











REPOSITORY OF GOOD DIGITAL LEARNING PRACTICES IN THE AUTOMOTIVE SECTOR

Personalise a learning course through scenario-based learning	
<i>France/ Institut des métiers de Clermont-Ferrand/S. Janela</i>	
Brief description: use scenario-based learning and different teaching methods to personalise a learner's path	
 What was the purpose of the practice?	The purpose was to use scenario-based learning and different teaching methods in order to personalise learning paths.
 What was the initial situation / specific context when the practice was implemented (digital strategy, digital equipment...)?	<p>Following the evolution of learners' habits (decrease of learners motivation, recurrent conflicts in class...), our VET center has implemented (from 2013) differentiated instruction practices by favouring active learning methods and by introducing digital tools.</p> <p>It started with the help of Innov'CFA project, launched by ANFA and aimed at implementing innovative teaching practices in VET centers. It consisted of one year of support in using digital tools (touch tables, augmented reality, QR codes, smartphones, etc.), as well as in developing new teaching methods (creating scenario-based learning, digitalisation of courses, etc.).</p> <p>The COVID crisis has favored the implementation of an LMS, and the use of digital tools.</p> <p>The institute currently has 3 computer rooms equipped with video projectors, a mobile digital touch-screen TV, 10 computers per room, and a series of laptops for high numbers of students. The rooms can be transformed if needed: they are glazed and communicate among others.</p>
 Could you describe the implementation process of this practice?	<p>Scenario-based learning requires us to think, based on the objective we would like to achieve as a team, about how we can get the learner to achieve this objective. This involves pre-requisite tests, activities adapted to the audience, intermediate evaluations and various methods to avoid boredom. Depending on the subject and on the public, different types of scenarios are used.</p> <p>There can be several levels of scenario:</p>

	<p>- linear scenario where everyone does the same thing</p> <p>- parallel scenarios offering several choices, for example when the trainer wishes to adapt the training to several situations (different groups or different subjects).</p> <p>It takes an afternoon to develop a small scenario on a simple activity of 4 activities.</p> <p>Moodle has been used before covid but in an unstructured and infrequent way.</p>
 <p>What is the academic discipline concerned?</p>	<p>System Functional Analysis (usually classroom-based)</p> <p>Synchronous distance learning sessions are only used during lockdown periods. Asynchronous online learning is mostly used during lockdown periods and occasionally for absent learners or for learners having a personalised pathway. The short-term goal is to develop asynchronous online learning for personalized courses.</p>
 <p>Could you describe the pedagogical approach associated to this practice?</p>	<p>At first, I put all the EQF level 3 courses on the Moodle platform. Now I create scenarios directly on Moodle thanks to the different features of this LMS.</p> <p>I use Moodle systematically with small groups of learners (2 - 3 times every month), I vary with large groups because different strategies should be used.</p> <p>The learners progress at their own speed. Sometimes I make them work in groups or independently.</p> <p>I often use the "drivers" who understand more quickly. I assign another activity to the learner who finished earlier than the others, and he/she becomes a tutor for a learner in difficulty.</p> <p>Another example, learners who join the course throughout the year: I isolate them during first few weeks, and I unlock only the most important activities on Moodle. This way, they get "accelerated" training to catch up. Before, I provided them with photocopies of the course.</p> <p>The forum is mostly used in distance learning, especially in order to challenge students for a short period of time (the first one to respond gets 3 or 4 points).</p>
 <p>What are the tangible results of this practice ?</p>	<p>Teaching scenarios, training courses on Moodle, self-training modules produced by Scenari Opale, quizzes</p>

 <p>What are the benefits of this practice ?</p>	<p>I can't imagine systematically returning to lectures. These new methods have proved their worth since 2013.</p> <ul style="list-style-type: none"> – More motivated learners, more effective learning – Diversification of teaching methods – More motivated trainers
 <p>What is the impact of this practice (on learners/ on trainers) ?</p>	<ul style="list-style-type: none"> – However, building personalised pathways requires a lot of time / work for a trainer.
 <p>What advice could you give for a successful implementation of this practice?</p>	<ul style="list-style-type: none"> – Attention: the implementation of this digital practice is not systematic. There is no standard training that works, it depends on the type of audience and the number of learners. – It is more or less developed according to the academic discipline dealt with and the diplomas. The training courses are partially developed with these practices. It takes a lot of time to build such courses. – We have a difficult audience, we have to juggle with activities (no more than 2-3 activities in a row in the same format, otherwise a routine sets in and learners lose motivation). At the same time, these learners may have difficulties in re-appropriating new tools. – There are always reluctant people who prefer expository methods, saying "you don't explain on the board". – It is difficult to get learners to work at home. So the flipped classroom is difficult to achieve because learners are not interested, even if they are rewarded with points. – It is difficult to personalise lessons for large groups (more than 15). – The activity that interests learners the most is changing practices. – My learners prefer different types of quizzes, especially those with a podium at the end.
 <p>See also (external sources)</p>	<ul style="list-style-type: none"> – Consider 4 Cs in Scenario-Based Learning - Experiencing eLearning (christytuckerlearning.com) – What Is Scenario-Based Learning? - eLearning Industry