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## Improving VET Distance Learning through a Gamified Asynchronous eLearning Methodology (d-ICT)



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### National Survey Results Report

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**AUTHOR:** Laura Pridmore

**CONTACT DETAILS (address, email, phone number):** [laura.pridmore@agfe95.eu](mailto:laura.pridmore@agfe95.eu)

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### Executive Summary

The following National Survey Results Report summarizes our findings in the framework of the project “d-ICT: Improving VET Distance Learning through a Gamified Asynchronous eLearning Methodology” under the Erasmus+ KA2 programme. The survey is implemented to feed the Project Result 1: “Lessons Learned: Exploring the taken resolution aimed at facilitating distance learning in the COVID-19 era”. This report provides insights from educators' experiences with distance training/learning before, during and after the COVID-19 pandemic. The aim is to identify the main difficulties and obstacles met by these educators to **carry out their** and perform their tasks as trainers.

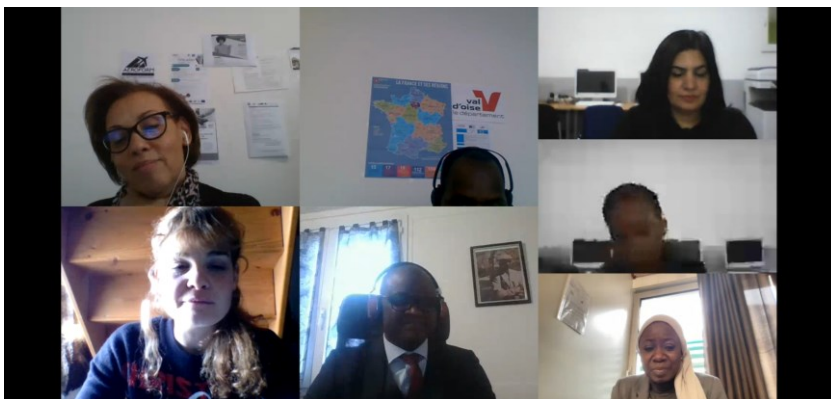
The following aspects were addressed during the focus groups' meetings and through an online questionnaire translated in French and disseminated in few different ways :

- By email
- By phone
- In face to face

After translation, AGFE started the dissemination work. In total 17 people answered the questionnaire. All of them are French and are working as trainer or educators currently in Paris.

Here is the questionnaire translated in French, still available through a Google form : [https://docs.google.com/forms/d/e/1FAIpQLSehdhKTONE\\_oWSnSf83nJTxnDjTGnYcPe7M9PrQExdpGXhajg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSehdhKTONE_oWSnSf83nJTxnDjTGnYcPe7M9PrQExdpGXhajg/viewform)

A focus group session also took place online using Teams software Monday the 5<sup>th</sup> of December 2022 at 3:30PM.



6 participants attended the focus group during 80 minutes in total, from a VET centre in Argenteuil – ACTION PLURIELLE FORMATION

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The full video in French is available in the project Google drive :  
<https://drive.google.com/drive/folders/1CK-Tpvuj3JfsQgtLxMEJyP6aU-SqQ25o>

Interviews were conducted also in Paris. They are available in the project Google drive :  
[https://drive.google.com/drive/folders/1Yh87mW5WYDZvY1Gh3Lla\\_91-CrhOW387](https://drive.google.com/drive/folders/1Yh87mW5WYDZvY1Gh3Lla_91-CrhOW387)

### **Background and objectives**

The d-ICT project aims at creating an innovative gamified asynchronous eLearning experience addressed to VET educators to strengthen their distance teaching skills and enhance the distance learning experience, in order to prevent dropouts. The fast-moving transition the distance learning education during the COVID's lockdown caught the VET educators unprepared as many of them have not built the capacity to provide interactive lessons online so far. For that reason, the current project seeks to deepen its knowledge about the needs of VET educators, through a second-stage bottom-up analysis and address those needs by compiling, developing, and disseminating interactive digital educational experiences and tools.

In particular, through the current project, the consortium partnership aims to achieve the following objectives:

- To ameliorate the digital skills and competencies of VET educators in the field of distance learning.
- To create an innovative gamified asynchronous eLearning experience.
- To combine the assets of gamification and distance-learning.
- To boost the interest and curiosity of VET learners and keep them captured in the process of teaching, thus, reducing the phenomena of dropouts due to the boredom that non-interactive distance learning creates.
- To empower interaction and teamwork with classmates under distance learning circumstances.
- To raise awareness about the significance of facilitating the distance learning methodology through interactive approaches like digital gamification.

## Survey method

### 1. Questionnaire

- First step : we translated the questionnaire in French and wrote an **introduction** in order for the targeted trainers to have an idea of the project aims and to explain why answering this questionnaire is very important and for the next steps of the project.



- Second step : we shared the work and started to send emails to relevant trainers and educators within our network (60 persons in total) – chantier d'insertion  
As it would be difficult to gather the 20 answers as agreed in the guidelines, we also started to reach people by phone in order to ask the question directly to them.  
Some questionnaires also were distributed in paper version.
- Third phase : all questionnaires (apart for the online versions) were gathered and we uploaded them online.  
In total 17 persons participated.

### 2. Focus group

- First step : We decide to target one VET centre : Action Plurielle Formation : <https://vosolidarites.valdoise.fr/annuaire/1866/1743-action-plurielle-formation-apf-.htm>
- Second step : We contacted them and a project presentation has been done first by email then by telephone.
- Third step : we agreed on a common date and time to meeting online. The 5<sup>th</sup> of December 2022 at 3:30PM CET.
- Fourth step : a document was shared (agenda + project presentation and focus group aims) – See the appendix 2
- Fifth step : D-Day, the focus took place and last for more than one hour and a half. The participants were very pleased to shared their experience.

### 3. The **digital story telling**

They are conducted by the APF- Action plurielle formation. Indeed after the focus group and the very impressive participation of the trainers/educators we decided to ask them to participate to the d-ICT digital story telling.

To do so, we proceeded as follow :

- First step : we proposed and the director kindly accepted.
- Step Two : we prepared the guidelines in French (See appendix 3).
- Step three : they proceeded with the interview internally, using our advice and guidelines.
- Step four : we gathered the videos and we proceeded with the subtitles.

## **SURVEY**

Data gathered within the questionnaires :

About the interrogated persons :

- 100% of the participants are French and they are all trainers or educators within a VET centres as the APF, "centre d'insertion" (integration centre) , AFPA, Association Avec, Crepi, envergure, appuie95, afci-formation, cpcvid, or Tremplin 95 and different local mission in Val d'Oise.
- 60% are woman, and most of the participants are 33 and 42 years old. 29% are between 23 and 32 years old. Most of the participants are from middle ages to young trainers.
- 60% have 6 to 10 years of experience and 30% have 1 to 5 years of experience.
- 90 % of the participants never have any experience in distance learning/teaching before the Covid 19.

Competences before and after the pandemic :

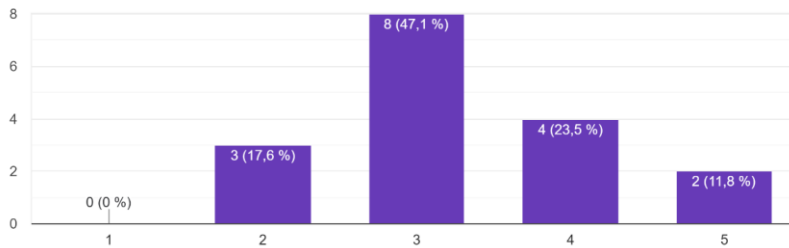
- Before : 47% declared having an average level of digital competence /23% declared already a good level/ and 11% declared a very good level/
- After : 35% (6persons) declared having an average level of digital competence and 35% (6persons) declared having a good level / 20% declared having a very good level.

Generally speaking we notice an improvement in the digital competences for the interrogated trainer between before the COVID 19 pandemic and After.

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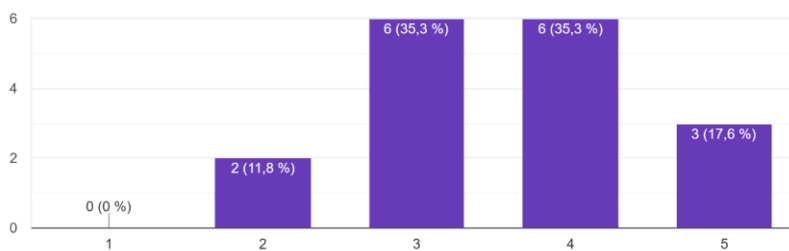
Before :

1/ Vos compétences numériques avant et après la pandémie Sur une échelle de 1 à 5, quelle était, selon vous, votre connaissance des compétences numériques, 3 = assez bon, 4 = très bon, 5 = excellent)  
17 réponses



After :

Sur une échelle de 1 à 5, quelle était, selon vous, votre connaissance des compétences numériques après la pandémie : (1 = inexistant, 2 = faible, 3 = assez bon, 4 = très bon, 5 = excellent)  
17 réponses



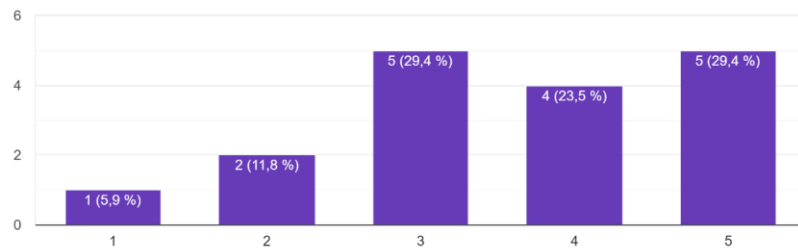
Knowledge regarding different digital skills in involved in VET professional engagement for the time being:

- enhance organizational communication with learners, parents and third parties.  
30% answered average and very good. 20 % answered good. Only 3 participants are declaring having still a low level of digital skills related to communication.

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Je peux utiliser les technologies numériques pour améliorer la communication entre l'organisme et les apprenants, les parents et les tiers.

17 réponses

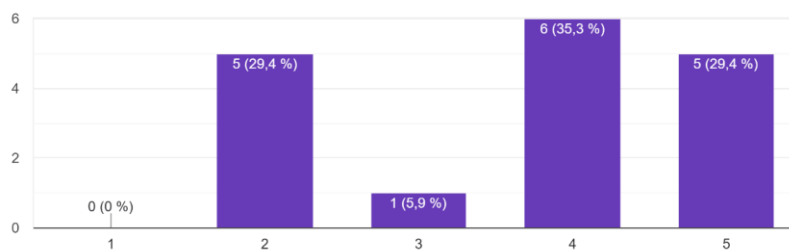


- to engage in collaboration with other educators, sharing and exchanging knowledge and experience, and collaboratively innovating pedagogic practices.

35% are declaring a good level and 30% a very good one. Nevertheless 30% are declaring having a low level of digital collaboration skills with other educators.

Je peux utiliser les technologies numériques pour m'engager dans une collaboration avec d'autres éducateurs, en partageant et en échangeant des co...anière collaborative les pratiques pédagogiques.

17 réponses



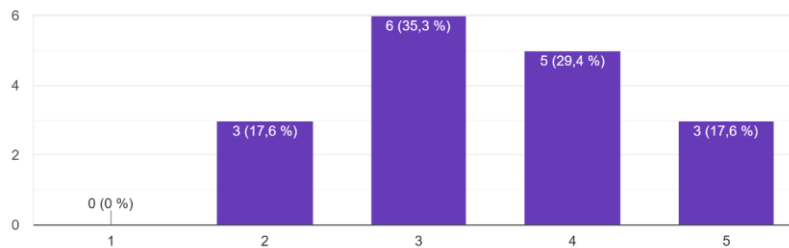
- To reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community.

35% declared an average level, 30% a good and 17% a very good level of competences when developing digital pedagogical practice.



Je peux réfléchir individuellement, évaluer de manière critique et développer activement ma propre pratique pédagogique numérique et celle de ma communauté éducative.

17 réponses



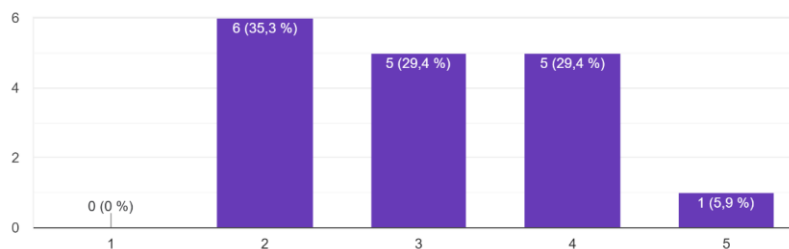
Generally speaking it seems that the participants to this survey have a good level of digital competences when talking about communication, collaboration and developing pedagogical practices. It needs to be also mentioned that some participants still have difficulties nowadays to develop their digital competences despite the mandatory online training they had to develop during the Covid 19.

Participant knowledge of the following digital skills in VET digital resources now:

- use digital sources and resources for continuous professional development  
29% declared a fairly good, and good level of knowledge. 35% declared a weak level and 1 person seems to have a very good level.

Je peux utiliser des sources et des ressources numériques pour un développement professionnel continu.

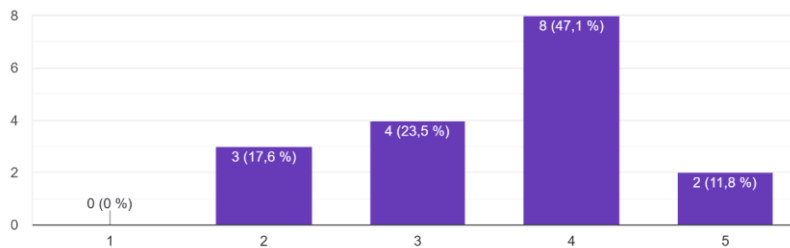
17 réponses



- identify, assess and select digital resources for teaching and learning  
47% seems to have a good level of this above mentioned knowledge and 11,8% declared a very good level. 3 persons declared a weak level of knowledge.

Je peux identifier, évaluer et sélectionner des ressources numériques pour l'enseignement et l'apprentissage.

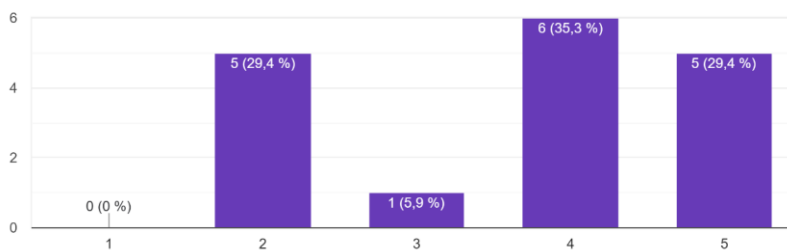
17 réponses



- modify and build on existing openly-licensed resources and other resources where this is permitted. 29% declared a weak level of knowledge. Nevertheless 11 persons in total declared a good to a very good level.

Je peux modifier et m'appuyer sur des ressources existantes sous licence ouverte et d'autres ressources où cela est autorisé.

17 réponses



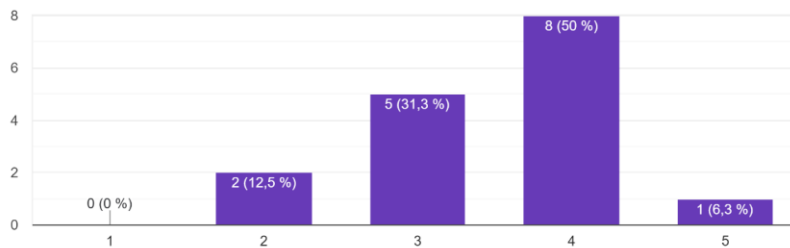
Generally speaking most participants have a good level of knowledge when using digital resources. Only few of them who have a low level still. None of them declared a very low level which mean here that all participants know about digital resources even if they don't use them all or are not confident enough to identify, assess, select or modify them when permitted.

knowledge of the following digital skills in VET teaching and learning now:

- plan for and implement digital devices and resources in the teaching process 50% declared a good knowledge. Only 6% declared a very good one.

Je peux planifier et mettre en œuvre des dispositifs et des ressources numériques dans le processus d'enseignement.

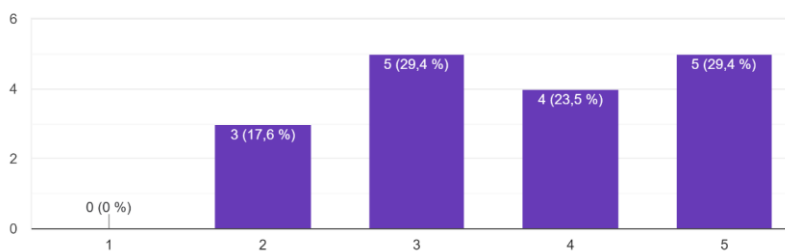
16 réponses



- use digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session  
23% and 29% have a good and very good level (respectively) of knowledge when using digital technologies and services to improve interactions with learners.  
29% have an average level of knowledge.

Je sais utiliser les technologies et services numériques pour améliorer l'interaction avec les apprenants, individuellement et collectivement, dans et hors de la session d'apprentissage.

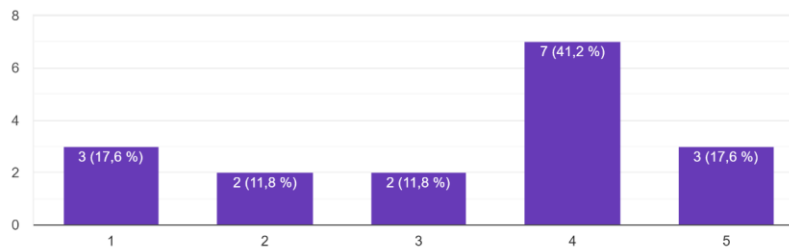
17 réponses



- enable learners to use digital technologies as part of collaborative assignments.  
For this question 41% declared a good level but 29% (in total) declared a weak or even non existence level of knowledge.  
Collaborative assignment seems to be the most unknown digital knowledge they have so far with almost half of the participants rated very low their level of knowledge.

Je peux permettre aux apprenants d'utiliser les technologies numériques dans le cadre de travaux collaboratifs.

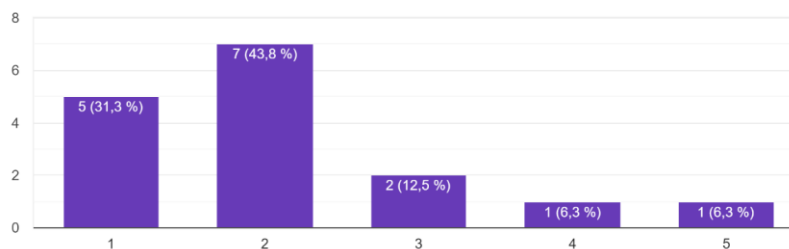
17 réponses



- use digital technologies to support learners' self-regulated learning, i.e. I can enable learners to plan, monitor and reflect on their own learning, provide evidence of progress, share insights and come up with creative solutions. This question is interesting because 14 participants (our of 17) rated very mow their level of knowledge when talking about self-regulated learning.

Je peux utiliser les technologies numériques pour soutenir l'apprentissage autorégulé des apprenants, c'est-à-dire que je peux permettre aux ...leurs idées et de trouver des solutions créatives.

16 réponses



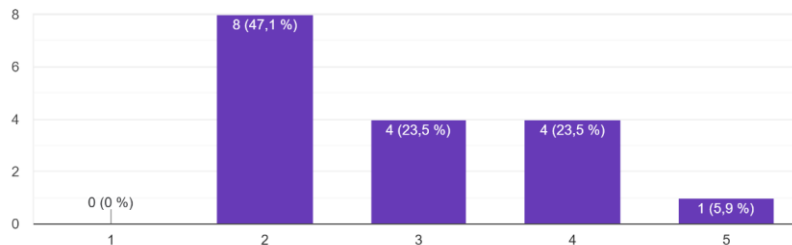
Regarding the teaching and learning digital skills, it seems that the participants are lower than for the other sub sections. When talking about collaborative assignments and self-regulated learning, they seem to have low level of knowledge with even almost no knowledge at all (above mentioned results).

knowledge of the following digital skills in VET learner assessment now:

- use digital technologies for formative and summative assessment. 47% have a low level of knowledge (8 persons), when 9 persons in total have between average and very good level of knowledge.

Je peux utiliser les technologies numériques pour l'évaluation formative et sommative.

17 réponses



- generate, select, critically analyse and interpret digital evidence on learner activity, performance and progress.

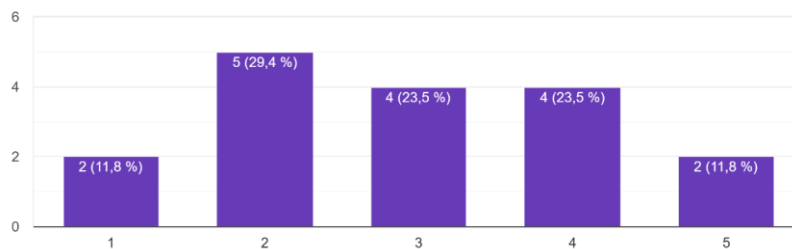
The answers are almost well distributed between the different level of knowledge.

From the lowest to the highest :

12% have a nonexistent level of knowledge for 29% a weak one, 23% and average one, or fairly good, 23% good and 12% very good.

Je peux générer, sélectionner, analyser de manière critique et interpréter des preuves numériques sur l'activité, les performances et les progrès des apprenants.

17 réponses



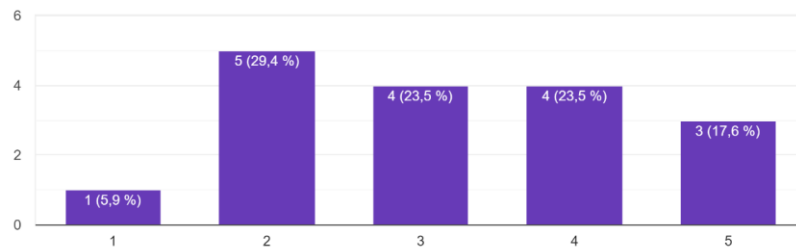
- use digital technologies to provide targeted and timely feedback to learners.

The answers are almost the same than above, with 30% declared a weak level, 23% a fairly good and a good 17% a very good.

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Je peux utiliser les technologies numériques pour fournir un retour d'information ciblé et opportun aux apprenants.

17 réponses



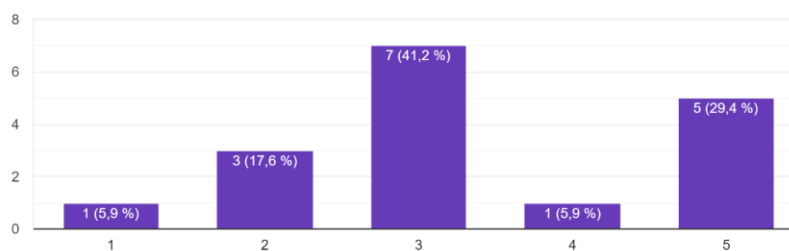
Regarding the learners assessment, the level of knowledge seems to be low to average generally speaking. Even if some of the participant have a good level still, it seems to be an issue for some trainers in their daily work.

Knowledge of the following digital skills in empowering VET learners now:

- ensure accessibility to learning resources and activities  
41% have an average knowledge about ensuring accessibility of learning resources and activities. 29% seems to have a good level.  
5 participants still seems to have a low to very low level of knowledge.

Je peux assurer l'accessibilité aux ressources et aux activités d'apprentissage.

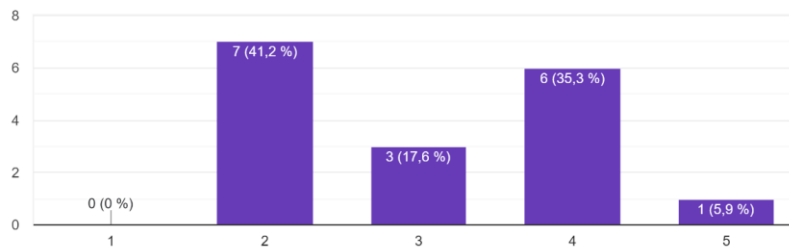
17 réponses



- use digital technologies to address learners' diverse learning needs, by allowing learners to advance at different levels and speeds, and to follow individual learning pathways and objectives.  
41% have a weak level of knowledge and 17% only an average level which mean 10 person (out of 17) don't really have a good level of knowledge when addressing learners learning needs by using digital technology.

Je peux utiliser les technologies numériques pour répondre aux divers besoins d'apprentissage des apprenants, en leur permettant de progresser à ...urs et des objectifs d'apprentissage individuels.

17 réponses



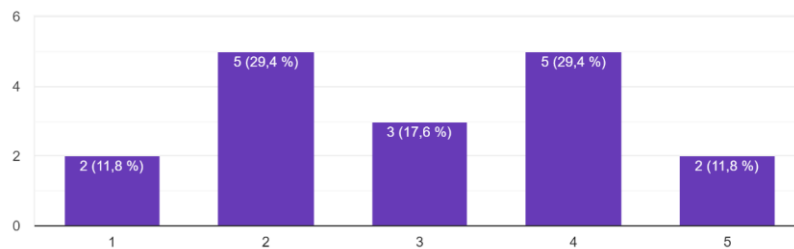
- use digital technologies to foster learners' active and creative engagement with a subject matter.

29% and 11% seems to have a very low to a low level of knowledge for this digital skill.

17% have an average level and 29% seems to have a good level.

Je peux utiliser les technologies numériques pour favoriser l'engagement actif et créatif des apprenants dans une matière.

17 réponses



Generally speaking here, the level of knowledge is lower too than on the first questions.

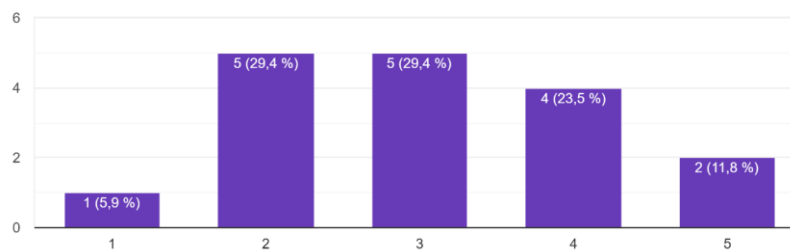
The participants seems to have an average level of knowledge when it is about empowering VET learners.

Knowledge of the following digital skills in facilitating VET learners' digital competence now:

- incorporate learning activities, assignments and assessments which require learners to articulate information needs.  
29% have a weak or an average level of knowledge when incorporate learning activities, assignments and assessments. 23% and 11% have a good to a very good level.

Je peux intégrer des activités d'apprentissage, des devoirs et des évaluations qui demandent aux apprenants d'exprimer leurs besoins en information.

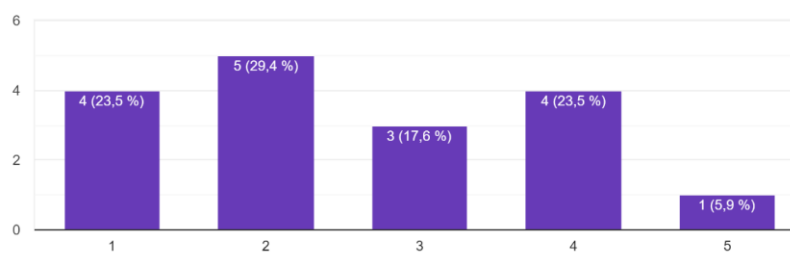
17 réponses



- incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies for communication and collaboration.  
23% have a nonexistent level of knowledge when talking about this digital competence.  
29 have a weak level, which is more than half of the total participants.

Je peux intégrer des activités d'apprentissage, des devoirs et des évaluations qui demandent aux apprenants d'utiliser de manière efficace et respon...riques pour la communication et la collaboration.

17 réponses

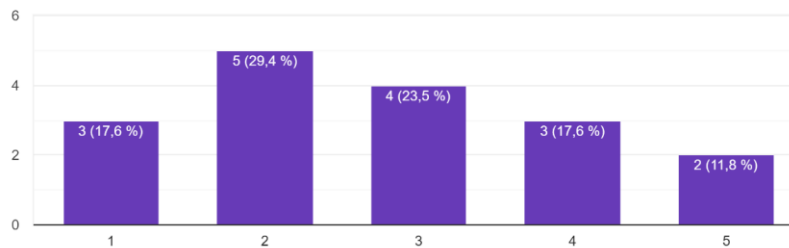


- incorporate learning activities, assignments and assessments which require learners to express themselves through digital means, and to modify and create digital content in different formats.  
For this question again, most of the participants seems to have low level of knowledge.  
For 17% the knowledge is non-existent and for 29% it is weak.  
5 persons seems to have a good or a very good knowledge.



Je peux intégrer des activités d'apprentissage, des devoirs et des évaluations qui demandent aux apprenants de s'exprimer par des moyens numériques...enu numérique dans différents formats.

17 réponses

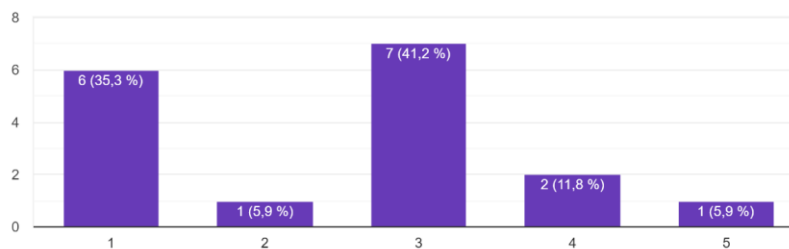


- incorporate learning activities, assignments and assessments which require learners to identify and solve technical problems, or to transfer technological knowledge creatively to new situations.

35% of the participants seems to have a non-existent level of knowledge when talking about incorporate learning activities, assignments and assessments.

Je peux intégrer des activités d'apprentissage, des devoirs et des évaluations qui demandent aux apprenants d'identifier et de résoudre des problèm...de manière créative dans de nouvelles situations.

17 réponses



Regarding facilitating VET learners' digital competence, once again and not surprisingly according to the answers of the above question, the level of some participants seems to be low.

It is harder or them to propose something too developed according to their level of digital. It is also possible than some participants overestimated their level of digital skills.

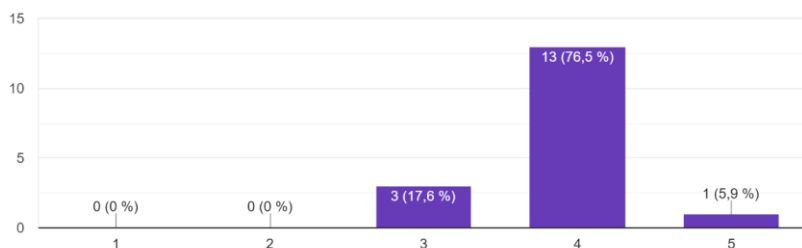
#### CORRELATION BETWEEN GAMIFICATION AND DISTANCE LEARNING

How much you think the following features of gamification can help distance learning:

a) **Autonomy and Open decision spaces** i.e. the gamification's environment possibility for different possible decisions by learners, experimentation and different possible outcomes.

Autonomie et espaces de décision ouverts, c'est-à-dire que l'environnement de la gamification/ou espace de d'apprentissage ludique permet aux appren...enter et d'obtenir différents résultats possibles.

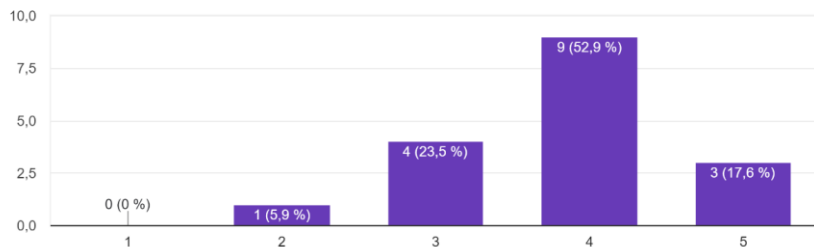
17 réponses



b) A **challenge** i.e. a subtle balance between incremental difficulty design of a gamified task on one hand and the learner's ability on the other.

Un défi, c'est-à-dire un équilibre subtil entre la conception de la difficulté progressive d'une tâche réalisée sous la forme d'un jeu d'une part et la capacité de l'apprenant d'autre part.

17 réponses

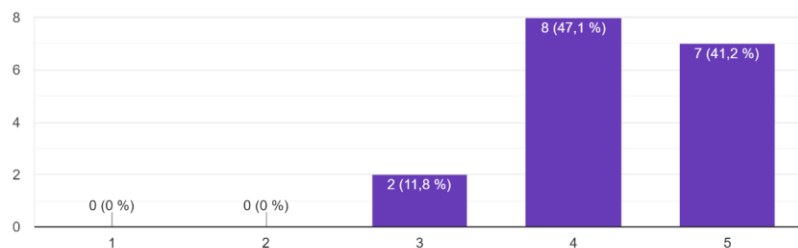


c) **Learning by trial-and-error** i.e. allowing failure (not punishment or prosecution) many times until the learner-player succeeds.

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L'apprentissage par essais et erreurs, c'est-à-dire en permettant l'échec (et non la punition ou la poursuite) de nombreuses fois jusqu'à ce que l'apprenant-joueur réussisse.

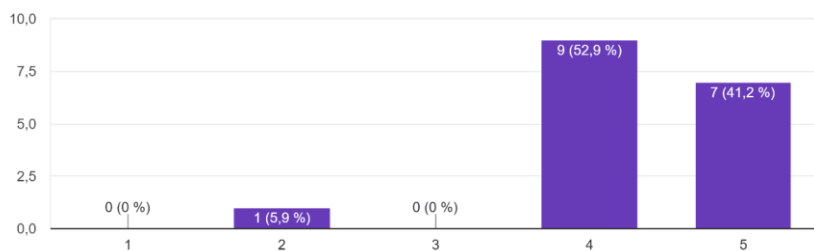
17 réponses



d) **Progress assessment** i.e. feedback to learners-players through statistics, achievements, awards, status, progress.

L'évaluation des progrès, c'est-à-dire le retour d'information aux apprenants-joueurs par le biais de statistiques, de réalisations, de récompenses, de statuts, de progrès.

17 réponses

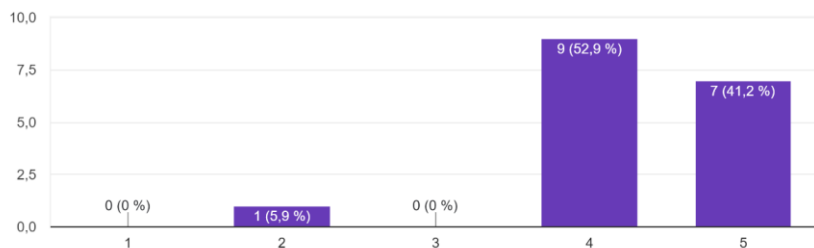


e) **Immediate feedback** in real-time.

d-ICT National Survey Results Report (- AGFE)

L'évaluation des progrès, c'est-à-dire le retour d'information aux apprenants-joueurs par le biais de statistiques, de réalisations, de récompenses, de statuts, de progrès.

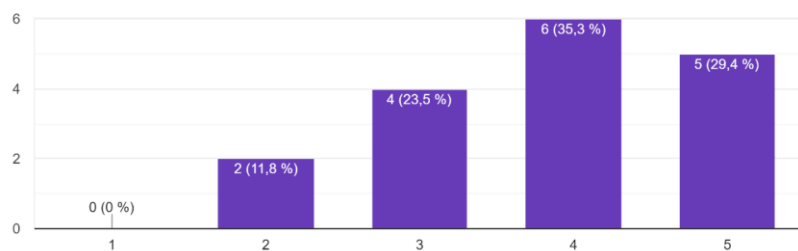
17 réponses



f) **Randomness** i.e. a model based not on strong cause-effect relationships but containing surprises.

Le caractère aléatoire, c'est-à-dire un modèle qui ne repose pas sur des relations de cause à effet solides mais qui contient des surprises.

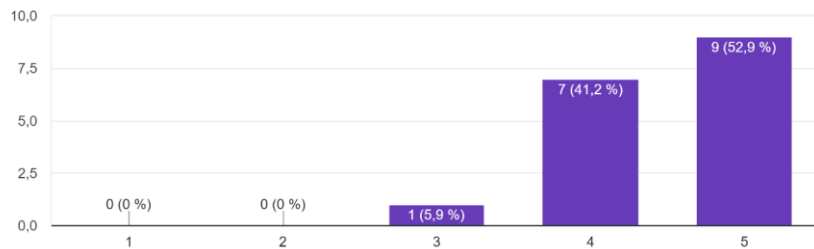
17 réponses



g) **Discovery** i.e. new content at an adequate rate based on previous content through various methods e.g. unlocking (i.e. finishing some levels before being able to play new ones).

La découverte, c'est-à-dire l'ajout de nouveaux contenus à un rythme adéquat en fonction des contenus précédents, par le biais de diverses méth... niveaux avant de pouvoir en jouer de nouveaux).

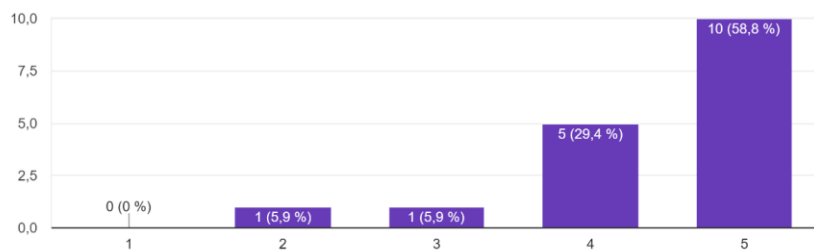
17 réponses



h) **Emotional entailment** i.e. involving the VET learners emotionally with the use of characters, stories and aesthetics.

L'implication émotionnelle, c'est-à-dire l'implication émotionnelle des apprenants par l'utilisation de personnages, d'histoires et de décors.

17 réponses

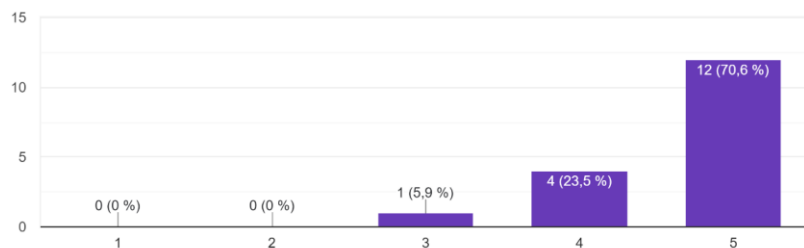


i) **Playfulness enabled** i.e. the gamified activity's versatility to be used as a toy without focusing on any specific goal and instead aiming to arouse the VET learner's curiosity and experimentation.

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L'aspect ludique, c'est-à-dire la polyvalence de l'activité ludique qui peut être utilisée comme un jouet sans se concentrer sur un objectif spécifique ...r la curiosité et l'expérimentation de l'apprenant.

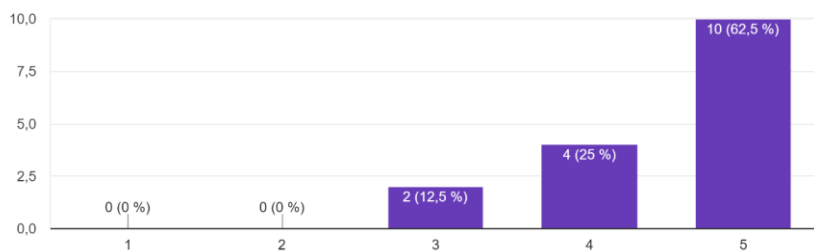
17 réponses



j) **Automation** i.e. the level of human intervention required to produce responses to VET learners' inputs.

L'automatisation, c'est-à-dire le niveau d'intervention humaine nécessaire pour produire des réponses aux apprenant lorsqu'ils travaillent en autonomie et en ligne.

16 réponses

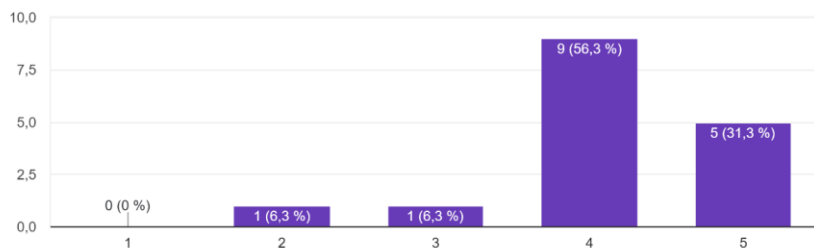


k) **Augmented reality** i.e. an interactive experience of a real-world environment where the objects that reside in the real world are enhanced by computer-generated perceptual information.

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La réalité augmentée, c'est-à-dire une expérience interactive d'un environnement réel où les objets qui se trouvent dans le monde réel sont enrichis d'informations perceptives générées par ordinateur.

16 réponses

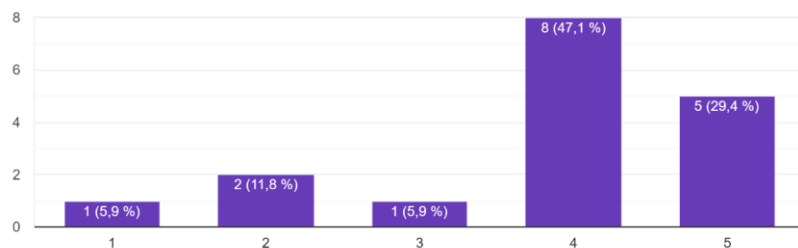


**Which of the following gamification features are required in boosting the curiosity of learners VET distance learning:**

a) Content unlocking

Déverrouillage du contenu

17 réponses

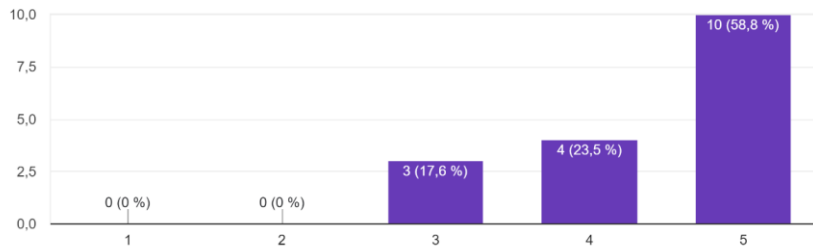


b) Badges-Awards

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### Badges-Récompenses

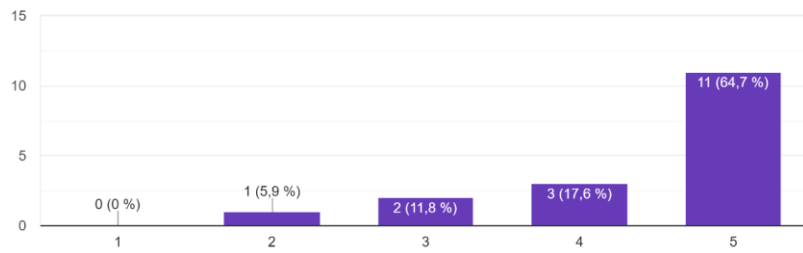
17 réponses



## c) Points

### Points d'étapes

17 réponses



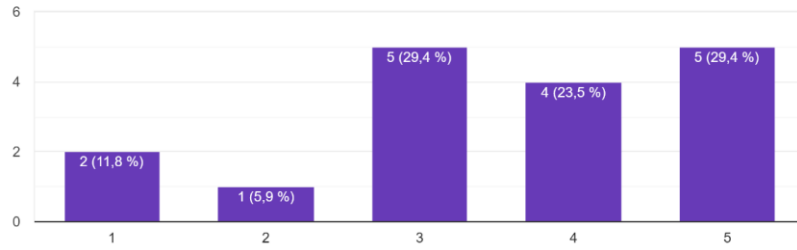
## d) Leader boards



d-ICT National Survey Results Report (- AGFE)

Les tableaux de classement

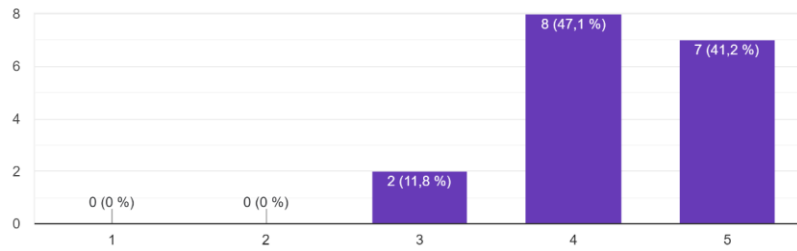
17 réponses



e) Avatars (characters)

Avatars (personnages)

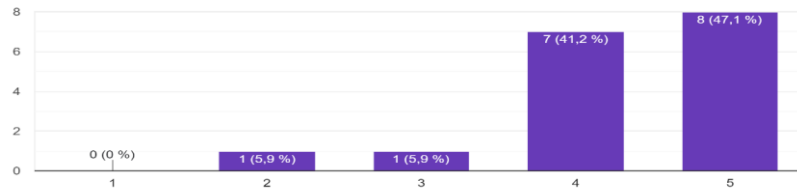
17 réponses



f) Levels

Niveaux

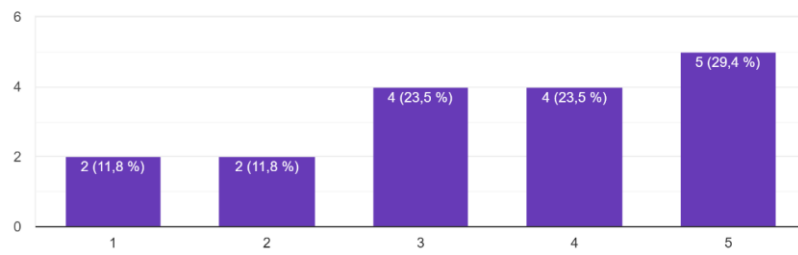
17 réponses



g) Teams

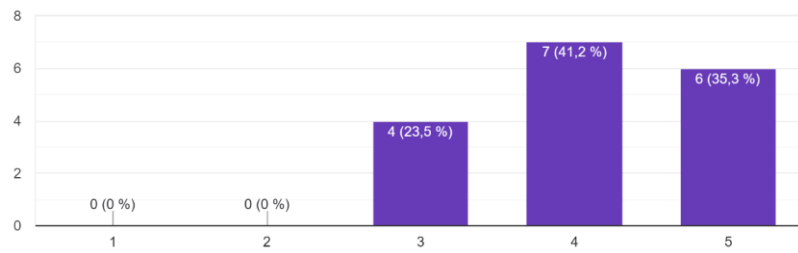
## d-ICT National Survey Results Report (- AGFE)

### Equipes- jeux à plusieurs 17 réponses



### h) Fixed scenarios

#### Scénarios fixes 17 réponses

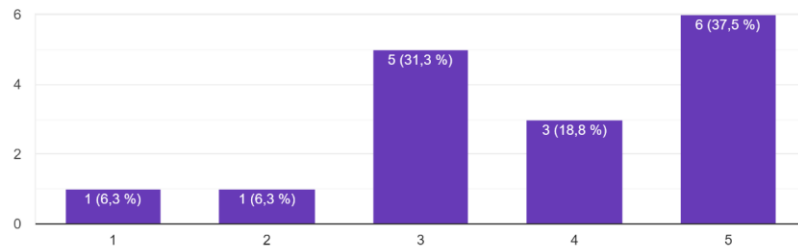


### i) Open scenarios

## d-ICT National Survey Results Report (- AGFE)

### Scénarios ouverts

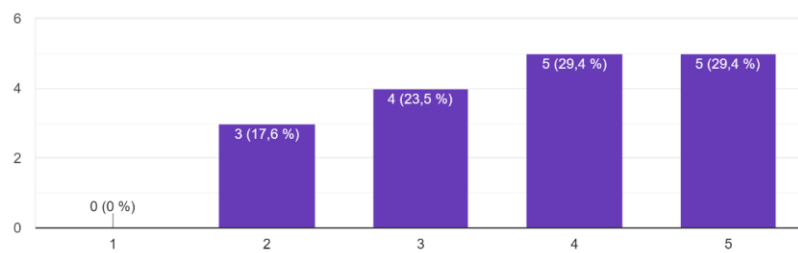
16 réponses



### j) Play/Demo mode

#### Mode lecture/démo

17 réponses



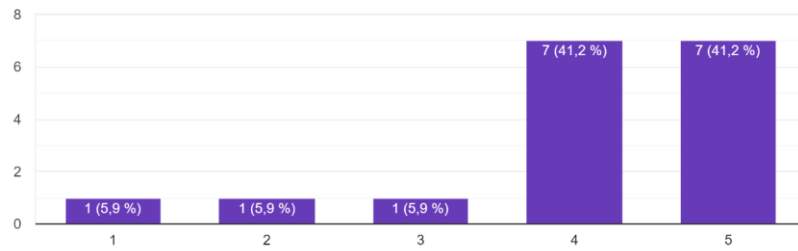
Which of the following gamification features facilitate interactive approaches in VET distance learning:

#### a) Content unlocking

## d-ICT National Survey Results Report (- AGFE)

### Déverrouillage du contenu

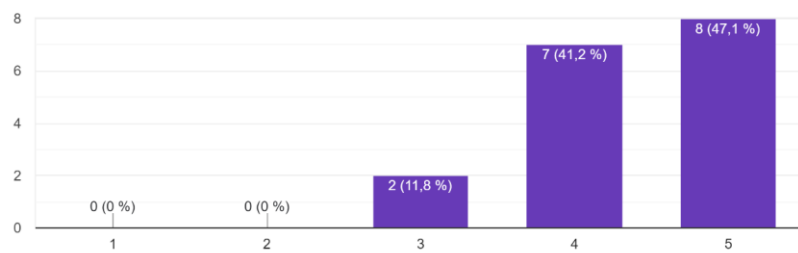
17 réponses



## b) Badges-Awards

### Badges-Récompenses

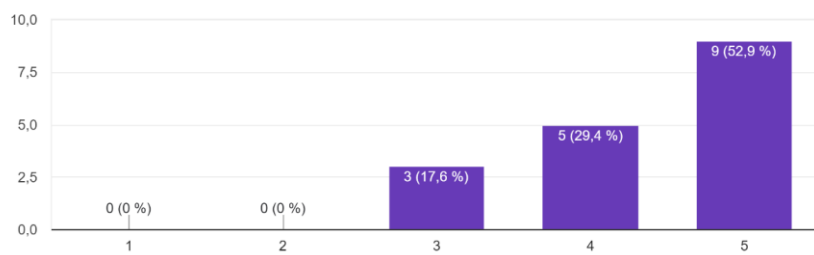
17 réponses



## c) Points

### Points d'étapes

17 réponses

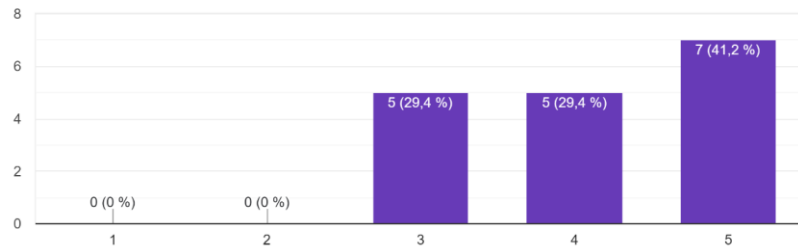


d-ICT National Survey Results Report (- AGFE)

d) Leader boards

Tableaux de classement

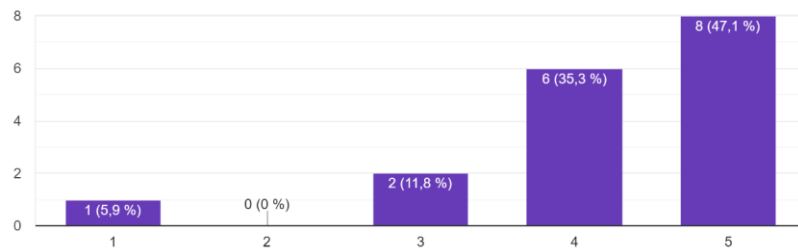
17 réponses



e) Avatars

Avatars

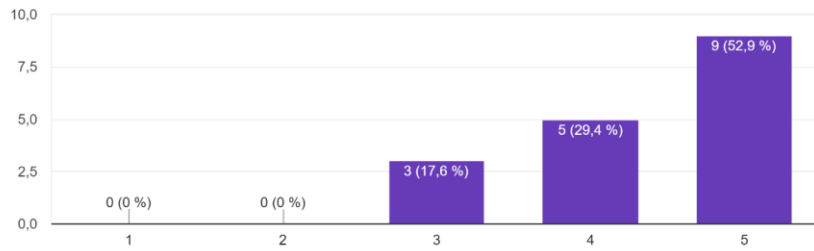
17 réponses



f) Levels

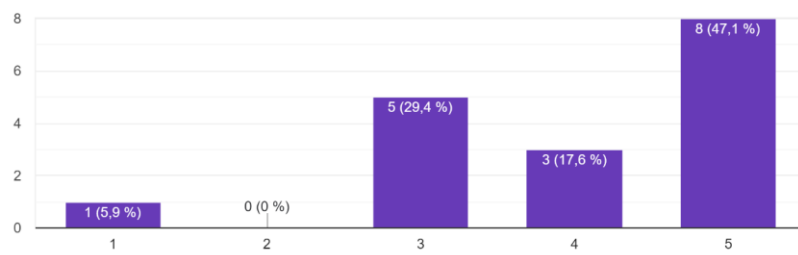
## d-ICT National Survey Results Report (- AGFE)

Niveaux  
17 réponses



## g) Teams

Equipes- jeux à plusieurs  
17 réponses



## FOCUS GROUPS

Before the Focus group implementation we prepared the questions and the agenda in order to keep the conversation focus on our objectives :

- gathering relevant information about distance learning in general
- gathering relevant stories and experience about the distance learning during the lockdown.
- gathering information about good practices and bad practices.

The questions we asked are :

- Can you introduce yourself and your organisation?
- How long have you been a trainer or/and working in a training centre?
- What impact has containment had on you and your method of working with your beneficiaries/students?
- During the lockdown, everyone was asked to stay at home. Did you find it difficult to work with pupils/beneficiaries from a distance?

If yes, what were they? If not, can you explain how and why you were able to adapt so well?

- Before the strict confinement, had you ever done any training interventions in a digital-only format? If so, tell us about it.
- In order to do distance learning, it is assumed that digital tools must be used. Which ones did you use? Did you choose them or was it a choice of your training centre? Would you have used another one if you had had the choice? If so, which one and why?
- Was the use of these tools new for you? For you students/beneficiaries?
- Do you think that distance learning was a good or bad thing? If this were to happen again on a regular basis, what would need to be done to improve the working conditions for everyone and keep them motivated?

The full video is available online in the project google drive.

d-ICT National Survey Results Report (- AGFE

**THE VIDEOS (STORYTELLING)**

**No provided yet**



## Survey Results

All the data collected from the three above mentioned procedures will be here briefly discussed under the following categories:

- It has become clear throughout this national research that in France, although the level of digital competence of trainers, educators or counsellors is not low, it is not high enough in everyone to implement distance learning which would involve some autonomy.
- Most of the participants in the national research said that they had done distance learning as a matter of obligation during the global pandemic. Prior to that, face-to-face training was the preferred option.
- It should be noted here that the trainers we asked to take part in the focus group and also in the interviews and questionnaires are in contact with a public in great social and professional difficulty. Their lack of digital skills (including trainers) was an obstacle to the implementation of distance learning. Everyone had to train quickly in order to be able to adapt to this new way of working.
- While the digital skills of trainers are relatively good (though not at a very high level for some) it is noted that most are not able to implement elaborate gamification level e-learning.
- According to the questionnaires and focus groups, the digital skills currently used are:;
  - setting up courses / virtual classes
  - setting up communication via email or chat
  - online monitoring of personal work
  - some online games (for a small number) with software such as kahoot, padlet, online free platforms specific for FLE, ect.
- Most trainers talk about the lack of tools at their disposal. It is important to note that most had to adapt. Today there is a lack of tools that respond to the need for autonomy of the beneficiaries.
- Some use existing tools such as MOODLE.  
Indeed, the idea of e-learning is also the idea of autonomy.
- Virtual classes do not seem to have a real added value because sometimes it is not easy to capture the attention of participants with difficulties, not having the material to isolate themselves and having to deal with the family around who do not take into account the need for concentration of the rest of the class.
- It seems that trainers are willing to diversify, to have new tools and to develop their skills.
- However, it will be necessary to adapt to each other's level.
- The positive points of e-learning are the possibility of personalised follow-up, progress at one's own pace, learning about ICT, working in a reassuring environment
- The negative points are the difficulty of having a group dynamic in a virtual classroom, not all learners are comfortable with this kind of learning and need to be there to ask questions, and finally learning alone at home can be demotivating

## Appendices

### Appendix 1

**Questionnaire d-ICT<sup>1</sup> translated from English into French** ([see the PDF file uploaded on GDrive](#))

Male      Fe

Use visualizations to show data

#### 2. Please indicate your age:

23-32 years old     

33-42 years old     

43-52 years old     

53-62 years old     

63+ years old     

#### 3. Please indicate your years of VET teaching experience:

1-5 years     

6-10 years     

---

<sup>1</sup> Based on the *European Framework for the Digital Competence of Educators (DIGCOMPEDU FRAMEWORK)*

11-15 years

16-20 years

21-25 years

26-30 years

31+ years

**4. Prior to the corona pandemic, did you have any experience with distance learning?**

Yes  No

**DIGITAL SKILLS**

**5. From a scale of 1 to 5, what would you say your knowledge of digital skills was before the corona pandemic:**

*(1 = Non-existent, 2 = Weak, 3 = Fairly good, 4 = Very good, 5 = Excellent)*

1 2 3 4 5

**6. From a scale of 1 to 5, what would you say your knowledge of digital skills was after the corona pandemic:**

*(1 = Non-existent, 2 = Weak, 3 = Fairly good, 4 = Very good, 5 = Excellent)*

1 2 3 4 5

**7. From a scale of 1 to 5, please rate your knowledge of the following digital skills in VET professional engagement *now*:**

*(1 = Non-existent, 2 = Weak, 3 = Fairly good, 4 = Very good, 5 = Excellent)*

a. I can use digital technologies to enhance organizational communication with learners, parents and third parties.

1      2      3      4      5

b. I can use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience, and collaboratively innovating pedagogic practices.

1      2      3      4      5

c. I can individually reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community.

1      2      3      4      5

**8. From a scale of 1 to 5, please rate your knowledge of the following digital skills in VET digital resources *now*:**

*(1 = Non-existent, 2 = Weak, 3 = Fairly good, 4 = Very good, 5 = Excellent)*

a. I can use digital sources and resources for continuous professional development.

1      2      3      4      5

b. I can identify, assess and select digital resources for teaching and learning.

1      2      3      4      5

c. I can modify and build on existing openly-licensed resources and other resources where this is permitted.

1      2      3      4      5

**9. From a scale of 1 to 5, please rate your knowledge of the following digital skills in VET teaching and learning *now*:**

*(1 = Non-existent, 2 = Weak, 3 = Fairly good, 4 = Very good, 5 = Excellent)*

a. I can plan for and implement digital devices and resources in the teaching process.

1 2 3 4 5

b. I can use digital technologies and services to enhance the interaction with learners, individually and collectively, within and outside the learning session.

1 2 3 4 5

c. I can enable learners to use digital technologies as part of collaborative assignments.

1 2 3 4 5

d. I can use digital technologies to support learners' self-regulated learning, i.e. I can enable learners to plan, monitor and reflect on their own learning, provide evidence of progress, share insights and come up with creative solutions.

1 2 3 4 5

**10. From a scale of 1 to 5, please rate your knowledge of the following digital skills in VET learner assessment now:**

*(1 = Non-existent, 2 = Weak, 3 = Fairly good, 4 = Very good, 5 = Excellent)*

a. I can use digital technologies for formative and summative assessment.

1 2 3 4 5

b. I can generate, select, critically analyse and interpret digital evidence on learner activity, performance and progress.

1 2 3 4 5

c. I can use digital technologies to provide targeted and timely feedback to learners.

1 2 3 4 5

**11. From a scale of 1 to 5, please rate your knowledge of the following digital skills in empowering VET learners now:**

*(1 = Non-existent, 2 = Weak, 3 = Fairly good, 4 = Very good, 5 = Excellent)*

a. I can ensure accessibility to learning resources and activities.

1    2    3    4    5

b. I can use digital technologies to address learners' diverse learning needs, by allowing learners to advance at different levels and speeds, and to follow individual learning pathways and objectives.

1    2    3    4    5

c. I can use digital technologies to foster learners' active and creative engagement with a subject matter.

1   2   3    4    5

**12. From a scale of 1 to 5, please rate your knowledge of the following digital skills in facilitating VET learners' digital competence now:**

*(1 = Non-existent, 2 = Weak, 3 = Fairly good, 4 = Very good, 5 = Excellent)*

a. I can incorporate learning activities, assignments and assessments which require learners to articulate information needs.

1    2    3    4    5

b. I can incorporate learning activities, assignments and assessments which require learners to effectively and responsibly use digital technologies for communication and collaboration.

1    2    3    4    5

c. I can incorporate learning activities, assignments and assessments which require learners to express themselves through digital means, and to modify and create digital content in different formats.

1 2 3 4 5

d. I can incorporate learning activities, assignments and assessments which require learners to identify and solve technical problems, or to transfer technological knowledge creatively to new situations.

1 2 3 4 5

### CORRELATION BETWEEN GAMIFICATION AND DISTANCE LEARNING

13. From a scale of 0 to 5, please rate how much you think the following features of gamification can help distance learning:

*(0=I don't know, 1 = Not at all, 2 = A little, 3 = Fairly, 4 = A lot, 5 = Absolutely)*

a) **Autonomy and Open decision spaces** i.e. the gamification's environment possibility for different possible decisions by learners, experimentation and different possible outcomes.

0 1 2 3 4 5

b) A **challenge** i.e. a subtle balance between incremental difficulty design of a gamified task on one hand and the learner's ability on the other.

0 1 2 3 4 5

c) **Learning by trial-and-error** i.e. allowing failure (not punishment or prosecution) many times until the learner-player succeeds.

0 1 2 3 4 5

d) **Progress assessment** i.e. feedback to learners-players through statistics, achievements, awards, status, progress.

0 1 2 3 4 5

e) **Immediate feedback** in real-time.

0 1 2 3 4 5

f) **Randomness** i.e. a model based not on strong cause-effect relationships but containing surprises.

0 1 2 3 4 5

g) **Discovery** i.e. new content at an adequate rate based on previous content through various methods e.g. unlocking (i.e. finishing some levels before being able to play new ones).

0 1 2 3 4 5

h) **Emotional entailment** i.e. involving the VET learners emotionally with the use of characters, stories and aesthetics.

0 1 2 3 4 5

i) **Playfulness enabled** i.e. the gamified activity's versatility to be used as a toy without focusing on any specific goal and instead aiming to arouse the VET learner's curiosity and experimentation.

0 1 2 3 4 5

j) **Automation** i.e. the level of human intervention required to produce responses to VET learners' inputs.

0 1 2 3 4 5

k) **Augmented reality** i.e. an interactive experience of a real-world environment where the objects that reside in the real world are enhanced by computer-generated perceptual information.

0 1 2 3 4 5

**14. From a scale of 0 to 5, please indicate which of the following gamification features are required in boosting the curiosity of learners VET distance learning:**

*(0=I don't know, 1= Not important at all, 2= A little important, 3= Fairly important, 4= Very important, 5= Absolutely/crucially important)*

a) Content unlocking

0 1 2 3 4 5

b) Badges-Awards

0 1 2 3 4 5



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c) Points

0 1 2 3 4 5

d) Leader boards

0 1 2 3 4 5

e) Avatars (characters)

0 1 2 3 4 5

f) Levels

0 1 2 3 4 5

g) Teams

0 1 2 3 4 5

h) Fixed scenarios

0 1 2 3 4 5

i) Open scenarios

0 1 2 3 4 5

j) Play/Demo mode

0 1 2 3 4 5

**15. From a scale of 0 to 5, please indicate which of the following gamification features facilitate interactive approaches in VET distance learning:**

*(0=I don't know, 1 = Not important at all, 2 = A little important, 3 = Fairly important, 4 = Very important, 5 = Absolutely/crucially important)*

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a) Content unlocking

0 1 2 3 4 5

b) Badges-Awards

0 1 2 3 4 5

c) Points

0 1 2 3 4 5

d) Leader boards

0 1 2 3 4 5

e) Avatars

0 1 2 3 4 5

f) Levels

0 1 2 3 4 5

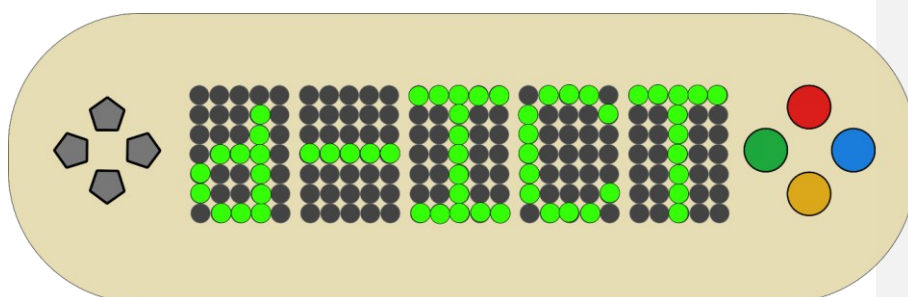
g) Teams

0 1 2 3 4 5

**Appendix 2**



**Optimising distance learning in the vocational training environment through an asynchronous e-learning methodology (d-ICT)**



**2021-1-EL01-KA220-VET-000024942**

**Focus Group - France**

Version :	Author:	Date :	Place :
v.1	AGFE	21/11/2022	France, Paris

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### Table of contents

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<a href="#"><u>2 / What is the D-ICT project?</u></a>	3
<a href="#"><u>3 / Focus groups organised within the framework of the d-ICT project</u></a>	4
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<a href="#"><u>5 / The link to join our discussion group</u></a>	7

## 1 / What is a discussion group?

A focus group is a small group discussion guided by a facilitator. The aim is to hear each other's opinions, comments and experiences on a given topic. Focus groups are a way of finding out more about the opinions and needs of a group or community.

These discussion groups will help to guide future actions within a specific and focused discussion topic: in this case to develop the tools of the d-ICT project.

## 2/ What is the D-ICT project?

The d-ICT project is a European Erasmus+ project (<https://info.erasmusplus.fr/>) involving eight partners from seven different countries (Greece, France, Belgium, Spain, Cyprus, Portugal, Italy).

### Context in which the project was drafted.

The rapid transition to distance learning during the strict confinement of COVID has caught educators/trainers working in training centres off guard. Many of them have not yet acquired the skills to provide more interactive lessons in an almost exclusively online format.

The DICT project seeks to deepen the knowledge of the needs of trainers through an analysis of different data collected from the target audience and beneficiaries of the tools to be developed. The project aims to address these needs by compiling, developing and disseminating digital and interactive educational tools as well as interviews and advice from trainers working in the field

### The objectives of the DICT project :

Through the DICT project, the partnership aims to achieve the following objectives

- To improve the digital knowledge and skills of trainers in the field of distance learning.
- Create an innovative asynchronous e-learning experience in a fun format (gamification style and/or interactive online games)
- Combining the benefits of gamification and distance learning.
- To stimulate the interest and curiosity of learners in training and keep them captivated by the teaching process, thus reducing the phenomenon of drop-out due to boredom created by non-interactive distance learning.
- To promote interaction and teamwork between students/beneficiaries in the context of distance learning.

- To raise awareness of the importance of facilitating distance learning methodology through interactive approaches such as digital gamification.

**Asynchronous: What is asynchronous training?**

**Asynchronous** learning is characterised by individual/solitary teaching. Participants do not interact with each other. Example: during exams or while watching a video.

Each learner goes at his or her own pace and does not depend on a group of people.

### 3/ The discussion groups organised within the framework of the d-ICT project

#### The objectives

It is to you, trainers in vocational training centres, that we turn today.

In the framework of the d-ICT project, "**Optimisation of distance learning in vocational education and training through an asynchronous e-learning methodology (d-ICT)**", we would like to collect your experience as a trainer in the field of distance learning.

The objectives of the discussion group in the partner countries are

- Describe the working conditions of the trainers during the lockdown: needs, gaps, expectations, students' well-being,...
  - struggles to make *distance learning* attractive and effective for all students/pupils behind a screen and from home,
  - the digital resolutions taken in each partner country and the digital tools used.
- The aim is to clarify areas for improvement and possible solutions and/or suggestions.

This will include :

- the needs of the target groups,
- the solutions they propose or things they have done to overcome their difficulties.

#### 4/ Proposed topics

Presentation of the D-ICT project, its objectives and expected results.

##### **A/ Engagement issues**

- Can you introduce yourself and your organisation?
- How long have you been a trainer or/and working in a training centre?
- What impact has containment had on you and your method of working with your beneficiaries/students?

##### **B/. Exploration questions and guided discussion**

- During the lockdown, everyone was asked to stay at home. Did you find it difficult to work with pupils/beneficiaries from a distance?  
If yes, what were they? If not, can you explain how and why you were able to adapt so well?
- Before the strict confinement, had you ever done any training interventions in a digital-only format? If so, tell us about it.

##### **C/. Follow-up questions and guided discussion.**

- In order to do distance learning, it is assumed that digital tools must be used.
- Which ones did you use? Did you choose them or was it a choice of your training centre? Would you have used another one if you had had the choice?  
If so, which one and why?
- Was the use of these tools new for you? For you students/beneficiaries?
- For the latter, do you think that distance learning was a good or bad thing? If this were to happen again on a regular basis, what would need to be done to improve the working conditions for everyone and keep them motivated?

##### A moment of reflection

As with everything, there are good and bad things about being in a context that involves working remotely.

Let's list together the advantages and disadvantages of such a practice:

(These two lists will allow us to see more clearly what you appreciate as a trainer in distance learning - what makes it a plus, the new tools at your disposal that you have discovered, the easy access to an online platform, the saving of time, the accessibility everywhere regardless of obligations or impediments,... - the disadvantages - what it

takes away from you, the lack of motivation of the people attending the course, the problems of connection, the lack of mastery of the tools,... )

Here we will highlight the pluses and minuses.

Benefits	Disadvantages

Conclusion: what can you learn from your experience of working with beneficiaries/students remotely?

What do you think should be improved in the vocational training system, in the context of distance learning, in order to make it efficient?

Conclusions

#### D/. Exit issues

Do you have anything to add to the above?

Thank you for your participation.

#### 5/ The link to participate in our discussion group

Here is the link to join the discussion group.

It will be held online via the Teams platform at 14:30:  
[https://teams.microsoft.com/l/meetup-join/19%3ameeting\\_MDQwNDhiMTMtMDVjNS00ZGJmLWE2YjEtYjE0ODY5NTNmMmU1%40thread.v2/0?context=%7b%22Tid%22%3a%223373acd2-55a6-4928-9e3d-235ed06b0363%22%2c%22Oid%22%3a%2294803391-3d46-4e8d-9616-d30724a36598%22%7d](https://teams.microsoft.com/l/meetup-join/19%3ameeting_MDQwNDhiMTMtMDVjNS00ZGJmLWE2YjEtYjE0ODY5NTNmMmU1%40thread.v2/0?context=%7b%22Tid%22%3a%223373acd2-55a6-4928-9e3d-235ed06b0363%22%2c%22Oid%22%3a%2294803391-3d46-4e8d-9616-d30724a36598%22%7d)

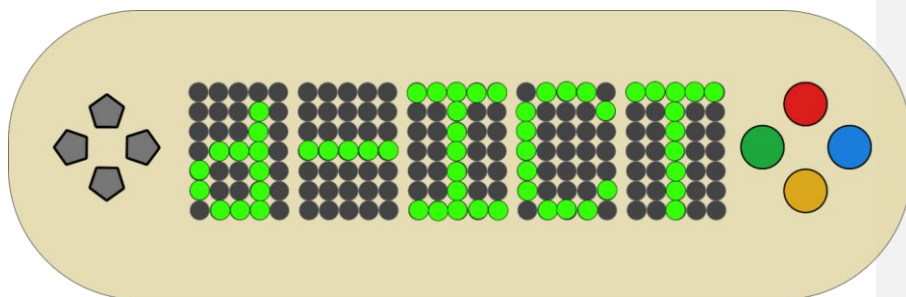


Appendix 3



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

## Improving VET distance learning through a gamified asynchronous e-learning methodology (d-ICT)



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### Guidelines for digital interviews

"Enhancing VET distance learning through a gamified asynchronous e-learning (d-ICT) methodology".

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UoP

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### What is a digital storytelling interview?

A recorded interview is an 'interview' in which you ask someone about a topic and they share their experience here in e-learning and distance learning. You can choose people who have similar or opposing views, whichever you think is best.

**Commented [1]:** Here I propose some themes:  
- e-learning and the tools to be developed  
- Tell us about your experience as a trainer during the containment, what were the issues?  
- If you had to give us some tips to facilitate e-learning and recommendations, what would they be?

## d-ICT digital interviews

### CONTENTS

Participants in the d-ICT digital interviews should be vocational educators/experts of any age, gender, professional qualifications and/or level of experience.

The aim of the d-ICT digital interviews is to create a "portfolio" of personal experiences, digital resolutions taken in each country and points **for improving the distance learning experience.**

In addition, the digital interviews will be a resource base of useful tips for dealing with perceived difficulties in vocational training.

## METHODOLOGY

The ICT digital interviews consist of **5 vocational educators/experts**. The proposed duration of each digital interview is 1.5 to 2 minutes and they will be recorded on video.

**Commented [2]:** Same target audience: here it is the beneficiaries of the DICT project in addition. Our database/potentially interested people will be the same ones we will contact throughout the project and especially in the framework of phase 2: piloting of activities and large-scale dissemination action/perpetuation of tools/results.

Subtitles should be provided to enable all partners to use the videos. This will be made available on the official project website, as an essential part of the training material and as a resource. **The website is a valuable means of disseminating the results of the project.**

**Commented [3]:** Once available, it will be shared in French so that you can distribute it as well.

### Finding people to interview

Contact potential interviewees. Ask them for possible interview dates and times. Be as accommodating as possible with your interviewees - they are your guests.

Also think about the location of the interview. Try to meet the interviewees on their premises, but as there are no longer any restrictions in Covid-19, you can conduct the interviews via a digital platform, such as zoom.

### Preparing for interviews

Prepare a set of questions for your interview. Send your interview questions and some basic information about the ICT project to your interviewees at least a few days before the interview, so that they have time to prepare their answers.

#### Advice to organisers:

- a. Before the interview, send some basic technical instructions for the zoom platform and the link to the interviewees and ask for permission to record the interview for external use, according to the RGPD.
- b. Test your equipment. Make sure you know how to use your recording equipment.

### Edit your video

Edit the images, narration and soundtrack together to create the story.

## DATA PROCESSING

### How to process the data from our digital interviews

1. **Register** the session.
2. **Note** recurring thoughts and/or ideas.

**Create** themes and categories from the words of the interviewees with specific reference to the needs, impairments, potentials, preferences and abilities of the participants.

**Write** a report based on your themes/categories.

<b>Proposed scenario AGFE</b>
Theme: your experience in e-learning - vocational training field.
Questions I would like to ask : <ul style="list-style-type: none"><li>- Tell me about your experience as a trainer in the field of vocational training: how did you experience the strict confinement and then the different stages of deconfinement including the removal prerogatives.</li><li>- How did you manage to maintain your courses despite a move to an unprepared distance learning version?</li><li>- Do you have any tools that you can recommend?</li><li>- What is your most notable experience? How did you do it?</li><li>- What have you learned from distance learning? Is it a positive experience for your learners?</li><li>- What are the 'key' tools for distance learning?</li></ul>
General ideas when setting up: to get a general idea of the reality of distance learning in vocational training. What the French videos will add in terms of value: <ul style="list-style-type: none"><li>- Reality on the ground</li><li>- Advice for improvement</li><li>- Advice on the use of appropriate digital tools for effective and efficient distance learning.</li></ul>
Note: