

Transnational Meeting in Oslo 28-29 november 2016



Digital community and
Innovation in
AduLt
educAtion and
Basic
Skills

Partners



Coordinator





Digital community and
Innovation in
Adult
education and
Basic
Skills

Workshop on output O3 and O4

« Videos and professional activities »

« Videos for pedagogical purposes »

Speaker and facilitator : Fabienne Gantier (Lille University)

Partners

Coordinator

Videos for pedagogical purposes

Filming the work with
the objective of training

An experience in a
big enterprise

Other experiences

- Context: an enterprise asked us to build a training programm for the employees
- The main purposes: the knowledge of the enterprise, of the process, the work in the different parts of the enterprise and the work of the others and break the prejudices on the other's work

- The public: workers who work in the office and workers who work in the factory
- The training programm: a 6 days training
- The resources: films and computers
- Let us have a look at different movies

How we did

- With silent movies
- A bank of words
- The persons have to describe what they see and the bank of words help them to structure their description
- They work in a small group of 4 persons, the person who knows the activity is not the one who speaks but she can help the others
- They write the description on a paper
- And then in the whole group, they present the movie and describe the content of the movie

How we can do with CITE

- Collaborative writing with Framapad or google drive

- express one self
- Communicate
- Getting informations by asking questions



An example of pedagogical situation with the movies

How we did

- With no silent movies
- It isn't finished yet

How we can do with ICT

- Collaborative writing with Framapad or google drive

- Asking the pupils or trainees to use their smartphone on their workplace
- Conditions for the exercise to be successful
- The purposes of making the movies
- Developed Skills

- Framapad, google drive, vialogue to work together on videos
- Conditions for the exercise to be successful
- Developed Skills

- Usually, the confrontation to the work of others is often minimized for the benefit of the speech on the work of others , (la confrontation au travail d'autrui est souvent minimisée au bénéfice du discours sur autrui)
- Our assumption is that we need to see the work and the speech is not enough to understand the work (let's have an example)
- The competence can not be separated from the action, and can only be appreciated through the implementation of activities

- In this method, we try to
- - understand what organises the activity of the professional
- - identify the « know how ,
- - to facilitate the description/ emergence of the « tricks » of the job
- - Spot the «minimum level of required skills » and « critical levels »
- - understand the specificities of the task and of the implementation of the activity

- Observation of the activity,
- Explicitation of the professional on his/her activity
- Its self analysis of his/her activity filmed

Let us have a look at

A seance of french teaching for pupils and the use of the ipad and collaborative work

A seance of french teaching for adults

The professional explicits the way she does



Organising an interview in order to know what you have to film and what you are allowed to film.

Check the premises in order to identify the constraints and to anticipate the shooting.

- Be sure to have the approval of the person who is filmed
- Explain the aim of the movie and the future use of it
- Establish a contract with the person



A few questions to have
before filming

- What do we show?
- When do we stop filming?
- How long do we show?

A few difficulties to overcome

- Biased view because of the video camera
- Un-natural behaviour

Some traps to avoid

- direction





That is the end



Thank you for your attention

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