



ERASMUS+ PROGRAMME

KA2 - Cooperation for Innovation and the Exchange of Good Practices

Strategic Partnerships for vocational education and training

ERASMUS+ PROGRAMME¹

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**PROJECT TITLE: Furniture and Language innovative integrated learning for
sector Attractiveness and Mobility Enhancement- FLAME**

O2 / A2. Trainers guide production





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1. About this document

This is instructional document to explain to trainers how to use the different training materials for both essential furniture sector training and language training. Essential furniture sector training is implemented as a lessons with tutorials, case study and practical exercises. Language training is implemented based on practical examples. In this way, a specific technical language is presented in parallel with practical classes. In this way, students immediately connect these two environments: practice and communication.

In the instructional document, the focus is to activate students in individual studies as well as in group work. Developing team work skills is particularly important because of the complexity of operations and activities. In both cases, trainers should give enough time for participants to understand the issues presented to optimize activities aimed at achieving the goal.

The document contains also instructions on how to evaluate if learners have achieved the learning outcomes covered by FLAME training.

2. Modules from the Grouped Learning Outcomes

The curriculum is divided into 6 Modules. The choice of modules and their content was based on the criteria for employment and work in furniture factories, as well as in



accordance with the stages of the production process and the process of providing the service. Titles of selected modules:

1. Standards, technical drawings and technical regulations,
2. Materials and finishing surfaces,
3. Construction, mounting and assembly techniques,
4. Machines and tools,
5. Automated production and software,
6. Management and quality control.

For each module have been defined areas of knowledge and skills and competences. Each module requires the particular approach of knowledge and skills based on the expectations and transferred knowledge. However, area of competences is defined for all modules as a general approach.

Thus knowledge, skills and competences of Modules are determined as:

- KNOWLEDGE – should know
- SKILLS – is able to
- COMPETENCES – is competent to

3. Description of Modules

Each of the 6 Modules is detailly described and defined. At the beginning aim of the module is presented, as well as learning outcomes and ESCO Profiles.

Contents of Modules are grouped in individually Units. Each Module has got from 5 to 6 Units. At the beginning of each Unit a table with

- Pedagogical approach,
- Assessment,
- Duration in hours,
- ECVET points in credits according to whole Module

is presented. In this table content of Unit is presented too.

Content of one Unit has got two parts. First part contains explanation of the subject with highlighted keywords and the second part contains table with:

- Keywords,
- Description,
- Image.

Highlighted keywords join both parts. It is necessary to present information using both parts of Units description in parallel.

At the end of Modules description references are listed. Depending on the need, references are divided into books, magazines, webpages and videos.



4. Portions of the trainings

At the beginning explanation about why study furniture sector and language should be given. Explanation about importance, possibility and rank of furniture sector together with communication in foreign languages is essential. In both themes have to complement each other. On the one hand, even if we have very experienced worker who can not communicate will not do the job at all or correctly. On the other hand, any of professional translator cannot produce furniture. Because of specific and peculiar vocabulary any automatic devices will replace personal knowledge.

Furniture training and language training should be adapted to each Module and especially to each Unit. However, a minimum of equipment should be available. Especially for furniture sector, because of its technical, production, administration and organization parts working together in a very big range even for small enterprises.

Parts of the training can contain quantitative and qualitative methods. However, the selection of these methods for a given subject must have a proper background.

4.1. Furniture sector training

Furniture sector training is implemented as a lesson with tutorial, case study and practical exercises. Because it is particular for each subject there is no possibility to give precise rules how to practice it. There are general rules which is adapted individually by trainer.

Lesson with tutorial

Lesson of a given subject does not have to mean that trainer talks all the time, like a lecture. We obtain greater effects by including the public in the course of lesson. We can ask if the presented subject is understandable, maybe repeat a fragment of the lesson, maybe somebody from audience have got personal experiences with presented theme. There can be many elements. However, it is a very important beginning. This is the chance to interest students. If we do not interest the students at the beginning, it will be much more difficult later.

After lesson interesting and activating students, it is time for tutorial. Because, tutorial is a teaching method to one-on-one or to a small group of students, depending of student number, it is necessary to divide audience. Usually at the start of training, student they sit next to the person they feel comfortable with, more safe. This should not be opposed. The very beginning of the training is stressful, no new stress should be added, this one is enough.

It is important during lesson and tutorial that the trainer does not immediately judge the students. It takes time and effort to learn a given topic. Immediate, negative feedback



can be destructive. However, immediate approval or praise of a well-mastered content or task is very advisable. It is just in us that we do like to be appreciated.

Write an A+ Tutorial

Introduction:
What will be learned and why is it useful?

Objective:
What do you want your readers to learn from your tutorial?

Materials:
What will your readers need to complete the tutorial?

Procedure:
Step-by-step directions needed to complete the tutorial.

Example of general lesson planning principles (source: crafterminds).

Case study

Case study describes detailly a particular subject as action, achievement, event, phenomenon. So, it can be applied especially to non-technical subjects. It is very important to define the task. Any mentioned task can have never ending story if it is not detail defined.

DO'S AND DON'TS OF A CASE STUDY

- 01 Identify the purpose of your study
- 02 Focus and increase concentration
- 03 Read easy unbiased general sample
- 04 Create your schedule and follow
- 05 Segregate major and minor data
- 06 Address strengths & weakness
- 07 Don't forget the limitations
- 08 Develop a negative hypothesis

Get expert help

Let a professional draw the outline for you!

PEN paper
www.penmypaper.com

Case study plan example (<https://penmypaper.com/blog/example-of-a-case-study-format/>)



Practical exercises

It is not possible to teach technology without practice. Practical exercises should begin in training place in workshop. Domestic practical exercises should be performed under the constant supervision of a trainer. It is necessary not only because of the knowledge passed on, but also, which is very important, for the safety of the trainees.

When trainees learn the safety rules in the production hall and the production technology, or organizational and administrative matters it is very important to go into real production, from here we turn to industrial practices. In the industry it is significant to follow the entire production process from the order to the finished product. Having basic knowledge, students can inflict specific and professional cuts on employees. If someone does not have basic knowledge, one will not ask any questions because one does not know what to ask for.

A very important element is that the trainees can meet employees at all levels of positions. Nobody knows everything in the company and has got very different knowledge, skills and competences.



Practical exercises implementation proposal (<https://theteamhealthcheck.com/practical-exercises-to-create-a-vision-that-lifts-and-stretches/>)



4.2. Language training

From psychological point of view in relation to foreign languages general group of 4 are distinguished:

1. Does not know language and therefore has no possibility to communicate,
2. Is able to communicate but is too ashamed to do it,
3. Does not know language but tries to communicate anyway,
4. Knows language and uses it for communication.

In this case trainer should, at the beginning, get to know the students from this side and do not necessarily force the answer on the person from point 2. Such a person should gradually be dared to open up.

In language training it is important to focus on:

- Professional vocabulary,
- Practicing in explanation of needs,
- Practicing in explanation of subject,
- Communication requirements,
- Communication rules,
- Suppressing of shame,
- Developing openness.

5. Evaluation of learning outcomes

Not only all the trainings and content of the Modules contribute to the final scoring but also a final test has been developed for each Module. The quiz consists of several questions related to the content of the Module and 4 possible answers for each question. Some feedback is given to the student in order to let them know whether their answers of the quiz are correct or not. Thus, a feedback of "OK!" is displayed when the answer is correct and "Try again!", "Are you sure?" or "Better luck next time!" if the answer is not the proper one. At the end of the Module, a total punctuation of 60% is needed to consider the trainee has passed it.

6. Learning to learn

It is obvious, that we learn how to learn. That is why, trainer should start with explaining trainees about teaching materials. Then, trainer should recommend way of learning. Each of trainers can have its own mind and ideas.

However, it is suggested to follow arrangements:

- A general overview of the information and requirements about the Module,
- A general overview of the information and requirements about the Units,
- Read information about Units subject,



- Read particular information about separate Unit topics parallel in Furniture sector training and Language training,
- Presentation of the importance of making notes,
- Presentation of the importance of repeating the acquired knowledge from time to time,
- Fulfilment of Quiz
- Study in depth especially is interested topic(s).

Trainer should explain student how important is to attend the classes where questions can be asked and additional information can be presented.

Moreover, trainer should:

- After a part of the course stop for a while (trainees need time to absorb and understand what they have heard,
- After a chapter of the course ask if everything is understandable,
- After a chapter of the course ask if there are questions (addressing to a few students personally),
- Activate for independent work
- Activate for group work,
- Always give enough time.

7. Publications

Trainers should not forget about self-education. You do not need to be perfect on a given topic. It is not a shame to ask and learn, do not be embarrassed to use help - do not reinvent the wheel. There are books, articles in journals, professional magazines, and of course the world's largest library – internet.

There are some examples:

<https://penmypaper.com/blog/example-of-a-case-study-format/> (access 20.08.2020)

<https://theteamhealthcheck.com/practical-exercises-to-create-a-vision-that-lifts-and-stretches/> (access 20.08.2020)

8. Summary

Separately and simultaneously training of Furniture sector training and language training is very complicated. It requires force and effort of the trainer. Moreover, a personal approach to every trainee is recommended. Thus, a psychological approach to each student and mastering of work in group is desirable. There are also enterprises visits and meetings with employers and employees at different positions.

Methods of training depends not only on different Modules, but also on the specificity of the culture of each nation.