













REPOSITORY OF GOOD DIGITAL LEARNING PRACTICES IN THE AUTOMOTIVE SECTOR

<h3>Remote Project work</h3> <p style="text-align: right;">Italy/ Fondazione Opera Mntegrappa (TV)/Carlo Serraglio</p>	
<p>Brief description: Implementation of a remote project work in the automotive sector.</p>	
 <p>What was the purpose of the practice?</p>	<p>Realization of a remote Project Work (PW) due to the impossibility of carrying out the workshop internship: working on the development of professional skills and soft skills related to the area of communication in a situation that did not allow for face-to-face workshop teaching.</p>
 <p>What was the initial situation / specific context when the practice was implemented (digital strategy, digital equipment...)?</p>	<ul style="list-style-type: none"> • What was the initial situation / specific context when the practice was implemented? Distance learning in which students could not carry out the internship at the companies/workshops • Has the organisation implemented a digital strategy? If so, since when? For some years now, the Vet centre has been training trainers in didactics also with digital tools through the national SCF network to which it belongs, using the Google workspace platform for the management of integrated didactics (also post-DL) especially for the management of asynchronous activities such as tasks/exercises. • What are the objectives of this digital strategy? The actions implemented? Training teachers in innovative teaching methodologies also with the use of technologies, preparing students for the use of digital devices both for teaching and for the vocational area (e.g. digital diagnostic tools). • What digital equipment does the organization have? Interactive projectors, laptops for teaching activities in the VET centre (not assigned for personal use by trainees), educational robotics, 3D printer, digitally linked tools,

	<p>software for digital diagnosis, manufacturers' software for accessing data and plant diagrams.</p>
 <p>Could you describe the implementation process of the practice?</p>	<p>Carrying out a PW remotely due to the impossibility of carrying out the internship in the workshop:</p> <ul style="list-style-type: none"> - Description of the task to be carried out at home on family vehicle, car or motorbike (e.g. changing engine belt, changing oil, changing spark plugs); the description is detailed from the point of view of the steps to be carried out, the order and precision of execution, the implications from the point of view of safety on the execution of the task. - The learner plans the activity and films it (goes over the steps to be performed, cleans the engine so that all the steps can be understood from the video, organises the filming set, films the execution of the task) - The learner edits the video or inserts it into a presentation so that the phases of realisation of the work are clear, inserting captions and comments; the video must contain the description of the work carried out recorded by the learner as if he were presenting it to the client (development of communication skills) - Presentation of the final work for assessment, particularly the correctness of task(s) execution.
 <p>What is the academic discipline concerned? (only if the practice is specific for this subject)</p>	<p>Automotive, also affects soft skills in communication</p>
 <p>Who are the targeted beneficiaries? (only if the practice is specific for these beneficiaries)</p>	<p>2nd and 3rd year learners, PW carried out with about half of the learners, 4th year learners are following the Dual learning.</p>
 <p>Could you describe the pedagogical approach associated to this practice?</p>	<ul style="list-style-type: none"> - Situation-based learning. - Remote synchronous and asynchronous sessions for assignment and explanation of delivery. - Constant accompaniment/monitoring (support) to learners for task completion. - Final remote feedback session in groups. <p>We also used:</p> <ul style="list-style-type: none"> - Google Workspace/Classroom platform for assignment and asynchronous assistance (also email and chat)

	<ul style="list-style-type: none"> - Learner's personal tools (smartphone/computer if not provided by the VET centre) for video recording and making presentations - <p>Evaluation checklist to assess: level of correctness in carrying out the task (procedure, order), communicative competence in explaining the work done, effectiveness of feedback.</p>
 <p>What are the tangible results of this practice? (if relevant)</p>	<p>PW presentations (3 examples available here) Pupils and teachers more competent in the use of video communication</p>
 <p>What is the impact of this practice (on learners/ on trainers)?</p>	<p>Trainees are directly responsible for the execution of the task, for the organization of the workspace and at the same time of the filming set, for the ability to narrate the task carried out and to document it.</p> <p>From the teachers' point of view, the habit of using other evaluation approaches, having different opportunities to evaluate both professional and transversal competences.</p> <p>Regardless of the context in which it was proposed, PW practice worked, empowering pupils to work neatly and accurately even without constant supervision in the presence of the teacher.</p> <p>Work will also be done across disciplines to support learners' communication skills and ways of constructing materials, including multimedia (digital skills).</p>
 <p>What are the benefits of this practice?</p>	<p>Increased learner awareness of metacognitive aspects related to the performance of the vocational task.</p>
 <p>What advice could you give for a successful implementation of this practice?</p>	<p>Risk of impossibility of practising certain procedures on the engine either because of the absence of suitable equipment outside the VET centre or because the task (e.g. changing brakes) could be dangerous without an external check at the end of the activity.</p> <p>By re-proposing the PW after the lock down, tasks requiring special equipment can be carried out in the workshop at the VET centre as well as the final checks while maintaining autonomy in the implementation and description of the PW.</p> <p>Attention to the clearness of the assigned task.</p>
 <p>How could one replicate/adapt this practice to a different context/</p>	<p>BP can be replicated without special investment in equipment, but a minimum of technical and methodological training of teachers is needed.</p>

<p>different scale? (if you have information)</p>	
<p> Testimonial (not mandatory)</p>	<p>It was interesting to see learners taking responsibility for the task and being proactive in asking them to carry out even complex tasks that we did not allow for safety reasons (e.g. changing brakes) as we did not have the opportunity to check the final result live.</p>
<p>Sources available on this practice</p>	<p>https://www.dropbox.com/s/01n3bdszvb8afha/PW%20MORO.pptx?dl=0 https://www.dropbox.com/s/mewbbp6e7zim0tu/PW%20Daliposki%20fine.pptx?dl=0 https://www.dropbox.com/s/n3t9yobnhum0fgz/Project%20Work%20TOMASI.odp?dl=0</p>