

## Micro and Mobile Learning for VET Students Mobility

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### Abstract

The relations between Spain and Portugal and countries from Eastern Europe show how important is communication nowadays. Especially today, when more than ever VET students from Portugal and Spain looking for work on the East Europe.

This was the main reason of creating the E-bridge 2 VET Mobility project, which is a response to the lack of competences in foreign languages and of intercultural skills of VET students. The main objective of the project is to facilitate VET students to acquire language competences, intercultural skills with new technologies. Ebridge 2 project encourages especially people from Spain and Portugal and new members of the EU: Poland, Latvia, Czech Republic and Turkey to bilateral mobility.

The crucial aspect for VET students is the possibility of learning languages with ICT tools. The fact is that students are very skilled users of new technologies, but with one requirement – the materials must be available anytime they want and place they need. Therefore all materials of Ebridge 2 project have been prepared on the teaching platform with the usage of asynchronous e-learning (web application) and with the use of mobile learning (mobile applications). What is crucial, both of them are integrated, however each of them plays different function. E-learning platform is the basis for teaching and methodological support, while mobile applications follow the topics contained in the platform. Thanks to such combination VET students have very attractive language material which may be used anywhere and anytime they want.

E-bridge 2 VET students project enables users to take the advantage of: computer – here they find the teaching materials, grammar part and cultural info and on the other hand mobile devices – here special plug-ins have access to some function and elements of the teaching course.

It's worth to add that the material presented on mobile applications has been prepared separately with the use of microlearning methodological assumptions. These materials follow the same learning objectives, but they run in a different methodological and technological form. Materials are prepared with very small portions and adjusted to the capabilities of mobile devices and VET students' mobility. What's more, the applications have additional materials that allow VET students to use the acquired knowledge in real communication situations.