# REPOSITORY OF GOOD DIGITAL LEARNING PRACTICES IN THE AUTOMOTIVE SECTOR

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<tr><td><strong>25/11/2021</strong></td><td><strong>Olivier MANSENCAUT, trainer Bodywork Technology</strong></td></tr>
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- VET centre of The Bordeaux Chamber of trades.
- 80 trainers
- 1800 learners
- 3 areas of activity:
  - Beauty (hairdressing / aesthetics)
  - Culinary professions
  - Car/motorcycle/bicycle maintenance (the largest: about 900 learners)
  - Car bodywork and painting.
    - From EQF 3 to EQF 5
    - Training for adults
    - Training for company employees
    - An important audience of unaccompanied foreign minors

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| | ➢ **Who initiated the project?**<br>The CFA has had the Moodle LMS for at least 4 years, but it was not particularly used by the trainers.<br><br>➢ **Who actually implements the project (trainers/ teachers/ IT department/ ODL manager, etc.)?**<br>The school's Information and communication technology (ICT) coordinator.<br><br>➢ **Have these people been specifically trained to implement this type of practice?**<br>The trainers were trained to use Moodle 4 years ago, but very little use was made until 2019. When the project was set up, the ICT coordinator helped the trainers to integrate the contents on Moodle.<br><br>➢ **Did you use external partners / service providers?**<br>The Chamber of Trades managed the installation of Moodle for the school.<br><br>➢ **Current situation:**<br>Deployment of the Microsoft 360 and TEAMS Suite in the school. This was a will of the school management level to respond to a lack of collaborative tools, noted during the lockdowns.<br>Training of trainers is provided internally. |
| **Targeted beneficiaries** | ➢ **Who are the learners targeted by the practice? (average age of the learners, targeted diploma/qualification, EQF level (CEC))**<br>- Adults retraining (25/30 years old)<br>- Learners (average age 19) |

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| | ➤ **How many are they?**<br>- Groups of 12 per section<br><br>➤ **Do they take part in dual learning? If yes, how many?**<br>During the lockdown only 25% continued to work in the company. |
| **Context** | ➤ **What was the initial situation / specific context when the practice was implemented?**<br>The 2019 health crisis and lockdowns forced to carry out the courses and the pedagogical follow-up in 100% distance mode (virtual class).<br><br>➤ **Has the organization implemented a digital strategy? If so, since when?**<br>- At that time, the school did not have any collaborative tools deployed, except for Moodle and professional email addresses.<br>-The school set up groups on Discord as a place for exchange between trainers and students.<br>- The trainers carried out the pedagogical follow-up and the courses by sending emails to the students. The first results were catastrophic, very little feedback from the students.<br>- Mr. Mansencault then had the idea of using the school's Moodle platform. He organizes these contents with the help of the pedagogical advisor.<br><br>➤ **What are the objectives of this digital strategy? The actions implemented?**<br>-The school's ICT coordinator organized several webinars to train the trainers and encourage them to use Moodle.<br><br>➤ **What digital equipment does the organisation have?**<br>-The school is equipped with several mobile classrooms. |

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| | | -Some concerns about the Internet speed. |
|  | **Subject/s concerned** | ➢ **Please indicate the subject/s concerned by the new digital practice/s**<br>- Car bodywork technology |
|  | **Objective and brief description of the practice/s** | ➢ **Please briefly describe the key points of the practice/s**<br>-The principle is to articulate the course resources with quizzes. Students can only access the quiz after having seen the course. There is a deadline for each quiz.<br>-The idea was to create an obligation for learners to participate in the courses and to come regularly to the platform to follow the content.<br><br>➢ **Why was this practice/ implemented?**<br>- With Moodle, the instructor has access to all the students' logs and connections, which makes it possible to ensure rigorous follow-up and to quickly follow-up on students who do not participate.<br>- Mr. Mansencault followed up the students (by email / phone ...) very regularly at the beginning of the process, then students were interested in the game and came regularly on the platform to take the quizzes. Almost 100% of the students followed the courses during the lockdowns with this method.<br>- He organizes self-assessment quizzes to end a lesson sequence. If the results of the quiz are not good, the learner can retake the quiz for 1 more day, the time to reread the lesson and prepare.<br>-The quizzes can only be taken once and in a limited time. |
|  | **Pedagogical approach and ressources** | *Please at every step compare "before – after" the implementation of the new digital practice/s* |

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| | ➢ **Please describe the pedagogical scenario elaborated for this subject/s**<br><br>    o **Pedagogical approach/es used?**<br>        -Create a rhythm between the course and the final self-evaluation.<br><br>    o **Training modalities used?**<br>        -Distance learning, asynchronous<br><br>    o **Tools used?**<br>        -Moodle<br><br>    o **Types of resources used?**<br>      - Quiz tool from the Moodle<br><br>    o **Type of assessment used?**<br>        -Moodle's quiz tool<br><br>➢ **Are the companies involved in the scenario/sequence? How?**<br>No because the companies were closed during this period. |
| **Implementation** | ➢ **Please describe how the action proceeded and the actors involved in the different phases**<br>-Mr. Mansencault already had all these course materials in digital form. He was able to integrate them quickly into Moodle, but this was an opportunity for him to complete and enrich them in order to better correspond to a remote use:<br>    -Rewriting texts / explanations.<br>    -Search for appropriate visuals and videos.<br><br>➢ **How long did it take to implement the first session?**<br>    o Please indicate the total duration and the total cost (if available) of the implementation. |

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| | | No particular cost, just time. It took about 15 days to set up the training courses on Moodle. |
| | **Results** | ➢ **What are the tangible results / outputs of this practice? (video, presentation, documents…)**<br>-At the end of the experiment, Mr. Mansencault conducted a survey among the learners. He obtained 75% of responses.<br>-All learners were satisfied with the training system implemented with Moodle.<br>-He also received very good feedback from companies and parents who appreciated the quality of the educational continuity.<br>-Currently, Mr. Mansencault continues to use the training courses created on Moodle, as a complement to his face-to-face courses. He makes them available to learners for remediation, and he prefers to use these more dynamic PowerPoint course materials face-to-face. Moodle is a bit austere visually, too many blocks and not as interactive as PowerPoint. He uses the content enhancements made for Moodle to update these PowerPoint course materials. |
| | **Impact** | ➢ **What is the impact of this practice? (on learners, teachers and trainers, the organization, other)**<br>-The pedagogical continuity with Moodle made it possible to complete the learners' program and bring them to the exam with the same level as in previous years (similar exam success rate)<br><br>➢ **What are the lessons' learnt in terms of pedagogical approach?**<br>-This concept of educational continuity through digital technology has allowed the trainer to develop new skills and add more rhythm to the training. At the moment, he has at |

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| | | his disposal a new teaching approach that he can use with the learners, in addition to the face-to-face courses, in case a learner needs to complete / review a notion or if he was absent during the course.<br><br>-Currently, for EQF level 3 and 4 levels, the courses on Moodle cover 70% of the program. Its objective is to cover 100% of the program, eventually. |
| 👍 | **Key success factors** | ➢ **What are the conditions (institutional, human, technical…) for success in implementing this practice?**<br>-The initial implementation of the project was in response to a specific health context (Covid lockdown). But the project was later deployed in a more "normal" training context. In any case, the design and articulation of the project can be applied in many other situations today.<br><br>The key factors of the project are:<br>-The playful construction of the courses<br> -The rhythm between the course materials (content inputs) and the self-assessment quiz (formative). Learners are free to take the end-of-chapter quiz whenever they want, especially when they feel ready. This freedom to take the quiz whenever they want is a motivating factor for learners. The self-correction option for quizzes is really great in Moodle, it allows for immediate feedback to the learners, which is what they expect.<br>-The device allows learners to learn at their own pace. They can go back to a lesson, reread a paragraph or watch a video as many times as they need to.<br>- Tutoring is also a key: allowing learners to send a message to the teacher when they have a question or are stuck on an instruction. |

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| | | -Mr. Mansencault found that learners who had dropped out of face-to-face training (before the lockdown) really found themselves in this mode of training and got hooked on the system.<br><br>➢ **How could this practice be improved?**<br>To go even further in the enrichment of the courses and the playful side. |
|  | **Constraints** | ➢ **What constraints were encountered when implementing the practice? (internal and external)**<br>-The production time of the resources.<br>-The time for supervising and tutoring learners. Schedules need to be framed, otherwise we find ourselves answering to students at 11:00 in the evening,<br>-Acquire technical skills to learn how to use Moodle. The technical side of getting started with Moodle is very complicated.<br><br>➢ **How were these constraints addressed? Was it successful?**<br>-Mr. Mansencaut has invested a lot of time and effort in making the system work. |
|  | **Sustainability** | ➢ **Has this practice been implemented until today? Why?**<br> -The experimentation of Mr. Mansencault was shown as an example by his school in order to encourage this use among the other trainers of the establishment. |
|  | **Reproducibility and scaling** | ➢ **Has this practice been replicated in similar and/or different contexts? Why and how?**<br>-For the implementation of a complete training course, whatever the LMS, it is important to take into account the design and scripting time of the resources, even if there are |

already documents used in the classroom, it will be necessary to recreate and reformulate certain things and create the quizzes.

-It's a big and interesting project. The trainer must not lose sight of the fact that it may not work at first. If the resource is too complex or not explicit enough for example... and therefore the explanations and the instructions will surely have to be reworked to be as effective as possible.

-Once the learning path is in place, and there are only updates to do, it is a time saver!

-Self-correcting quizzes: great time-saver.

> **What are the conditions required to replicate this practice on a larger scale? (regional, national, international)**

Management must provide the time to produce and structure the training courses, then the time to accompany and tutor the learners.

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| **Testimonials** | > **What did the implementation of this practice give to you from a personal point of view?**<br><br>-The satisfaction of being able to build nice and visually appealing course materials, the fact that I can enrich my materials and provide quality courses.<br>-The students' feedback on this positive experience for them: the best gift.<br>-Give the opportunity to understand things better.<br>-Share courses with another colleague from another city.<br>-Working together is difficult with close colleagues. But with other schools it is easier. As my materials are clear and complete and with Moodle we can easily export/import them, I have started a partnership with a colleague from another |

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| | | school in the same topic as me. We are going to exchange our courses, which will allow me to complete my courses and thus cover the entire training program.<br>-In May 2021, following this experimentation, Mr. Mansencault attended a training of trainers on digital practices organized by the university.<br>-The trainer also experimented with other e-learning tools, such as H5P. He used the question-in-video option that allows to stop a video during playback and push in (explanatory) content or a question. This forces the learner to pay more attention during the video. |
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