REPOSITORY OF GOOD DIGITAL LEARNING PRACTICES IN THE AUTOMOTIVE SECTOR

Planning a lesson for distance learning
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Brief description Design and delivery of a synchronous technical area lesson and use of the tool to be presented during the final examination held online instead of the practical test.

	What was the purpose of the practice?	Working on the creation of multidisciplinary lessons to work on competences and not on subjects and with engaging/motivating and inclusive tools.
	What was the initial situation / specific context when the practice was implemented (digital strategy, digital equipment…)?	• **What was the initial situation / specific context when the practice was implemented?** For years the VET centre has been working on the design of multidisciplinary and interactive lessons, but the practice refers to the methods used in DL. The VET centre has always guaranteed the presence of small groups of learners in particular difficulty who were unable to connect from home or needed more support. • **Has the organisation implemented a digital strategy? If so, since when?** The organisation has had a digitalisation strategy for several years: use of Moodle as a teaching platform, provision of a personal device for all staff and learners, technical training in the use of the platform and devices, and methodological training for part of the staff on lesson delivery. • **What are the objectives of this digital strategy? The actions implemented.** Work on creating multidisciplinary lessons to work on skills and not on subjects and with engaging/motivating and inclusive tools.

	• **What digital equipment does the organisation have?** Personal devices (tablets) for staff and learners, interactive screens.
🎯 **Could you describe the implementation process of the practice?**	Here an example of the design and delivery of a technical lesson (in a synchronous way): focusing on the objective of the lesson, structure of the lesson suitable for both the group following remotely at distance and the more fragile group following from the vet centre, presentation of the subject matter to the lesson and brief explanation by the teacher of the salient aspects of the subject, sharing of in-depth material (videos made in real situations by professionals), group commentary on the material presented to bring out the elements to be learned, possible test for rapid feedback from the learners, assignment of possible task for consolidation of learning (return in the next lesson). Below an example of creation and presentation of the masterpiece to be presented during the final examination held online instead of the practical test. Assignment of the work to be carried out and described in the thesis, constant accompanying work by all the staff (especially the tutor and the coordinator) to support the metacognitive process necessary to reflect on the performance of the task assigned and to describe and document the activity. Constant remote monitoring of the work phases, particularly of the weakest and least motivated students. Revision of the work. Exposition during the examination
🎯 **What is the academic discipline concerned? (only if the practice is specific for this subject)**	This good practice can be applied to all subjects, although those for which an example is available are vocational subjects.
🌐 **Who are the targeted beneficiaries? (only if the practice is specific for these beneficiaries)**	All pupils in the VET center (130) 14- 17 years old. All of them are in dual learning.

⚙️ **Could you describe the pedagogical approach associated to this practice?**	We use a Multidisciplinary teaching, inclusive teaching, digital teaching, support of situational learning For the synchronous lessons: online teaching for the large group in DL and in-presence teaching for the small group. Asynchronous support for homework and to reinforce learning through the platform (possibility of accessing in-depth materials presented during the lesson). The lessons have the same duration as the face-to-face lessons. As digital tools we are using Tablets, Moodle platform. Talking about assessment we use Online evaluation tests, evaluation of group discussions/participation, evaluation of term papers using grids.
✳️ **What are the tangible results of this practice?** (if relevant)	Lesson examples (e.g. video material, tests)
✳️ **What is the impact of this practice (on learners/ on trainers)?**	• **What is the impact of this practice? (on learners, teachers and trainers, the organization, other)** The gap in learners' learning increased: the more motivated learners learned more and were more involved. Many students who appeared to be more fragile in the classroom "performed better" in distance learning. The less motivated students increased the gap with the others; that is why we decided to always guarantee a small group in the classroom, to be close to the more fragile learners and not to lose them, and the constant contact between tutor and coordinator was fundamental for this. The tutor testifies that the disabled learners unexpectedly worked well also in the distance mode (supported by their families) and were very active. • **What are the lessons' learnt in terms of pedagogical approach?** Importance of personalised support during integrated teaching. Importance of possession and mastery of personal devices and adequately trained teachers. Use of interactive material e.g. videos suitable for inclusive teaching. • **How was this impact monitored and evaluated?** Observing learners' learning assessments Collecting feedback from teachers

		• **Were the pedagogical materials / tools / scenario modified or improved after this evaluation?** The lesson structure that worked in DL is also maintained in presence, including the possibility of using the platform to retrieve the teaching materials used, assign tasks and support in their implementation.
	What are the benefits of this practice?	Methodologically and technically trained staff, constant support of trainees also in remote practice.
	What advice could you give for a successful implementation of this practice?	We met some difficulties in motivating some of the learners during distance learning; no internet connection at some learners' homes; many students were not used to respecting the rules of coexistence previously taken for granted. It helps the creation of small groups in presence also in DL, constant remote accompaniment of all staff, return work for conflict management.
	How could one replicate/adapt this practice to a different context/ different scale? (if you have information)	Not identically, but the methodology for creating lessons is also used in the Foundation's other locations. It is necessary to invest in: Teacher training, personal devices e.g. tablets, connection, presence of teaching platform, staff used to working in groups.
Testimonial		From the teacher's point of view: for the first time we carried out all the programs in depth, but not all the learners transposed them in a homogeneous way (some of them much better than usual and performed even more among the disabled students) others less motivated have had more difficulties. In presence, what makes us "lose time" is the management of the group's relationships, at a distance it happens less but then we feel the fatigue of rebuilding the relationships at the return and not all the students can stand it outside the constant personal relationship with the teacher. For this reason, providing different moments of presence and support at a distance could be a winning strategy to allow everyone to learn in the way that suits them best.