

Survey of all activities at the LHB Dortmund apart from our mobilities to our partner schools

1. 27. November 2014: **Opening Round for the German Group**

A group of interested teachers, some with experience in EU-projects at our school, Andy Mumm, Guenther Witsch, Knut Hoecke, Nuri Oemuer, Eike Simmank, Jochen Steier, Ludger Maas (the first project coordinator of this project) and some “newcomers”, Nils Trautmann, Julia Schweers, Philipp Lüttgens, Britta Tschersich, Maik Jäger, met in order to be informed about the new project “Recording Our Europe” which our Spanish partner school IES Puerto del Rosario has created, applied for and intended to carry out. The vice project coordinator of the LHB, Susanne Auer, held the conference. The future products and outcomes of this project were discussed and the interested teachers were allocated to a work group which would cooperate with the group members from the other countries (Spain, Finland, France, Italy). Group Employability: Britta Tschersich, group Social Media: Julia Schweers, group Sustainability: Susanne Auer, group Video production: Jochen Steier and Philipp Lüttgens. The other members agreed to involve in all activities like sight-seeing or social events during the international meetings in Dortmund.

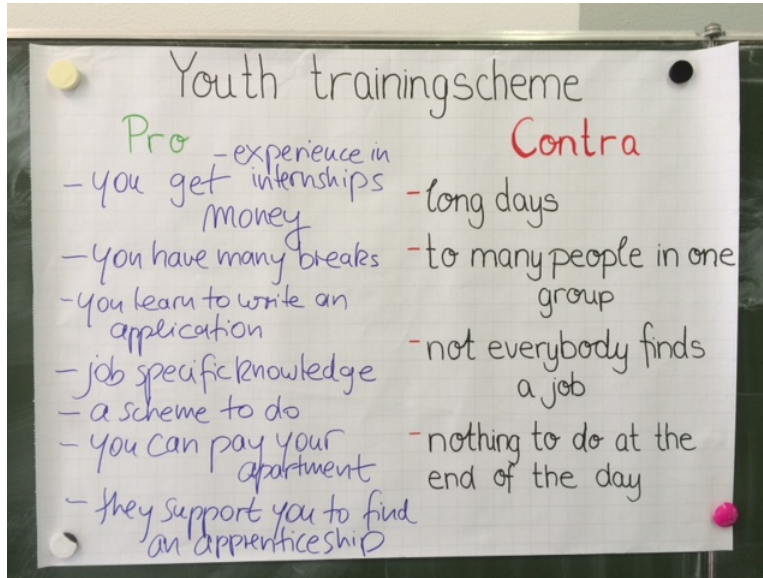
2. **First International Meeting in Fuerteventura 1st – 3rd December 2016 (see schedule)**

3. 16. December 2014: **Getting Started with New Info**

This was the first project meeting after the first Transnational Meeting in Puerto del Rosario. Susanne Auer and Jochen Steier presented the results of this meeting. They report that the schools in France and Italy could not take part in the project any more for organisational reasons and had left the project. Now there were only 3 schools taking part (Germany, Finland and Spain) and it became clear which subject matters were mainly allocated to which school: Germany: Employability and Sustainability, Finland: Video Production and Sustainability, Spain: Social Media and Video Production. (Foto: The international group of coordinators: Auer, Sanchez, Laitila)

The participants of this meeting also coordinated the subject matters of the project with the curriculum for their classes. A-level students class 11: “Employability” in their Spanish lessons and English lessons (Fotos: “Employability” in class 11) 2, 3, 4, 6, 7, College diploma students (an access certificate for attending a university of applied science) class HTU (juniors): “Employability in Europe – Applying of a job” (film: “CV on film”), College diploma students class HTO (seniors): “Sustainability referring to car technology” in English lessons (film: “Sustainability referring to cars”), A-level students class 12: “Social Media” in their Sociology lessons in English, Job Training Scheme classes BVB and KSOB: “Employability in Dortmund

and the Ruhr area and job training” in their English lessons.

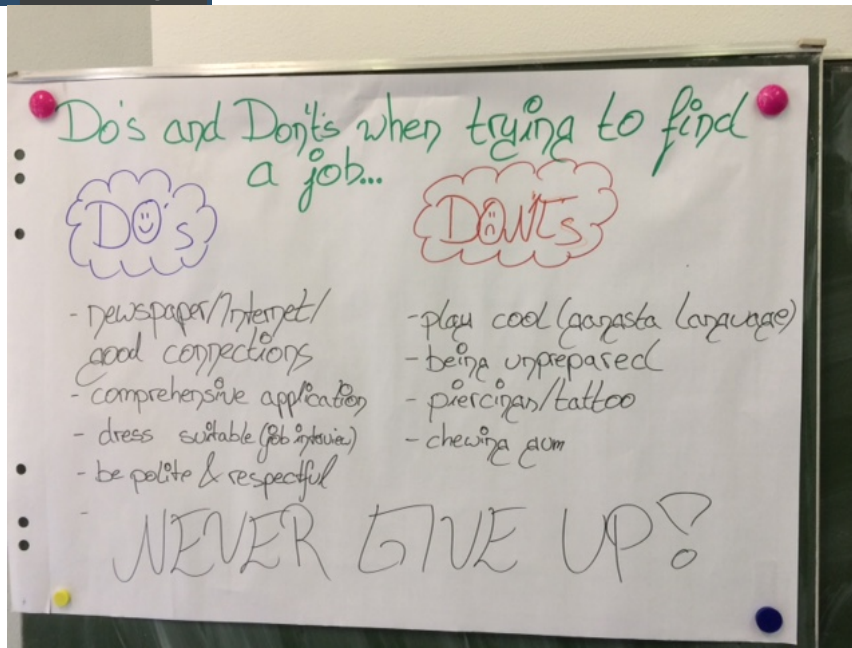


4. 29. January 2015: **Further Education for Teachers on Synergy Effects and intercultural Learning**

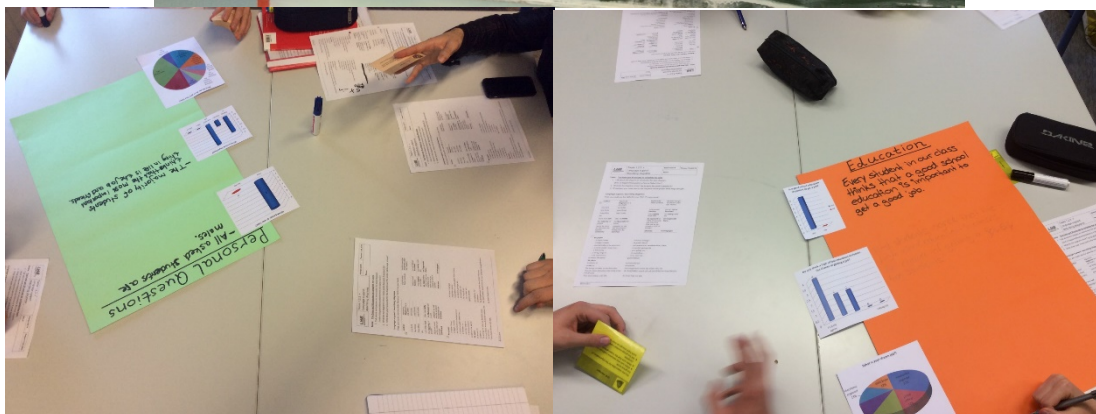
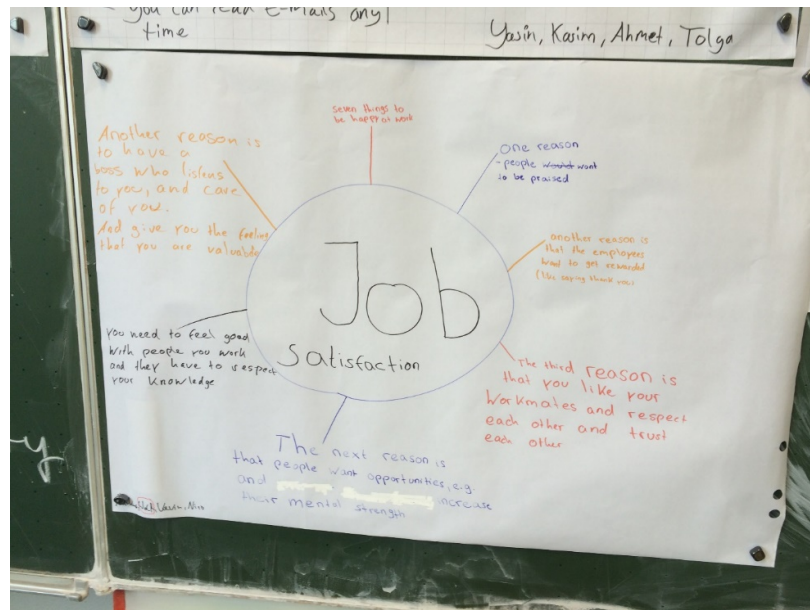
Susanne Auer and Philipp Lüttgens attended a teacher seminar in the “BIZ” in Dortmund (Job information center) in the Heinrich-Schmitz-Bildungshaus in Dortmund, about intercultural learning. There the teachers from the different vocational colleges in Dortmund exchanged their experience with students from different cultures and planned a closer cooperation among each vocational school in order to show young people the various opportunities they have when trying to find a job or an apprenticeship. All schools offered to show their specific professional fields to youngsters in order to inform them of the great variety of jobs that can be learnt in Dortmund and in Germany generally. On the basis of this seminar Philipp Lüttgens and Susanne Auer planned to practise a closer cooperation with their neighbouring school, the RBB, where future film makers are educated and trained on their jobs. Furthermore they decided to integrate the visit of a market of job opportunities (“Bildungsbörse”) for the international project students on the meeting in Dortmund in May 2015.

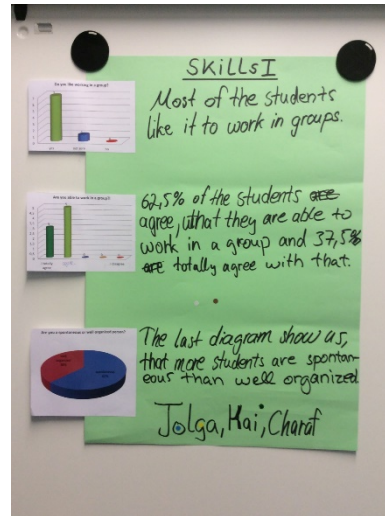
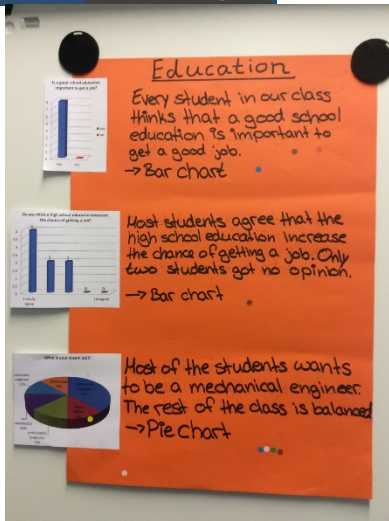
5. 06.02.2015: **Recruiting project members among the teachers**

In this project meeting the teachers were recruited for the 24 months long project. These were: Susanne Auer, Jochen Steier, Julia Schweers, Philipp Lüttgens, Knut Hoecke and Britta Tschersich. A very motivated teacher trainee, Alexander Bochmann, was also included in the group. He already had filming experience with students at university and an overall knowledge about using mobile devices for film making in the classroom. The students, everybody agreed, should be from all different departments of the school. This meant students with a very basic education and from youth training schemes (BVB and KSOB , Foto: BVB: Do’s and Don’ts, film: “Do’s and Don’ts of Employability”)

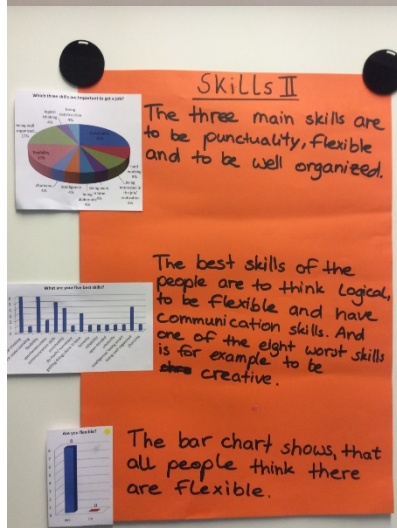
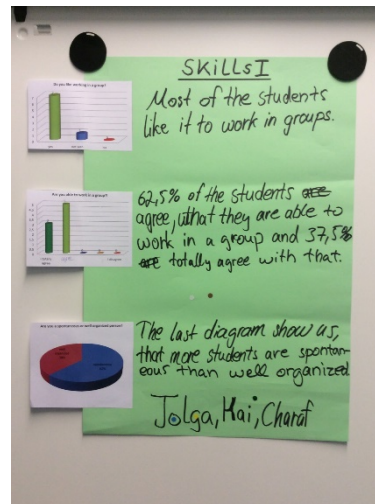
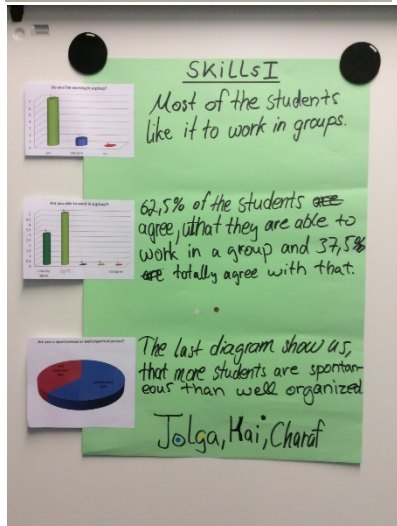


and students with a general education on their path to an access to a university of applied science (HTU and HTO) and students who aim at A-level and attending university after school (classes 11 and 12,)





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The first plan to prepare a questionnaire about social media was decided upon. As a work platform google + plus was agreed upon because the Spanish (main coordinator) had suggested it. In class BVB the students also dealt with the subject matter of employability and decided to make video clips instead of a written CV. They decided to produced an interview instead of presenting themselves on their own in a monologue. On this stage of "film production" the students had not yet managed to consider the right sound and background for their films. Their teacher Susanne Auer and the students themselves had to

realise that it is much harder to make a short clip than they had expected. Still, it was an interesting product, showing that it can be very fruitful to go a different way when applying for a job. ;-)**Film: CV as an interview.**

6. 14.02.2015 – 16.02.2015: Social Event in Helsinki

All teachers (German, Spanish, Finnish) who attended the Joint Staff Training Event in Kotka spent two days in Helsinki in order to collect more film material for the students at home to edit. They collected scenes from the Finnish capital so that the students could make the first video for the project “Recording Our Europe”. This film production was carried out by the Spanish video team, coordinated by Felipe Sanchez and was uploaded on the Erasmus+ facebook site and on YouTube: <https://www.facebook.com/recordingoureurope/?fref=ts>
Or : https://www.youtube.com/watch?v=aFLLL_vLjAl

7. 19.02.2015: Energy Seminar for German Students

The A-level students class 11 attended a so called “energy seminar” at the “Auslandsgesellschaft NRW” in Dortmund in order to get information about the subject matter “Sustainability”. They learnt about the “Energiewende” (the change in the German energy policy).



Those students taking part in the EU-project planned to make a film about this subject, about the electricity and its use instead of petrol as a contribution to a cleaner environment. After the seminar they contacted one of the Automotive Technology teachers at our school, Eike Simmank, and they learnt about the school project of transforming a buggy vehicle with a combustion engine into an electric car. They were so fascinated by the project that they integrated the film into this EU project. In the film one can see how students from the automotive department at the school, take the old engine out, install the electric engine and master technical difficulties they came across. The buggy itself was then presented “live” to the Spanish and Finnish students at their first meeting in Dortmund in May 2015. One of the

electric stations in Dortmund for recharging an electro car is also shown in one of the student films, called “Clean City”.



(Fotos: Electro Station)

8. 18.03.2015 – 22.04.2015: **Integration of project contents into English lessons**

This was the start of a sequence of eight lessons (90 minutes each) which Susanne Auer was teaching to the College diploma students HTO about sustainability. During the lessons the whole class informed themselves about electric drive systems in cars (BMW i3, Lotus Exige 270E Tri-fuel, Tesla Model X, Mercedes F 015).



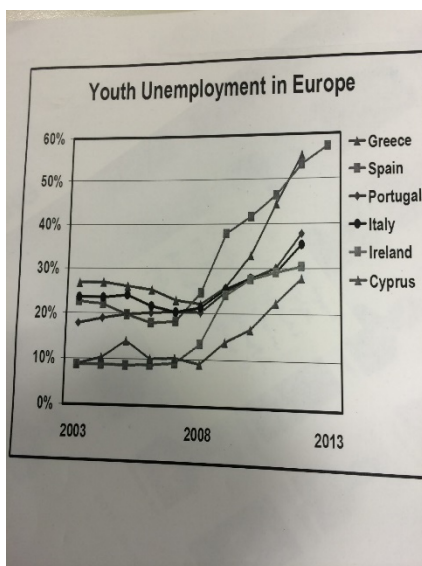
The students involved in the project prepared posters on these different types of electric or hybrid automobiles and filmed their presentations in English for our EU project (watch video: https://www.youtube.com/watch?v=4tJqgAZ1UYc&list=UU0TeRyRL_b7y6kqfuy1IdzA&index=25) When they showed their film in May on the transnational meeting in Dortmund, their fellow-

students from Finland and Spain were very amazed that electric drive doesn't necessarily mean that you have a short range and a tiny car. In class HTU Susanne Auer introduced the subject matter of applying for a job. The students agreed on the idea to make video clips in order to introduce themselves to a personnel manager. They thought it was much more fun and much more interesting for a potential employer. When looking at the short clips and realising how plain and still informative and impressive the clips were Mrs Auer agreed, [film: CV on film](#)

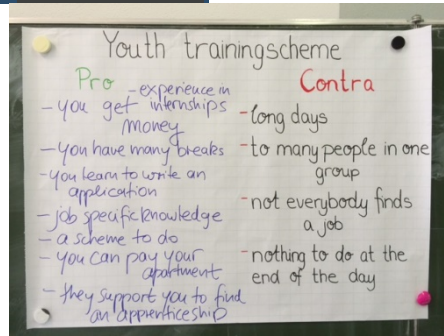
9. 24.03.2015: Results of the Short Teacher Training Event for German Teachers

The project members Jochen Steier, Britta Tschersich, Philipp Lüttgens, Julia Schweers and Susanne Auer met to discuss the results of the teacher training event in Kotka, Finland, in February. The teachers who had attended the training event, reported about the tools they used to edit films (WeVideo), about the work tools (Trello, Google+, Google drive) and the main dissemination platforms (e-Twinning, YouTube, Facebook) the IES teachers have agreed upon using. They showed how to handle them the way they had learnt in Finland.

- 10. 18.03.2015 – 29.04.2015: Learning about Employability in Europe, Germany and Dortmund**
Susanne Auer taught a sequence of 10 lessons (each 90 minutes) to a Job Training Scheme class (class BVB) of students who all attend such a scheme with the Caritas Dortmund who support students with employability difficulties. The students informed themselves about the European job market for youngsters (Foto: Unemployment in Europe)



Employability, especially the dramatic job situation in Spain and the Canary Islands), about the German job market and about the situation in Dortmund where the unemployment rate is extremely high in comparison with the rest of the country. They dealt with reasons and consequences for young people. [ppt Employability in Europe](#). They took photos of posters they had created about "Do's and Don'ts when trying to find a job", "Pros and Cons of Youth Training



Schemes”

prepared a Power Point Presentation of their analyses **film: ppt employability**, and film: CV as an interview between two youngsters on film (watch video:

https://www.youtube.com/watch?v=lvqzOUUd8XM&list=UU0TeRyRL_b7y6kqfuy1ldzA

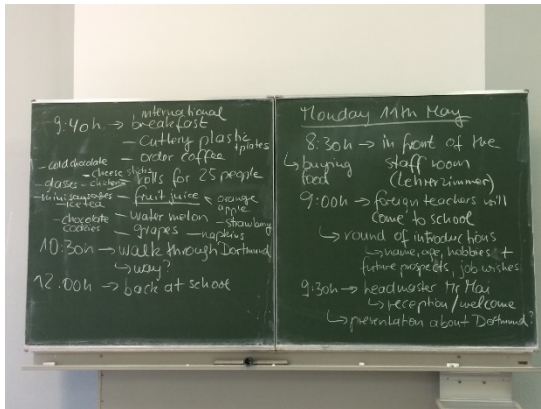
These products were presented on 13th May 2015 during the Forum discussion about employability in the Leopold-Hoesch-Berufskolleg. They also made a questionnaire about the students’s use of social media as a basis for discussion on this subject matter for the Spanish and Finnish “social media group” in May 2015. First the questionnaire was produced in the German lessons with Philipp Lüttgens, as he also dealt with Social Media in his lessons and as the class wanted an authentic result when carrying it out (in their native language), then it was translated into English with Susanne Auer in the English lesson (interdisciplinary teaching) for the international guests.

Results of the survey about social networks on the basis of the questionnaire created by class BVB

1. Study participants: 5 male, 8 female
2. Age: 13 people between 16-22, one older 22
3. All students are taking part in a Youth Training Scheme
4. How often do you use social media? 13 people daily, 1 person: 2 times a week
5. For what do you use social media? 13 for communication, 8 people for videos, almost all for news, 9 for games, 50% for meeting new people
6. How do you get access to the internet? 2 with a pc, all with a smartphone, 4 with tablets, 4 laptops
7. Where do you use the internet? 9/13 use it everywhere, 3 gave no answer, one invalid answer
8. Do you have power bank? 6 answered “yes”, 7 said they don’t have a power bank
9. How much money do you spend on average for smartphones/tablets? 2 said “no money”, 1/3 between 10 Euros to 20 monthly, half of the class pay between 200 and 400 for the phone, one person paid more, one paid less.
10. Are you scared of losing your privacy? 1 said “yes”, 12 “no”
11. Have you got experience with bullying? Half say “yes”, half say “no”
12. Would you call yourself as addicted? 7 say “yes” and would call themselves “addicted”.
13. Do you post much? 11 said “not so much”, once a week. The 7 addicted persons say “yes”. 2/13 post more than once per week.
14. Would you pay money for apps? 7 persons wouldn’t, 3 would pay 5 to 15 Euros.
15. Do you do In-App purchases? Most said “no”, 1 said “yes”.
16. How many apps do you have on your smartphone? 6 people have between 0-15 apps, 1 person has between 16-30 apps, 6 people have 31 and more apps on their phones.
17. How much and which do you use regularly. The most important apps are WhatsApp, facebook, Instagram and some game apps.
18. Since when do you use the Internet? 7 people have used the Internet since less than 10 years, 6 people for more than 6 years.
19. Do you use hotspots regularly? 10 people don’t use hotspots and 3 people do.
20. Can you live without the internet? 11 people can’t live without the Internet and 2 people can live without the Internet.
21. Are you scared it could get too private? 3 people are scared that is going to be too private and 10

- people are not scared.
22. If "yes", why? 25% are frightened to be harassed.
 23. What do you post on the Internet? 99% post private photos and pictures!

In order to welcome the Spanish and Finnish guests the these students prepared a breakfast for the guests. This was organized by the students who have a lower command of the English language (Binnendifferenzierung).. It became obvious that a differentiated approach of language learning can best be realized in a Euoprean project, with a realistic speaking situation and many different activities which offer different levels of language use.



With class 11 Susanne Auer planned the visit of the Spanish and Finnish in May. For the finished schedule see facebook page of the project.

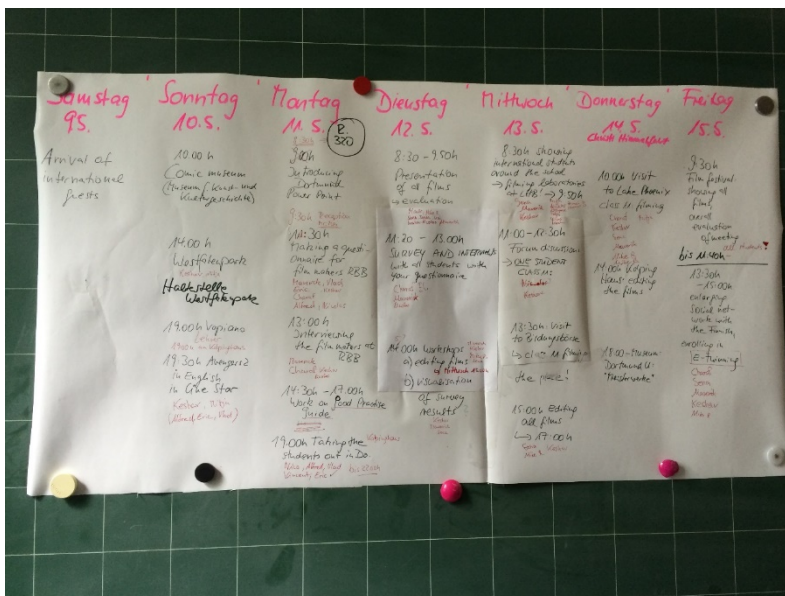


Foto: Planning the Visit)

Julia Schweers prepared an interview class 12 and the students made a film about it. In the film you can see that older students (older than 18) have a much more careful attitude towards presenting private information about themselves than younger ones. (Watch video: <https://www.youtube.com/watch?v=FtDISOLPqPs>)

11. 24.04.2015: Teacher Seminar on Video Editing

Philipp Lüttgens offered a teacher training seminar within a SchILf (school intern teacher further education) to interested teachers of the Leopold-Hoesch-Berufskolleg. Mr Lüttgens showed the attending teachers how to edit a film with the internet tool “WeVideo” and how to upload it onto “YouTube”. At the beginning of the seminar some teachers were afraid that filming in lessons would be a very time-consuming activity which they rather did not want to implement in their repertoire of teaching methods. So, the seminar was held for those teachers who generally take part in EU-projects (see names above) because they found it a great way of documenting the projects they carry out.

12. 11.05.2015 – 15.05.2015: First Contact before the Second transnational meeting in Dortmund

Before the actual meeting, the international students visited a comic exhibition in Dortmund in the “Museum für Kulturgeschichte” (museum for cultural history) and went to the Westfalenpark (a large famous park in Dortmund with botanic gardens, recreation areas and restaurants) on the Sunday in order to get to know each other as a preparation for the work phase starting on the Monday.

13. 2nd Transnational Meeting in Dortmund 11th – 15th May

On the Monday –after a breakfast prepared by students of class BVB, Foto: Preparing breakfast) they prepared interview questions for the interviews with the film maker students of the RBB (neighbouring school). Then they carried out the interviews and summarized their results in order to include them into the Best Practise Guide of the project on the Wednesday (4 hours). For the results see best practice guide. The German students showed the international students around the school



and showed them different workshops (Foto: Automotive Department)



Some clips on the school's departments. video: "Metal department"
<https://drive.google.com/open?id=0B0qTTz-7leckaUgtaTRiTOR1Q2s>,
<https://drive.google.com/open?id=0B0qTTz-7leckSmYtU3pLTnFkSk0>
<https://drive.google.com/open?id=0B0qTTz-7leckdTBOV2dUYnlwOWM>

Mr Simmank also explained career paths the school offers. The Spanish and Finnish students also learnt about the "students' company" YOUNG STEEL where metal items are built and sold by the students.



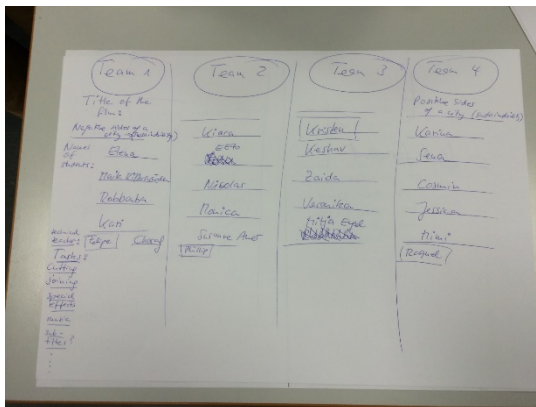
In this way they also dealt with the electric buggy that was transformed from a buggy with a combustion engine by a group of automotive technology students (see above). Eike Simmank answered all questions about the buggy project and the buggy's technical details.



In order to see the whole transformation process, see video:

https://www.youtube.com/watch?v=gzAtoJFNEnc&index=24&list=UU0TeRyRL_b7y6kqfuy1IdzA

For the next day, the work in international groups was planned. It was very important that representatives from all countries were cooperating in one work group, including teachers as well as students.



14. 13.05.2015: Forum discussion about Employability in Dortmund

A representative of an important Dortmund employer (DSW21) and trainer of apprentices, Dennis Masuhr, as well as teachers, apprentices of another important employer (Mercedes Benz), teachers from Germany, Spain and Finland and students from these three countries discussed premises for a successful employment in Germany and in Europe and the ways in which school can help to support students in preparing themselves well for the labour market. It became very clear that apart from “hard skills” like mathematic knowledge and a good command of the language that is spoken in the country where youngsters want to work and very good text comprehension, also methods and “soft skills” are important. So, reading and summarizing facts and structuring contents as well as a lot of motivation to learn and social behaviour plus good manners turned out to be the main skills that students should

possess. When discussing HOW these skills could be taught to the students it became clear very fast that interlocking theory and practical work would be the best way to achieve these aims. The result was that schools should do more project work in order to bring these skills across to the students. For further details of the forum watch video: https://www.youtube.com/watch?v=tlpYw5luuE&index=42&list=UU0TeRyR_L_b7y6kqfuy1ldz

15. 13.05.2015: Visiting the “Education Share Market” (Bildungsbörse) in Dortmund

During the transnational meeting in Dortmund international groups of students attended the so called “Bildungsbörse” in Dortmund which is a fair or market where different educational institutions present their courses and schemes in the field of education, further education, training schemes or internship. These institutions are the City Council of Dortmund, Werkhof (LWL), Plan B, Caritas, dobeq, Grünbau, Stadtteil Schule, Wichern, just to mention a few.



The fair is supported by the Federal Job Center of Germany (Bundesagentur für Arbeit). The Spanish and Finnish students were very impressed about the initiatives that Germany, the land North-Rhine-Westfalia and the City Council of Dortmund offer in order to support students in finding the right career and to improve their job chances on the labour market. (2 Fotos: At the Bildungsbörse)



16. 14.05.2015: **Lake Phoenix – an example of positive structural development in the Ruhr area**
All students of the project visited “Phoenix West” an old steel work which only exists as a monument for the history of the Ruhr area of a coal-mining and steel production industry. (Foto: At Lake Phoenix) Afterwards they spent some time sight-seeing at Lake Phoenix, an artificial lake that was built after the old Phoenix steel work was closed and pulled down.

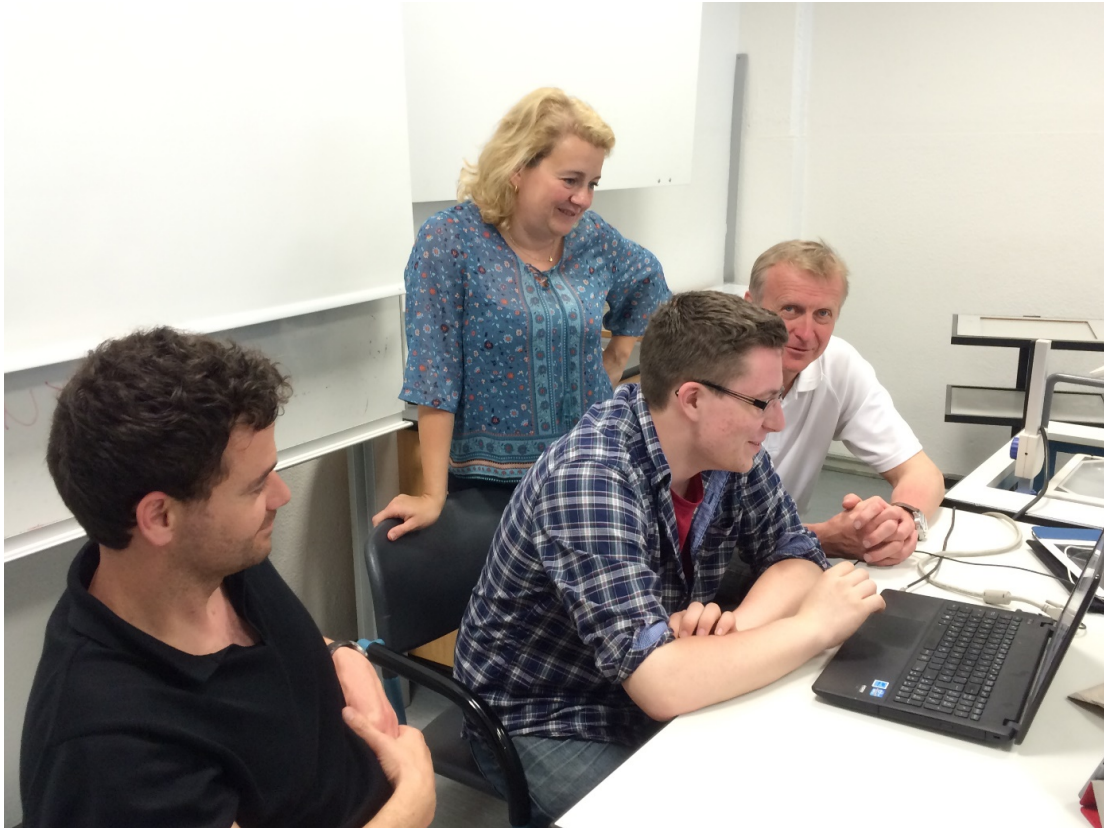


The international groups of students and teachers were astonished what a nice and clean area this part of Dortmund had become. They enjoyed looking at the modern architecture around the lake and the cafes and restaurants which offer recreation and relaxation. In this way the students learnt that the Ruhr area is not so much an industrial area anymore offering a lot of jobs in factories like until the 60s of the 20th century, but a service sector society which offers jobs in all fields of services, media and the field of IT. Good to know, if you want to do a work placement in Dortmund, the international guests resumed. (foto)

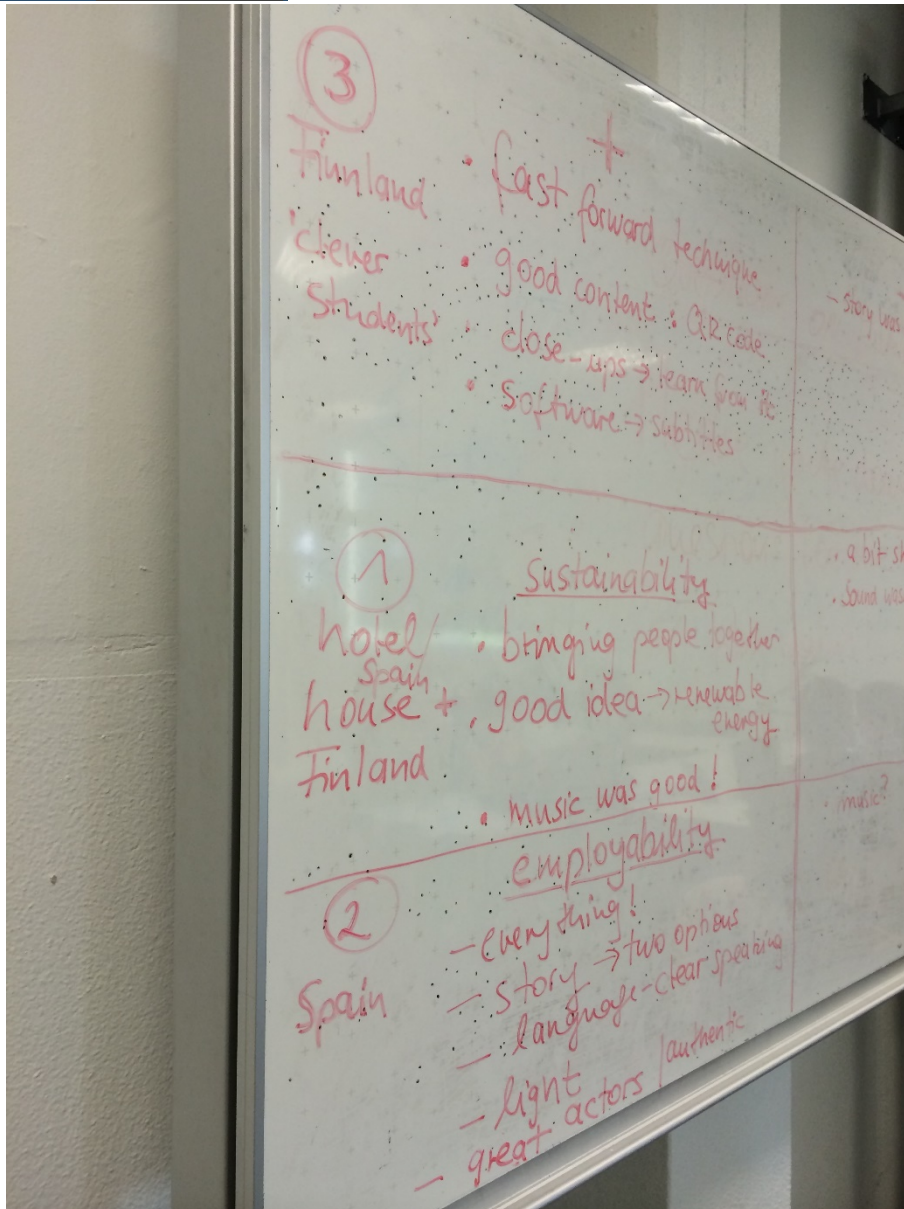


17. 11.05.2015, 12.05.2015 and 14.05.2015: **Good Practise Guide**

During the meeting in Dortmund the teachers and students took the time in the afternoons and evenings to work on the films and on the Good Practise Guide on those days mentioned above.



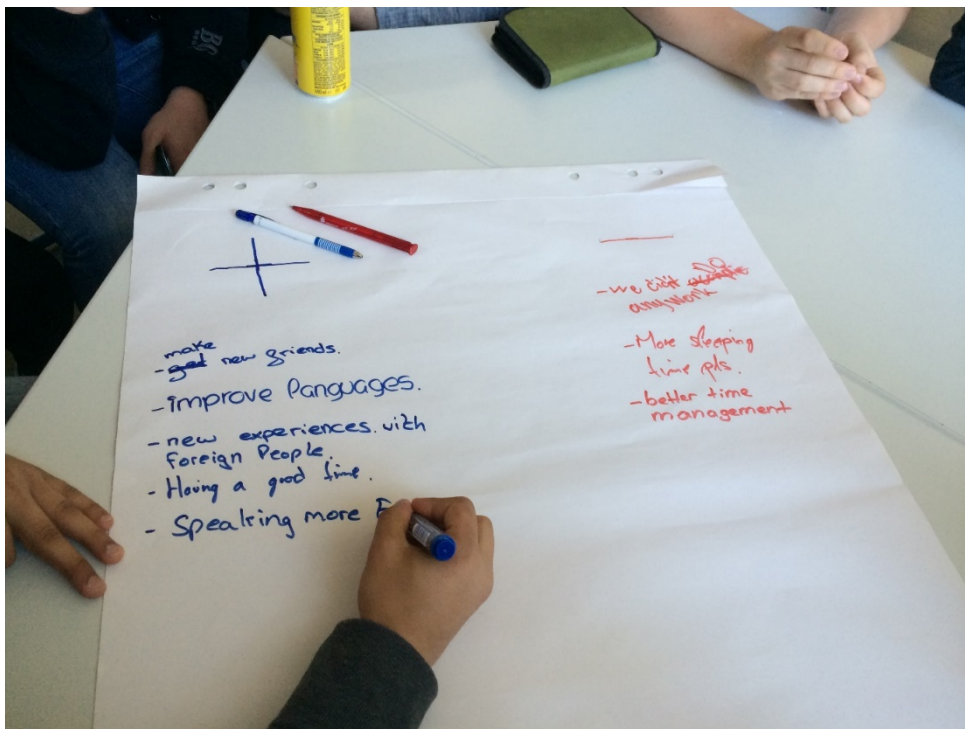
(2 Fotos: Evaluation of Film, Foto: Editing in Dortmund)



No	Country	Subject Matter	Pros	Cons
1	Finland	Sustainability – Low Energy House	music, subject matter, wood	sound was not very clear, too short
2	Spain	Sustainability – Independent Solar Hotel in Fuerteventura	subject matter, house owner interview is a very creative idea, shows this technology is for everyone	sound was not so good due to wind noise, camera a bit shaky, the solar technology should have been explained in more detail
3	Spain	Employability – Girl goes her own way	fictional film idea, idea of two options, actors, sound, clear speaking, light, authentic impression	music?!
4	Finland	Employability - Clever Students, OSR code, individual learning arrangement	fast forward technique, subject matter, close-ups,	story was difficult to understand, sub-title was not informative enough
5	Germany	Sustainability – Alternative cars (BMW i3, Tesla etc)	clear speaking, montage technique, clear posters, length	no music
6	Germany	Employability – Do's and Don'ts	clear picture (quality good for	very short, only

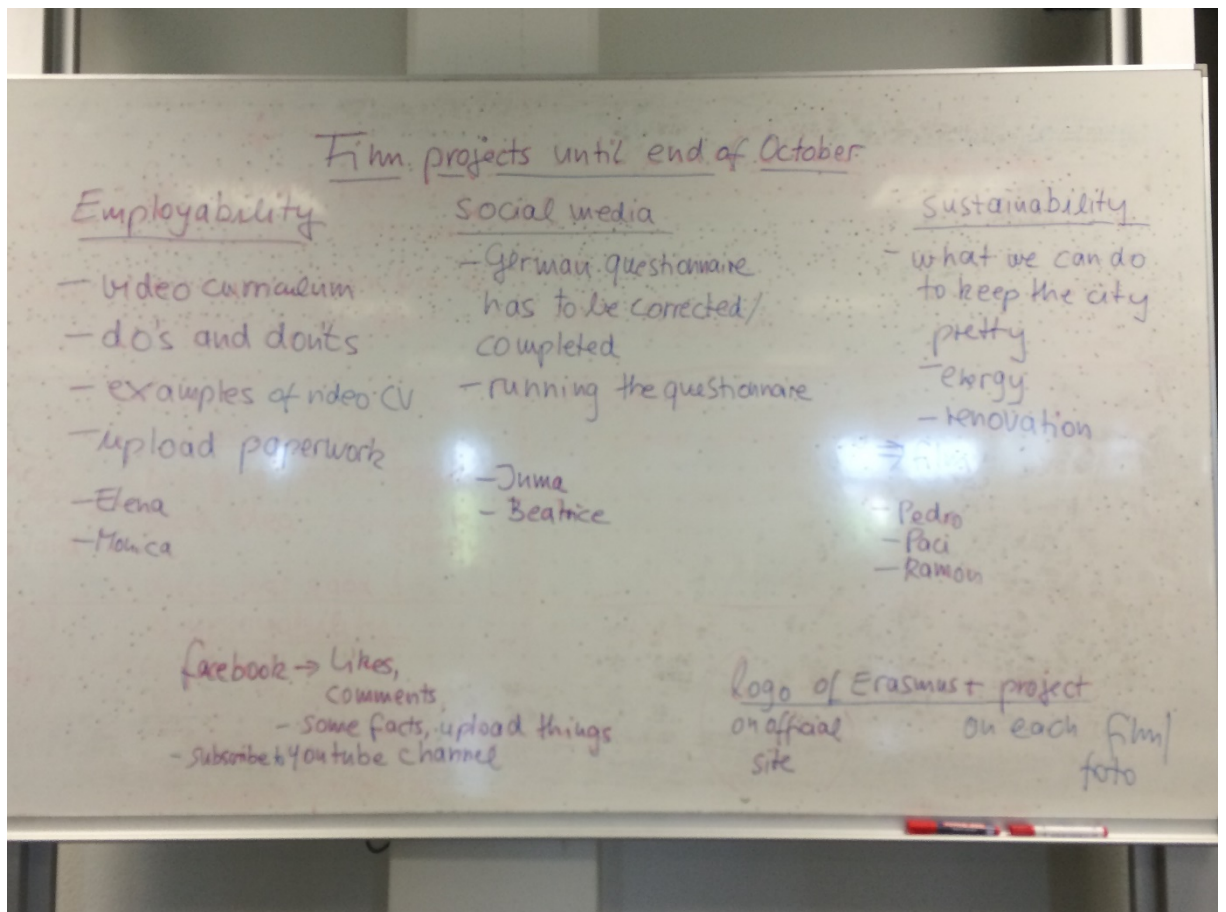
		when trying to find a job	an iPhone camera), all notes could be read easily	introduction, student should have explained notes on the board
7	Germany	Employability – girl in a Youth Training Scheme class is interviewed with the help of the questionnaire	picture okay	sound is bad in a big room, no introduction, hard to find the context, background class room looks deserted and boring

The experiences of the students were collected and included in a rough draft of the Guide by Susanne Auer, Julia Schweers and Philipp Lüttgens together with Kari Laitila from Finland and Raquel Sanchez from Spain. Jochen Steier, one of the German EU-project members with a lot of experience included the experience he has made with his more costly hardware and software into the Good Practise Guide (4 evenings x 2 hours = 8 hours). The evaluation of the project days showed that the students thought they didn't work enough (their activities with the international students obviously wasn't felt as 'work' and that the schedule was too backed with activities so that the students and teachers sometimes didn't arrive punctually for the next activity.





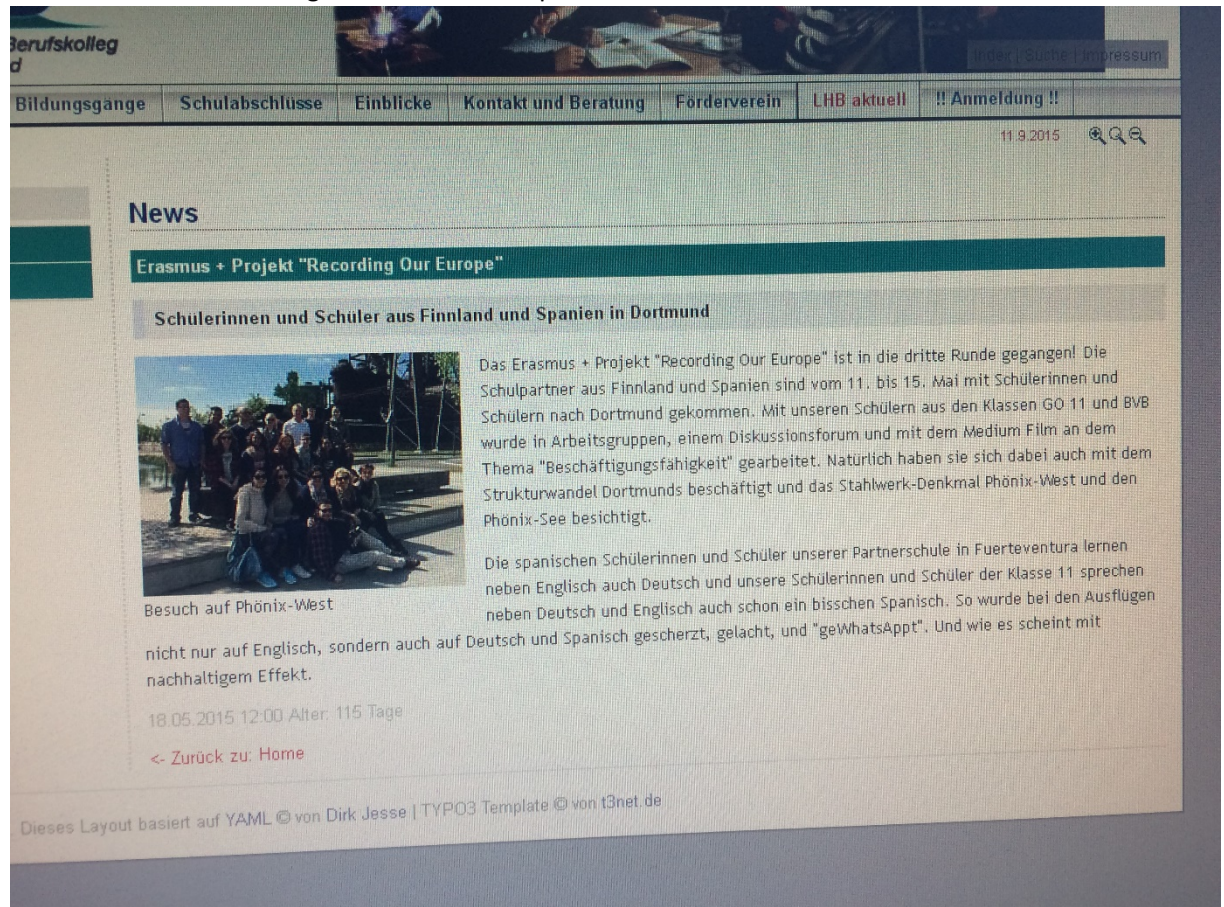
Evaluating the projects) At last the tasks for the next meeting in Finland were fixed.



(Foto: Tasks for Finland)

18. 17.05. 2015: **Presentation on www.lhb-do.de**

The international meeting in Dortmund was published on the school website



by our website administrator Hermann Dr. Severin. <https://t.co/k0VLBC2ZjV> = film

19. 11.06.2015: **Legal use of photos and films on websites and in facebook**

The next project meeting of the German group at the LHB in Dortmund dealt with all films and other presentation products. They were collected, looked at, Erasmus+ logos were put into the films. But most importantly, some subtitles showing names were modified because students didn't want their identity to be published on YouTube and on facebook. As "Social Media" and its use to protect your privacy had been a big issue for months in all project groups and also in the questionnaire that class BVB had prepared, the project teachers registered this conscious handling of pictures as a success – even if the films had to be modified which meant a lot of new work. A new "to-do list" was made...

20. 11.06.2015 – 28.06.2015: **Questionnaire on the use of social media**

The class BVB corrected and modified their questionnaire about social media in order to compare and fuse it with the one the Spanish group had made. They answered the questions themselves and the results showed a much more careful use of social media and posting of private information in all students than they had expected. The boys in the class, however, were a little bit more careless than the girls and worried less about their data and how it could be misused.

21. 01.09.2015 and 24.09.2015: **Handover of the project coordinator ship**

Ludger Maas, the first coordinator handed over the coordinator ship to Susanne Auer. They discussed the financial transfer, the contract the school's principal Mr Mai had signed and informed themselves about the mobility tool, which at that time unfortunately couldn't be applied yet. An ECAS access was created for Susanne Auer and some questions were collected that Susanne later discussed with the agency (What can management costs be? In which steps is the money paid? What is the difference between "Transnational Meeting" and "Short Term Learning Event?" etc.) Mr Paul Alef and Mrs Kathrin Esswein at the PAD helped the new coordinator Susanne and explained main accounting and billing terms via telephone.

22. 17.09.2015: **Preparation of a presentation** of the project to teachers in the whole of North-Rhine-Westfalia

During this meeting Julia Schweers and Susanne Auer prepared a Power Point Presentation for the presentation at the Berufskolleg West der Stadt Essen (a vocational school in Essen) for the Bezirksregierung Düsseldorf (the district government Duesseldorf) for the county of NRW. In this presentation the objectives, target groups, products and task of the different partner countries were included.

Erasmus + „Recording Our Europe“ 2014/2016

- ⇒ Film und kreatives Filmen als Studienmethode
- ⇒ zum besseren Verständnis und zum Erhalt einer nachhaltig gesunden Umwelt
- ⇒ und für mehr Erfolg von Jugendlichen in der Arbeitswelt Europas

23. 23.09.2015: **Presentation of the project to teachers from the whole of NRW**

At the beginning of this informational event for teachers at the Berufskolleg West in Essen Mrs Braidl welcomed the guests and informed them about the different types of EU projects (KA1 and KA2) and about contents and methods of previous projects which had been very successful. She also informed about the contracts and structures of these projects, target groups and advice for realisation and implementation. After her presentation all teachers allocated themselves to work groups in which one EU project representative presented his or her specific current project. Susanne Auer showed all aspects of "Recording Our Europe" as mentioned above. A very fruitful discussion about financing, realising and disseminating the project and its results followed which helped to reduce the fears and reservations of those teachers who had not carried out an EU-project before. Susanne Auer then took the

opportunity to join other discussion and work groups in order to gain more knowledge herself concerning applications and subject matters for future contracts.

24. 28.10.2015: Table of Ideas - Structures for the Good Practise Guide

During the **Transnational Meeting in Finland 26th October – 30th October** (watch video: https://www.youtube.com/watch?v=5PIMFc6y7_4) the international groups of students made a film about the dangers of social networks.

(Watch video: <https://t.co/k0VLBC2Zjv> or https://www.youtube.com/watch?v=T4XUhwf-nZk&index=23&list=UU0TeRyrL_b7y6kqfuy1dzA)



On the basis of this film, the project coordinator Susanne Auer produced a survey of all aspects the Good Practise Guide should contain. A list of different applications was made, embedded in learning situations and lessons. (8 hours). The survey was then presented to the whole group – teachers and students and some ideas were added to this “table of ideas” (3 hours). For watching the *making of* of the video watch this: <https://www.youtube.com/watch?v=RqLd0ao8dXM>

Use of video/film and filming in lessons/education on – Good Practice Guide “Recording Our Europe”, 16 Nov. 2015

A Production of film for research and documentation	B Production of film for developing and expressing an opinion (An opinion is developed and creatively portrayed in a movie)	C Production of film for job application purposes, type I	D Production of film for job application purposes, type II
<ol style="list-style-type: none"> 1. Phase: Aim to make a documentary about some subject matter is fixed, 2. Phase: Contents are found and fixed 3. Phase: Students produce results (posters, forum discussion) 4. Phase: Students present their results 	<ol style="list-style-type: none"> 1. Phase: Which message do we want to convey? 2. Phase: How can it be put into a plot? 3. Phase: How can the plot be put into scenes? 	<ol style="list-style-type: none"> 1. Phase: 2. Phase: Decide to produce a film and collect important data about yourself 3. Phase: Students prepare the text in written form, discuss nonverbal behaviour and clothes 4. Phase: Students 	<ol style="list-style-type: none"> 1. Phase: Discuss means how to make an application, esp. the CV more impressive 2. Phase: Students decide to use creative tools for making the video 3. Phase: Students learn how to work with WeVideo



<p>and film doing it</p> <p>5. Phase: Video is saved (on YouTube) for later use, e.g preparation for a class test etc.</p> <p>6. Examples: Video on alternative drive systems in cars for sustainability, video on forum discussion on employability Finnish video on how to wire the electrotechnical system</p>	<p>4. Phase: Casting the crew and actors</p> <p>5. Phase: Film sets and film scenes</p> <p>6. Phase: Post production of the film</p> <p>7. Presentation of film to audience</p> <p>8. Examples: Spanish film about a girl who wants to study instead of getting a job (message: Start the careers you want to start and don't get talked into something!) International Production of a girl who is killed because she posted private information on Social Network (message: Don't publish private data about your whereabouts!)</p>	<p>rehearsal speaking their texts</p> <p>5. Phase: Students make the videos and discuss their behaviour on film</p> <p>6. Phase: Students produce a list of aspects to remember for a job interview</p>	<p>4. Phase: Students make their own CV and with the help of this tool</p> <p>5. Phase: Students evaluate the films and find solutions how to make these tools more personal</p> <p>6. Students improve their films</p> <p>7. Example: CV of the Spanish girl with WeVideo</p>
<p>E Production of film done by students in order to teach others</p> <p>1. Phase: Discussion: How can we let others participate in a technical project again and again?</p> <p>2. Phase: Which aspects of the project have to be shown in the film?</p> <p>3. Phase: Filming the process at every new step that it has</p> <p>4. Phase: Cutting the film to its relevant scenes</p> <p>5. Phase: Writing the text which explains the process of the project</p> <p>6. Phase: Translating the text into English for a bigger audience</p> <p>7. Phase: Dubbing the film</p> <p>8. Examples: Film about desalting seawater system In Fuerteventura Film about turning a buggy car with a combustion engine into an electro car</p>	<p>F Production of film to assess a process/learning process thoroughly</p> <p>1. Phase: What exactly do we want to assess? Students produce questions</p> <p>2. Phase: Students get the questions and think about answers</p> <p>3. Phase: Students train giving their answers in an interview -> they reflect upon their answers more deeply -> their answers become more profound</p> <p>4. Phase: Students film each other when being interviewed (by other students)</p> <p>5. Phase: Films are watched and the different opinions are discussed and evaluated</p> <p>6. Phase: Opinions are revised/ modified/confirmed etc.</p> <p>7. Examples: Assessment interviews done by the Social Network team</p>	<p>G Reception of film for research I</p> <p>1. Phase: Students collect questions about a subject matter</p> <p>2. Phase: They find YouTube videos, fictional and non-fictional</p> <p>3. Phase: Students show each other the films and take notes on their contents</p> <p>4. Phase: Students correlate their notes with the questions they have collected</p> <p>5. Phase: Answers are given to the questions, controversial answers or unanswered questions are answered by Wiki or other decent internet sources</p> <p>6. Phase: Students write a report about the subject matter and/or produce a power point presentation about it</p> <p>7. Example:</p>	<p>H Reception of film for research II</p> <p>1. Phase: Teacher shows a film on a special subject matter or piece of literature while students are taking notes</p> <p>2. Phase: Students get together in groups and structure and summarize their findings together</p> <p>3. Phase: Film is shown again and students add missing information</p> <p>4. Phase: Students produce a short presentation of the main ideas on posters which can be hung in the classroom</p> <p>5. Phase: Posters are used to revise contents for a class test</p> <p>6. Phase: Posters can be put on WhatsApp material collection for the students</p> <p>7. Examples: All films which can be used for educational purposes, also the ones the students</p>

		<p>Instruction films on film making and post proction on YouTube</p>	<p>have produced themselves (see first box of this sheet)</p>
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25. 03.12.2015: Preparing the Second Transnational Meeting in Dortmund in February 2016

Julia Schweers, Philipp Lüttgens, Jochen Steier, Susanne Auer and Knut Hoecke, the core group of project teachers from the LHB who took part in the second year of the project met in order to plan the next transnational meeting in Dortmund. The group agreed upon a rough draft of the schedule in which all classes involved in the project should be represented in the work groups and social activities. Apart from work on filming and editing the students got the opportunity to deal with the subject matter of “sustainability” with a technical focus (as this was the focus of the school as well) as “sustainability” was the subject matter this transnational meeting focussed on. So it was planned to visit the water works in Schwerte and learn about cleaning and preparing drinking water, then experiencing a tour with the hybrid bus of the Dortmund public transport, visiting the DASA and learning about technology ensuring humans’ health at their workplaces and robotics, as a future challenge of humanity. Robotics were also dealt with in an exhibition in the Dortmund U-Tower by the HWKV. One last activity was added. This was a musical gig in the school hall during the project week to give international students the chance to show what they musical abilities they can offer and to give all interested teachers from the staff the opportunity to enjoy that guests from our partner schools were there. All these activities were integrated into a very complex schedule for the Second International Meeting by the group. In the following week German students were “recruited” to take the Spanish and Finnish students out to the movies, to bowling and to bistros in the evenings.

26. 23.12.2015 – 06.01.2016: Christmas Holidays – Work days for Post-Production

The students of the video group edited the film “Dangers of social networks” which they had filmed in cooperation with the Spanish and Finnish students in Kotka, Finland. The students Julian Bergmeyer and Nicolas Mehwald adopted the biggest part of the work.



They did not only cut the film but also integrated new scenes from free internet sources and designed the sound to give the film a more dramatic impression. And it worked! Their experience with lighting at night and how to find scenes on the internet that can legally be used free of charge were also integrated into the Good Practise Guide during the further education event for teachers in January. But the final edition wasn't ready yet of their clip "Clean City" with reference to the subject sustainability. So another post-production phase was necessary... (watch the short clip: <https://www.youtube.com/watch?v=XEbjXTMwh78>)

27. 07.01.2016 – 12.01.2016: Post-production workshop with teacher Jochen Steier

In this workshop the films which are dealing with the subject matter of sustainability (The Buggy initially driven by a combustion engine is being turned into an electric buggy and the presentation of alternative drive systems in cars by the students of class HTO, link see above) the process had to be explained in English because only a German version of the explanations existed. So the students had to translate the German text into an English text. Unfortunately they did not want to speak it (!) so that Mr Steier had to take this part. In the end they were very impressed in which way our means of transport can be made less harmful for the environment. On the basis of this interest the coordinator of the project decided to "book" a tour in the hybrid bus that the Dortmund public transport system uses. Dennis Masuhr of the DSW21 made it possible on the next transnational meeting in Dortmund.

28. Last week in January: Survey on the use of social media among youngsters of our school

The teacher Knut Hoecke carried out the survey that all international groups had agreed upon in Finland among a representative group of students in our school. He sent the results to Jesus Alonsos who integrated them in his survey about European youngsters.

29. 26.01.2016: Further education for teachers about video editing

Philipp Lüttgens and Julia Schweers taught another course in video editing to the staff of the school. Especially Susanne Auer took the opportunity to learn more about WeVideo. Julia Schweers showed how easy it is to put in special effects, structural tools and subtitles with the example of a film about social media that her class 12 had made. In the discussion it became clear that WeVideo is a great tool, especially as it is free of charge, but the fact that it can only be used online makes it sometimes difficult to use it when the internet connection is instable. These experiences, together with the students' post-production experiences, were integrated in the Good Practise Guide at the end of this event (1 hour).

30. 15.02.2016 – 20.02.2016: 4th Transnational Meeting in Dortmund

This Transnational Meeting took place in Dortmund because the Italian partner in Gubbio had left the project right at the beginning. The Dortmund hosts had created a complex schedule including work phases on filming and editing films as well as working on the Good Practise Guide (4 hours, 13:30 h – 18:00 h). The highlight of the meeting was the musical gig that all international students with their teachers presented in the school hall at lunch time. The principal of the school, Mr Heinz Mai congratulated the guests and the participating teachers of his school for the successful implementation of the project. The other about 30 teachers of the LHB in the audience applauded and showed more motivation in taking part in a next European project than they did the year before. If dissemination can be taken

seriously, this “gig” obviously set a seed for more interest in Erasmus+ projects! See website of the school:



31. 08.02.2016 – 21.02.2016: **Post-production workshop** with teacher Jochen Steier on the documentary about the meeting in Kotka in October 2015 and the Making Of of the horror movie “Dangers of Social Media”.

In this workshop Jochen Steier post-produced and edited the documentary of the meeting and making-of of the “horror movie”, two films, which were made in Finland during the transnational meeting. The films were cut and special effects were integrated into the film e.g. inserting film sequences into other film sequences. The students of the workshop (and of course also the viewers later) were very impressed how it was made possible to show the planning and script writing phase and how ideas were actually carried out in the finished film simultaneously within one picture, so that the process of “generating” a film could be made clear to the audience.

32. 17.02.2016: **A day in the name of technology**

An international group of students visited the DASA in Dortmund. This exhibition hall was originally an exhibition of the history and development and improvement of working conditions from the industrialisation till today. It has now integrated advanced technologies in computer science and medicine. It is shown how safety at work and especially advances in medicine with new technologies help to keep people in good health. The students were guided through the exhibition and were shown the new developments in robot technology and aviation technology as well. After the visit the students spent their lunch break discussing the challenges new technologies in aviation, automation and IT bring about in terms of energy consumption and our environment. It became quite clear: On the one hand new technologies help to save our nature and health but on the other hand they also constantly create new challenges, like e.g. how to generate the vast amount of electricity needed to use them.

33. 18.02.2016: **A day in the name of humans and their robotic copies**

The exhibition “(Artificial Intelligence) Digitale Demenz” by the HMKV in the U-Tower in Dortmund displayed some exhibits about IT and robot technology and films showing robots acting like human beings, showing feelings, being a threat to mankind. In international groups the students discussed in which way our digital world and artificial intelligence and machine friends could change our social behaviour. The students’ use of social media like facebook – sometimes not even knowing whether a new digital friend exists at all or is just a spybot– became quite spooky on the background of the exhibitions the students had attended.

34. 19.02.2016: A day in the name of nature

The students enjoyed driving with the hybrid bus of the Dortmund public transport system through the country side around Dortmund and praised this technology as a step in the right direction of environmental protection. The visit to the water works with the DEW21



(Foto: DEW21) in Schwerte showed the international students that drinking water for big cities doesn’t necessarily have to be chemically recycled but can originate from natural wells and be cleaned in a natural way. Especially for the Spanish students this visit was very impressive because their drinking water comes from desalted sea water and undergoes a totally different procedure through membranes (as the Germans and Finnish learnt later in the last meeting in Puerto del Rosario in April 2016).

35. 05.03.2016 - 11.03.2016: Post-production workshop with teacher Jochen Steier

The whole transnational meeting had been filmed and had to be post-produced and edited.



Again Mr Steier’s knowledge was needed!

The students knew by now to edit a film with the internet tool “WeVideo” but they realised it takes a lot of time to upload the film into the cloud programme and to edit it, if you do not

have enough routine with this tool. So Mr Steier helped the students so that – in the end – an interesting and informative film would be the result. And it was!

36. 26.03.2016 - 02.03.2016: A report for the official brochure of the district government (Bezirksregierung Arnsberg, Mr Mueller))

Susanne Auer, the project coordinator, wrote a two-page report for the district government to be published in its official brochure. The report starts by presenting one product of the project, a “horror movie” about the dangers of social networks. The making of and the YouTube link (<https://t.co/k0VLBC2Zjv>) were included in the report as well as the notice that a Good Practise Guide is being produced in which interested teachers can get a lot of advice for the use of film and video in school. The report also explains the other subject matters of the project (“sustainability” and “employability”) and reflects the complexity of this “venture”. Mr Alex Mueller, head of the EU agency for the district government of Arnsberg confirms the reception of the report on the “Recording Our Europe” Erasmus+ project and promises to publish it! It will be presented in the next brochure at the beginning of the term 2016/2017.

37. 03.03.2016: A report in the local newspaper

Susanne Auer’s report on the Second Transnational Meeting in Dortmund is published in the “Westfälische Rundschau”. Just as in the report for the district government, a rough draught of the project is presented and the chance to receive the Good Practise Guide is mentioned in the article. The German project teachers hope that a lot of teachers from other schools will order it so that the use of this fascinating and motivating medium “film” will spread among vocational and general schools.

38. 08.03.2016: Preparing the 5th and final meeting in Fuerteventura



A group of students from class 11 interviewed two project teachers about the use of video in class rooms and how this project had influenced the application of this medium in his lessons. Fortunately both teachers watched a positive impact of this project on their personal teaching behaviour. Unfortunately one of the interviews filmed had a bad optic and acoustic quality so that the students decided to only present one of the interviews. That was the one with Jochen Steier, it was uploaded. Watch video: <https://www.youtube.com/watch?v=ms4n9J2uMF0>

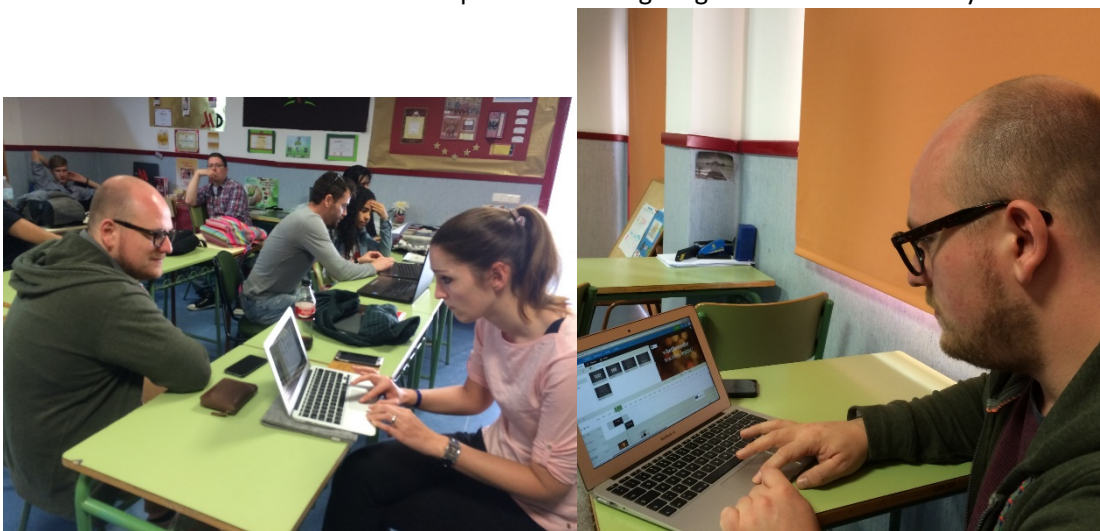
39. 08.03.2016 – 18.03.2016: Recruiting “Staff” for the Final Meeting in Puerto del Rosario

Susanne Auer, the project coordinator, recruited those students from the groups of project students who showed most commitment when working in the project, when filming and

editing videos. (2Fotos: Project Meeting March 16). These were the ones who were travelling to Fuerteventura. One very important further criterion in choosing these students was the fact that they had held contact with the Spanish and Finnish students they had met in Dortmund und Finland via “WhatsApp” constantly, meaning ALL THE TIME. One student even visited his new Spanish friends on a private basis during his holidays! As a firm group of 9 students turned out to be the “core EU group” Susanne Auer wished to take them all to the final meeting. After having received Mr Paul Alef’s (Former Head of the EU agency for the district government in Arnsberg) permission to use the money that had originally been for the meeting in Guadalupe for this meeting in Fuerteventura, she was very happy to be able to take these very motivated and committed students to the last meeting. Apart from recruiting the students, the following days were used to edit the last films and to provide



them with the Erasmus+ logo and upload them. Some difficulties with the YouTube account lead to a delay in uploading. Some had to be uploaded in Fuerteventura. The teachers Julia Schweers and Jochen Steier had to help the students giving the film the necessary “finish”.





Postproduction, Fotos: Filmediting experts.

As you can see, the students still had difficulties in editing the films. We have learnt from this, that for a new project with students, there must be even more time to edit the films!



At the presentation in Fuerteventura, however, all films and other products were presentable on the fantastic festival the Spanish had organised!. 😊 (watch video of the festival: <https://www.youtube.com/watch?v=VZ6f4ayeQMw>)

40. 07.04. and 11.04.: **Our part of the Good Practise Guide**

41. Julia Schweers and Susanne Auer wrote those parts of the Good Practise Guide that the Spanish as the coordinating school had allocated to the German group. Both found the clear homogenous structure that the Spanish had found for the whole Guide very convincing and completed it with their part. This part was mainly about how to make a fictional movie, how to prepare the scenes with the students, how to realise it and which objectives can be reached by proceeding in this way. They wrote down their text on the basis of the example of the "horror movie" mentioned above. It took them **6 hours** on those two days to write this part.

42. 20.04. 2016 – 26.04.2016: Post-production workshop with teacher Jochen Steier

The last post-production workshop for this project. The last big event with the project “Recording Our Europe” was filmed in Fuerteventura and had to be post-produced and edited. This was a big challenge because Felipe Sanchez had also filmed the event with his video group and camera. Jochen Steier’s camera had a position on top of the loge of the theatre (Auditorio in Puerto del Rosario) and Felipe’s near the stage. That was great! So both teachers collected the film material, did their post-production partly in their schools and Jochen Steier then sent the part of his workshop in Dortmund to Spain so that the video in Spain could do the finish with logos and decide upon the final “design”.

43. 03.05.2016: Feedback on and impact of the Final Meeting and the Whole Project

In this project meeting all teachers and students taking part in the project came together to learn about the last meeting in Fuerteventura and to give their feedback. All students – without exception – were very happy having been part of the team. Of course, they enjoyed mostly that they got into contact with other European youngsters and to share a little “slice” of their completely different life in Finland or in Spain on the Canary Island. 5 of the nine students spontaneously decided to spend their summer holidays in Fuerteventura, meeting their new friends again and improving their Spanish (one of the A-level students’ subjects is Spanish). They are now much keener on learning the language than before. They also found the visits to bio farms and the new desalting system in Fuerteventura very interesting. They were shocked about the fact that this desalting system is run by an oil-fired power plant. They were also shocked to hear that a special tax has to be paid by owners of solar systems. They were very amazed by the technology park in Fuerteventura which offers young start-up enterprises office areas and support. As their main school subject is either mechanical engineering or electrical engineering they said that they plan to study environmental technologies in order to improve electricity generating systems in the world, especially in sunny climates. Maybe in Fuerteventura ;-)

The teachers also enjoyed the exchanges and working with the colleagues from Spain and Finland. Through this project they had the opportunity to gain a lot of complex materials for teaching in the fields of “employability”, “sustainability” and “social networks”, and above all interesting films to show to their students and a Good Practise Guide for applying the medium “film” creatively by students in lessons. They emphasised the fact that all students involved in the project, no matter whether they had learning difficulties (youth training scheme classes like BVB or KSOB) or on whatever level they are taught at the LHB. The students worked more than the expected times and even used their holidays for filming or editing film material.

Looking back at the forum discussion in Dortmund about employability, the teachers underlined that most suggestions mentioned there, how teaching could be more effective for students and a more useful preparation for the working world, were covered in this project, as there were firstly, so called “soft skills” like motivation, interest in a task, responsibility, team abilities, communication abilities, respect, positive social behaviour, strong self-esteem. All teachers agreed that the latter had been improved in all participating students. Secondly, also the so called “hard skills” language abilities, text reception abilities such as efficient reading and structuring information and processes were met through the project.

How can this be learnt better than in making films? When reflecting on the role the school has got in order to prepare our youngsters for working life, the forum had presented the following results: interlocking theory and practical work, supporting responsibility and social behaviour and improving the students' self-esteem. Remembering the meetings in Finland where all students managed to integrate all students from all nationalities into the processes of planning, sketching and making the film without discriminating students or recalling the meeting in Spain where all students in the end managed to present their part of the project in English and Spanish in front of an high-rank audience (the Head of the PAD in Spain and the Minister of Education for the Canary Island), we came to the conclusion that this project had exceeded all expectations!



44. 09.03.2016: Application to take part in PAD Symposium

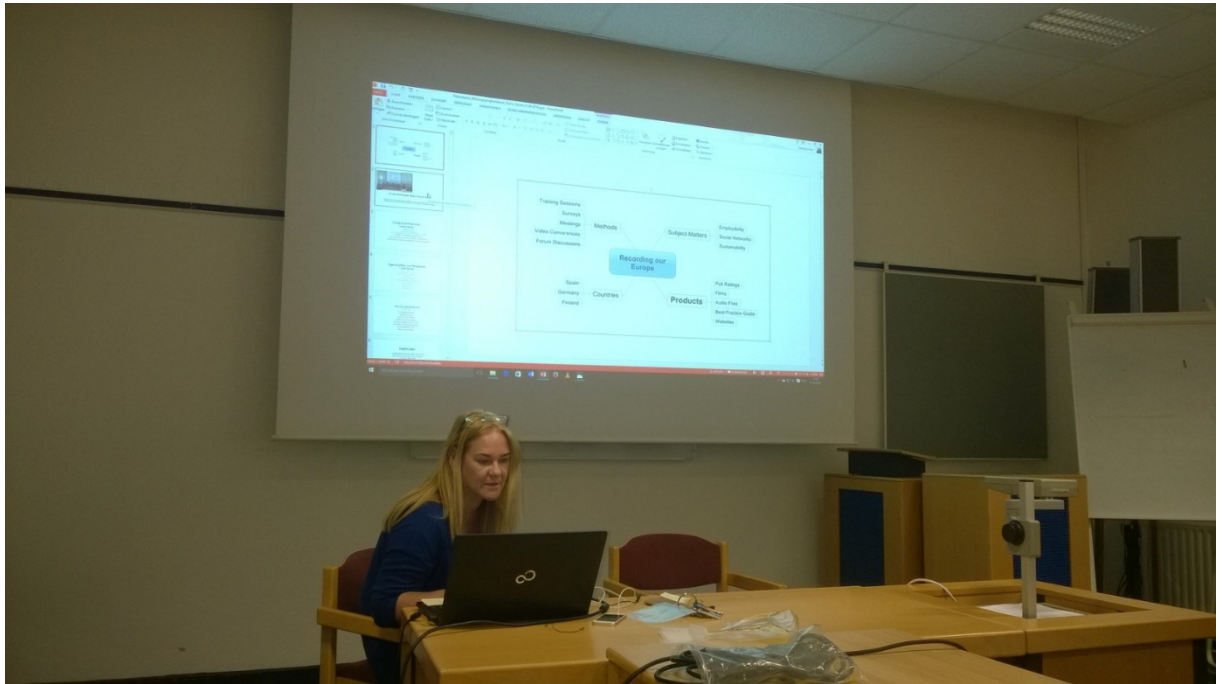
Jochen Steier and Susanne Auer applied for presenting the project within the framework of the PAD symposium "Migration - Integration: Schule gestaltet Vielfalt" on 23rd to 24th May 2016 in Bad Godesberg. On the 10th March they got a feedback about the reception of the application, but by 18th March the application was unfortunately rejected by the PAD.

Both teachers were very disappointed because they had been very motivated to take part in the symposium. ☹

45. 11.03.2016: Presentation of this project in the conference of the department for A-level students

Susanne Auer showed a Power Point Presentation to all teachers of the department in order to publish the results and discuss the methods (filming and use of video) and the implementation of more projects into this department. The teachers agreed to the positive impact such a project work has on the students in all fields of their development but asked the project coordinator to remember that the amount of contents which have to be taught because of the centralised exams (Zentralabitur) restrict the time for projects. One idea to realise this project (orientated) approach was taken into consideration: The students should film the work placements they have to do at the end of class 11 and prepare a presentation

of the job they experienced for the teachers and students of that form. In this way some of the objectives of project work could also be achieved in a simple way. All teachers attending the meeting agreed however, upon integrating a more project-orientated approach to teaching into their lessons and to try to apply filming as one method to gain and structure knowledge in all subject matters of this department. Foto.



Final results:

What should be improved:

- Making a film is more work than expected. Especially the post-production took longer than expected, even with the simple editing program WeVideo. So, **more time** has to be planned **for teaching students** how to post-produce films so that more students can be involved and help.
- **More time** has to be planned **to post-produce** the films. There have to be regular times in the time table of the students for post-production.
- When all films the students shoot are to be honoured sufficiently by being published, **more teachers have to help and support the students and their fellow teachers**. We were only 5 teachers taking part in the EU-project continuously which is not enough for carrying out all planning, organising and realisation of the project tasks and supporting the students in creating all required products.

What can stay as great as it was:

- All students were very motivated to contact students from other countries and communicate with them in English and Spanish. This led to better language skills in the students.
- The teachers involved got a new approach to teaching the subject matters of the curriculum (especially Employability and Sustainability).

- The thesis, that project work supports the necessary “hard” and “soft” skills that are required by employers and that the students themselves find necessary to acquire could be verified completely in all aspects.
- The method to approach a subject matter by making a video about it helped the students with independent learning.
- The international contacts the students got expanded their career chances. Some German students now even intend to study Environmental Technology or Mechanical Engineering in Spain!
- The students were very productive 12 (!) short films were produced (meaning shot, cut and post-produced!) within the project time span of 12 months, during which all students were involved in tests and exams in school!
- Different classes with different levels of education and language abilities could be integrated into the project! (Bildungsgangübergreifendes Projekt)
- The 12 films can be used in other classes in order to introduce a new subject matter or a discussion or even another project! As they are all interesting and from the view point of the students they will definitely be used and not left on the shelf! ;-)

The project coordinators from Germany, Spain, Finland ...



... looking forward to the next Erasmus + project! ;-)

46. 06th June 2016: Evaluation of the project by a group of teachers having taken part in the project and a group who have not taken part (same amount of persons) take part in a questionnaire that Jesus Alonso has prepared for each school.
47. **07.07.2016, 15:00 h: Finalizing the project – Farewell Meeting of all participating students and teachers to reflect upon the two years**

Here you find all links to the videos uploaded on our google site:

<https://plus.google.com/u/0/106094060029809145330/posts>

Or directly in YouTube: https://www.youtube.com/channel/UC0TeRyRL_b7y6kqfuy1ldzA