The works often include going to companies and interviewing experts (visiting Microsoft Hungary in Budapest or the local beauty center) so that students can see the links between their learning and the real world and use their communication skills both in their mother tongue and in English. Through our projects, we intended to develop our student's entrepreneurial skills and to prepare them for their future jobs, for life.

Here are our projects for the 2014/15 school year:

„Beautylicious”

Partners:

- ISIS “G. Curcio”, ITALY
- Nagykátai Ipari Szakközépiskola és Szakiskola, HUNGARY
- „Petru Rareș” National College, Beclean, ROMANIA

Our project was about beauty - exploring cosmetics, beauty ideals, components of cosmetics, music about beauty, illnesses related to beauty ideals maybe. Interviewing specialists and setting up some guidelines and finding misbeliefs about beauty. The project's main aim was to combine theory and practice: it not only involved subjects such as English, Chemistry, Anatomy but vocational way, they could see how theory can be used in practice, to work with what they have been learning so far. Students clearly identified goals for the project, worked and then compared the result of their work. This way, they managed to broaden their horizons, since they had a multicultural and intercultural approach. We shared our responsibilities and made the research on the same topic more valuable. The fact that some of the partners have been working on projects before and are willing to continue collaboration is a proof of the great communication and learning environment we managed to create and maintain. We took advantage of various online tools, like polls, quizzes, collaborative documents, to fulfill the needs of our project. The biggest outcome were definitely the two visits outside the school (going to sing Christmas carols and going for an interview at a local medical center - they were made by our Hungarian partner, but we all benefited from their research). Our Italian partners went to other schools to present our project and in particular a power point presentation about tooth care. We visited hair beauty salons and created presentations about and for our

project. But the most important part is the common newspaper we were able to realize and all the collaborative work we have done, because it was the result of the whole team's work.

Links to project's sites:

<https://www.pinterest.com/evatoth547727/beautylicious/>

<http://twinspace.etwinning.net/2265/home>

<https://www.pinterest.com/emesecimpean1/beautylicious/>

LET'S GET DOWN TO E-BUSINESS

Partners:

- „Petru Rareș” National College Beclean, Romania
- Nagykátai Ipari Szakközépiskola és Szakiskola, Nagykáta, Hungary
- Obchodní akademie a VOŠE Tábor, Tábor, Czech Republic
- Pentapolis Upper Highschool, Pentapolis Serres, Greece
- Cihangir Ortaokulu, İstanbul

In the project, students had to found their own companies based on their interests or studies. Once the companies were all up, students divided the roles within the business among themselves and also decided what vacancies they had. Then they had to write their CVs and apply for positions at other companies. Our aim was to make vocational students realise they can use the internet for meaningful learning purposes. Besides, we wanted them to use English language, to collaborate, to get to know applications that can develop their digital competencies, to make them creative thinkers, to help them discover their own values, both personal and professional. The project involved many innovative tools: brainstorming (padlet, linoit), creating videos (Windows Movie Maker), presentations (MS Powerpoint), photo editing softwares (Notegraphy, MS Autocollage, recitethis), cooperation (Google Docs, Symbaloo, thinglink, titanpad), Augmented reality (QR codes), videoconference (Skype), mindmap (coggle), evaluation (OneDrive survey), social media (Facebook and Twitter)

The culmination of our project was in a visit to Microsoft Hungary in Budapest to see how a real company works and what they are doing in the field of education. This outing meant a lot to my students and they enjoyed being at a world-famous company where they would have never got to without eTwinning.

The most successful result of the project was giving once again a lot of self-esteem and worth to our students who were able to see themselves what they are capable of if they believe in themselves.

Links to project's sites:

<https://www.pinterest.com/evatoth547727/lets-get-down-to-e-business/>

<https://www.pinterest.com/emese cimpean1/lets-get-down-to-e-bussiness/>

<http://twinspace.etwinning.net/959/home>

ADDICTED TO TECHNOLOGY

Partners:

- Nagykátai Ipari Szakközépiskola és Szakiskola, Nagykáta, HUNGARY
- Sipkay Barna Kereskedelmi, Vendéglátóipari, Idegenforgalmi Középis-kola, Szakiskola és Kollégium, Nyíregyháza HUNGARY
- ISIS “G. Curcio”, Ispica (RG), ITALY
- Heinrich-Hertz Berufskolleg, Düsseldorf GERMANY

Links to project's sites:

<https://www.pinterest.com/evatoth547727/addicted-to-technology/>

<http://twinspace.etwinning.net/6844/home>

In the project we tried to see to what extent technology affects our everyday lives. We saw not only its bright side, but also the dark side, and students were to question their own uses of devices. We also discovered what devices used to exist before modern technology. Students, being specialized in commerce, also compared prices of devices of different shop lines and countries. They make a wish list of the devices they would like to have, also collect devices used in the past. We also discovered the modern technology slang and music about technology. We closed the project by setting up some guidelines for using technology and a virtual online quest in the world of Augmented reality.

The project involved many innovative tools: brainstorming (padlet, linoit, designing newspapers (Sway), creating videos (Windows Movie Maker, photo-peach), presentations (MS Powerpoint), photo editing softwares (Notegrphy, MS Autocollage, recitethis), cooperation (Google Docs, Symbaloo, thinglink, titanpad), Augmented reality (QR codes, Aurasma), videoconference (Skype), mindmap (coggle), evaluation (OneDrive survey), creating powerpoint games to test each other's knowledge, presentations using Sway, infographic.

We managed to integrate many subjects, like English, English for Special Purposes (selling electronic devices), IT and Training Practice. The project developed many 21st century competencies: life and career skills (using your professional knowledge for specific purposes), innovation (being in a project), IT skills (using IT for specific purposes not just Facebook, doing independent research), social awareness (How does technology affect our everyday lives? Does it also have dark sides? Discussing very important topics such as cyber

bullying and identity theft), responsible decision-making (work in a group and divide the roles, present your findings and teach the others), collaboration (group work, pair work).

CONCLUSION

It is important to acknowledge how your background defines a project but it shouldn't stop you from experimenting. In conclusion, eTwinning projects are a great chance for many students all over Europe, and the use of technology facilitates the communication between their schools, helps teachers and students to learn and grow each day - together.

Az IKT alkalmazásának projektjei a szakközépiskolákban

Köztudott, hogy a szakiskola az az intézmény, ahol a diákoknak rendkívül nagy szükségük van arra, hogy az IKT-eszközök segítségével alapvető kulturális és szociális hiányosságaikat pótolni tudják, ha a tanár el tudja nyerni a bizalmukat, a tiszteletüket, érdeklődésüket, és képes felkelteni együttműködési készségüket. Ezek a fiatalok általában nem kapnak otthon semmiféle útmutatást arra vonatkozóan, hogy mi mindenre használható az internet (ha egyáltalán van), az okostelefon (ha van), ezért még inkább a pedagógusokra vár a feladat, hogy a munkaerőpiacon is használható készségekkel vértessék fel őket. Ugyanakkor a szakiskolába kerülő diákok a legrosszabban teljesítők közül kerülnek ki, velük van a legtöbb magatartási gond, s így az őket tanító tanárok hajlamosak a leginkább arra, hogy lemondjanak róluk, és ne legyen más céljuk, mint a tanórak túlélése. Pedig a jól megválasztott és kidolgozott projektekkkel, melyek kombinálják a közismeretet, a szakmai tantárgyakat és a gyakorlatot, elérhető, hogy ezek a fiatalok is értékes embereknek, az adott közösség megbecsült tagjainak érezhessék magukat. Bemutatom projektjeimet, melyeket szakiskolás diákjaimmal készítettünk és az ezekhez használt IKT-eszközöket.

Kulcsszavak: IKT, szakmai projekt, kompetenciák, űr (v. hiány), szocializáció

Projekti primene IKT u stručnim školama

Moji učenici koji pohađaju stručnu školu imaju problema sa socijalizacijom. Zato moj prvenstveni cilj jeste da ih uverim da su vredni ljudi, a takođe i da su sposobni da postignu uspeh. Oni su demotivisani zahvaljujući svojim negativnim iskustvima neuspeha u učenju u toku njihovog ranijeg školovanja. Naš projekat se bavi temama koje se tiču njihovih svakodnevnica, a isto tako i njihovog budućeg zaposlenja. Aktivnosti se svode na odlaženje u preduzeća i intervjuisanje stručnjaka, tako da učenici mogu da uoče postojeće veze između

njihovog učenja i stvarnog života, a i da koriste svoje komunikacione veštine na svom maternjem jeziku, kao i na engleskom. U moje projekte je uvršteno više kompetencija za učenje za 21. vek, kao što su kritičko mišljenje, rešavanje problema, komunikacija i saradnja, IKT i kompetencije realnog života. Važno je da se ustanovi na koji način pozadina definiše projekat, međutim to ne treba da nas zaustavi u eksperimentisanju.

Ključne reči: IKT, stručni projekat, kompetencije, praznina, socijalizacija

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