

2024



e W B L
WORK BASED LEARNING



NEWSLETTER #5

PREPARED BY THE eWBL-PROJECT



WELCOME MESSAGE

Dear Educators, Trainers, and Supervisors,

We are delighted to bring you the latest edition of the eWBL (electronic work-based learning) newsletter, showcasing the most recent updates and achievements from our project.

We are pleased to announce the successful completion of our Multiplier Events in Germany, the Netherlands, Slovenia, Ireland and Italy.

These Multiplier Events were designed for educators, trainers and organisations responsible for developing and implementing online or hybrid work-based learning experiences for aspiring graduates within their institutions.

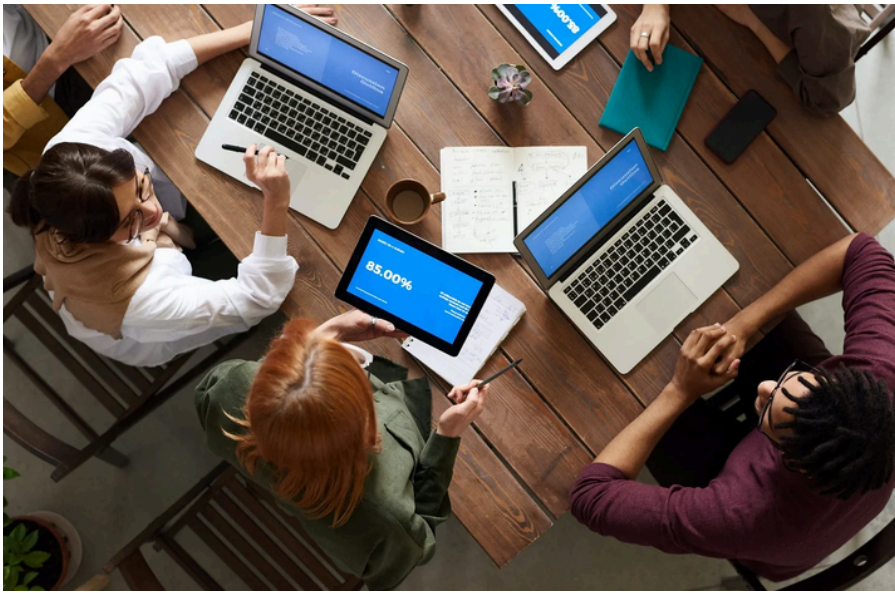
We trust that you will find this newsletter both informative and valuable.

Should you have any questions or feedback, please don't hesitate to reach out to us at [ewbl.project@gmail.com or katrin.uude@fh-muenster.de].

Warm regards,
Katrin Uude

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01 | ABOUT THE PROJECT

Several EU-funded projects, such as HAPHE (2016), WBLIC (2016), and WEXHE (2020), have documented the importance of Work-Based Learning (WBL) in developing work-ready graduates. WBL is a powerful pedagogy that fosters graduate work readiness by embedding learning in real work environments. With the increase of remote work, a new electronic form of WBL has emerged recently, which this project calls "eWBL".

The project aims to upskill higher education professionals, including lecturers, trainers, and administrative staff, on designing and delivering high-quality eWBL to enhance the work readiness and employability of the graduates.

To achieve this goal, the project explored how 27 WBL providers across Europe have addressed the pedagogical and technological challenges associated with the transition from WBL to eWBL and the solutions they have developed. The project then created an overarching framework to guide eWBL trainers and supervisors. Further, the project translated the framework into a toolkit and open educational resources (OERs). Additionally, capacity-building activities are delivered in each of the partner countries. Lastly, multiplier events are planned to help train those involved in WBL provision in HE.

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02 | PROJECT PARTNERS



FH MÜNSTER
University of Applied Sciences

FH MÜNSTER UNIVERSITY OF APPLIED SCIENCES (FH MÜNSTER)

FH Münster is the coordinating institution of the eWBL project. In this capacity, FH Münster oversees project management and quality assurance activities. In addition, FH Münster leads project result 3 (PR3) and actively participates in the remaining project results.



Fondazione
Giacomo Brodolini
Srl SB

FONDAZIONE GIACOMO BRODOLINI S.R.L. SB (FGB)

FGB is responsible for leading the project result 1 (PR1), which aims to explore the challenges faced and alternatives found by work-based learning (WBL) providers across Europe in their shift from WBL to eWBL. In addition, FGB provides support in remaining work packages.



Università
Ca' Foscari
Venezia

UNIVERSITA CA' FOSCARI VENEZIA (UNIVE)

UNIVE co-leads project result 1 (PR1) together with FGB. In addition, UNIVE actively participates in the remaining project results.



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 groningen

RIJKSUNIVERSITEIT GRONINGEN (RUG)

RUG is the leader of project result 2 (PR2), which produce general frameworks or replicable models on how to provide high-quality eWBL that are useful to a broader audience. Furthermore, RUG actively participates in the remaining project results.

University of Ljubljana



UNIVERZA V LJUBLJANI (UL)

UL is the co-leader of project result 2 (PR2) together with RUG. In addition, UL actively participates in the remaining project results.

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MOMENTUM MARKETING SERVICES LIMITED (MOMENTUM)

MOMENTUM leads project result 4 (PR4), which aims to train the project's target audience (HE lecturers, trainers, and administrative staff) on how to design and deliver high-quality eWBL. Furthermore, MOMENTUM actively participates in the remaining project results.



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HIGHLIGHTS FROM THE IRISH EWBL MULTIPLIER EVENT

OCTOBER 2024

On October 16, 2024, the Technological University of the Shannon (TUS) hosted a workshop to explore remote internships' potential. Momentum organised the event as part of the eWBL (digital work-based learning) project which brought together a mix of educators, employers, students, and placement professionals to discuss the evolving landscape of work-based learning (WBL) in the digital age.



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As remote and hybrid work continue to redefine traditional internships, thirty months ago and just post-COVID-19, the eWBL project set out to empower key stakeholders with tools, resources, and strategies for implementing high-quality, inclusive, and future-ready WBL programs.

To close the gap between education and the workplace in the digital era, the eWBL addressed the challenges posed by remote WBL with an innovative framework, training program, and toolkit designed to enhance employability through remote and hybrid placements, equip educators and employers with practical tools to improve placement experiences and facilitate collaboration between higher education institutions (HEIs), students, and industry partners.

The Irish workshop, which attracted 66 attendees, was the culmination of research and implementation and featured discussions, case studies, and networking opportunities.

Case Studies and Best Practices

Attendees explored [27 detailed case studies](#) showcasing real-world examples of successful remote internships. These case studies provided valuable insights into the benefits, challenges, and strategies for making remote WBL a success.

The eWBL Framework

The [five-phase eWBL framework](#) was introduced as a practical guide for planning, executing, and assessing remote and hybrid internships. This comprehensive framework offers actionable steps to ensure quality at every stage of the process.

The eWBL Toolkit

Participants received an overview of the [eWBL Toolkit](#), a collection of open educational resources (OERs) designed to support the implementation of digital WBL programs. These resources are freely available and include templates, guides, and instructional materials.

With representatives from HEIs, students, and industry partners, the workshop fostered connections and collaborative discussions. The feedback from attendees was positive with many expressing an eagerness to apply the eWBL tools in their contexts. The event closed with the unveiling of the [Digital Treasure Box](#), a curated collection of all of the eWBL resources which are available to everyone on the eWBL platform to help stakeholders continue implementing the project's outcomes.

Momentum extends heartfelt thanks to the TUS Career Office, the attendees, and all stakeholders who made this event a success. Together, we are shaping the future of digital work-based learning and paving the way for students and professionals to thrive in the era of remote work.



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CONCLUSION OF THE EWBL PROJECT WITH TWO MULTIPLIER EVENTS IN SLOVENIA

DECEMBER 2024

The first one took place in an online environment on 5 November 2024, where the results of the eWBL project were presented. 29 participants from Slovenia, Italy and Finland were introduced to the tools, framework and phases of eWork Based Learning through an interactive presentation.

As part of the presentation, we also hosted a student from Finland, who carried out her practical training in a digital environment at the Peace Education Institute. A group discussion followed on the main advantages and disadvantages of working and doing WBL remotely, in our case an online internship (compared to working on-site in an office, classroom, lab, company, etc.). Many suggestions were made by the participants, followed by a short discussion and a presentation of the eWBL project results.



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Then the participants were divided into 6 groups (break rooms) and carried out a practical exercise for the onboarding phase. The roles they played were: student, company mentor and company/organisation management. As a starting point, [video](#) from the eWBL onboarding phase was played to the participants. Their task was to identify the key dimensions to be taken into account during the onboarding phase. The management of the company/organisation gave concrete suggestions on what they need to pay attention to and what they need to do at the beginning when they are inducting a student into the WBL. The mentors in the company/organisation gave suggestions on what the mentor needs to do at the beginning when the student comes to the training. Similarly, students gave suggestions on how to approach the beginning of the training in the company.

The second multiplier event took place in Koper, at the premises and co-organised by [PiNA](#). During the live event, we first thematically positioned the relevant content of the event with 10 participants and presented the sensitisation of the needs of the WBL field. We presented [the toolbox](#) for digital WBL and the individual phases (design, preparation, onboarding, delivery, assessment and evaluation, and quality assurance as the crosscutting phase).

The event took the form of an interactive workshop, using practical examples and "icebreakers" (Mentimeter, creating a student placement plan taking into account the dimensions of the digital environment). We were also joined by a student from the University of Primorska, who spoke about their experience of conducting WBL in the History study programme in a regional museum. We concluded with a short discussion on the relevant aspects of the WBL, which we conducted using the "World Café" method



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EWBL MULTIPLIER EVENT: EXPLORING THE FUTURE OF REMOTE LEARNING AND WORKING

DECEMBER 2024

In December, we hosted an inspiring Multiplier Event as part of the eWBL project in Münster, Germany, organized by FH Münster. The event brought together educators, companies, and students to dive into the challenges and opportunities of remote and hybrid internships.



What We Covered:

The event focused on the innovative outcomes of the eWBL project, including a comprehensive toolkit and additional resources designed to enhance the quality of remote learning and working.

These tools are invaluable for:

- Educators guiding students during internships or designing curricula,
- Companies offering digital or hybrid internships, and
- Students preparing for or exploring opportunities in digital or hybrid internship settings.
-

Hands-On Experience:

Participants had the chance to:

- Engage with project materials, including videos and the toolkit,
- Apply practical tools and methods to address challenges they've faced, and
- Share their experiences and ideas in an interactive World Café session.

The discussions and feedback were incredibly enriching, and the collaboration between stakeholders highlighted the growing relevance of remote and hybrid work environments.



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MULTIPLIER EVENTS IN THE NETHERLANDS AND ITALY

DECEMBER 2024

Additional Multiplier Events were also conducted in the Netherlands and Italy. Here you can find some impressions from the events.



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