



# Applying for a Job & Interviewing

Inspiration for online teaching

**Continuing Professional Development  
in Vocational Education and Training**



In the COVET project, we have collected many great examples of teaching that have been transformed from the classic off-line version into a modern online learning method.

These sample lessons have been created by VET teachers from different EU countries. We present them to you as inspiration for your work.

The lessons are particularly suitable for vocational teachers, but can also serve as a training tool for teachers, trainers and lecturers in other educational settings.

All sample lessons, training materials as well as all information about the project are available at:

<https://www.covet-project.eu/>

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# Applying for a Job & Interviewing

## Offline version of the lesson

(A brief introduction to the subject, general situation, type of lesson. What the aim of the lesson would be and how the lesson would be used.)

This activity was carried out in May 2020, almost at the end of the third quarter of the course. The students belonged to the first year of the Higher National Course in Administration and Finance. There were a total of 20 students in the group. Prior to the confinement, we worked with a language specialist to develop our English language communication skills.

First, the tutor in charge planned to show some digital content (sample videos) and web resources to practise possible interview questions. The activities were planned to be carried out in pairs or in small groups, with the intention of generating feedback in the class. Pupils would give their opinion on the answers. Then there would be a collective evaluation of the possible reasons why some answers seem more appropriate than others.

Secondly, there would be some sessions in which the students could practise fluency, intonation and correct pronunciation with the help of the language specialist.

Finally, each student would do a mock interview in which the language specialist would play the role of an HR assistant.

## Online version of the lesson

(What had to be taken into account, the reasons for the changes that were made, the new applications and tools that had to be incorporated into the lesson.)

Due to the imposed confinement, all activities that required social contact were cancelled. Interaction between pupils was also affected by the compulsory isolation.

As a teacher, I had to take the new reality into account and start thinking in a more pragmatic way. For example, I started to provide students with “chunks” of reduced and controlled information. In order to work on the interaction between the students and maintain the use of the language, I had to set up a participation table so that the students could talk to the language specialist and ask questions.

In order to work on the interaction between the students and to maintain the use of the language, I had to set up a participation table so that the students could talk to the language assistant and ask questions according to a planned and supervised timetable.

I used **Google Calendar** and **Google Meet** to organise the class. All students had the opportunity to access these services for free with their user accounts. The reason for using Google Calendar is that this service, apart from working as an agenda, allowed students to **mark a regular work schedule**. The reason for using Google Meet is that it is a tool that students can use from any device as it does not require a computer. The advantage of using these two tools was that I did not need to buy any application or tool to carry out this lesson.

**I also had to learn how to record a videoconference - using Google Meet - to give the students access to their exercise so that they could analyse and possibly improve their performance.**

## Final result

Students signed up on a list, indicating the day and time when the mock interview would take place. The teacher set up a meet room and shared the link with the students. These sessions were attended by the language specialist in the role of an HR manager, the candidate (a pupil), and the teacher. The latter did not take an active part. His main task was to initiate the exercise and then to record and evaluate the session. At the end of the session, the candidate was disconnected and the next candidate was given access to the meeting room.

## Feedback on the lesson

Students were not prepared to face simulated interviews via videoconference. The fact that not all students had access to a computer could be considered as a weakness in the organisation of the activity. The possible lack of a connection to the Internet could be seen as an issue that needs to be addressed.

The simulation of job interviews via videoconference was an opportunity for the students to become aware of other alternative ways of applying for a job. In addition, this situation served as an example to raise students' awareness of the fact that conducting job interviews by videoconference is very common in the labour market.

Students showed interest in this type of exercise. This type of activity allows the student to be at the centre of the learning process and to make a more practical use of the foreign language.



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