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*METHODOLOGICAL GUIDE*  
*“BEING A PART OF IT”*  
*PRESENTATION*

TECHVETLAB: a solution for postcovid-19 laboral market through a technical training of vet students with obstacles

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a solution for postcovid-19 laboral market through a technical training of vet students with obstacles

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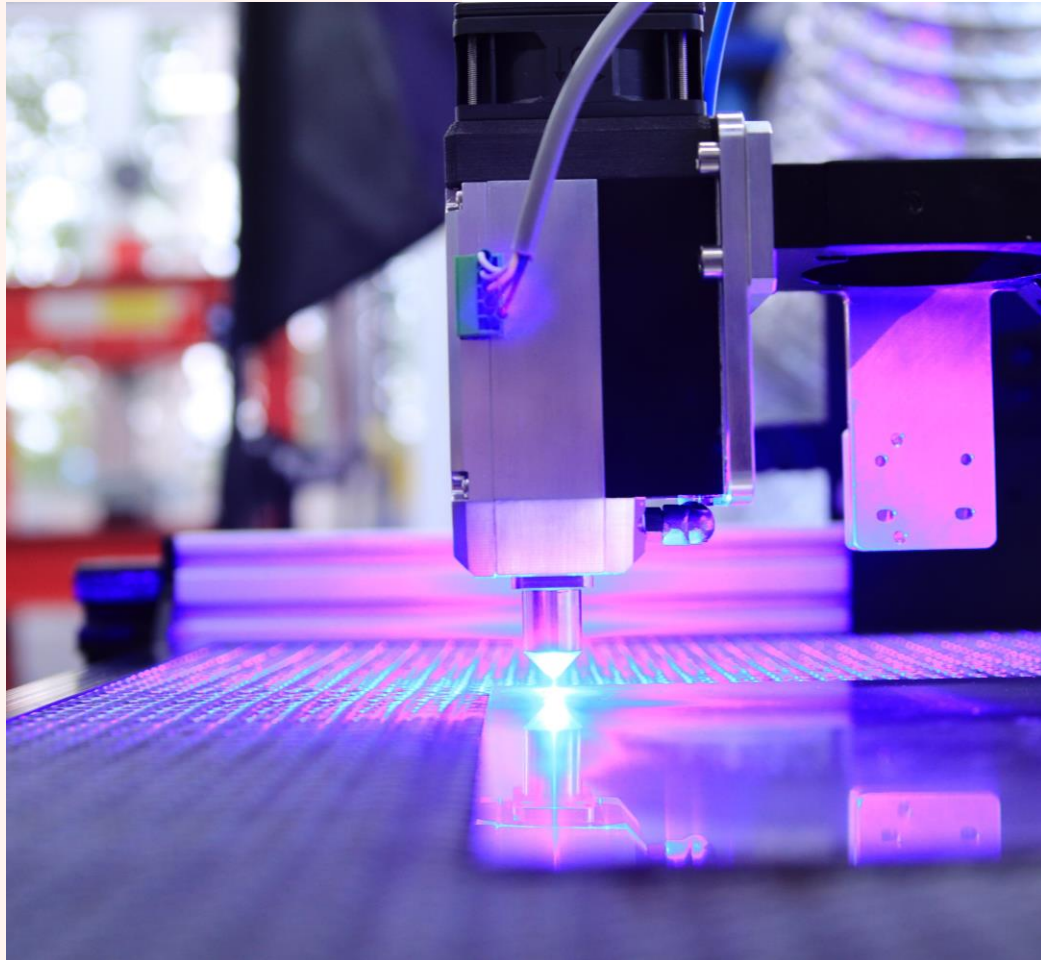


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# DESCRIPTION

The "METHODOLOGICAL GUIDE TO TURN THE CLASSROOM INTO PART OF A COMPANY: FROM A CLASSROOM TO A RESEARCH LABORATORY" is a guide, aimed at VET teachers, that includes all the necessary guidelines for a VET classroom to become a department of a technological company, participating in technological research projects for a certain period. Thus, this guide offers a global adaptation of classroom planning, the implementation of virtual network work routines with the company and the use of digital tools that equate the classroom with the company, allowing students to develop critical parts within of cutting-edge innovation projects.

# OBJECTIVE



The main objective of this methodological guide is to generate learning processes that make it possible to alleviate the lack of training in the work environment. We are going to generate an innovative methodology that allows us to introduce the classroom into the work dynamics of technology companies.



# METHODOLOGY

The Being Part of It (BPI) methodology is a student-centered teaching-learning method in which he acquires knowledge, skills and attitudes through the development of technological projects, which unlike the PBL (Project Based Learning) methodology are not simulations, but active and developing projects to achieve technological innovations that will change the future. BPI is an innovative method of VET education where the classroom becomes a virtual department of the technology company, developing important parts of the company's research projects and training students with obstacles in the processes and transversal skills that favor their hiring.

BPI offers students the opportunity to integrate into real development processes, facing the problems of the work environment, but from the classroom itself through collaborative work, in environments of trust and directly linked to the usual learning processes. With this, all the skills required by the technology sector in its personnel selection processes are enhanced and generating significant improvements in their curricula and work processes that favor their employability.

# ADVANTAGES OF THE BPI METHODOLOGY

1. It allows collaboration between the educational center and the company, in which a technician from the company will direct the company project while a teacher will direct the work in the classroom.
2. BPI focuses on the student developing transversal skills related to autonomy in lifelong learning, group work, leadership, effective oral and written communication, definition and fulfillment of objectives and critical thinking applied to science and technology.
3. Pose a project as a challenge for the classroom as a whole, or for large groups within the classroom, with what this can mean in terms of the awareness of belonging to a group and the response in relation to shared responsibility.
4. It promotes the learning of teleworking techniques that will be essential in the professional life of students.
5. It shows the ability to interact with a foreign company or with foreign VET training centres.
6. It implements in the classroom the use of management and task sharing software used by technology companies in order to define tasks, schedule them and integrate them into the work times of the rest of the company's departments.
7. Through networking, students and the school will be participants in future products that reach the market.
8. It offers students the opportunity to integrate into real development processes, facing the problems of the work environment, but from the classroom itself.



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SOMATICA, MATERIALS  
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GRETA DU VELAY



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**Thank You**

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