REPOSITORY OF GOOD DIGITAL LEARNING PRACTICES IN THE AUTOMOTIVE SECTOR

Use of photographs of client cases in companies to conduct online activities	
Date : 3/11/21	**Marcel Jardin, trainer**
Use of photographs of client cases in companies to conduct activities during virtual classes.	

Key elements	
Location	Country: France City: 92 - Villeneuve-la-Garenne
Stakeholders	-Training centre (CFA) of the FFC (French Bodywork Federation) -10 trainers + 4 administrative staff -120 apprentices from EQF 3 to EQF 4 in car painting and bodywork. ● **Who is behind the project? (person who suggested the concept initially)** Mr. François, the training center's manager anticipated the situation, with the implementation of Microsoft 365 and Teams for the training centre staff and the apprentices (140 licenses in all), just before the March 2019 lockdown. The instruction was to do the courses (virtual class) using Teams + document sharing. Mr. Jardin, professional practice trainer, proposed the concept initially.

		There was a lot of mutual aid and practical exchanges between the trainers to share their experience (and their difficulties at the beginning).
	Targeted beneficiaries	● Learners EQF level 4 in bodywork repair ● Approximately 30 learners ● 100 % apprentices, 1 week in school / 1 week in companies
	Context	● **Pedagogical context:** The project was tested in two scenarios: during the first lockdown (March-June 2019) and then at the end of the year 2019 when Mr Jardin was in quarantine at home. Before that, there was no specific digital project or digitization. ● **Technical context:** Each trainer has a computer. The training centre bought 4 mobile classrooms with 10 workstations. The centre rents from a high school but has its own wifi network. The main difficulty on site comes from the internet connection, which sometimes causes problems. ● **Design context:** It's a lot of work to create the course and the scenario. For 2 hours of virtual class, it takes between 7 and 8 hours of pedagogical design and preparation. Fortunately, once built, the course can be reused several times.
	Subject/s concerned	● **Please indicate the subject/s concerned by the new digital practice/s** Technology + Practical work in the car body workshop ● **What are the pedagogical objectives of the subject/s concerned? (targeted skills for the learners)**

	Before being able to transcribe the workshop part in a remote mode, Mr Jardin experimented several different formats. The collaborative work and exchanges between colleagues were important, in order to find the approach and the ideas. ● **Any specificities of the subject/s concerned?** Apprentices are generally comfortable with digital technologies. However in the training centre, 40% of the apprentices have difficulties, so they are quite distant from computers. This means that they need a lot of support.
Objective and brief description of the practice/s	● **Please briefly describe the key points of the practice/s** Simulation of practical customer cases (customer reception) during virtual class from photographs of damaged vehicles to question learners and make them think about good professional practices. Based on one or more photos, the apprentices look for the different stages of repair. Taking into account these elements, the apprentice must answer questions, establish a diagnosis and submit a cost estimate. Afterwards , there is a feedback session by video conference with the trainer.
Pedagogical approach and ressources	**Please at every step compare "before – after" the implementation of the new digital practice/s** ● **Please describe the pedagogical scenario elaborated for this subject/s** o Pedagogical approach/es used? As the course was given by videoconference, Mr. Jardin worked with his apprentices on a methodology based on questioning and dialogue, in order to make them share their

experience in the company and make them explain their knowledge.

He tried to set up a process that would be as close as possible to what happens in workshops. Of course, the technical part (bodywork) is not feasible, so he concentrated on the customer reception/diagnosis/quotation part, which was transferable.

- **Training modalities used?**
  Video Conferencing with Teams tool, including synchronous distance learning.

  As time went by, the concept evolved. At the end, there was more dialogue with the learners to get them to talk about their experiences and explain their analysis of the situation. Mr. Jardin also gave them more documents beforehand (technical sheets ….) to provide a basis for the learners to work on and to allow a better contextualization of the case study.

  The case study was carried out in groups of apprentices.

- **Tools used?**
  - Teams / document sharing platforms
  - Assessments on online forms.
  - Online meeting and screen sharing.
  - Use of chat for questions and instructions

- **Type of assessment used?**
  Assessment at the end of the course on Forms and individual oral assessment during the video course, in order to check the learners understanding.

- **Are the companies involved in the scenario/sequence? How?**

  The learners followed distance learning mainly from their phones, as few of them were equipped with personal computers (about 20%). This year, the training center is

Co-funded by the
Erasmus+ Programme
of the European Union

		offering apprentices the possibility of acquiring a tablet or a computer to facilitate distance learning. Mr. Jardin spoke about his approach on the phone with companies. The feedback is positive, the employers were happy and pleased that there was a pedagogical follow-up for the learners during this period. 50% of the companies were working during the lockdown.
	Implementation	• **Please describe how the action proceeded and the actors involved in the different phases.** After a week. Mr. Jardin realised that basic virtual courses were not working well for the learners. He therefore had to quickly find a solution to involve the learners and interest them. He therefore had the idea of starting with photos and building his course around them, then asking questions via chat to make it interactive and then linking it to the course materials. • **Please indicate the total duration and the total cost (if available) of the implementation.** ‒ March - July 2019, then 2nd lockdown Nov - Dec. 2019 ‒ Cost: 140 office 365 licences.
	Results	• **What are the tangible results / outputs of this practice? (video, presentation, documents...)** Completion of a professional file.
	Impact	• **What is the impact of this practice? (on learners, teachers and trainers, the organization, other)** - Mr. Jardin provided feedback to the apprentices after this experience (at the start of the 2020 school year). Many thought that it would not be possible to adapt the courses, particularly the workshop courses in a digital form. Some learners were reluctant to the concept (about 20%) but they made the effort to work on it.

	- Periodic individual monitoring was carried out and a weekly report was sent to the companies. - Currently, Mr. Jardin links these lessons with the concepts seen during the lockdowns to show the learners that even if the teaching method was different, they have increased their knowledge during this period. ● **What are the lessons' learnt in terms of pedagogical approach?** The relationship with the apprentices is different. At the moment, Mr. Jardin feels that he has a closer relationship with the learners. This practice has strengthened the bonds. ● **Were the pedagogical materials / tools / scenario modified or improved after this evaluation?** -Mr. Jardin works differently now, even during the practical courses. He brings more external files to transcribe experiences. For example, some learners now send photos of cases they are working on in the company and they take them back to the course.
Key success factors	● **What are the conditions (institutional, human, technical…) for success in implementing this practice?** -This requires a lot of preparation on the part of the trainer. It is necessary to anticipate as much as possible. Then the hardest thing is to let the learners speak and not overload them". It is important to give them time to think, to make mistakes. We must not give them the answer immediately but evolve with them. - This type of practice should be done with groups of 6 to 14 learners (ideal number: 8 to 10). If less than 4: no interaction and if more than 10 it is difficult to get everyone to talk. ● **How could this practice be improved?**

		It is important not to over-script the course, to anticipate the fact that they do not have the knowledge and to give them time to question themselves, to discover the concepts and what is expected of them. Provide materials that are as simple as possible: the basics of the course, that get to the point. Keep the learners focused without distraction. Co-facilitation with an expert/professional, for example, could be used to further enrich the debate and the questioning.

👎	**Constraints**	● **What constraints were encountered when implementing the practice? (internal and external)**
		  - Connection and hardware problems
		  - Timetables: even more enhanced in distance learning than in face-to-face learning (8am they are not awake, 1pm they are hungry…)
		  - Digital part and reading of documents for apprentices with more learning difficulties.
		
		● **How were these constraints adressed? Was it successful?**
		  - Reading was the most problematic, Mr. Jardin systematically read the instructions orally in TEAMS and then explained the work to be done, orally.
		  - Explain the course purposes right away, to follow up on the document. Explain as simply as possible on the document and follow up in a personal dialogue with learners who are having difficulties.
		  - Using the computers and telephone to respond either to the group or individually.
		  - A 2-hour video conferencing course is too long. 1h15 is the ideal course length.
		  - Ending the session with a playful exercise (Forms or Kahoot).
		  - Allow 5 minutes at the beginning of the session to open up the discussion.
		  - Carry out activities in 15-minute cycles, then take a short break in order to allow learners to be focused.

		- The biggest concern has been the dropouts (about 10% who did not report during the lockdown). - Follow-up work and telephone reminders were made by all the trainers to bring back as many apprentices as possible to distance learning, throughout the period.
	Sustainability	● **Has this practice been implemented until today? Why?** ‒ In technology classes, Mr. Jardin continues to use photos: customers' vehicles, his personal library or those that his learners bring back from the workplace. ‒ The photos of the learners are a request from the trainer for the professional file.
	Reproducibility and scaling	● **Has this practice been replicated in similar and/or different contexts? Why and how?** ● Yes. In collaboration with other colleagues. ● **What are the requirements for successful replication and adaptation of the practice in another context/geographical area?** ‒ Preparation to produce credible scenarios. ‒ The switch to digital makes the script essential. Although this is not required in the face-to-face learning environment. Seeing learners live allows us to recognise their adaptability.
	Testimonials	● **What did the implementation of this practice give to you from a personal point of view?** A better use of the computer tool, evidence that the trainer was able to adapt to a very particular and complicated situation. The innovative approach and interactive teaching

		as an incentive to adopt best practices in education and training.
	Other ressources	● https://drive.google.com/drive/folders/1YTZRIKU3xrqXUE1ZjO413rAzAbCE2s4l?usp=sharing
	Contacts	● Marcel JARDIN (mjardin@cfa-carrosserie.fr)