



LearningLab and Host manual (v0.5 2017)

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It's important that we notice how the different size of the partners influence the challenges hosting and sending to workshops and what solutions they require. This point should probably be addressed in the next versions of both the Selection & Preparation Manual and the Host Manual. How do we do that (where)

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0. Introduction

The CPL Host Manual describes what is necessary to act as a proper CPL LearningLab Host mainly in connection with project workshops, but paragraph 1 also covers considerations for the longer exchanges.

This version 0 is concentrated on the tasks in connection with preparing the 2017 CPL workshops, but at the same time, it forms the structure of the "final" version appearing in 2019.

1. General LearningLab preparations

In order to host a CPL workshop or exchange, it has to be organized by and around production in a certified CPL LearningLab. This paragraph describes how the LearningLab is certified, the ongoing evaluation process and the general presentation of the LearningLab and the conditions for visiting and participating in the LearningLab.

At first glance this process could be looked upon as a bureaucratic demand for documentation taking up the time of the real work in the LearningLab, and it's important to emphasize that these documentation processes, if integrated in the daily LearningLab rituals, they will (along with the documentation of the learning in the Lab) be internalized part of that real work - and in the end not take up that much time. Ritualized activities (like going to lunch or changing clothes or just walking from one room to another) tend to come naturally and don't take up that much physical or mental capacity.

1.1 The certification process

The process is:

The unit aiming to be a certified LearningLab fills out the questionnaire in the Convention and Certification document and provide the appendices (safety system and competence profile). The answers shall reflect reality, not good intentions. Intentions in the answers are welcome, but the evaluation will be built on the realities. The answers are given by the unit staff and confirmed by the management.

The answers are handed to the CPL board (at the moment the steering group) for evaluation and hopefully (if the LearningLab lives up to the Convention) certification. The board can raise questions to the aiming unit before certification.

(At present state, the material should be mailed to the steering group thru Leadpartner. The questionnaire just in native language – Leadpartner will see to translation – the appendices in both German and Danish)

The answers are made available on the CPL website as an appendix to the public LearningLab presentation.



1.2 The LearningLabEvaluation process

The LearningLab is evaluated in an ongoing process based on three tools:

1. At least two times a year the LearningLab (staff and students) does a LearningLabEvaluation, and a copy of the result is sent to the board.
2. After each exchange to the LearningLab (workshops or longer stays), the visitors and locals involved (staff, LearningLab students, buddies) fills out and signs the CPL Exchange Evaluation Form, and a copy of the answers are given to the board.
3. Members of the board or CPL management will from time to time visit all LearningLabs (board meetings will often be situated close to a LearningLab), maybe make suggestions and report to the board.

If the board decides that the LearningLab doesn't live up to the demands in the CPL Convention, the certification can be withdrawn.

1.3 The LearningLab presentation

After the certification, the LearningLab is ready to be presented to the public. Often will a selection (and maybe reformulation) of the answers from the questionnaire mentioned above prove to be the perfect presentation in combination with carefully selected pictures from the lab and maybe also some pictures and descriptions of the surroundings (life is also happening outside working and education).

The presentation will be made public on the CPL website. The following paragraphs could be the perfect table of contend for the description (and as mentioned, the main part of text could be lifted from the answers in the questionnaire - the sequence is almost the same)

1.3.1 The production

The first and defining part of the description is of course the production and the products. Most of the words should come from or at least reflect the certification questionnaire, but choosing the right pictures is the main task here. Both pictures showing students producing/working, but also pictures showing the final results. Copies of blueprints are welcome, but cannot stand alone. Short videos are also possible.

If the LearningLab has a wide variety of products, a selection of photos showing just that variety is preferred.

1.3.2 Surroundings and machinery



Both short descriptions and also "maps" or overview pictures will be nice here. A list of the current machinery and pictures of the most important ones (they might be visible in in the pictures mentioned in the previous paragraph).

1.3.3 Competence profile

The list of available competences and a picture of the competence board will be nice. And a short description of how (and how often) the board is used should be added as well. This will show that the LearningLab is both a working place AND a learning place.

1.3.4 Working clothes

The working clothes system in the Lab (mandatory clothing, working clothes delivered by the LearningLab or expected brought along by the student) should be stated. Try to cover the area (incl footwear), but be sure that at least the principles are clear.

1.3.5 Safety rules

The procedure working with the safety rules should be described, there is no need to describe the whole system in detail including the rules for each piece of machinery. But the consequences if you do not follow the rules (both that accidents could happen and that you could be warned and in the end expelled from the Lab) should be mentioned.

1.3.6 Other local rules

On top of the work related rules, it's important to be clear about the other local rules. The obvious items of course are alcohol, dope, smoking etc. But as cultures are different (not only in cross border situations, but also within the same country), what you consider common knowledge about acceptable behavior, might not be that common.

You will never be able to cover this subject completely, but stick to the items you know could be different, and be prepared to change that part of the LearningLab description from time to time after exchanges.

Also remember to clarify consequences if the rules are not followed.

2. Workshop preparations

During the project period, the annual workshops are held primarily for calibrating and testing the LearningLabs. After the project, some workshops will still be held as showcases and/or exercises for the Lab. And as the workshops are built on the LearningLab, the preparations end presentations of the workshops are built on the LearningLab preparations described above.

2.1 General Workshop presentation



On top of the LearningLab description, the workshop is a planned event, fixed in time, probably with some planned production, solutions for accommodation and meals, planned "after hours" activities, etc. But as you cannot expect all readers to have read thru the LearningLab description, it is recommended to include a "pixi" version of the LL description in the workshop presentation.

The Workshop presentation will often be in two versions, one more general version when the workshop is announced, and a more precise one to the chosen participants when the workshop is near.

2.2 Planned production and competences

In workshops, the main part of the production should be planned to some extend in advance. Even if you do not expect to fulfill the entire plan, it is important that it is made (rather too much than too little). And that plan (illustrated by blueprints, photos, models etc) is part of the presentation.

On top of the planned production, a list of competences likely to be acquired during the workshop should be produced. That list will be the base for the CPL Workshop Competence Certificate (paragraph 4 below). That list should include the relevant vocational competences plus a few key competences connected to being in a workshop in a different (maybe foreign) area (communication, getting around, organizing the workshop participants' "camp").

This list should be used on a "paper competence board" to enable running competence evaluation during the workshop.

2.3 Accommodation and meals

Show where the workshop participants should stay during the workshop. Photos and/or maps showing the geographic relation to the LearningLab will be fine. And an overall description of the meal terms is a good idea (the details might be shown in the time schedule below). Remember all meals (breakfast, lunch and dinner).

2.4 Buddy selection and preparation

Buddies are selected students responsible for host activities during the workshops. Preferably they are recruited from the LearningLab being with the guests both on work hours, sometimes after hours (incl the weekends) and at the out-of workshops activities. In some cases, Buddies might also provide private accommodation. Experiences are that this arrangement sometimes end up in longer cross border friendships. And anyway, a buddy system always benefit workshops, guests and buddies.

Being a workshop buddy is an obvious task for a LearningLab student and also a chance to learn. And a group of skilled buddies is advantage to the LearningLab (also in connection with visitors). Buddies will often be paired/mated with the visiting students in 1/1-relations, but other solutions are also possible.



Buddies should of course be prepared for the job, they should know the LearningLab, the surroundings, preferably some of the philosophy behind CPL and (most important) the concrete workshop they should act in. This means that involving the buddies in the planning of the workshop (incl the after hours activities) is a good idea, improving both the planning and the buddy preparations.

As soon as the buddies are selected, their faces should be included in the presentation.

2.5 After hours/weekend arrangements

Planning the arrangements outside the LearningLab production is an important issue in 2 – 3 weeks workshops. The time schedule should of course also leave room for settling and relaxing, but as it is easier to cancel planned arrangements than to come up with something when in need, here also rather too much planning than too little is the best advice.

Obvious ideas are visits to network partners (vocational schools, employers in the business, etc), more cultural excursions to local or national sites (not too boring, please), more standard free time activities (bowling, concerts, cinema, etc) or just a plain private dinner.

2.6 Visiting student economy

To prepare the guests how much money they should have available during the workshop, be rather precise (incl fixed or estimated prices) in the descriptions of what the visitors are expected pay for on the spot, what should be invoiced later and what should be paid for by the host. Planning/budgeting the stay is of course the visitors job (and a part of the selection/preparation manual), but they should be offered a fair base to build that planning on.

2.7 Time Schedule

At least in the final version sent directly to the workshop participants before arrival, remember to insert a detailed week plan and the relevant contact phone numbers. These pages are both for the participants, but also candidates to be placed on the fridge doors back in the family or at the sending institution. Copy the template below and be inspired from the following example. Whether you start or end the week plan with the weekend depends on what is the most obvious solution in the concrete workshop.



2.7.1 Template

Week #

Monday <date>	Tuesday <date>	Wednesday <date>	Thursday <date>	Friday <date>	Saturday <date>	Sunday <date>
Morning getting up breakfast	Morning getting up breakfast	Morning getting up breakfast				
Work/ Arrangement start	Activity start	Activity start				
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
Start working after lunch	Activity	Activity				
End of work, afternoon activity						
Dinner, good night	Dinner, good night	Dinner, good night				



2.7.2 Workshop time schedule, example

Week 1

Saturday 24/9	Sunday 25/9	Monday 26/9	Tuesday 27/9	Wednesday 28/9	Thursday 29/9	Friday 30/9
		7:00 Breakfast at Musholm	7:00 Breakfast at Musholm	7:00 Breakfast at Musholm	7:00 Breakfast at Musholm	6:30 Breakfast at Musholm
	11:30 - 12:30 Arrival at Korsør Production- School. Meet staff and the Buddies	8:00 Meet in workshop. Start boatbuilding	8:00 Meet in workshop. Boatbuilding	8:00 Meet in workshop. Boatbuilding	8:00 Meet in workshop. Boatbuilding	7:30 Picked up by bus. Going to Saxkøbing 10:00 Visit Shipyard
	12:30 Lunch	12:00 Lunch + meeting	12:00 Lunch + meeting	12:00 Lunch + meeting	11:30 Lunch + meeting	round 12:00 Lunch at shipyard
	a tour round Korsør, guided by the buddies	13:00 A guided tour around Korsør Production- School	13:00 Back to work. Boatbuilding	13:00 Back to work. Boatbuilding	12:30 Back to work. Boatbuilding	13:00 Leave Saxkøbing
	15:30 Settling at Musholm	15:00 End of Work Go To Musholm and relax	15:00 End of Work Arrange with buddies or go directly to Musholm	15:00 End of Work Arrange with buddies or go directly to Musholm	14:00 End of Work Arrange with buddies or go directly to Musholm	15:00 Back in Musholm.
	18:00 Dinner with staff and Buddies somewhere in Korsør Back to Musholm and goodnight	Self prepared dinner on your own. Relax and goodnight	Private visit to Staff member, Dinner and small talk Return to Musholm and Goodnight	Self prepared dinner, joint by Buddies Relax and goodnight	Self prepared dinner. Relax and goodnight	Joint prepared dinner with whole team at Musholm. Relax and goodnight



Week 2

Saturday 1/10	Sunday 2/10	Monday 3/10	Tuesday 4/10	Wednesday 5/10	Thursday 6/10	Friday 7/10
9:00 Breakfast at Musholm	Breakfast at Musholm	7:00 Breakfast at Musholm	7:00 Breakfast at Musholm	7:00 Breakfast at Musholm	7:00 Breakfast at Musholm	7:00 Breakfast at Musholm
11:00 Meet staff & Buddies. Go to Trelleborg	Relax (TV)	8:00 Meet in workshop. Start boatbuilding	8:00 Meet in workshop. Boatbuilding	8:00 Meet in workshop. Boatbuilding	8:00 Meet in workshop. Boatbuilding	8:00 Meet in workshop. Boatbuilding
13:00 Lunch at Trelleborg	Lunch on your own	12:00 Lunch + meeting	12:00 Lunch + meeting	12:00 Lunch + meeting	11:30 Lunch + meeting	10:30 Lunch + meeting
14:00 still Trelleborg	14:00 Meet the Buddies. A football match ?	13:00 Meeting with staff. How are we doing so far ?	13:00 Back to work. Boatbuilding	13:00 Back to work. Boatbuilding	12:30 With staff & Buddies off to Copenhagen	11:30 Back to work. Boatbuilding
16:00 Leave Trelleborg		15:00 End of Work Arrange with buddies or go directly to Musholm	15:00 End of Work Arrange with buddies or go directly to Musholm	15:00 End of Work Arrange with buddies or go directly to Musholm	14:00 Copenhagen harbor, a canal trip	13:00 End of Work Relax (Musholm, home with Buddies or at the school)
Dinner and evening with buddies	Self prepared dinner. Could be with some Buddies. Relax and goodnight	Self prepared dinner. Relax and goodnight	Private visit to Buddy, Dinner and small talk Return to Musholm and Goodnight	Self prepared dinner on your own. Relax and goodnight	17:00 Early Dinner 19:00 Modern Dance Ballet (Dansens Hus) 22:30 Back in Musholm. Goodnight.	18:00 Galla Party at Korsør Produktions- Højskole. Go to Musholm Relax and goodnight



Week 3

Saturday 8/10	Sunday 9/10	Monday 10/10	Tuesday 11/10	Wednesday 12/10	Thursday 13/10	Friday 14/10
Breakfast at Musholm	Breakfast at Musholm	6:30 Breakfast at Musholm	7:00 Breakfast at Musholm	7:00 Breakfast at Musholm	7:00 Breakfast at Musholm	7:00 Breakfast at Musholm, pack - check out
Relax (TV)	Relax (TV)	7:30 Picked up by bus. Going with the whole team to Hillerød 10:00 Visit Erhvervsskolen Nordsjælland (shipbuilder)	8:00 Meet in workshop. Boatbuilding	8:00 Meet in workshop. Boatbuilding	8:00 Meet in workshop. Boatbuilding	9:00 Final evaluation with staff & Buddies
Self- prepared Lunch at Musholm	Self prepared Lunch at Musholm	12:00 Lunch in Hillerød	12:00 Lunch + meeting	12:00 Lunch + meeting	11:30 Lunch + meeting	10:30 Lunch + meeting (incl farewell ceremony and kisses)
Relax	Prepare your evaluation/ report (helped by staff)	13:00 off by bus to Helsingør	13:00 Back to work. Boatbuilding	13:00 Back to work. Boatbuilding	12:30 Back to work. Boatbuilding	12:00 Packing the last stuff at the school (shipyard). Competence Certificates
14:30 Meet the Buddies, go to Slagelse (Bowling)	Prepare your evaluation/ report and/or Relax	13:45 Visit M/S Museet for Søfart 15:45 Return by bus to Musholm	15:00 End of Work Arrange with buddies or go directly to Musholm	15:00 End of Work Arrange with buddies or go directly to Musholm	14:00 End of Work Arrange with buddies or go directly to Musholm	13:00 Goodbye + competence certificates. Remember facebook. Go home.
Dinner with the Buddies, evening out in Slagelse. Back to Musholm and goodnight	Self prepared dinner on your own. Relax and goodnight	Self prepared dinner. Relax and goodnight	Self prepared dinner on your own. Relax and goodnight	Self prepared dinner on your own. Relax and goodnight	18:00 Last dinner with the team somewhere in Korsør	

Contacts:

Workshop responsible: nn1, phone +45 xxxx, mail: xxxxxxxxx

Project staff: nn2, phone +45 xxxx xxxx, mail: xxxxxxxxx

School management: nn3, phone +45 xxxx xxxx, mail: xxxxxxxxxxxxxxxx



3. Running workshop

bla bla poetic intro to this running workshop section

3.1 Communication and PR

Facebook group and press releases

3.2 Reception

the first common meal

3.3 Production (incl competence board usage)

It is advised to use a paper "competence board" to do this evaluation in a running process during the workshop and take the final/resulting competences from there.

remember to acknowledge both visitors, local crew and buddies

3.4 Accommodation, after hours and buddy system

anything relevant to write here (not already covered in the planning section) ?

3.5 Workshop economy

anything relevant to write here (not already covered in the planning section) ?

3.6 Student economy

anything relevant to write here (not already covered in the planning section) ?

4. Evaluation

There are two types of post workshop evaluations

1. Competence Evaluation (what did they learn)
2. Workshop evaluation (how was it all organized)

The competence evaluation is done at the end of the workshop on the **CPL Workshop Competence Certificate** by the LearningLab responsible (taking it from the "paper competence board – see paragraph 3.3 above).

The certificate is handed to the participants at "the ending ceremony" before departure. Copies of the certificate are sent to Leadpartner.



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The workshop evaluation is done at the end of the workshop (probably at "the ending ceremony") on the **CPL Exchange Evaluation Form** by all participating persons (guesting/hosting students and teachers/leaders). Copies of the answers are sent to Leadpartner, the originals are kept by the LearningLab.