Tutoring Integrated Learning With Video-Based Training to Enhance the Support of the Learners in WIL: A Proposal That Drives the Change in Tutors’ Pedagogical Culture

Walter Nuninger, Université de Lille 1, Villeneuve d’Ascq, France
Jean-Marie Châtelet, University of Lille, Villeneuve d'Ascq, France

ABSTRACT

This article describes how higher education providers are adapting their training offers to comply with social challenges and quality issues. The tremendous evolution of ICTEs provides new pedagogical opportunities, making not only possible but simpler multimedia-based e-learning and distance learning with educational videos. Our learners in WIL evolve as engineers thanks to a Formative Work Situation in the company. Active pedagogy reinforces the ownership of knowledge, which is then put into practice at work to improve skills, but the key lever to overcome resistance to change is the support by a duo of tutors in the winning-trio. Thus, this proposal for Tutoring Integrated Learning (TIL) promotes the Continuous Education of the learner-tutors. Applying the same pedagogical approach (“learn by doing”), TIL is based on a Formative Tutoring Work Situation supported by distance self-training with videos for specific knowledge, then guidance by expert-tutors and debriefings in the team to improve their skills. Results are the tutors’ proficiency and a shared tutoring culture.

KEYWORDS

Collective Intelligence, Community of Practice, Continuous Education of Trainers, Formative Tutoring Work Situation, LDL, Reflexive Learning, Social Responsibility, Tutoring Integrated Learning, WIL

INTRODUCTION

In Higher Education (HE), the performance triangle is a high-priority issue for the training offer, especially in the context of Work Integrated Learning (WIL). Indeed, the success of WIL lies in the sharing of a learning and training project (Nuninger et al., 2016) including the cost prioritization for a chosen pedagogy suitable for sandwich-course constraints. The aim is to target knowledge ownership and a set of professional competences, taking into account the learners’ personal work experience and the previous personal route. First motivated by Quality Assurance in the framework of the European Standards and Guidelines by ENAQ (2015), the HE Institution (HEI) will put a focus on effectiveness.

DOI: 10.4018/IJDET.2018100106

Copyright © 2018, IGI Global. Copying or distributing in print or electronic forms without written permission of IGI Global is prohibited.
(result/learning outcomes) and efficiency (results/requested resources). The underlying requirement is a changing organization and the ability of the pedagogical team to develop, create and innovate with a focus on the levers of success. The tutors who support the learner’s personal development are part of this community. As the people of many talents, they should be recognized as experts in their field, explain the training context, question and guide individuals in their specific professional environment. This is the reason why they should be trained (Gibbs & Coffey, 2004; Endrizzy, 2011).

Today, the evolution of the generation of learners has an impact on University training due to larger groups to train with a higher level of heterogeneous prior experience, lack of prerequisites, new needs and behavior with low commitment to their training path. The evolution of the trainer and tutor age pyramid accentuates the phenomenon with a loss of the pedagogical culture, leading to a lack of tutoring expertise. Contradictorily, the renewal of the workforce is an opportunity for innovation and management (Tugan, 2009) as is the tremendous evolution and ubiquity of Information and Communication Technology (ICT) which this new generation has grown up with (Tapscott, 2009). ICT offers new pedagogical opportunities, with new uses to imagine for mutual benefit as the ONAAG proposal by Nuninger (2017). Building on this model and usage, the proposed innovation is to benefit from multimedia and tutoring experience to promote the tutors’ Continuous Education (CE), taking into account anticipatory skills management and allocated time reduction for tutors’ training: a new scenario, so called Tutoring Integrated Learning (TIL).

TIL is a way to develop a common culture and motivate involvement in pedagogical practices (Lave, 2014) thanks to integrated facilitating means: first, digital solution for data input and access to data with the Information System (IS) and remote data-exchange and distance communication with Learning Management Systems (LMS). Second, videos that easily show the learning and tutoring reality, allowing distancing of the viewer to incent the tutors’ questioning in the team. The underlying needs are proficiency-user skills in IT for the parties (EC, 2014) to mobilize multimedia technology (Albion et al., 2015). The proposal is based on the former rigorous good practices in the WIL training to Chartered Engineers in the field of “production” (Nuninger & Châtelet, 2014). Based on the Learning Integrating Work framework, TIL is a hybrid training that applies to the learner-tutors: a “learn by tutoring” approach to make tutors aware of attitudes and improve their expertise. Originality lies in enhancing the shared culture by: first, upstream continuous self-education based on multimedia to give simpler access to the basics required for tutoring. Thus, the personal training time is compatible with their various professional tasks. Second, they are put into a Formative Tutoring Work Situation (FTWS) under the guidance of expert-tutors for higher tutoring quality; in the same way, the Formative Work Situation (FWS) supports the learners’ evolution. Then, debriefings between tutors take advantage of video-recordings to analyze behaviors. The video allows perspective and feedback in a safe context. The issue is the capitalization of the good practices in the pedagogical team to avoid discrepancy and learner failure that will result in some weakening of the HEI. This choice depends on strategical decisions motivated by the actors on the ground to maintain and develop the network of industrial partners, the flow of learners and talent retention; i.e. the core of the business.

The remainder of this paper is organized as follows. First, the background deals with WIL context and requirements, explaining the framework of the learners’ FWS and associated learning tools to share. Second, the focus is put on the tutors’ competency map; their challenge is to handle the evolution of the learner behavior during the training path. Third, the analysis of the recent evolutions in our WIL with respect to former practices at the origin of the training justifies the chosen areas of improvement before the presentation of the TIL scenario. The last part is taking stock of the impact and key practices. The conclusion questions the current strategy of the HE provider for effective implementation.
Enhancing Skills of Application Software via Web-Enabled Problem-Based Learning and Self-Regulated Learning: An Exploratory Study
Shen Pei-Di, Lee Tsang-Hsiung and Tsai Chia-Wen (2010). Technologies Shaping Instruction and Distance Education: New Studies and Utilizations (pp. 192-206). www.igi-global.com/chapter/enhancing-skills-application-software-via/40520?camid=4v1a

Faculty Training Strategies to Enhance Pedagogy-Technology Integration