Remote and Virtual WBL Options

Introduction

This fact sheet provides a summary of remote and virtual options for a variety of work-based learning activities. It is not intended as an exhaustive list, but rather a guide for work-based learning coordinators, teachers and intermediary staff seeking to develop quality opportunities for their learners while most school activities are being conducted remotely.

Remote activities are defined as those that promote "live" learner[1] contact with adult professionals and front-line workers through the use of technology,

Virtual activities are defined as those that are generally simulations and provide employer exposures through recordings, on-line research and related classroom activities.

Hybrid activities are defined as those that combine both remote and virtual components.

When offering remote and/or virtual options to learners, it is important to pay attention to technology access and equity in the distribution of opportunities in addition to ensuring the necessary permissions, protections and guidance are in place to promote learner safety.

Summary of Remote and Virtual Options by WBL Activity

The summary activities described below are detailed in the activity guide's Remote and Virtual Options sheet. The options sheets are intended to be used in tandem with the complete guide, checklists and tip sheets for the activity.

Guest Speaker – A group of learners listen to a presentation to learn about the speaker's organization, careers and industry and ask questions to help them consider whether they might like to pursue an opportunity in the industry.

- #### Guest Speaker Remote Classroom
  An industry or employer partner visits a remote classroom as a guest speaker and provides a presentation on the speaker's career, business or organization and industry. Learners ask questions to help them consider whether they might like to pursue a career in the industry.
- #### Guest Speaker Virtual Activity
  Identify and select a recorded guest speaker to use as a foundation for an activity and discussion in the classroom.

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[1] Learners include: K-12, community college and college students; youth and young adults engaged in workforce development programs; and adults participating in career development activities.

- **Guest Speaker Hybrid Activity**
  Record the session and arrange for the guest speaker to return to the remote classroom for a short amount of time to answer specific questions from a new group of learners.

Download the Guest Speaker Remote and Virtual Options Sheet

Career Day – Business partners from a variety of companies come together at a school to share information about their company, their job and the education and skills required for success in careers in the industry.

- **Career Day Remote Classroom (with Breakouts)**
  An interactive, online career day where employers visit a classroom or classrooms remotely. After a panel presentation, learners visit individual industry partners in breakout rooms. At the end of the session, the class comes back together to share what they've learned and reflect on the activity.

- **Career Day Remote Classroom (Sequenced)**
  Schedule a number of industry partners to visits he remote classroom or set of classrooms throughout a school day. Combine a brief Guest Speaker activity followed by a group informational interview.

- **Career Day Research and Share**
  Have learners conduct online research on a range of careers in an industry of interest, gather information, find compelling recorded presentations on careers in the industry and have them share their findings in the remote classroom.

  Consider making it a team-based activity and have a small group of learners work together and prepare a presentation for the rest of the class or pathway cluster.

- **Career Day Hybrid Activity**
  Record a career day panel and use it as a basis for a remote classroom activity.

  If possible, have one or more of the career day panelists visit the remote classroom to share information and answer questions.

Download the Career Day Remote and Virtual Options Sheet

Career Mentoring – A learner is matched one-on-one or in small groups with an adult professional to explore potential careers and related educational issues.

Remote Note
Learners who are currently paired with a Career Mentor may continue to receive support via telephone or some other technology if the necessary permissions, protections and guidance are in place to promote learner safety.

Workplace Tour – Small groups of learners visit a workplace, learn about the business, meet employees, ask questions and observe work in progress. Teachers also benefit from exposure to the workplace.

Remote Note
Some employers may be in a position to conduct a remote tour of their workplace, perhaps as part of a scheduled Guest Speaker activity.

Informational Interview – A learner formally interviews an employer partner about his or her industry, educational and career path and chosen profession.

- ### Remote Informational Interviews (by Phone or Internet)
  A learner formally interviews an Industry Partner over the phone or internet about his or her industry, educational and career path, and chosen profession.

- ### Virtual Informational Interviews
  Learners review a prerecorded interview with an industry professional in the remote classroom and engage in a guided discussion after the interview. What did you learn? What surprised you? What do you wish the person had been asked? How can you follow up to learn more? (See below for some sample links. Consider having learners conduct on-line research to locate prerecorded interview session with employers and use those on the classroom.)

- ### Informational Interview Hybrid Activity
  A model where small groups interview an industry partner via Skype, Zoom, Microsoft Teams, Google Meet or some other technology, record the session and then use it to form the foundation for a classroom activity and discussion.

Download the Informational Interview Remote and Virtual Options Sheet

Job Shadowing – A learner is paired with an employee of a host company and

follows that employee during much of a regular workday. A job shadow provides learners the opportunity to experience the workplace, understand the various roles and duties of a particular occupation, learn about the business, connect with a working adult and observe work in progress.

- Remote Note
  Job shadowing does not lend itself to remote or virtual activities.

Mock Interview – Learners are paired one-on-one with a business partner who interviews each learner as if he/she were being interviewed by an employer for a paid internship or job.

- Remote Mock Interviews (by Phone or Internet)
  A learner is formally interviewed via telephone, Facetime, SKYPE, Microsoft Teams or Zoom by an Industry Partner as if they were applying for a job with the company the partner represents.

- Mock Interviews Remote Classroom
  Multiple Employers are invited to a remote classroom and are assigned to breakout rooms and interview a number of learners individually.

- Mock Interview Hybrid Activity
  View a recorded mock interview and have learners critique it in the classroom.

Download the Mock Interview Remote and Virtual Options Sheet

Workplace Challenge – Small groups of learners (four to six per team) are engaged in a problem-solving exercise issued by an employer in consultation with a teacher or counselor.

- Remote Workplace Challenge
  Download the Provider Guide: The Workplace Challenge

Internship – A learner has the opportunity to learn by doing real work and being productively engaged in the workplace. Learners may work individually, in teams, work on a project, or rotate through a number of departments and job functions.

- Remote Internships
  In a remote internship, a learner is engaged in his or her internship remotely. Many industries and employer partners have recently shifted to a model where their employees work from home-based

settings. Most of these employers have established protocols, communications systems and supports to ensure that work is productive, employees are engaged and connected to each other. These same protocols apply to interns who are completing their internship from home.

[Download the CareerReady Work Learn Grow Remote Internship Industry Partner Guide](#)

- Virtual Internships
  Virtual Internships are simulations where a learner or group of learners can select a particular career or occupation, conduct online research and then address and complete one or more mock assignments for review by a teacher or WBL connector.

  Virtual Internships Website
  Created by Sue Gubing and WBL Coordinators with the support of Perkins funding
  https://sites.google.com/site/virtualinternshipswbl/2020-virtual-internship
  Each Virtual Internship involves selecting one of more than 70 occupations, conducting guided research on the occupation and its educational or training pathway followed by the completion of three simulated task associated with the job.

Download the Internship Remote and Virtual Options Sheet

Work Experience – An opportunity for a learner to develop and demonstrate professional and occupational skills by addressing a core business function and doing productive work with an employer.

- Remote Work Experience
  In a remote work experience, a learner is engaged as an employee with an employer or organization partner. As with internships. many industries and employers have recently shifted to a model where their employees work from home-based settings. Most of these employers have established protocols, communications systems and supports to ensure that work is productive, employees are engaged and connected to each other. These same protocols apply to learners who are working from home.

Across the country, communities put young people to work in subsidized work experiences designed to provide skill development and the acquisition of employability skills.

Digital Summer Youth Employment Toolkit 2.0
https://aspencommunitysolutions.org/report/digital-summer-youth-employment-toolkit-2-0/

The Aspen Institute Forum for Community Solutions - Digital Summer Youth Employment Toolkit 2.0 was released on December 16, 2020. This resource builds on the initial toolkit from June 2020, and is informed by implementation lessons from 2020's "summer like no other" from communities across the Opportunity Youth Forum (OYF) network and national partners.