



## Module I06: Internet-based Training Concept

**Publisher:** Institute for Economic Education  
at the Carl von Ossietzky University of Oldenburg

**Edited by:** Simone Malz, Dr. Michael Koch and Izabela Bieda (all: Institute for Economics Education) and Monika Pawlonka (Rectus)

© 2017 Institut für Ökonomische Bildung gemeinnützige GmbH  
Contact: Bismarckstraße 31, 26122 Oldenburg, Germany, [www.ioeb.de](http://www.ioeb.de)

This work and its parts are subject to copyright.

Any use in other than the legally permitted cases requires the written permission of the publisher.

In reference to § 52a UrhG [German Copyright Act]: Neither the work or any of its parts may be scanned and posted in a network without such consent. This also applies to intranet in schools and educational establishments.

**Funding programme: Erasmus+**

**Project name** Win<sup>2</sup>: Economics Education designed internationally and action-oriented.

**Project homepage:** <http://www.winwin-youngentrepreneur.eu/>

**Project duration:** 2014 - 2017

**Project number:** VG-SPS-NI-001521-3

**Project coordinator:** Institute for Economic Education gGmbH

**Project partners:** Rectus (Poland), Varna Free University und Start it smart (Bulgaria), Carl von Ossietzky University of Oldenburg (Germany)  
Secondary schools in Poland, Germany and Bulgaria

This project was financed with the support of the European Commission. The author bears solely the responsibility for the content of this publication (communication). The Commission is not liable for the further use of the information contained herein.



## - Contents -

|   |    |
|---|----|
| Introduction to the module and didactic objective ..... | 1  |
| A. Objective and Group of Participants .....            | 2  |
| B. Course Organisation .....                            | 4  |
| C. Technical Infrastructure .....                       | 6  |
| D. Content fields .....                                 | 8  |
| E. Schedule Planning .....                              | 12 |



## Introduction to the Module and Didactic Objective

For a long time, continued and further teacher training has not really been the primary focus of research looking into the area of qualifying teachers; however, general consensus in academia now exists on the importance of continued and further teacher training in the process of developing teachers' professional profiles. Static understanding of university studies (and, if available, teaching practice) providing teachers with adequate qualification prevailed up until the 1980s, at around which time it gave way to a paradigm of lifelong qualification requirements oriented towards a broader professional profile of the teacher. In line with this paradigm, the training of teachers does not come to an end with initial training, but finds its necessary continuation in formal and informal training during the entire professional careers of teachers. It is relevant to note in particular that teachers face different and changing challenges in every phase of their professional work. One such challenge can, for instance, include setting up a Student Company linking it with economics lessons, and more broadly, implement all of this into the life of the school.

Continued and further teacher training are particularly relevant in settings where practicing teachers gain qualifications in areas in which they were previously untrained. This phenomenon plays a particularly strong role in the field of Economic Education. Generally speaking, conventional continued and further training for teachers with a university degree in a subject bring together the teacher's own experience and his/her ideas. The special feature of courses for non-specialist practicing teachers lies in the fact that the basics have to be conveyed initially, on which links can be made. This results in the necessity to specifically balance the emphasis and focus of the subject and teaching methods. The contextual conditions as well as the requirements are, in part, fundamentally different for specialist and non-specialist teaching staff, something that has to be considered when designing the courses. There is the expectation that there will be a greater need for support, extending beyond the length of the course through to the transfer phase.

It is, therefore, necessary to have a basic approach in the context of the qualification provisions for the theme of the Student Company. Regardless of the extent of the participants' prior knowledge, modules providing a subject-specific and didactic methodological basis are indispensable. At the same time, teacher training is designed to impart theoretical knowledge and, in particular, actively contribute in helping to set up student companies and implement them into everyday school life. To that end, a small number of afternoon training sessions would be insufficient, which is why it has been decided to deliver the course using a mix of both face-to-face events and online distance learning. The course is delivered over a number of months.



## A Objective and Group of Participants

This teacher training programme is designed for teachers at German secondary schools (secondary levels I and II), who would like to make economic lessons more attractive by setting up and running a Student Company as well as encouraging the process of careers guidance among their students. The training concept envisages not only laying the theoretical basis and discussing aspects relating to teaching methodology, but also developing and implementing ideas to successfully set up and establish student companies at the teacher's own school. The context is particularly concerned with linking the work of the Student Company with regular economics lessons and in-school provisions for careers guidance. This link not only creates added value for the students as well as teachers involved in the work, but also significantly increases the chance of establishing a sustainable Student Company. Additionally, it is also intended to make a contribution towards Entrepreneurship Education.

The training concept envisages that the participants ...

- Delve deeply into the method of the “Student Company” and its potential to encourage learning processes, to provide careers guidance for the professional world of work as well as to encourage individual independence.
- Develop approaches and practical examples for implementation, integrating the work of the Student Company with Economics.
- Develop approaches to facilitate integration (in terms of content and school organisation) between the work of the Student Company and careers guidance for students occurring inside and outside of school.
- Gain and reflect on initial experiences in initiating and setting up a Student Company.
- Receive specialist teaching support to develop and implement their own ideas.

Participants should have basic knowledge about the structure and content of Economics as well as the curriculum requirements. This applies, in particular, to the following content areas:

- Companies ⇨ In this context, core aspects mainly include the company's portfolio, aims of companies, operational and organisational structure, working conditions and business forms
- Private households and markets ⇨ core aspects are mainly consumer behaviour, market events, price setting process
- State ⇨ main aspects include the role of the state, conditions influencing actors' behaviour in the economic process
- International ⇨ Main aspects include reasons for international trade, type of business activity abroad, chances and challenges

Knowledge in the main content areas forms an important basis to successfully implement a Student Company and, more important still, to be able to use the learning potential associated with setting up a Student Company in Economics. It is recommended that a teacher of



Economics as well as another teacher with responsibilities for career guidance participate in the training course from each school.

N.B.:

If teachers interested in doing the training course do not fully or only partially possess subject-specific basic understanding, they will need to complete selected qualification modules before embarking on this training course. If the learning content management system ECEDON from the Institute for Economic Education in Oldenburg, Germany is used, then the following online modules would lead to the relevant qualifications (cf. Section C or <http://www.ioeb.de/bausteine>), including

1. Companies as Economic and Social Centres of Action (Basic Module)
2. Company's Portfolio (In-depth Module)
3. Operational Organisation
4. Industrial Relations in Companies



## B Course Organisation

Most teacher training courses aim to further professionalise the teacher (regarding skills in the subject field, didactics and teaching methods) and, in that way, improve the quality of lessons.<sup>1</sup> Many factors will naturally determine the extent to which these courses are actually effective. Interesting insights are gained from research into the successful design of courses leading to qualifications, which Koch (2016, 13f.)<sup>2</sup> goes into greater detail. According to this research, an important aspect is to focus on implementing the content in lessons and also for teachers to experience their own practice. Linking “phases of input, testing and reflection” would, in particular, make significant contributions in making the course effective. This should occur in professional learning communities. This means that subject-specific input does not automatically lead to an increase in skills of the teacher participating in the course, but has to be complemented by phases of delivery and reflection. This requires a certain amount of time, determined by the depth and scope of the skills that should be acquired.

In this context, Koch refers to the high potential of internet-based approaches, in which face-to-face and online phases (blended learning) are systematically linked with each another (ibid., 23). Such approaches would stand out: they allow teachers the greatest degree of flexibility in terms of time and allow for both modelling course packages specifically aimed at the target audience and also allow for learning processes to be structured in a more individual and long-term way. That way, the online phase mainly serves to work on and deepen specialist content and/or to develop ways of in-class delivery, whilst the face-to-face phase focuses on joint reflection as well as practicing actions and methods, etc. This approach allows participants to gain further training alongside their work, implementing what they have learnt into practice.

Combining the work of the Student Company, delivery in Economics lessons and career guidance is a demanding task lying at the centre of the training concept, which requires development. Given the success factors required for designing training packages, it is recommended to structure the course as an internet-based course connecting three face-to-face phases and online blocks with individual work to be done online. It goes over a period of seven months.

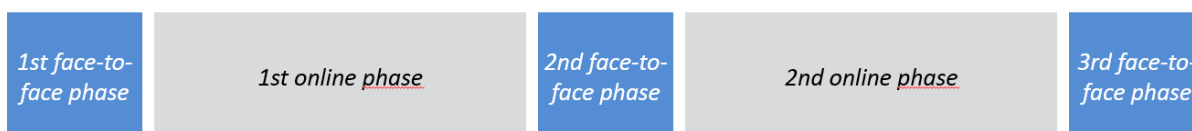


Fig. 1: Blended learning approach in the training concept

<sup>1</sup> There are also training courses which only concentrate on conveying information (e.g. new administration regulations).

<sup>2</sup> Koch, M. (2016): Die dritte Phase der Lehrerqualifizierung - Entwicklungsaufgabe im deutschen Bildungssystem und in der ökonomischen Bildung, in: ZföB Zeitschrift für ökonomische Bildung, (04/2016), 1-35 (German-language publication)



The face-to-face phases serve to introduce subject-specific themes and teaching methods related to the method of the Student Company, joint ways of developing teaching delivery, presenting work results and exchanging experiences among each other. Furthermore, face-to-face meetings offers the possibility to apply active teacher-learning methods such as questioning experts and in-depth company tours in the group; and to gain skills in methods which can provide valuable insights in the context of setting up and operating a Student Company as well as to help in structuring and reflecting on the experiences gained in the Student Company (See Module IO7).

The online phase involves participants engaging deeply with subject-specific research and subject didactic content. Continual tutorial supervision occurs during the online phase. The tutors are available to answer questions on content and stimulate discussion; they are also there to set questions related to content which the participants need to complete by the agreed deadlines. This way, participants engage with the core content deeply and maintain contact to the course. The scope of the tasks in the online phases is designed in such a way that the teachers enrolled on the course can complete the phase alongside their day-to-day teaching commitments. It is possible for participants to decide independently on when they do the respective topics and the corresponding tasks and receive the tutors' feedback.

Successful participants on the “Student Company Work” training course are awarded a certificate from the respective institution. The prerequisites for an award include active participation during the face-to-face phases as well as regular completion of the online tasks. Additionally, each participant is required to present a preliminary concept for setting up a Student Company at his/her school. The requirements for this concept are set by the course convenor or course leader and agreed upon with the teachers participating on the course. This is not awarded a grade.





## C Technical Infrastructure

A Learning Management System (LMS) or a Learning Content Management System (LCMS) is required to ensure that communication between the teacher and learner in the online phase is effective and structured. In addition, learning content needs to be made available via this system in a user-friendly way, enabling course participants to engage deeply with the subject matter.

There are many LMSs around the world. They differ in terms of their functions, mainly in relation to both the options available to present content and evaluate student progression as well as the tools to support the learning process, the communication paths and administrative support. Well-known LMSs include Moodle, Stud.IP, Prometheus and ILIAS.

It is possible to use LMS ECEDON to deliver the internet-based training. LMS ECEDON has already been deployed to organise joint work of the partners in the Win<sup>2</sup> project. ECEDON offers a standardised technical and administrative system which can organise small-scale training sessions with few participants to full-scale programmes of study. The system is available in German, Russian, Polish and English.

ECEDON possesses a number of functions for network-based communication (e.g. forums, mail systems), for exchange (e.g. joint document creation) and for supervising individual learning processes. Interfaces to video conferencing systems (e.g. adobe connect, Skype) as well as other LMS can be created.

The system is also able to directly link subject-didactic content and subject-specific research with materials to deliver lessons (worksheets, lesson sequences, podcasts, films, etc.). That way, teachers gain impulses and ideas to implement subject-specific content in their lessons. In line with previous experience, connecting theory and practice contributes highly to motivating participants, ensuring that they do not lose sight of lesson practice.

The following diagram shows how the link could be facilitated in a concrete way, one that connects subject-specific content relating to the Student Company work (using the example of Entrepreneurship) with lesson materials in ECEDON developed for the Win<sup>2</sup> project:

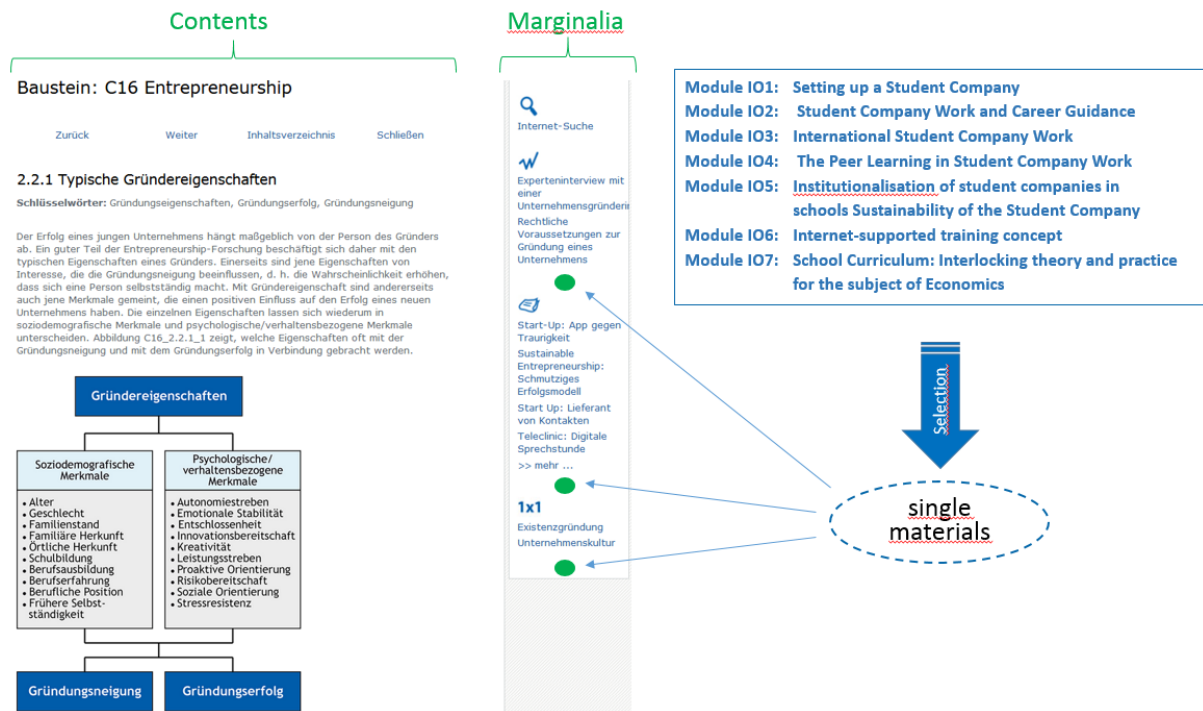


Figure 2: Link between subject-specific content and possibilities for lesson delivery in ECEDON



## D Content fields

A number of modules were developed in the context of Win<sup>2</sup> to support teachers in their delivery, containing specimen lesson plans, lesson materials and advice on methodology and teaching. The modules address the following content, which also forms the structure of the course:

- Companies and Company Start-Ups - Establishing a Student Company (Module IO1)
- Student Company Work and Career Guidance (Module IO2)
- Student Companies act internationally (Module IO3)
- The Peer Approach in Student Company Work (Module IO4)
- Institutionalisation of Student Companies in schools - Sustainability of the Student Company (Module IO5)
- Interlinking Theory and Practice in Student Company Work and Lessons (Module IO7)

In addition, the training concept provides additional subject-specific, subject teaching and methodological background knowledge for teachers.

### Topic area 1: Companies and Company Start-Ups - Establishing a Student Company

The focus is on setting up student companies. It addresses the main stages, ranging from the preparatory work to putting the Student Company into operation (project idea, creating a business plan, legal status of the Student Company, operational and organisational structure). Alongside basic subject-specialist and teaching knowledge, questions of ways of teaching delivery from a methodological and teaching perspective are identified and discussed as well.

Participants ...

- Develop potential from the perspective of teaching and specialist didactics, which is connected with introducing a Student Company in the school setting.
- Identify main questions and actions in the decisive phase of a Student Company (planning, setting up, business operation, evaluation, reflection) and present important results/forms of presentation in this context (e.g. business plan).
- Demonstrate the necessity to reflect on the experiences gained in the Student Company and embed deeper subject-specific (economic) interrelations of knowledge.
- Engage with possibilities to implement methodological didactics in lessons.
- Develop an initial draft for a Student Company at school in this context.



## Topic area 2: Student Company Work and Career Guidance

The work of the Student Company provides students with initial guidance in the world of work. It gives insights into processes requiring the organisation of work into individual parts, just as they occur in companies, and in different areas of work. This applies to using the process of career guidance for students effectively and is addressed here in-depth, providing a general introduction into the topic of the job selection process and ideas for in-school career guidance. The work of the Student Company inevitably throws up the question of the perspectives for entrepreneurship, something that should be seized and explained to the students in an appropriate manner. That is the reason why this aspect is addressed in the context of the training. Furthermore, another question is addressed: how can the work of the Student Company be interlinked with in-school and external career guidance provisions.

Participants ...

- describe core elements of the job selection process among young people.
- analyse the significance and potential of the work of the Student Company for the students' career guidance.
- develop teaching scenarios to utilise the work of the Student Company for the process of students' career guidance.
- Engage with opportunities and risks of entrepreneurship and develop teaching examples in this context.
- Establish ways of interconnecting the work of the Student Company and other in-school and external career guidance programmes.

## Topic area 3: Student Companies act internationally

Many student companies act in a geographically small area close to their school or within a particular region (e.g. community, city). They frequently link up with a network in which other student companies are organised, mostly in the context of exchanging ideas, developing common standards, improving quality and joint marketing, etc. It also opens up potential for student companies to cooperate with each other, something that is a given in the real economy, including across borders. This has advantages for companies, but also presents itself with challenges. The same applies for student companies wishing to cooperate with other companies abroad; it raises core questions about the nature and structure of the cooperation (e.g. legal aspects, type of communication), about the necessary intercultural competences, etc. Alongside these aspects of content, this topic area addresses which general knowledge regarding economic issues and interconnections may be derived from these core questions.

Participants ...

- Engage with possible approaches to internationalisation of student companies and become familiar with networking and supporting formats to create contacts to student companies abroad.
- Describe potential and possibilities which can result from interlinking the work of student companies with the topic of internationalisation.



- Convey content areas in Economics, which can be deepened by expanding the work of student companies to include the international approach.
- Develop specimen lessons to interlink the topic of internationalisation with Economics.

#### Topic area 4: The Peer Approach in Student Company work

Using the complex method of the Student Company aims primarily to expand and deepen students' economic knowledge (for more details, see Module IO7). At the same time, exercises on initiating, setting up and operating student companies create the framework which may be used in schools for student careers guidance prior to work (for more details, see Module IO2).

Furthermore, there is potential for peer-to-peer learning both in the start-up process and in the business operations of the student companies. This form of learning can be used again in a targeted way to develop students' key skills (communication and presentation skills, independence). At the same time, they contribute to increasing students' sense of responsibility and self-confidence (For more details, see Module IO4).

Participants ...

- Name the content areas of student company work in which the peer approach is anchored.
- Convey the extent to which peer-to-peer learning can be integrated into Economics (knowledge transfer from practice into Economics lessons).
- Analyse in-school and external provisions for careers guidance in their school in view of the possibilities of interconnecting the peer approach in their Student Company with existing or way to develop key skills.

#### Topic area 5: Institutionalisation of student companies in schools - Sustainability of the Student Company

The core questions at the centre of this topic area involve establishing and institutionalising the work of the Student Company as a whole-school concept and embedded in the school day. A particular challenge is to secure the support of the staff, parents and students. Systematically integration with lessons is the only way to fulfil the pedagogical potential of the method of the "Student Company" as well as compensate for the high level of time that needs to be invested. There are a number of opportunities to link to other subjects across the curriculum (e.g. formulating letters and advertising texts in the language; working out percentages in mathematics; environment protection in biology; developing leaflets in art).

The integration into Economics is particularly vital to secure the necessary theoretical-practical transfer. Additionally, the work of the Student Company can contribute in promoting economic action competencies (e.g. judging cost-effective analyses from different perspectives, analysing conflicts and developing solutions. Topic area 6 (Module IO7) is concerned with this in greater detail. Similarly, this also applies to promoting and supporting the process of student career guidance, which can contribute enormously to the work of the Student Company. The topic area 2 (Module IO2) is concerned with this in greater detail. That is why



this topic area emphasises on the interaction with approaches for generally embedding Student Company work into activities that take place inside and outside of school.

Participants ...

- Engage with approaches to institutionalise and establish student companies, particularly considering Economics and career guidance provisions.
- Convey success factors and possible hurdles for Student Company work.
- Convey potential to establish Student Company work in their school.
- Develop approaches to implement in their school.

### Topic area 6: Interlinking theory and practice in Student Company Work and Lessons

The analysis of the Economics curriculum (or of subjects in which economic competencies are delivered) as well as interlinking subject content and content areas with Student Company work are regarded as the basis for developing didactic potential for the “Student Company” method. The point at which theory (in Economics) and practice (in Student Company work) creates the initial basis for students to recognise economic interrelations which they can observe in the Student Company work; to test economic knowledge in practice and reflect on it. At the same time, crossovers and interdependencies in the economic system can be shown to the students, which is then reflected on to the work of the Student Company. It is on this basis that the didactic value-added from the Student Company work is initially generated in the first instance. This enables the students to have the first structured interaction between companies and their role in the economy.

Participants ...

- Analyse curricular requirements and content areas in Economics which are interlinked with the “Student Company” method.
- Engage with the methodological variety of direct contacts to the economy to deliver Economics in an action-oriented manner and interlink with topics from the work of the Student Company.
- Develop different ways of lesson delivery.
- Develop specimen lessons to interlink the work of the Student Company with Economics considering direct contacts to the economy.



## E Schedule Planning

### Face-to-face phase 1:

The initial first face-to-face event particularly serves to

- get to know each other;
- introduce organisational and work matters in the course of the training; as well as
- develop the initial subject-specific and specialist didactic foundations.

Lasting a total of two days, the training course provides enough time and space for exchange, discussion, development work and possibly integration of a direct contact from the economy. The programme schedule could possibly resemble something like this:

#### Day 1:

- |              |   |
|--------------|---|
| 9:00–10:00:  | Welcome; introduction of all participants; ask about expectations and experiences; presentation of the concept and the organisation of the course   |
| 10:00–12:30: | Introduction into the Student Company method (specialist didactic methodological foundations, learning potential from the perspective of Economics lessons and careers guidance, sequence phases)   |
| 12:30–13:30: | Lunch   |
| 13:30–16:00: | Analysis of best practice examples (regarding the business idea, financing, marketing, organisation, commercialisation, linking with careers guidance, etc.)  |
| 16:00–16:15: | Coffee break  |
| 16:15–17:30: | Preparation discussion with experts with one or several teachers who have been implementing Student Company work at their school for a number of years and/or meet with representatives of a Student Company network; core aspects could be: <ul style="list-style-type: none"> <li>▪ Factors of success and hurdles when initiating and setting up a Student Company</li> <li>▪ Important stakeholders</li> <li>▪ Interlinking Economics lessons, in-school and external career guidance activities</li> </ul> |

#### Day 2:

- |              |   |
|--------------|---|
| 9:00–10:30:  | Conduct discussion with experts   |
| 10:30–12:30: | Joint work on working out factors which staff need to consider when initiating a Student Company and developing a concept as well as aspects that need to be clarified (parental consent, support from the school leadership team, rooms, etc.) |
| 12:30–13:30: | Lunch   |
| 13:30–15:00: | Focus on the setting-up phase: Becoming aware and trying out methods to brainstorm for ideas, conduct a marketing and customer analysis   |



15:00–16:15: Introduction into the online environment (making document available, fora, online tasks, etc.)

16:15–16:30: Organisational matters; departure

### Online phase 1:

The first online phase lasts three months. The participants should use this time, in particular, to deepen their engagement with central questions, such as legal requirements (e.g. insurance) and possible legal statuses. Furthermore, they also work intensively on elements, such as business plans, financial plans, creation of profit and loss accounts, receiving materials for lesson delivery. Moreover, they elicit the context in which the work of the Student Company at their school is possible, and additionally find out which career guidance activities are delivered.

### Face-to-face event 2:

The second face-to-face event particularly serves to

- facilitate an exchange about the analysis results of the conditions for Student Company work at each school and discuss possible solutions for any difficulties that are represented;
- extend the subject and specialist didactic foundations; and
- develop in-class teaching scenarios for delivery.

In line with these aims, a potential schedule for a programme could look something like this:

#### Day 1:

9:00–11:00: Welcome; exchange of experiences gained up to now regarding possibilities of implementing a Student Company at own school

11:00–12:30: Entrepreneurship Education - Introduction and discussion or integrating Entrepreneurship Education into the work of the Student Company

12:30–13:30: Lunch

13:30–15:30: Working on developing potential and possibilities to interlink the work of Student Company and career guidance provisions

15:30–15:45: Coffee break

15:45–17:30: Direct contacts to the economy - Introduction and discussion or integrating into the work of the Student Company and preparation of company visit (aspects to be researched, particularly company's portfolio and its organisation, HR management)





### Day 2:

|              |   |
|--------------|---|
| 9:00–12:30:  | Carry out the in-depth company tour with follow-up evaluation; develop potential and possibilities to integrate into the work of the Student Company  |
| 12:30–13:30: | Lunch   |
| 13:30–14:30: | Peer approach in Student Company work - Introduction and discussion regarding possibilities for implementation  |
| 14:30–16:15: | Joint development work on the first concepts to initiate and set up a Student Company at own school; develop teaching delivery scenarios considering interlinking Economics and promoting economic competencies |
| 16:15–16:30: | Organisational matters; departure   |

### Online phase 2:

Participants deepen their understanding of the topics of Entrepreneurship Education, the approach and the systematic integration of direct contacts to the economy, and also address the aspect of securing sustainability and institutionalisation of Student Company work in school life.

Furthermore, they work on the continued development of their concepts to initiate and set up a Student Company and exchange ideas in the forums. They collect initial experiences in implementing (e.g. developing a business idea and market analysis). As the conditions at each of the participant's individual schools differ, sufficient time should be planned for this phase. This concept envisages four months for the phase.

### Face-to-face event 3:

The third and last face-to-face event particularly serves to

- introduce and discuss the concepts as well as exchange in-class teaching experience up to now;
- jointly develop further in-class teaching scenarios for delivery;
- deal with questions ensuring the sustainability of a Student Company and perspectives to internationalise; as well as
- organise exchange among the staff that goes beyond the course itself.

In line with these aims, a potential schedule for a programme for a two-day meeting could look something like this:

### Day 1:

|              |  |
|--------------|--|
| 9:00–12:30:  | Welcome; exchange of experiences gained regarding the possibilities of implementation at own school; discussion of problems and challenges |
| 12:30–13:30: | Lunch  |



- 13:30–15:30: Sustainability/institutionalisation of Student Company work - discussion about core instruments and approaches
- 15:30–15:45: Coffee break
- 15:45–17:30: Perspectives to internationalise the work of the Student Company - introduction, best practice and discussion

### Day 2:

- 9:00–12:30: Reflection on student companies' concepts in small groups (in particular in view of the interlink between Economics and career guidance provisions)
- 12:30–13:30: Lunch
- 13:30–15:00: Development of further develop in-class teaching scenarios for delivery to continue the work of the Student Company
- 15:00–16:00: Conclusion: course evaluation

⇒ The online community with its communication and platforms for exchange remains open to the participants for a further year.

#### Contact:

Institut für Ökonomische Bildung (IÖB)  
gemeinnützige GmbH

Institute for Economic Education [non-profit limited company]  
Bismarckstraße 31  
26122 Oldenburg  
Germany

[www.ioeb.de/en](http://www.ioeb.de/en)