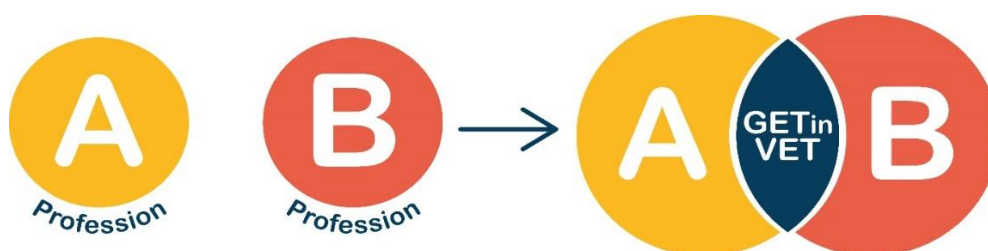


Guide for the development of interdisciplinary learning modules

One goal of the project is to develop an interdisciplinary learning module in which students from different professions can learn together and from each other. Thus, it is necessary to ***enrich the training content of existing classic training occupations with qualification requirements from areas that were previously unrelated to the classical field of activity.***



Your challenge for today is to develop an interdisciplinary learning module in which students from at least two professions can learn together and from each other. The vocational learning scenario is that ***a customer reports a cold room in a residential building. The service technician's task is to determine the cause of the cold room and rectify the cause...***

Our learning modules have the teaching sequences **Introductory scenario – Tasks (for the learner) – Presentation – Assessment – Reflection/Evaluation.**

The learning modules provide material for the learner. The teaching sequences have also methodical and didactic explanations on “how to use” and “what to do” for the teacher.

Your overarching task is to develop an interdisciplinary learning module for the vocational learning scenario above ready to use throughout Europe. Before you start to fill out the **“module outline form”** and the **“Blank” for the module**:

- Use the **VQTS-Matrix and the related mappings** to identify competences to be developed in your planned learning module and identify **competence areas** and **steps for competence development** that require those competences
- Assign the **EQF-Level** related to your module.
- Use the **matrix for sustainable thinking and acting** to identify competences to be developed in your module.

(name of the professional action situation)

1. Some vocational problems can only be solved when different professions work together.

This requires qualifications from your own profession, but also qualifications from other professional fields. To solve a problem in an interdisciplinary way, you first need to know which knowledge, skills and competences do you need from your own profession?

Profession A =	Profession B =	Profession C =

Which knowledge, skills and competences can be relevant from all professions to solve the problem?

In which way does the module enrich the content of one profession with qualification requirements from previously unrelated areas (describe in bullet points)?

2. Describes here what could be made of the situation „troubleshooting“ against the background of the development of an interdisciplinary learning module.

- For which professions is the learning module suitable (*cf. Q 1*)?
- What are the learning objectives of the module?
- How many lessons (hours) is the module suitable for?
- In which learning setting can the learning module be used? (Normal lessons / project days?)
- Possibly further information about the setting such as premises, tools ...

3. Make statements about where the module could be implemented in your organisation (with reference to the curriculum).	
Country	

4. Design a training plan if it helps you to structure the module		
Title of the lessons / tasks	Duration / volume in training hours	Comments

“Blank for learning modules” (c.f. on the project website)

(name of the professional action situation)

Teaching Sequence	Description and Material Short description and Link to pdf`s/digital tools/etc.	How to use and what to do? Methodical and didactic explanations for the teacher
Introductory scenario	Introduction of the learning module (e.g.) ✓ Describe the setting in relationship to the working process. In which action and/or planning fields is the student working? ✓ Describe the customer demand and/or the sales order. ✓ Describe the customer's problem ✓ If possible, describe the problem in relationship to a vocational and a societal problem.	Information for the user on the use of the scenario: ✓ Why is the scenario suitable? ✓ How should the scenario best be used? ✓ Possibly tips for further development or adaptation ✓ Explain the relationship to a vocational problem. ✓ What has the scenario to do with “green transition”.
Tasks	✓ Let the students develop their tasks and / or ✓ Discuss/explain what to do.	✓ Teacher has to decide how autonomous students are and how to guide them.

	✓ Discuss/guide the planning of the working process, including possible work division and cooperation. ✓ Discuss/explain the expected results and how (format, plans, devices, etc.) they have to be delivered. ➔ so that the student knows what to do during the working process/problem solving phase Besides that: Describe the concrete setting for the implementation of ✓ working processes ✓ discussion on different suggestions to find a solution ✓ finalizing the tasks ✓ testing the solutions Add the necessary materials as pdf-files.	✓ Describe the possibilities of collaboration in detail ✓ Make suggestions for time framing. ✓ Make suggestions how to organise yourself. ✓ Make suggestions how to get information. ✓ Notes for use of ✓ safety requirements, software, self-learning phases ... Explain the ways of support. List the required materials, devices and equipment. Give advice regarding the possible results and about planning / preparing / testing / analysing / evaluating different ways to solve the problem.
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Presentation	Describe the presentation methods and give concrete information on how to present	Give comments or information about your experience with the tools
Assessment	Describe how the students can assess their results and how you will assess the working process, the ways of collaboration, the documentation, presentation, etc. Add the assessment tools or the description of assessment methods with pdf-files if necessary	Give comments or information about your experience with the tools
Reflection/evaluation	Setting/documentation of the reflection of e.g. ✓ the students' working process (time management, achievements of objectives, etc.) ✓ the working results of the students (information, quality, relevance of learning products) ✓ Green Impact	Inform about your experience with different methods and tools or describe advantages and disadvantages...