

Title

Team for the 21st century

Tim za 21. vek

Author(s)

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Short description/ main idea

The aims of this project was to overcome the gap between school and life beyond school walls. Through project we wanted that our students experience some real life situations such as a job application, and develop and test the necessary life and career skills. A quality life and work in the twenty-first century requires much more than mastering the skills of thinking and the adoption of necessary knowledge. The development of technology, rapid changes, and everything else that carries the digital age requires from student (and school systems) to seriously pay attention of development of life and career skills. Most students in Serbia think that school is boring, and that learning is difficult. They often learn only what they have to, obtaining knowledge by reading from the textbooks and listening to teachers' lectures, as the only resources. In order to prepare students for what they can expect after high school, that is, for most of them, finding a job, we choose the topic of career guidance. In order to reduce the reproduction of what has student learned and to encourage students involvement, we ventured into a project that has involved a variety of activities on the Internet, within Second Life, Moodle and web conferencing. The most important reason for the selection of the methods we used (game based learning , immersed learning) was to encourage student cooperation , training for important decisions, take responsibility for their own work, presenting themselves and their achievements, innovative thinking and the development of media products that will benefit others.

Cilj projekta je prevazilaženje jaza između škole i života van školskih zidova, približavanjem škole realnom životu kako bi učenici iskusili životne situacije u kojima će se naći posle škole i testirati/razvijali potrebne životne i radne veštine.

Za kvalitetan život i rad u XXI veku potrebno je mnogo više od savladavanja veština mišljenja i usvajanja potrebnih znanja. Složeni problemi bez jedinstvenog rešenja, vrtoglav razvoj tehnologije, brze promene i sve ostalo što za sobom nosi digitalno doba, zahtevaju od učenika (i školskih sistema) da ozbiljno obrate pažnju na razvijanje životnih i karijernih veština. Vecina učenika u Srbiji misli da je škola dosadna, i da je učenje veoma teško. Oni često uče samo ono što moraju i kao glavne resurse za sticanje znanja koriste udžbenike i predavanja nastavnika, dok resursima na internetu pristupaju nekritički smatrajući ih gotovim rešenjima.

U želji da pripremimo učenike za ono što ih očekuje nakon srednje škole, a to je, za većinu njih, pronalaženje zaposlenja, otisnuli smo se u projekat koji je većim delom realizovan na internetu (Second Life i Moodle) i uz korišćenje različitih alata za pretraživanje (Bing), deljenje i oraganizaciju nastavnih materijala (SkyDrive) kao i analizu i kreiranje (Microsoft Excel, Windows Live Movie Maker).

Learning objectives

Cognitive - Knowledge: Conceptual, Procedural, Meta □ cognitive

Cognitive - Process: To understand, To apply, To think critically and creatively

Affective: To respond and participate, To organize values, To form and follow a system of values

Psychomotor: To perform confidentially following instructions, To perform independently, skillfully and precisely, To adapt and perform creatively

Learning activities

Phase 1: The first phase of the project

Description of phase: - Registration and introduction of students in the Moodle course.

- Creating and registering avatars in Second Life.

- Complete the survey on writing a CV and cover letter.

- Research on Belbin and creating presentations and instruction for Belbin questionnaire.
- Creating applications in Excel - Belbin questionnaire.
- Testing applications in Excel - Belbin questionnaire.
- Completing and reviewing the table I know – I want to know – I learned

Based on the results of the survey, teacher can see the components on which students have poor results, for which they need more work, to "strengthen" the knowledge of students. We came to the conclusion that students do not have knowledge about how to behave on a job interview (dress, body language, gestures,). This is the base of the project. After testing the teacher puts the application (Belbin questionnaire in Excel) on the Moodle site and in Second Life, using Sloode module for connecting Moodle and Second Life. The preparatory phase of creating Belbin test was performed because it was not possible to find an adequate application Belbin questionnaire on Serbian language (the application is not free and is not possible to download the complete application or it was on English ..). This application is necessary for the implementation of the second phase of the project.

Activities

- 1.1: Registration of students on the course in the Moodle
- 1.2: Introducing using VoiceThread - multimedia tool that allows communication between a group of people.
- 1.3: Create avatars in Second Life
- 1.4: Avatar registration - links the avatar account in Second Life with Moodle account.
- 1.5: Taking pictures of avatars - Students take photos in front of the "Kolibe" in SL and put the photo on Moodle site.
- 1.6: Questionnaire (testing knowledge on writing a CV and cover letter) - Students use the quiz chair in Second Life.
- 1.7: Students individually fill the table I know – I want to know – I learned
- 1.8: Group analysis of the table (columns I know – I want to know)
- 1.9: On the Internet, find basic information about Belbin (who was?), Investigate everything related to the question.
- 1.10: Create applications, adhering to the basic concepts in the development of applications.
- 1.11: Testing application based on the Rubicon for creating the application.
- 1.12: Fill columns I learned, in the table I know – I want to know – I learned

Phase 1: Prva - početna faza projekta

Description of phase: - Prijavlivanje i predstavljanje učenika na kurs.

- Kreiranje i registracija avatara u Second Life-u.
- Popunjavanje ankete o pisanju radne biografije, motivacionog i prpratnog pisma.
- Istraživanje o Belbinu i kreiranje prezentacije i uputstva za Belbinov upitnik.
- Kreiranje aplikacije u Excelu.
- Testiranje aplikacije u Excelu.
- Popunjavanje i revidiranje tabele ZŽN

Na osnovu rezultata ankete koju nastavnik vidi u Moodle-u može se videti na kojim komponentama učenici imaju slabe rezultate, na čemu treba najviše raditi, „ojačati“ znanja učenika. Došli smo do zaključka da učenici nemaju znanja o načinu ponašanja kandidata na razgovoru za posao (oblačenja, govora tela, gestikulacije,). Na osnovu toga realizuju se aktivnosti projekta.

Nakon testiranja nastavnik aplikaciju (Belbinov upitnika u Excel-u) postavlja na Moodle i u virtualnom okruženju u Second Life, koristeći modul Sloode za povezivanje Moodle-a i Second Life-a. Pripremna faza kreiranja Belbinovog testa je sprovedena jer nije bilo moguće pronaći adekvatnu aplikaciju Belbinovog upitnika na srpskom jeziku (aplikacija nije besplatna ili je nije moguće preuzeti kompletnu aplikaciju ili je na engleskom jeziku..). Ova aplikacija je neophodan za sprovođenje druge faze ovog projekta.

Activities

- 1.1: Registracija učenika na Moodle kursu
- 1.2: Predstavljanje učenika - korišćenjem VoiceThread - multimedijalnog alatu za grupnu komunikaciju.
- 1.3: Kreiranje avatara u Second Life-u
- 1.4: Avatar registracija - povezivanje avatara i Moodle sajta
- 1.5: Fotografisanje avatara - Učenici se fotografišu ispred Kolibe u Second Life-u i postavljaju fotografiju na Moodle-u.
- 1.6: Anketa (testiranje predznanja o pisanju radne biografije i prpratnog pisma) - popunjavanje ankete u kviz stolici u Sekund Lajfu
- 1.7: Pojedinačno popunjavanje tabele ZŽN (Znam – Želim da znam – Naučio sam).
- 1.8: Grupna analiza tabele (kolone Znam i Želim da znam)
- 1.9: Na internetu pronalaze osnovne informacije o Belbinu (Ko je bio?), istražuju sve vezano za upitnik.
- 1.10: Kreiraju aplikacije, pridržavajući se osnovnog koncepta u razvijanju aplikacija (postavljen problem razložiti na manje delove)
- 1.11: Testiranje aplikacije na osnovu rubikona za aplikaciju.
- 1.12: Individualno učenici popunjavaju kolonu Naučio sam, tabele ZŽN

Phase 2: Second Phase - Team roles

Description of phase: Introduce to the students the process of team decision-making, as well as the characteristic form of decision-making in a team through a workshop in Second Life "How to survive in the desert". Giving students a wider knowledge of the roles in the team and personal characteristics on which they are based. Introduction to the questionnaire for the assessment of the appropriate role of the team by Meredith Belbin (Belbin questionnaire).

- Watching the movie "The Penguins".
- Discussion on forum.
- Solving the problem situation within the group.
- Discussion to present an impression on a virtual bulletin board.
- Solving the Belbin questionnaire.

During these activities, students are faced with differences between the way we evaluate ourselves in certain situations and the results that they given by Belbin questionnaire. (For students who do not use Second Life)

For students who use Second Life:

Recorded workshop will review the person responsible for the selection of candidates for the job in Sintelon or Fiat, or school psychologist.

Students will be given feedback information about which role-playing is characteristic for them.

During these activities, students are faced with differences between the way others see the roles indicated by the questionnaire.

During this phase of the project the students were:

- Confronted with the difference between self and how others see us - read the story
- Get the general knowledge about the roles in the team and personal characteristics;
- Familiar with the questionnaire for the assessment of appropriate roles in the team Dr Meredith Belbin;
- Compared the roles based on self-assessment by reading the story, and roles referred from the questionnaire - Forum
- Understand the necessity of adapting the role in the team to the personal characteristics.

Activities

- 2.1: The story of the penguins
- 2.2: Forum Discussion on the Moodle site
- 2.3: Solving the questionnaire on Moodle
- 2.4: Watching the video in virtual world - Second Life - Workshop "How to Survive in the desert"
- 2.5: Ranking objects in Second Life
- 2.6: Video 2 - Expert ranking
- 2.7: Discussion in to Second Life
- 2.8: Setting up the pictures and impressions on the virtual board in to Second Life.
- 2.9: Solving the questionnaire using Sloodle Object (object for submitting the questionnaire)
- 2.10: Forum Discussion on the Moodle site
- 2.11: Study material - Team roles

Phase 2: Druga faza - Uloge u timu

Description of phase: Upoznati učenike sa procesom zajedničkog - timskog odlučivanja, kao karakterističnim oblikom donošenja odluka u timu kroz radionicu u Second Life-u „Kako preživeti u pustinji“.

Davanje učenicima širih znanja o ulogama u timu i osobinama ličnosti na kojima se zasnivaju. Upoznavanje sa upitnikom za procenu adekvatne uloge u timu dr Meredith Belbin (Belbinov test).

- Gledanje filma "Pingvini".
- Diskusija na forumu.
- Rešavanje problemske situacije u okviru grupe.
- Diskusija na iznošenje utisaka na virtuelnoj oglasnoj tabli.
- Rešavanje Belbinovog testa.

Tokom ovih aktivnosti učenici su se suočili sa razlikama između načina na koji procenjuju sebe u određenim situacijama i rezultata koje im je dao Belbinov upitnik. (Za učenike koji ne koriste Second Life-u.)

Za učenike koji ne koriste Second Life-u:

Snimljenu radionicu pregledaće osoba zadužena za selekciju kandidata u Sintelonu ili Fijatu, ili psiholog škole. Učenicima će biti data povratna informacija o tome koja uloga u timu je karakteristična za njih.

Tokom ovih aktivnosti učenici su se suočili sa razlikama između načina na koji nas drugi vide sa ulogama na koje upućuje upitnik.

Tokom ove faze projekta učenici su se:

- []suočili sa razlikom između samoprocene i načina na koji nas drugi vide – čitanje priče
- []dobili šira znanja o ulogama u timu i osobinama ličnosti na kojima se zasnivaju;
- []upoznali se sa upitnikom za procenu adekvatne uloge u timu dr Meredith Belbin;
- []upoređivali ulogu koju je na osnovu priče svako sebi dodelio na osnovu samoprocene, sa ulogama na koje upućuje upitnik – na forumu
- []shvatili neophodnosti prilagođavanja uloga u timu osobinama ličnosti.

Activities

- 2.1: Priča o pingvinima
- 2.2: Diskusija na forumu na Moodle sajtu
- 2.3: Rešavanje Belbinovog upitnika na Moodle sajtu
- 2.4: Gledanje filma u Second Lifeu - Radionice „Kako preživeti u pustinji“
- 2.5: Rangiranje predmeta u Second Lifeu
- 2.6: Film 2 - Ekspertska rangiranje
- 2.7: Diskusija u Second Lifeu
- 2.8: Postavljanje fotografije i utiska na oglasnu tablu u Second Lifeu
- 2.9: Rešavanjem upitnika korišćenjem Sloodle objekta (objekat za predaju upitnika u Second Lifeu)
- 2.10: Diskusija na formumu na Moodle sajtu
- 2.11: Proučavanje materijala - Uloge u timu

Phase 3: The third phase

Description of phase: The objective of this topic is to present students the challenges they will encounter when applying for a job. During this part of the project through visual templates, examples, web conference and workshop in Second Life, you'll learn how to write CVs and cover letters and how to prepare themselves for the job interview. Students through role playing to simulate different situations that may occur during a job interview.

- Screenwriting.
- Preparation of avatars for the role (appearance, gestures).
- Simulation (role-playing) of different situations on to job interview.
- Making short films, which will serve as a teaching material to other students and posting on the YouTube channel.
- Forum discussions.
- Preparing presentations and lectures about CV and cover letter.
- Interview with the Director of the Human Resource Sintelon Ltd.
- Active participation in the discussion.
- Creating the ideal situation

Video of the workshops in Second Life is used as a teaching material to other students and the main topics for the discussion on the forum. On the forum the students considered all the characters from the films and make the comment on them. It is necessary to state that nothing was good on the job interview. After discussion with an expert (HR), they will create an ideal situation for business.

Based on what they learned at the web conference and on the basis of forum discussions students simulate an ideal situation for job interview.

Based on these activities, students acquire basic knowledge about how the person may behave on a job interview. Students create materials that will be used to train others.

Activities

- 3.1: Creating scenarios - role-playing for a job interview
- 3.2: Preparation of the avatar (appearance, gestures), sound check, set up the camera, instructions to the actors.
- 3.3: Roll play (simulating job interviews)
- 3.4: Making a film Machinema and posting to YouTube channel.
- 3.5: Research and prepare questions for the interview and presentation about CV, a cover and a cover letter.
- 3.6: Web Conferencing "How to apply for a job"
- 3.7: Presentation of a CV, cover and supporting letter
- 3.8: Interview with a guest from the company Sintelon (audio clip)
- 3.9: Asking questions, Presentation of impressions, The conclusion
- 3.10: Role play (simulating job interviews (based on discussions and Web conferencing)
- 3.11: Making a film The ideal situation and posting to YouTube channel.

Phase 3: Treća faza

Description of phase: Cilj ove teme je da se učenicima predoče izazovi sa kojima će se susretati prilikom konkurisanja za posao. Tokom ovog dela

projekta kroz vizuelne šablone, primere, veb konferenciju i radionicu u Second Life-u, naučite kako se pišu radna biografija i motivaciono pismo i kako da se na najbolji način predstavite na razgovoru za posao. Učenici kroz igranje uloga simuliraju različite situacije do kojih može doći prilikom razgovora za posao.

- Pisanje scenarija za radionicu.
- Priprema avatara za ulogu (izgled, gestikulacija).
- Simulacija (igranje uloga) različitih situacija u razgovoru za posao.
- Snimanje odigranih situacija, izrada kratkih filmova koji će služiti kao nastavni materijal drugim učenicima i njihovo postavljanje na YouTube kanalu.
- Forum diskusija.
- Pripremanje prezentacija i izlaganja na temu pisanja radne biografije i motivacionog pisma - Korišćenjem alata za web konferenciju
- Intervju sa direktorkom službe za ljudske resurse u Sintelon d.o.o.
- Aktivno učešće u diskusiji.
- Kreiranje idealne situacije

Snimak ovih radionica u Second Life-u je poslužio kao nastavni materijal ostalim učenicima i tema za diskusiju na forumu. Na forumu su učenici sagledavaju sve likove iz filmova i komentarisali ih. Potrebno je da navedu sve što nije bilo dobro prilikom razgovora za posao. Kako bi posle razgovora sa stručnjakom mogli da kreiraju idealnu situaciju za posao. Na osnovu onoga što su saznali na Web konferenciji i na osnovu diskusije na forumu učenici simuliraju idealnu situaciju za posao.

Activities

- 3.1: Kreiranje scenarija za igranje uloga u razgovoru za posao.
- 3.2: Priprema avatara (izgled, gestikulacija), provera zvuka, podešavanje kamere, instrukcije glumcima.
- 3.3: Igranje uloga (simuliranje razgovora za posao)
- 3.4: Izrada filma Machinema i postavljanje na YouTube kanal.
- 3.5: Istraživanje i priprema pitanja za intervju i prezentaciju na temu CV, propratnog i motivacionog pisma.
- 3.6: Web-konferencija "Kako se konkuriše za posao"
- 3.7: Prezentacija radne biografije, propratnog i motivacionog pitanja
- 3.8: Intervju sa gostom iz firme (audio snimak)
- 3.9: Postavljanje pitanja, Iznošenje utisaka, Zaključivanje.
- 3.10: Igranje uloga na osnovu onoga što je naučeno na Web konferenciji
- 3.11: Izrada filma Idealna situacija i postavljanje na YouTube kanal

Phase 4: The Final Phase - Applying for a job

Description of phase: Create your own CV to apply for a job.

- Solving test CV and cover letter, testing basic knowledge about how to write a CV and cover letter.
- Download and fill in the form CV
- Applying for work - applications in one set of ads

At the end of this activity, the person who is responsible for the selection of candidates for the Sintelon, from the incoming CVs selects two which completely meet the criteria of the competition. All candidates will be informed, about whether they are selected or not CV. (via email.)

Activities

- 4.1: Filling the test on the Moodle platform
- 4.2: Download and fill the form Applying for the job - sign on one of the set of ads

Phase 4: Završna faza - Konkursiranje za posao

Description of phase: Kreiranje sopstevnog CV-a za konkurisanja za posao.

- Rešavanje testa CV i propratno pisanje, testiranjem osnovnih znanja o načinu pisanja CV-a i propratnog pisma.
- preuzimanje i popunjavanje obrasca CV-a
- konkurisanje na posao - prijava na jedan od postavljenih oglasa

Na kraju ove aktivnosti osoba koja je zadužena za odabir kandidata za zaposlenje u Sintelону od pritiglih radnih biografija bira dva CV koje su u potpunosti zadovoljila kriterijume konkursa. Sve kandidate putem maila obaveštava ih o tome da li im je CV odabran ili ne.

Activities

- 4.1: Popunjavanje testa na Moodle platformi
- 4.2: Preuzimanje i popunjavanje CV obrasca Konkursiranje za posao - prijava na jedan od postavljenih oglasa.

Language

English
Serbian

Grade & Age

Age: 15-18
Grade: secondary education

Domain

Social Studies>Method and Methodology>Questionnaire
Social Studies>Method and Methodology>Video-recording
Social Studies>Method and Methodology>Interview
ICT>Media>Video
ICT>The Internet: searching and interpreting>Search
ICT>ICT tools>ICT tools: music & sound software
ICT>ICT tools>ICT tools: word processor
ICT>ICT tools>ICT tools: spreadsheet
ICT>ICT tools>ICT tools: presentation software
ICT>ICT tools>ICT tools: adventure games/simulations
ICT>Digital Products>Working with cameras & video

Keywords/subject

virtual world, game based learning, role play, Moodle, Second Life, avatar, immersion and peer learning, simulating real-life
virtuelni svet, intervju za posao, igra uloga, Moodle, Second Life, avatar, uronjeno učenje, vršnjačka edukacija, simuliranje

Prerequisites

Basic computer knowledge
Osnovna informatička znanja

Difficulty

difficult

Learning environment

Audio-based, Computer-based, Field-based, Simulator, Video

Duration

65 Hours

Teaching approach

Behaviourist: Programmed instruction
Cognitivist: Direct instruction, Collaborative learning, Problem based
Constructivist: Experiential learning, Action research, Design-based learning
Developing knowledge - through the creation of training materials for other students. Students independently design ICT products (Excel applications and media products) and their products will be used by students and teachers of both schools in the project, and all other interested teachers and students.
Learning through immersion in virtual world - To simulate the life situations in which students will be found shortly after graduating (applying for a job or a scholarship), as well as developing the necessary skills for successful functioning in modern society (communication and cooperation, creativity, digital literacy, cross culturally), we used the virtual world - Second Life. In planning the project activities we were guided by the

principles of social constructivism, and ideas of educational experts, such as Mark Prensky, which advocates the use of video games in education. Activities in Second Life are unusual and challenging, and teaching materials, as well as the environment itself, created to stimulate learning that resembles the game. Using Slooodle module we can monitor student progress, because every important activity (discussions, quizzes, surveys) were recorded in Moodle. In order to ensure as much as possible autonomy of students and direct interaction with the content, in the phase of the project where we used Second Life, we chose a method of role playing. Playing the role in virtual world is fascinating, because it offers students the opportunity to express their creativity, to follow their curiosity, experimenting with everything, even with its identity. The effect of such organized activities and actions is individualization learning - student is fully immersed in their learning and do not feel it as a burden and obligation.

Web conferencing as a function of collaboration and peer learning: Organizing one class in the form of web conferencing, it was the most effective way for students for two physically distant schools, close to the thinking and interests, to exchange experiences and knowledge they have gained in research work and the opportunity to listen and talk with an expert in the world of business.

Assessment strategy

Peer-assessment, Self-assessment

Phases

1. The first phase of the project
1. Prva - početna faza projekta

Description of phase

- Registration and introduction of students in the Moodle course.
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- Prijavlivanje i predstavljanje učenika na kurs.
- Kreiranje i registracija avatara u Second Life-u.
- Popunjavanje ankete o pisanju radne biografije, motivacionog i priložnog pisma.
- Istraživanje o Belbinu i kreiranje prezentacije i uputstva za Belbinov upitnik.
- Kreiranje aplikacije u Excelu.
- Testiranje aplikacije u Excelu.
- Popunjavanje i revidiranje tabele ZŽN

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Nakon testiranja nastavnik aplikaciju (Belbinov upitnik u Excel-u) postavlja na Moodle i u virtualnom okruženju u Second Life, koristeći modul Slooodle za povezivanje Moodle-a i Second Life-a. Pripremna faza kreiranja Belbinovog testa je sprovedena jer nije bilo moguće pronaći adekvatnu aplikaciju Belbinovog upitnika na srpskom jeziku (aplikacija nije besplatna ili je nije moguće preuzeti kompletnu aplikaciju ili je na engleskom jeziku..). Ova aplikacija je neophodna za sprovođenje druge faze ovog projekta.

Learning activities

1.1 Registration of students on the course in the Moodle

1.1 Registracija učenika na Moodle kursu

Description: The first activity for all students is registration on course that has been created on the Moodle platform.

Description: Prva aktivnosti za sve učenike jeste registracija na kurs koji je kreiran na Moodle platformi.

Tools

Software Tools: Email Learning management systems (<http://www.eucionica.kg.edu.rs/moodle/>)

Hardware Tools: Computer

Resources

Educational objects (as file):

1. Resources / Resursi
2. Opis projekata
3. Project description

Educational objects (as url):

1. <http://www.eucionica.kg.edu.rs/moodle/>

Duration: 30 Minutes

1.2 Introducing using VoiceThread - multimedia tool that allows communication between a group of people.

1.2 Predstavljanje učenika - korišćenjem VoiceThread - multimedijalnog alatu za grupnu komunikaciju.

Description: The project involves the students from two geographically distant city, the first task in Moodle for all students was to present themselves the VoiceThread - multimedia tool that allows communication between a group of people gathered around the same themes on a single site.

Based on the given instruction, students were given the task to present themselves and their interests in a concise and interesting manner.

Presentation of the students was also a kind of stylistic exercise, and exercise activities that will be implemented in the second part of the project (role-playing workshop in Second Life "Interview with the employer").

Description: Kako su u realizaciju projekta uključeni učenici iz dva geografski udaljena grada, prvi zadatak u Moodle za sve učenike projekta bio je da se predstave na VoiceThread - multimedijalnom alatu koji omogućava grupnu komunikaciju između ljudi okupljenih oko iste teme smeštene na jednom mestu. Resources

Educational objects (as file):

1. Predstavljanje u VoiceThread / Introduction in VoiceThread

Duration: 1 Hours

1.3 Create avatars in Second Life

1.3 Kreiranje avatara u Second Life-u

Description: The next activity was to create avatars and mastering basic skills in Second Life.

Description: Sledeća aktivnost je bila kreiranje avatara i savladavanje osnovnih veština u Second Life-u .Resources

Educational objects (as url):

1. Koliba - Second Life location / Koliba - Lokacija u Second Life-u
2. Prvi koraci u SL / First steps in SL
3. Teleport / Teleportovanje
4. Second Life

Duration: 4 Hours

1.4 Avatar registration - links the avatar account in Second Life with Moodle account.

1.4 Avatar registracija - povezivanje avatara i Moodle sajta

Description: After creating avatar, students must do Avatar identification - linking the avatar account with Moodle, so that the results of their activities (tasks, tests, surveys, participate in discussion) in our Second Life location were visible in Moodle site.

Description: Nakon kreiranja avatara, učenici su trebali da urade Avatar identifikaciju, odnosno Avatar registraciju, to jest povezivanje avatara sa nalogom u Moodle, kako bi rezultati svih njihovih aktivnosti (zadaci, testovi, ankete, učešće u diskusiji) na našoj Second Life lokaciji bili vidljivi. Resources

Educational objects (as url):

1. Koliba - Second Life location / Koliba - Lokacija u Second Life-u
2. Video - registration of avatar / Video - registrovanje avatara
3. Document - registration of avatar / Dokument - registrovanje avatara

Duration: 2 Hours

1.5 Taking pictures's of avatars - Students take photos in front of the "Kolibe" in SL and put the photo on Moodle site.

1.5 Fotografisanje avatara - Učenici se fotografišu ispred Kolibe u Second Life-u i postavljaju fotografiju na Moodle-u.

Description: The last task for students at this stage was shooting outside a Koliba (our location in Second Life) and set up an avatar image in Moodle.

Description: Poslednji zadatak za učenike u ovoj fazi bilo je fotografisanje ispred Kolibe (naše lokacije u Second Life) i postavljanje slike avatara u Moodle. Resources

Educational objects (as url):

1. <https://onedrive.live.com/view.aspx?resid=ED64BE9EDA3A74!1093&app=Word&wdo=2&authkey=!Ajx8og1Omh2-DCo>

Duration: 30 Minutes

1.6 Questionnaire (testing knowledge on writing a CV and cover letter) - Students use the quiz chair in Seconds Life.

1.6 Anketa (testiranje predznanja o pisanju radne biografije i propratnog pisma) - popunjavanje ankete u kviz stolici u Sekund Lajfu

Description: Conducting a survey about knowledge that students have with respect to writing a CV, motivation and cover letter and behaviors on a job interview (dress, behavior,).

When working on the survey, students were divided into two groups: students who do not use Second Life, and students who use Second Life.

Students who do not use Second Life, a survey doing on the Moodle platform, while another group of students doing the test in the virtual world, using a chair quiz.

Description: Sprovođenje ankete o znanjima koje učenici imaju u vezi sa pisanjem radne biografije, motivacionog i propratnog pisma i ponašanjem na razgovoru za posao (način oblačenja, ponašanja,). Prilikom rešavanja ankete učenici su bili podeljeni u dve grupe: učenike koji ne koriste

Second Life i učenike koji koriste Second Life.

Učenici koji ne koriste Second Life, anketu su rešavali na Moodle platformi, dok je druga grupa učenika radila test u virtuelnom svetu, koristeći kviz stolicu.

Resources

Educational objects (as file):

1. Survey / Upitnik

Duration: 15 Minutes

1.7 Students individually fill the table I know – I want to know – I learned

1.7 Pojedinačno popunjavanje tabele ZŽN (Znam – Želim da znam – Naučio sam).

Description: Each student individually filled in the table (I know - I want you to know - I've learned), filling in the first two columns.

Description: Svaki učenik pojedinačno popunjava tabelu ZŽN (Znam – Želim da znam – Naučio sam), popunjavajući prve dve kolone. Resources

Educational objects (as file):

1. Table I know – I want to know – I learned/ Tabela ZŽN

Duration: 10 Hours

1.8 Group analysis of the table (columns I know – I want to know)

1.8 Grupna analiza tabele (kolone Znam i Želim da znam)

1.9 On the Internet, find basic information about Belbin (who was?), Investigate everything related to the question.

1.9 Na internetu pronalaze osnovne informacije o Belbinu (Ko je bio?), istražuju sve vezano za upitnik.

Description: In the group students performed research about Belbin and Belbin questionnaire. On the Internet, find basic information about Belbin (Who was it?), Investigating everything related to the questions (what is a question mark, how many questions there are, what are they, how to perform the assessment). Within the group the students were divided their duties relating to:

- Biography
- The purpose of the questionnaire
- Defining the role of the team by Belbin
- The questions in the questionnaire Belbin.

When they gather all the necessary information, the students created a presentation in PowerPoint presentation and instruction in the Word (the list of questions, scoring, explanations,) for the group that will create an application and a group that will test the application

Description: I grupa - Istraživači.

Cilj: Kreiranje uputstva za kreiranje Belbinovog upitnika u programu Excel.

Grupa učenika vrši istraživanje o Belbinu i Belbinovom upitniku. Na internetu pronalaze osnovne informacije o Belbinu (Ko je bio?), istražuju sve vezano za upitnik (čemu služi upitnik, koliko pitanja ima upitnik, koja su to pitanja, kako se vrši ocenjivanje). U okviru grupe učenici su podelili svoja zaduženja koja se odnose na:

- □ Biografiju
- □ Svrha upitnika
- □ Definisane uloge u timu po Belbinu
- □ Pitanja u Belbinovom upitniku.

Kada prikupe sve potrebne informacije, učenici kreiraju prezentaciju u ppt. i uputstvo u Wordu (spisak pitanja, način bodovanja, objašnjenja,...) za grupe koje će kreirati aplikaciju i grupu koja će testirati aplikaciju.

Duration: 10 Hours

1.10 Create applications, adhering to the basic concepts in the development of applications.

1.10 Kreiraju aplikacije, pridržavajući se osnovnog koncepta u razvijanju aplikacija (postavljen problem razložiti na manje delove)

Description: Creating Belbin questionnaire in Excel.

Based on the presentations and instruction, group of students begin the process of creating the application. Within the group of students were divided their duties relating to:

- entering and formatting data
- use simple functions sum, average, count
- use advanced functions in Excel - conditional formatting, if

The final product of their work is ICT product that will be used by students and teachers of the two schools, and will be available to all other teachers and students in Serbia.

Description: Kreiranje Belbinovog uputnika u Excel-u.

Na osnovu prezentacije i uputstva učenici započinju proces kreiranje aplikacije, pridržavajući se osnovnog koncepta u razvijanju aplikacija (postavljen problem razložiti na manje delove - primena znanja iz algoritama). U okviru grupe učenici su podelili svoja zaduženja koja se odnose na:

- unošenje i formatiranje podataka
- primena jednostavnih funkcija sum, average, count
- napredna korišćenja funkcija u Excel-u - uslovno formatiranje, if

kako bi na što efikasniji način iskoristili znanja i kreirali aplikaciju u Excel-u.

Krajnji produkt njihovog rada je IKT produkt koji će koristiti učenici i nastavnici ove dve škole, a biće dostupan i svim drugim zainteresovanim nastavnicima i učenicima u Srbiji

Resources

Educational objects (as file):

1. Belbin questionnaire
2. Belbin questionnaire

Duration: 3 Hours

1.11 Testing application based on the Rubicon for creating the application.

1.11 Testiranje aplikacije na osnovu rubikona za aplikaciju.

Description: This group of students used the tables for assessing applications for testing applications.

Based on the feedback received from the test group, the second group reviewed their application, before they finally submit the application - Belbin questionnaire

Description: Ova grupa učenika na osnovu Tabele za ocenjivanje aplikacije sprovodi testiranje aplikacije.

Na osnovu dobijenih povratnih informacija od Test grupe, II grupa revidira svoju aplikaciju, pre nego što konačno preda aplikaciju Belbinovog upitnika

Resources

Educational objects (as file):

1. Table for assessing Excel applications / Tabela za ocenjivanje Excel aplikacije

Duration: 45 Minutes

1.12 Fill columns I learned, in the table I know – I want to know – I learned

1.12 Individualno učenici popunjavaju kolonu Naučio sam, tabele ZŽN

Phases

2.Second Phase - Team roles

2.Druga faza - Uloge u timu

Description of phase

Introduce to the students the process of team decision-making, as well as the characteristic form of decision-making in a team through a workshop in Second Life "How to survive in the desert". Giving students a wider knowledge of the roles in the team and personal characteristics on which they are based. Introduction to the questionnaire for the assessment of the appropriate role of the team by Meredith Belbin (Belbin questionnaire).

- Watching the movie "The Penguins".
- Discussion on forum.
- Solving the problem situation within the group.
- Discussion to present an impression on a virtual bulletin board.
- Solving the Belbin questionnaire.

During these activities, students are faced with differences between the way we evaluate ourselves in certain situations and the results that they given by Belbin questionnaire. (For students who do not use Second Life)

For students who use Second Life:

Recorded workshop will review the person responsible for the selection of candidates for the job in Sintelon or Fiat, or school psychologist.

Students will be given feedback information about which role-playing is characteristic for them.

During these activities, students are faced with differences between the way others see the roles indicated by the questionnaire.

During this phase of the project the students were:

- Confronted with the difference between self and how others see us - read the story
- Get the general knowledge about the roles in the team and personal characteristics;
- Familiar with the questionnaire for the assessment of appropriate roles in the team Dr Meredith Belbin;
- Compared the roles based on self-assessment by reading the story, and roles referred from the questionnaire - Forum
- Understand the necessity of adapting the role in the team to the personal characteristics.

Upoznati učenike sa procesom zajedničkog – timskog odlučivanja, kao karakterističnim oblikom donošenja odluka u timu kroz radionicu u Second Life-u „Kako preživeti u pustinji“.

Davanje učenicima širih znanja o ulogama u timu i osobinama ličnosti na kojima se zasnivaju. Upoznavanje sa upitnikom za procenu adekvatne uloge u timu dr Meredith Belbin (Belbinov test).

- Gledanje filma "Pingvini".
- Diskusija na forumu.
- Rešavanje problemske situacije u okviru grupe.
- Diskusija na iznošenje utisaka na virtualnoj oglasnoj tabli.
- Rešavanje Belbinovog testa.

Tokom ovih aktivnosti učenici su se suočili sa razlikama između načina na koji procenjuju sebe u određenim situacijama i rezultata koje im je dao Belbinov upitnik. (Za učenike koji ne koriste Second Life-u.)

Za učenike koji ne koriste Second Life-u:

Snimljenu radionicu pregledaće osoba zadužena za selekciju kandidata u Sintelonu ili Fijatu, ili psiholog škole. Učenicima će biti data povratna informacija o tome koja uloga u timu je karakteristična za njih.

Tokom ovih aktivnosti učenici su se suočili sa razlikama između načina na koji nas drugi vide sa ulogama na koje upućuje upitnik.

Tokom ove faze projekta učenici su se:

- suočili sa razlikom između samoprocene i načina na koji nas drugi vide – čitanje priče
- dobili šira znanja o ulogama u timu i osobinama ličnosti na kojima se zasnivaju;
- upoznali se sa upitnikom za procenu adekvatne uloge u timu dr Meredith Belbin;
- upoređivali ulogu koju je na osnovu priče svako sebi dodelio na osnovu samoprocene, sa ulogama na koje upućuje upitnik – na forumu

-[shvatili neophodnosti prilagođavanja uloga u timu osobinama ličnosti.

Learning activities

2.1 The story of the penguins

2.1 Priča o pingvinima

Description: Deepening the knowledge of students about the roles of the team by emphasizing the importance of characteristics of the individual characters in the allocation of roles and highlights the differences between the way others perceive us and how we perceive ourselves.

Students come to the conclusion:

- dealing with the difference between self and how others see us - read the story
- giving students a wider knowledge of the roles in the team and personal characteristics on which they are based;
- Introduction of a questionnaire for assessing the appropriate role of the team Dr Meredith Belbin;
- Comparison of the roles based on the story and self - assessment and the roles referred in the questionnaire - Forum
- emphasize the necessity of adapting the role of team to the personal characteristics.

Based on the story the students will write on the forum, about characters that are closest to them, based on their reaction to the given situation.

Through discussion - deepens and gains additional knowledge about the roles of the team

Description: Produbljanje znanja učenika o ulogama u timu kroz naglašavanje značaja osobnosti individualnog karaktera pri dodeli uloga i isticanje razlike između načina na koji nas drugi opažaju i načina na koji opažamo sebe.

Učenici koji ne rade u Seknd Lajfu

Učenici dolaze do saznanja:

- suočavanjem sa razlikom između samoprocene i načina na koji nas drugi vide - čitanje priče
- davanje učenicima širih znanja o ulogama u timu i osobinama ličnosti na kojima se zasnivaju;
- upoznavanje sa upitnikom za procenu adekvatne uloge u timu dr Meredith Belbin;
- upoređivanje uloge koju je na osnovu priče svako sebi dodelio na osnovu samoprocene, sa ulogama na koje upućuje upitnik - na forumu
- naglašavanje neophodnosti prilagođavanja uloga u timu osobinama ličnosti.

Na forumu je postavljena priča. Na osnovu priče učenici dobijaju zadatak da razmisle i da zapišu na forumu koji od tih likova je najbliži njima, njihovoj reakciji u toj situaciji.

Učenici kroz diskusiju na forumu produbljuju i stiču dodatna znanja o ulogama u timu.

Učenici koji rade u Seknd Lajfu: U Second Life-u se realizuje radionica - „Kako preživeti u pustinji“. Cilj: Upoznati učesnike sa procesom zajedničkog - timskog odlučivanja, kao karakterističnim oblikom donošenja odluka u timu.

Resources

Educational objects (as url):

1. The story of the penguins / Priča o pingvinima
2. Video - The story of the penguins / Video - Priča o pingvinima

Duration: 30 Minutes

2.2 Forum Discussion on the Moodle site

2.2 Diskusija na forumu na Moodle sajtu

Description: Students through the discussion deepen and acquire additional knowledge about the roles in the team.

Description: Na forumu je postavljena priča. Na osnovu priče učenici dobijaju zadatak da razmisle i da zapišu na forumu koji od tih likova je najbliži njima, njihovoj reakciji u toj situaciji.

Učenici kroz diskusiju na forumu produbljuju i stiču dodatna znanja o ulogama u timu.

Resources

Educational objects (as url):

1. Moodle site

Duration: 30 Hours

2.3 Solving the questionnaire on Moodle

2.3 Rešavanje Belbinovog upitnika na Moodle sajtu

Description: By solving the questionnaire, the students make a personal profile of their preferences and efforts related to the specific team in which they participating.

Description: Rešavanjem upitnika, učenici prave lični profil svojih sklonosti i nastojanja vezanih za konkretni tim u kojem učestvuju.

2.4 Watching the video in virtual world - Second Life - Workshop "How to Survive in the desert"

2.4 Gledanje filma u Second Lifeu - Radionice „Kako preživeti u pustinji“

Description: Workshop - "How to survive in the desert"

To introduce students to the process of team decision-making, as well as the characteristic shape of the decision-making team.

Captured workshop reviewed by the person responsible for the selection of candidates in Sintelon or Fiat, or simply a school psychologist.

Students will be given feedback information about which role-playing is characteristic of them

Description: U Second Life-u se realizuje radionica – „Kako preživeti u pustinji“

Upoznati učesnike sa procesom zajedničkog – timskog odlučivanja, kao karakterističnim oblikom donošenja odluka u timu.

Resources

Educational objects (as url):

1. Workshop "How to Survive in the desert" / Radionica "Kako preživeti u pustinji"
2. Video - Survival in the desert / Video - Preživljavanje u pustinji

Duration: 50 Hours

2.5 Ranking objects in Second Life

2.5 Rangiranje predmeta u Second Lifeu

Description: The group starts to rank the things by bringing a joint decision on each item. They enter their results in the document that was created for the occasion - the teacher was using Excel Web App for ranking the things.

Description: Grupa započinje rangiranje donoseći zajedničku odluku o svakom rangu. Svoje rezultate upisuju u dokument koji je kreiran za tu priliku, za ovu priliku nastavnik je koristio Excel Web App za tabelarni prikaz stvari.

Kada je grupa donela odluku, uvodi se mišljenje eksperta, sa obrazloženjima.

Poređenjem grupnog rezultata sa mišljenjem eksperta, dobija se procena kvaliteta grupne odluka.

Resources

Educational objects (as url):

1. Tabelarni prikaz
2. Items / Predmeti

Duration: 20 Minutes

2.6 Video 2 - Expert ranking

2.6 Film 2 - Ekspertsko rangiranje

Description: When the group passed a decision, teacher introduced expert opinion.

The comparison of group results with expert opinion, teacher gets the assessment of the quality of group decisions

Description: Kada je grupa donela odluku, uvodi se mišljenje eksperta, sa obrazloženjima.

Poređenjem grupnog rezultata sa mišljenjem eksperta, dobija se procena kvaliteta grupne odluka.

Resources

Educational objects (as url):

1. Expert - Ranking items / Ekspertsko rangiranje

Duration: 5 Minutes

2.7 Discussion in to Second Life

2.7 Diskusija u Second Lifeu

2.8 Setting up the pictures and impressions on the virtual board in to Second Life.

2.8 Postavljanje fotografije i utiska na oglasnu tablu u Second Lifeu

Description: At the end of the workshop students upload their impressions and photos on the interactive whiteboard

Description: Na kraju radionice učenici postavljaju svoje utiske i fotografije na interaktivnu tablu. Resources

Educational objects (as file):

1. Reviews / Utisci sa radionice

Educational objects (as url):

1. Interactive board / Interaktivna oglasna tabla
2. Creating objects for video and interactive boards / Kreiranje objekata za video i interaktivnu tablu

Duration: 5 Minutes

2.9 Solving the questionnaire using Sloodle Object (object for submitting the questionnaire)

2.9 Rešavanjem upitnika korišćenjem Sloodle objekta (objekat za predaju upitnika u Second Lifeu)

Description: Solving the questionnaire using Sloodle Object

Description: Učenici rešavaju Belbinov upitnik korišćenjem Sloodle objekataResources

Educational objects (as url):

1. Instructions for submitting the questionnaire / Uputstvo za predaju upitnika

Duration: 45 Minutes

2.10 Forum Discussion on the Moodle site

2.10 Diskusija na formumu na Moodle sajtu

2.11 Study material - Team roles

2.11 Proučavanje materijala - Uloge u timu

Description: Students study material. - Understand the necessity of adapting the role in the team to the personal characteristics

Description: Proučavaju materijalResources

Educational objects (as file):

1. Team roles / Uloga u timu

Duration: 1 Hours & 15 Minutes

Phases

3.The third phase

3.Treća faza

Description of phase

The objective of this topic is to present students the challenges they will encounter when applying for a job. During this part of the project through visual templates, examples, web conference and workshop in Second Life, you'll learn how to write CVs and cover letters and how to prepare themselves for the job interview. Students through role playing to simulate different situations that may occur during a job interview.

- Screenwriting.
- Preparation of avatars for the role (appearance, gestures).
- Simulation (role-playing) of different situations on to job interview.
- Making short films, which will serve as a teaching material to other students and posting on the YouTube channel.
- Forum discussions.
- Preparing presentations and lectures about CV and cover letter.
- Interview with the Director of the Human Resource Sintelon Ltd.
- Active participation in the discussion.
- Creating the ideal situation

Video of the workshops in Second Life is used as a teaching material to other students and the main topics for the discussion on the forum. On the forum the students considered all the characters from the films and make the comment on them. It is necessary to state that nothing was good on the job interview. After discussion with an expert (HR), they will create an ideal situation for business.

Based on what they learned at the web conference and on the basis of forum discussions students simulate an ideal situation for job interview.

Based on these activities, students acquire basic knowledge about how the person may behave on a job interview. Students create materials that will be used to train others.

Cilj ove teme je da se učenicima predoče izazovi sa kojima će se susretati prilikom konkurisanja za posao. Tokom ovog dela projekta kroz vizuelne šablone, primere, veb konferenciju i radionicu u Second Life-u, naučiće kako se pišu radna biografija i motivaciono pismo i kako da se na najbolji način predstavite na razgovoru za posao. Učenici kroz igranje uloga simuliraju različite situacije do kojih može doći prilikom razgovora za posao.

- Pisanje scenarija za radionicu.
- Priprema avatara za ulogu (izgled, gestikulacija).
- Simulacija (igranje uloga) različitih situacija u razgovoru za posao.
- Snimanje odigranih situacija, izrada kratkih filmova koji će služiti kao nastavni materijal drugim učenicima i njihovo postavljanje na YouTube kanalu.
- Forum diskusija.
- Pripremanje prezentacija i izlaganja na temu pisanja radne biografije i motivacionog pisma - Korišćenjem alata za web konferenciju
- Intervju sa direktorkom službe za ljudske resurse u Sintelon d.o.o.
- Aktivno učešće u diskusiji.
- Kreiranje idealne situacije

Snimak ovih radionica u Second Life-u je poslužio kao nastavni materijal ostalim učenicima i tema za diksusiju na forumu. Na forumu su učenici sagledaju sve likove iz filmova i komentarisali ih. Potrebno je da navedu sve što nije bilo dobro prilikom razgovora za posao. Kako bi posle razgovora sa stručnjakom mogli da kreiraju idealnu situaciju za posao. Na osnovu onoga što su saznali na Web konferenciji i na osnovu diskusije na forumu učenici simuliraju idealnu situaciju za posao.

Learning activities

3.1 Creating scenarios - role-playing for a job interview

3.1 Kreiranje scenarija za igranje uloga u razgovora za posao.

Description: Students through role play simulate a variety of situations that may arise during a job interview. Students are divided into teams (4-5 students) - they are arranged independently about roles. For communication they used Facebook group named Koliba. The task for all teams were to write scenario based on the manual they received from the Director of the Human Resources (Sintelon Ltd.) using the Word Web App program, pretend it, save it, make a short film and post it on Youtube channel. They simulate job interview.

Workshops are carried out in a Second Life.

Description: Učenici kroz igranje uloga simuliraju različite situacije do kojih može doći prilikom razgovora za posao.

Učenici su podeljeni u timove (4-5 učenika) u okviru kojih su se samostalno dogovarali o ulogama. Za komunikaciju su koristili Facebook grupu Koliba. Zadatak za sve timove je bio da na osnovu pitanja koja su dobili od direktorke službe za ljudske resurse (Sintelon d.o.o) napišu scenario (simulacija razgovora za posao) korišćenjem Word Web App programa, odglume situaciju, snime je, naprave kratak film i postave ga na zajednički Youtube kanal.

Radionica je izvedena u Second Life. Svi timovi su pre radionice dobili pisano i video uputstvo za njenu realizaciju.

Resources

Educational objects (as url):

Duration: 10 Hours

3.2 Preparation of the avatar (appearance, gestures), sound check, set up the camera, instructions to the actors.

3.2 Priprema avatara (izgled, gestikulacija), provera zvuka, podešavanje kamere, instrukcije glumcima.

3.3 Roll play (simulating job interviews)

3.3 Igranje uloga (simuliranje razgovora za posao)

Description: Act the situation, save it, make a short film and post it on Youtube channel.

Description: Odglume situaciju, sačuvaju je, snime i na karju postave na YouTube kanalResources

Educational objects (as file):

1. Table for assessing team work / Tabela za ocenjivanje grupnog rada

Educational objects (as url):

1. Video - Simulation for job interview - Situation 1(version 1) / Video - Razgovor za posao - Situacija 1 (version 1)
2. Video - Simulation for job interview - Situation 1 (version 2) / Video - Razgovor za posao - Situacija 1 (version 2)
3. Video - Simulation for job interview - Situation 2 / Video - Razgovor za posao - Situacija 2
4. Video - Simulation for job interview - Situation 3 / Video - Razgovor za posao - Situacija 3
5. Video - Simulation for job interview - Situation 4 / Video - Razgovor za posao - Situacija 4

Duration: 2 Hours

3.4 Making a film Machinema and posting to YouTube channel.

3.4 Izrada filma Machinema i postavljanje na YouTube kanal.

Description: Posting videos in to YouTube channel.

Description: Postavljanje video materijala na YouTube kanalResources

Educational objects (as file):

1. Table for evaluation of media products / Tabela za ocenjivanje medijskih produkata

Educational objects (as url):

1. YouTube kanal

3.5 Research and prepare questions for the interview and presentation about CV, a cover and a cover letter.

3.5 Istraživanje i priprema pitanja za intervju i prezentaciju na temu CV, prpratnog i motivacionog pisma.

Description: Some students prepared and presented at the conference materials for a presentation of CV and motivation letter, while the second group prepared and carried an interview with the Director of the Human Resources in the company Sintelon Ltd. in Backa Palanka, Vanda Bajic.

Description: Deo učenika je pripremao materijale za prezentaciju o radnoj biografiji i motivcionom pismu koje su bile prikazane na konferenciji, dok je druga grupa pripremala i realizovala intervju sa direktorkom službe za ljudske resurse Vandom Bajić iz kompanije Sintelon d.o.o. u Bačkoj Palanci.

Duration: 4 Hours

3.6 Web Conferencing "How to apply for a job"

3.6 Web-konferencija "Kako se konkuriše za posao"

Description: Na veb-konferenciji "Kako se konkuriše za posao" učestvovali su svi učesnici projekta, učenici kao predavači, nastavnici kao moderatori, tokom zajedničkog časa srpskog jezika i književnosti.

Zajedničkom času je prisutovala i koleginica Olivera Prvić - Erac (psiholog u Politehničkoj školi), koja nam je pomogla dodatnim objašnjenjima vezanim za pisanje biografije, prpratnog pisma, ponašanja na razgovoru za posao

3.7 Presentation of a CV, cover and supporting letter

3.7 Prezentacija radne biografije, prpratnog i motivacionog pitanja

Description: Students create a presentation about CV and motivation letter

Description: Učenici kreiraju prezentaciju u vezi sa CV i motivacionim pismom.Resources

Educational objects (as file):

1. Evaluation Grid for PowerPoint presentations / Tabela za ocenjivanje PowerPoint prezentacije

Educational objects (as url):

1. Content of Web Conference / Sadržaj Web konferencije
2. Presentation - student work / Prezentacije - učenički rad

Duration: 45 Minutes

3.8 Interview with a guest from the company Sintelon (audio clip)

3.8 Intervju sa gostom iz firme (audio snimak)

Description: Prepared and carried an interview with the Director of the Human Resources of the company Sintelon Ltd. in Backa Palanka, Vanda Bajic.

Description: Druga grupa pripremala i realizovala intervju sa direktorkom službe za ljudske resurse Vandom Bajić iz kompanije Sintelon d.o.o. u Bačkoj Palanci.Resources

Educational objects (as file):

1. druga_faza_test_i_intervju.jpg
2. Table of evaluation interviews / Tabela za ocenjivanje intervjuja

Educational objects (as url):

1. Audio clip - Vanda Bajic / Audio snimak - Vanda Bajic

Duration: 2 Hours

3.9 Asking questions, Presentation of impressions, The conclusion

3.9 Postavljanje pitanja, Iznošenje utisaka, Zaključivanje.

3.10 Role play (simulating job interviews (based on discussions and Web conferencing)

3.10 Igranje uloga na osnovu onoga što je naučeno na Web konferenciji

Description: After web conferencing and forum discussion, students create a scenario (ideal situation) for a job interview. When the scenario created (Word Web App document), a group of students in Second Life is preparing for shooting and editing Machine (film).

Description: Nakon realizovane veb konferencije učenici i diskusije na forumu učenici su kreirali scenario (idealnu situaciju) kako bi trebalo da izgleda jedan razgovor za posao. Kada je scenario kreiran (Word Web App dokument), grupa učenika u Second Life obavlja pripreme za snimanje i montiranje Machinima (film) idealne situacije.Resources

Educational objects (as url):

1. Scenario - Ideal situation / Scenario - Idealna situacija

Duration: 2 Hours

3.11 Making a film The ideal situation and posting to YouTube channel.

3.11 Izrada filma Idealna situacija i postavljanje na YouTube kanal

Description: When the scenario created (Word Web App document), a group of students in Second Life is preparing for shooting and editing Machine (film)

Description: Kada je scenario kreiran (Word Web App dokument), grupa učenika u Second Life obavlja pripreme za snimanje i montiranje Machinima (film) idealne situacije.Resources

Educational objects (as url):

1. Video - Ideal situation / Video - Idealna situacija

Duration: 1 Hours

Phases

- 4.The Final Phase - Applying for a job
- 4.Završna faza - Konkuranje za posao

Description of phase

Create your own CV to apply for a job.

- Solving test CV and cover letter, testing basic knowledge about how to write a CV and cover letter.
- Download and fill in the form CV
- Applying for work - applications in one set of ads

At the end of this activity, the person who is responsible for the selection of candidates for the Sintelon, from the incoming CVs selects two which completely meet the criteria of the competition. All candidates will be informed, about whether they are selected or not CV. (via email.)

Kreiranje sopstevnog CV-a za konkurisanje za posao.

- Rešavanje testa CV i prpratno pisanje, testiranjem osnovnih znanja o načinu pisanja CV-a i prpratnog pisma.
- preuzimanje i popunjavanje obrasca CV-a
- konkurisanje na posao - prijava na jedan od postavljenih oglasa

Na kraju ove aktivnosti osoba koja je zadužena za odabir kandidata za zaposlenje u Sinteloni od pritiglih radnih biografija bira dva CV koje su u potpunosti zadovoljila kriterijume konkursa. Sve kandidate putem maila obaveštava ih o tome da li im je CV odabran ili ne.

Learning activities

4.1 Filling the test on the Moodle platform

4.1 Popunjavanje testa na Moodle platformi

Description: Solving test about CV and cover letter, testing basic knowledge about how to write a CV and cover letter.

downloading and completing the form for CV

Description: Rešavanje testa CV i prpratno pisanje, testiranjem osnovnih znanja o načinu pisanja CV-a i prpratnog pisma.
preuzimanje i popunjavanje obrasca CV-a

Resources

Educational objects (as url):

1. Test CV / Test CV
2. Spelling / Pravopis
3. Template for CV / Šablon za CV

Duration: 1 Hours

4.2 Download and fill the form Applying for the job - sign on one of the set of ads

4.2 Preuzimanje i popunjavanje CV obrasca Konkuranje za posao - prijava na jedan od postavljenih oglasa.

Description: Applying for the job - applications in one set of ads

Description: Konkuranje na posao - prijava na jedan od postavljenih oglasaResources

Educational objects (as url):

1. Ad 1 / Oglas 1
2. Ad 1 / Oglas 1

Duration: 1 Hours