

Work exchanges to accompany the apprentices' progress with RETEX and LoopMe

Main objectives	<ul style="list-style-type: none">* To enable the apprentice to reinforce the skills acquisition through an explicit oral exchange* To equip the apprentices with an oral fluency to enable them to better communicate at work and with tutors* To reinforce the tripartite relationship Vet unit/tutor/student
Desired outcomes	<ul style="list-style-type: none">* To develop the apprentices' autonomy of formalization* To reinforce both tutors and school's mutual knowledge about the activities implemented* To train students to be able to relate a work activity and to be prepared for the final examination
Target groups	Apprentices / Vet unit team / tutors/general and vocational teachers
Persons involved	<ul style="list-style-type: none">* Vocational teachers of the VET unit* General teachers of the VET Unit* CAPa JP 1 and 2 students* CAPa JP 1 and 2 tutors
Targeted improvements	<ul style="list-style-type: none">* To reinforce students' involvement in their training path* To make student assimilate professional vocabulary* To get tutors more involved in the activities implemented at the VET unit
Deliverable	<ul style="list-style-type: none">* Realisation of an educational progress for a one- hour session during many units (explanation and description, improvement of work and technical vocabulary, use of the written part, use of this approach at workplace)* An information booklet (LoopMe)* A follow-up support for both vocational teacher and apprentices (report)* The definition of the tutor's position* Experimentation matrix of the computing tool LOOP Me* Package template* Activity files CAPa landscape gardener

The story

- The RETEX: an intermediate phase to accompany the apprentices' progress

The assessment time sessions implementation

Since 2015, the VET –Unit implements assessment time sessions. These 2-hour sessions take place at the beginning of the week, when apprentices return to the VET-Unit. The coordinator teacher reviews on what was done at workplace and what will be done throughout the session in the VET-Unit.

These assessment time sessions aim at facilitating the apprentices' involvement. These re induction steps enable the apprentice's remobilization in proposing a transition between the worker phase and the student phase. They also become the opportunity for the apprentice to explain the activities he has implemented at workplace and to share some trouble he can encounter and for which he needs some help.

These sessions are relevant for the teachers' team in order to collect the apprentices' feelings and to identify necessary accompaniments.

They offer an important socialisation moment during which students will be able to express themselves freely and point at their difficulties in a professional way and without fearing any mockeries.

Improvements

The VET-Unit team has decided to work on these devices in order to reinforce efficiency. The animation mode that was used so far was based on an oral exchange. If it permitted to conviviality and a relational quality, it did not give the opportunity to meet the expectations.

- ☞ Difficult to go around the table and keep every apprentice attentive
- ☞ Lack of time to develop the explanation and give everybody the possibility to express completely
- ☞ A limited and uncertain professionalization because of lack of time

*** In order to professionalize this accompaniment, the VET-Unit chose to experiment the use of LoopMe.**

In this step, we used Loop Me integrating the activity files. Among the whole activities, the students had to tick those they had implemented at workplace. The purpose was to disseminate those activities and to evaluate them in terms of satisfaction at the time of their processing.

The students were rapidly aware of it, however they did not completely understand the purpose and interest of the approach. Moreover they had difficulties in describing on paper the implemented activities.

The tutors received mail solicitations but did not get involved in the activity description with their apprentice, as requested.

For the teacher, it seemed appropriate to go through a learning step of the spoken explanation. Thus the RETEX was set up.

*** To reinforce the capacity to clarify an activity, the teachers decided to implement RETEX**

The feedback on experience aims at clarifying the activities implemented at workplace and explaining them orally in front of a vocational teacher, a general teacher and the school fellows who are free to ask questions.

They are expected to use a precise vocabulary when they describe the activity process. The teacher takes note of the activities that the apprentice realized through a report.

A few points still have to be improved:

- The visibility on the detail of the activity that is implemented at workplace: the apprentice's explanations only refer to a few bits of information written down on their home liaison diary. Thus they don't have enough information to deepen the exchange
- How could these feedbacks on experience be more useful for the educational team?
- How can these feedbacks on experience evolve over the long term to complete the apprentices' development of skills?

Further developments

In conclusion of these first two phases of experimentation, it was decided to review the teaching activity as follows:

*** Association LoopMe and RETEX**

Following those two phases, the educational team decided to divide the accompaniment in the following manner:

- Ask the apprentice to describe, at the end of the week spent at work, an activity they would like to share during the next feedback on experience : some trouble, some failure or some success
- Prior to the assessment time session, the teacher accesses to the activities and makes the point on two or three topics he will deal with during the feedback. He identifies the groups of apprentices who are concerned about each topic
- During the assessment time sessions, the apprentices form thematic groups and organize their own feedback on experience (1 hour), then formalize their story on a file that they improve by the use of specific technical vocabulary (30 minutes). To conclude the session, each group presents its collective production to the whole class.
- The files are provided for information to the tutors and to the educational team for a follow-up.

*** Files dissemination**

Following the work carried out by the apprentices in the VET-Unit and the files dispatch, the objective is to lead the tutors progressively hold feedbacks on experience at workplace and thus collect some files jointly drafted by tutors and apprentices.

In the same way, these files are aimed to be exploited by the educational team who will be able to use them as a support material or to identify the apprentices' needs.