***Pedagogical Scenario for Moodle proposed by the University of Lille – Author: Sandrine Bonnet***

***Experimentation in the framework of Dilabs with the partners - ERASMUS + REF.: 2016-1-FR01-KA204-023952***

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*Experimentation of a methodology to raise awareness in the field of key competences and implemented by the University of Lille within a public hospital (CHRU) and in partnership with a funding organization ANFH. This methodology was inspired by different projects implemented by practitioners (trainers of adults, engineer in training) and researchers and by the department of continuing education.*

For this production, we were inspired by training sessions organized with Managers of the Public Hospital between November 2016 and January 2017. It was organized in a traditional way (classroom training sessions), and it lasted two days (the first day in November, and the second in January) allowing the participants to have time to think about their own practices. The rationale of this methodology is not to come and impose the materials but to transfer the methodology by sparking a reflection process among the participants and fostering dialogue.

With this table, the idea is to describe the training session and to break down the proceedings in order to think about the activities that can be developed either in Moodle within the tools kit, and activities that can be implemented within a test group in your organization. The activities can also be performed in a classroom-teaching model. The training contents of the experimentation will be adapted to the Dilabs Erasmus+ project. This table can be used as a pedagogical scenario to develop a tools kit (either as the model proposed in the Moodle platform, or adapted to your own context) and was made thanks to the exchange of practices with all the partners involved in the Dilabs project, the first productions on the IO1, and an analysis of the contexts.\*

***Scenario for the Methodology - Université de Lille***

*Methodology for experimentation in Lille: Laurence Lejeune and Lydia Melerowicz*

*Analysis of context: Véronique Chabot, Laurence Lejeune, Lionel Genetelli, Sandrine Bonnet*

*Analysis of pedagogical activities for the tools kit on Dilabs, Sandrine Bonnet*

*Integration of pedagogical activities on Moodle for the experimentation: Sandrine Bonnet*

*Videos, and pedagogical activities linked to the video: Fabienne Gantier, Djamila Rehouma*

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| **(A) Lille 1 - Experimentation** | **(B) Comments and questions on this issue for the Dilabs project**  | **(C) Activities / Contents for an on-line session or blended-learning** |
| Prerequisites 1 for the training session: definition of the target |
| **Prerequisites 1**Group of 10 managers in different department of the hospital (catering, laundry, sterilization…).Introduction of each participant at the beginning of the course in order to better understand their position and the activities of their department. | The composition of the group is a key element.Either we have a **homogenous group** regarding their activity and not their prior learning - which was the case in our experimentation: they were all managers- or a **heterogeneous group** - trainers, managers, counsellors, job advisers…- and the tools kit will allow individualization:* diversity of activities
* distant-learning, blended learning
* self-training

The pedagogical modality is a key component in order to be able to transfer the tools kit to any situations. | **1.1** Round table activity**1.2** Analysis of the needs of the participants at the very beginning of the session (either distant or in a classroom model)Even in a distant teaching model a presentation of profile is required |
| Prerequesites 2 for the training session: self-analysis of their own vision of key competences and impact on professional activities |
| **Prerequisites 2**The participants are invited to give their definition of key competences with 3 words and no sentences (But we can adapt the activity and decide on the minimum or maximum of words).In the same way, the participants are invited to give their point of view on the impact of mastering (or not) key competences in their working life only with 3 words. | This activity is important to understand what is at stake, and to have a clear understanding of their own vision.This is a free expression from the participants.*Example of key words to define key competences:*necessary, capacity, aim, professional support, to be able to guide, tools to evolve, exploitation of competences, motivation, training…*The key words used for the 2nd question can be:*Improvement, progression, quality, recognition, individual promotion, guidance, organization at work,Heterogeneity of expressions.As for the glossary, we can decide on the words we want to see and commonly use:* key competences
* basic skills
* learning outcomes
* occupational standards
* raising awareness
* …
 | **2.1** Reflexive activity on their own vision: one has to lead the activity or it can be a peer-to-peer analysis. - How can we imagine the **activity on-line** (Moodle or other LMS) ? The participants will have to give definition with key words:* either we let them enter the words in an input field,
* or we have a list and make them choose three of them for each questions.

**- Face-to-face**: post-it, storytelling methods.**2.2** Analysis of responses with official short definitions and references to existing documents [Resources: *Books or single PDF contents produced with the 1st contents written for the IO1* ]**2.3** Glossary from the 1st draft version of analysis of context [Activity: *Glossary* and Resources: *PDF Files produced with the 1st contents written for the IO1 or URL to CEDEFOP or Resources or national resources when existing*].This Glossary can even be used as an interactive activity: the group one is in charge of can add new entries. |
| What is at stake? Why do we need to raise awareness in the field of key competences? Why do we need to implement training sessions for adults learners or young adults to upskill? |
| **3. Core Activity on these topical issues**The use of the videos is a common basis and the content of the videos is only a pretext to understand what is at stake. Even if one partner is not concerned by the activity filmed and presented in this document, the discussion on the importance of developing key competences will be the common result we have to focus on for the activity.The idea is to introduce the issues to the participants:* supporting the upskilling of employees within a professional sector or within a specific company we want to focus on
* helping the participants to communicate properly with their employees (or guiding them to build or use the appropriate communication tools to raise awareness then among their employees): the participants become ambassadors in their company or within a professional sector (it can even be among teachers)
* fostering autonomy, empowerment, team-building
* improving their results
* creating a common basis within a sector when referring to key competences
 | We will use the videos (O3 / O4 integrated within the tools kit)\* <https://pod.univ-lille.fr/dilabs/>Examples of the implementation of key competences at work:* **cooking** in a kitchen of a supermarket
* **home care** (either professional or informal caregiver)

Videos of pedagogical activities filmed during the “dilabs project” can be used to have examples of the way to raise awereness* **Book lovers**

…One can use the “occupational standards framework” to reveal the key competences for the jobs and the “national qualification frameworks” with learning outcomes.The organization can also use their own movie to promote key competences, raise awareness on the topic. In that case, it is important to use the common grid of analysis of the video (results of O3 and O4) to know how it can be included in their practices.The activity is supposed to introduce what is at stake.The methodology can be adapted to any other professional sector. | **3.1** Embedded video(they can be separated / label / topic)*Example of a description of an activity that could be filmed (hypothesis)*A home carer for eldery arrives at the house of a senior and the person is in a bad mood, does’n want to talk. The carer has to decide on how she is going to react:- either she does her activity perfectly (sense of organization as a key competence)- or she/he first sits next to the person, takes his/her hand and starts to talk with her and then starts her activity(sense of communication)**3.2** Questionnaires* Questionnaire after the videos.
	+ **Their sensibility on the issue of key competences:** it could be through **a “forum”** : the moderator could be the countries participating to the videos activities for the experimentation
	+ **Questions with free answers** and at the end we can keep a track of the activity by “producing” a PDF document with his/her answers.

There is no “good” or “bad” answers but just different case studies revealing different key competences.* A questionnaire could be to list the key competences revealed by the movie: therefore we will need the “occupational standards” and/or production on the key competences written previously
 |
| What is at stake? Why do we need to raise awareness in the field of key competences? Why do we need to implement training sessions for adults learners or young adults to upskill? |
| **4. Introduction of issues**The reflection on the videos, definition allow us then to introduce the idea of supporting the increase of skills of employees, adults (depending on the context):* Afterwards we can propose them to build their own communication for their public and become ambassadors of key competences training programs.
* They can then develop argumentation to promote training within their organization, to support those who want to upskill, to allow the adaptation to change.
 | Communication tools can be produced during the sessions.The activity should be based on the experience of participants. | **4.1** PDF Document or Book with abstract from what has already been written through the productions of IO1 in order to raise awareness on the necessity of training, to develop adult training, to acquire “key competences” for the labour market, for a specific job.**Results on Moodle:** Uploading results of productions on-line. |

[**http://dilabs.eu**](http://dilabs.eu)

**Course : DILABS - RAFBS**