



First project meeting in Remagen, Germany 11/2005

When

The project started in October 2005 and will end in September 2007 and the first prototypes will be developed by August 2006.

Our Target groups

- Students in business studies and related subjects
- Supervisors and in-service trainers in companies
- Counselors and language teachers at universities

Results

The verbal, non-verbal and cultural aspects of these situations are analysed and documented in the form of modules in an online training. Using new media, a range of photos, graphics and audio information is collated to illustrate the situation. Three situations will be selected for demonstration on video.



Leonardo da Vinci

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Partner Organisations

The project consortium involves a research institute, universities, companies and transfer partners from all regions of Europe to ensure the linguistic and cultural diversity required by our project approach. In figures: the project includes 18 participating institutions from eight different countries of the European Union.



Germany



Sweden



Belgium



Lithuania



Spain



France



Hungary



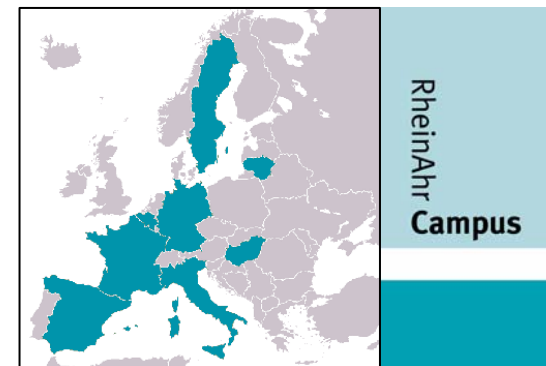
Italy



Project meeting in Remagen / Germany, 05/2006
 Back: Laurent Borgmann, Karsten Kneese, Andreas Faulstich, Peter Krug, Thomas Berger,
 Middle: José Carlos, Marcus Feßler, Vera Klopprogge, Rafael de Paz,
 Front: Jessica Moriarty, Anne Fox, Anita Molnár, Arnold Schenk



Linguistic and Intercultural Preparation of Students for the workplace



Goals

In collaboration with potential employers and students, the project has identified key situations and is developing an innovative media-based learning community (including interactive media applications such as "Moodle", "podcast" or the creation process of "photo stories") which will be tested during the pilot phase and implemented after the successful completion of the LIPS-project.

Analysis and the creating process of a photo story for later adaption in the online course.



Impact

Mobility Programmes

Improving language and intercultural preparation in short and medium term and changing the role of internships abroad in the long term, will lead to improved quality of Leonardo mobility and a stronger position for Leonardo-internships especially in the Bologna-Process at universities throughout Europe.

Language and Intercultural Training

Supporting a holistic and explorative model of language and intercultural learning, providing models and good practices on how to use information and communication technology in this area.

International Internships in small and medium enterprises (SMEs):

In a medium and long-term perspective the project will demonstrate the value of international student placements for SMEs and for students, which will raise interest in small enterprises, which tend not to offer internships for international students yet and will also make internships in small enterprises more attractive to students, who otherwise might have focused only on the "big names".



Three Important Aspects

A) Language and intercultural training

The project will develop the methodology and materials for an online course called: "Think of your learning as a journey" (which students are advised to take prior to their departure on Leonardo mobility projects). **The course focuses on "key communicative situations in the work place".**

B) The "European Twinning module" for working in a SME

Students, will be trained as "cultural brokers" as well. In their respective home countries, students should get in touch with companies similar to the one they are going to work for abroad and analyse the company at home in detail and be prepared to share this knowledge with the company abroad. With this special knowledge, the value of the trainee will be raised.

C) Cultural guidelines for the target groups

Three different sets of guidelines will be developed:

- Guidelines for enterprise supervisors
- Guidelines for international offices on how to implement an online course and how to provide course information
- Good practice guidelines for the students going abroad to work for a company will complement the online course



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Key Communicative Situations

These are situations which are relevant to practical training/internships. The first impression students give of themselves prepares the ground for successful collaboration, i.e. students have to **"get it right the first time round"** in order to avoid misunderstandings caused by a weak first impression.

Identifying the key communicative situations

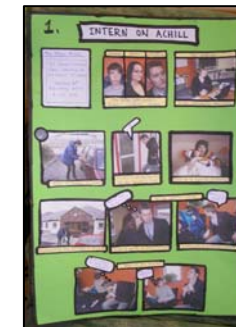
Altogether we have identified eight key situations which are relevant in each of the eight partner countries in Europe. Situations include the "first face-to-face meeting with the employer" or "finding out about rules & conventions"

How do we record key situations?

The situations will be documented in the language of the country and in English. With the help of new media, a range of photos, graphics and audio information will be collated to illustrate the situation.

How do we analyse key situations and use them for teaching?

From each of the three European regions one typical key situation will be selected for demonstration on video and teaching purposes. We will analyse and teach the verbal, non-verbal and cultural aspects of these situations.



Sample Scenario

Check out our sample scenario as a part of "LIPS in a nutshell" at: www.eu-lips.de

Photo story as a tool to show key communicative situations

