Scenario 1 - Teaching guidelines for instructors

1. Introduction

[VOICE OFF 1] - Trainers in painting and decorating (construction) who wish to engage in a process of digitisation of their courses in order to allow their learners to train online, must adapt their teaching practices to their training tool. To do this, they will have to acquire new skills and integrate concepts that they are not necessarily used to deal with in the design of their "traditional" courses.

To help the trainers in the process of digitising their training, Digi-Paint proposes a set of 5 explanatory videos which will deal with:

- Instructional design
- Learner's motivation and interaction
- Learning resources
- Evaluation and Feedback
- Online skills

[ACTION NOTE 1] - The trainer appears in the centre of the screen and around him, all his knowledge in the form of icons. A computer appears next to him and all the appeared items fit into the computer. As the title of the videos is mentioned, it appears around the trainer. [FADE OUT]

End of the video

2. Instructional design

[VOICE OFF 1] - Digitising one's teaching does not fundamentally change the pedagogical design that the trainer puts in place for a face-to-face course. However, there are important aspects to consider in the process.

[ACTION NOTE 1] - On the left-hand side of the screen, a trainer appears in front of his computer and the distance learning apprentices who are programming an online course. On the right, the same trainer gives a face-to-face course to his learners. An "=" sign appears between the two situations to show that there are similarities.

[VOICE OFF 2] - Indeed, he must integrate the fact that the pedagogical scenario, as well as the potential hazards arising in the pedagogical relationship, must be anticipated as much as possible from the design of his course, because he will not be able to regulate these aspects as he can do in the classroom.

[ACTION NOTE 2] - In the face-to-face situation, connections are made between the trainer and the learners, but they are very meandering and the trainer passes on concepts. The

trainer intervenes on these connections to make them straighter. All these connections are transformed into miniatures and join the trainer's thoughts in front of his computer. He programs his training, and straight connections are created between his computer and the remote learners.

[VOICE OFF 3] - Similarly, as far as evaluation is concerned, the trainer must pay particular attention because he can only rely on the digital tool to know whether his learners have really learned the concepts he wanted to transmit.

[ACTION NOTE 3] - The right-hand side with the face-to-face trainer disappears to make room for the trainer in front of his computer with his remote students. He sends MCQs to his learners and pie charts on the rate of acquisition are sent back to him. [FADE OUT]

2.1. Methodology for instructional design

[VOICE OFF 4] - The first step in instructional design is to define a methodology. To help with this, trainers can use instructional design models to create learning experiences to help facilitate learning. For example, the ADDIE (Analyse, Design, Develop, Implement, and Evaluate) Instructional Design method is the most commonly used because it does not impose a linear progression on the learner.

[ACTION NOTE 4] - The trainer appears in front of the screen. Above him the acronym ADDIE appears. From each letter the words "Analyse", "Design", "Develop", "Implement", "Evaluate" are extracted respectively.

[VOICE OFF 5] - The trainer can then adapt or modify this method to suit his or her own teaching practices once he/she is comfortable with it.

[ACTION NOTE 5] - The letters of the acronym join and blend together and become part of the trainer's body.

2.2. Set clear learning objectives

[VOICE OFF 6] - In the second phase of instructional design, the trainer should set learning objectives using short sentences. These should be expressed in a clear, tangible, observable and measurable way in simple, everyday language.

In order to better control their usefulness, the trainer can define learning objectives in two categories:
- The training objectives
- The educational objectives

[ACTION NOTE 6] - The term "learning objective" appears above the trainer. The term "training objective" and "educational objective" are extracted from the term "learning objective" and are positioned to the left and right of the trainer respectively. [FADE OUT] of the trainer.

[VOICE OFF 7] - Training objectives include pedagogical objectives and are more general. They define, with the help of an action verb, the associated means, the conditions of operation and the different activities of the training fields that make up a training programme.

[ACTION NOTE 7] - The term "educational objective" is placed under the term "training objective". It is then duplicated twice. The terms "action verb" + "associated means" + "operation condition" + "operation condition" + "different activities" are displayed as they are mentioned at the bottom of the screen.

[VOICE OFF 8] - This is the level at which the results of an assessment are defined according to criteria and indicators related to it (summative assessment). This type of assessment defines the level of achievement of the learning outcomes.

[ACTION NOTE 8] - The term "summative evaluation" appears to the right of "training objective". The terms "Criteria 1", "Criteria 2" and "Criteria X" with a checkbox to show that this is what is being assessed.

[VOICE OFF 9] - The pedagogical objectives define, with the help of a "procedure" verb, each action of the training objective. It is at this level that the evaluation criteria and indicators are defined (formative evaluation). This type of assessment defines the learner's progress through the training course.

[ACTION NOTE 9] - The words 'procedural verb' appear next to "learning objective". The term "formative assessment" appears to the right of "learning objective" with a graph illustrating the learner's progress.

[VOICE OFF 10] - Furthermore, it is advisable not to use common or familiar words as much as possible or, on the contrary, academic words whose meaning has not been explained beforehand.

[ACTION NOTE 10] - The terms 'common words' and 'academic words' appear in succession and are crossed out with a red cross [FADE OUT].

[VOICE OFF 11] - The learning objectives can be classified into 3 categories which can be combined, particularly in the drafting of educational objectives:
- Cognitive (knowledge)
- Psychomotor (skills)
- Socio-affective (attitudes)

[ACTION NOTE 11] - The term "learning objective" appears and is broken down into three terms "cognitive", "psychomotor" and "socio-affective".

Cognitive (knowledge):
[VOICE OFF 12] - This category of learning objectives concerns the improvement of knowledge of safety rules, standards, professional calculations

[ACTION NOTE 12] - The terms "safety rules", "standards", and "professional calculations" appear under the term "cognitive".

Psychomotor (skills):

[VOICE OFF 13] - This category of learning objectives concerns the improvement of skills, methodologies.

[ACTION NOTE 13] - The terms "skills enhancement" and "methodology" appear under the term "psychomotor".

Socio-affective (attitudes):

[VOICE OFF 14] - This category of learning objectives is difficult to define because it involves defining attitudes or behaviours related to aspects of feelings and emotions.

[ACTION NOTE 14] - The terms "attitudes" and "behaviour" appear under the term "social-emotional".

[VOICE OFF 15] - The action or procedural verbs chosen in the writing of learning objectives will allow the trainer to define their category and if his students have the necessary prerequisites to achieve them.

[ACTION NOTE 15] - Verbs appear from the training and educational objectives written by the trainer and will be placed in their corresponding category.

[VOICE OFF 16] - For this, the trainer can set up a diagnostic type of assessment at the beginning of the training to enable him/her to check them.

Ensuring that learners have mastered the prerequisites for learning is very important in the process of digitising a course.

[ACTION NOTE 16] - Learners appear on the screen and the verbs move towards them. They turn them green, orange or red to indicate whether or not they have the prerequisites to enter the course. A computer appears next to the trainer and he integrates the information he has identified in the positioning into the creation of the training. [FADE OUT] of all textual elements

[VOICE OFF 17] - Finally, the trainer will have to define the means available to the learners and the conditions under which these different learning objectives should be achieved.

This will allow the trainer to define the level of complexity of the learning objectives that the learners will have to achieve.

[ACTION NOTE 17] - Icons of case study and work material appear in the learners' thoughts and are directed to the trainer to incorporate into the digitisation of their training. [FADE OUT]

2.3. Designing the learning architecture / Identifying key issues

[VOICE OFF 18] - The third step is to maintain the learner's attention. To do this, it is advisable to structure the training in the form of a learning pathway that subdivides the main course into sequential modules.

[ACTION NOTE 18] - The trainer appears in front of his computer on the right side of the screen. He programs a course. It comes out of his screen and breaks up into modules spread out across the centre of the screen.

[VOICE OFF 19] - Modules then need to be structured and organised to suit the timeframes, outcome requirements and content planning of e-learning while avoiding information overload. This modular learning pathway must be able to meet the requirements of a certification scheme while allowing learners to know which training module they should take first.

[ACTION NOTE 19] - A module comes to the forefront and we see that it is made up of learning resources, assessment devices, and communication media. A duration is attributed to each of the elements. The module returns to its initial position. The learners appear on the right and an icon of their face joins the training path and starts with the first module, then each one evolves at his own pace and where he wishes. [FADE OUT]

2.4. Developing learning materials

[VOICE OFF 20] - The last point to consider is that e-learning requires a set of appropriate resources and equipment. The current market supply of such resources and equipment is sufficiently rich to allow the trainer to offer his learners attractive and motivating virtual learning. These aspects will be discussed in more detail in a future video.

[ACTION NOTE 20] - The trainer at his computer appears in the centre of the screen. All the existing types of resources and hardware appear around him. They all merge into the trainer's computer

END OF THE VIDEO

Scenario 2 - Educational content

[VOICE OFF 1] - Educational content is the keystone of a digital training course because it contains the knowledge to be acquired. There are different types of content that the trainer must master because they each have different characteristics that can be more or less conducive to learning.
[ACTION NOTE 1] - The trainer appears in full view of the screen. A set of content types appear around him.

[VOICE OFF 2] - Three types of educational content must be distinguished:
- Passive content
- Dynamic content
- Interactive content

[ACTION NOTE 2] - A table showing the 3 categories appears behind the trainer. The content types are divided into the column of the corresponding table.

[VOICE OFF 3] - Images, graphics and text are passive content because the learner can only consult them. It can also be considered directive content because it is scripted from the trainer's point of view, which does not always correspond to the way some learners may perceive information.
[ACTION NOTE 3] - The trainer and the board disappear, and the passive content comes to the fore. The trainer appears to be working on his computer to design a graph. The learners appear from a distance, each with a different graph in their minds than the one the trainer is designing. [FADE OUT]

[VOICE OFF 4] - **Podcasts** or sound recordings and videos (filmed or in **motion design)** are considered dynamic audio-visual resources. This content is also considered directive and linear because it is scripted from the trainer's point of view.
[ACTION NOTE 4] - The trainer and learners disappear. The dynamic content appears in the foreground. The trainer appears filming a painting activity with a camera. Then in "cross dissolve" he records himself with a microphone in front of his computer. The learners appear at a distance and consult the content with headphones in their ears. [FADE OUT]

[VOICE OFF 5] - Interactive content is the most engaging and motivating because it allows learners to manipulate it freely in order to build their knowledge without linearity. The trainer's directivity is almost non-existent, except that he or she must think carefully about how to script all possible interactions.
[ACTION NOTE 5] - The trainer and learners disappear. Dynamic content comes to the fore. The trainer appears to be making interactive content. Concepts and features appear in thought above the trainer. Learners appear in front of their computers and interact with interactive content. [FADE OUT]

[VOICE OFF 6] - There are several types of interactive content:
- The point resource can be manipulated in rotation, scale or trigger animations
  [ACTION NOTE 6] - A 3D can of paint appears and it is shown that it can be found, moved and enlarged. [FADE OUT]

- [VOICE OFF 7] - The simulator principle allows the learner, through successive interactions, to practice their knowledge/skills in a socio-professional context. Random

events can also be programmed to allow learners to reflect on the procedures they perform. The trainer also has the opportunity to evaluate the actions of the learners.
[ACTION NOTE 7] - Close-up of a learner interacting with his computer keyboard and mouse. He is interacting in a work situation where he has to paint a wall. He performs several actions: grabbing a brush, painting a wall. We can see that he makes a mistake with the colour, but he starts again until he has the right colour. The learner moves to the right and the teacher enters the field from the left. He consults his computer where he can see what his learner is doing in the simulator. [FADE OUT]

- [VOICE OFF 8] - The **serious game,** which can be likened to a succession of simulations or interactive situations that are motivating thanks to the concept of **gamification**. The serious game also integrates the evaluation system.
  [ACTION NOTE 8] - Close-up of a learner interacting with his computer keyboard and mouse. He performs several successive simulations and a score increases at the top right of his screen and badges appear on the screen to reward the learner. An evaluation grid appears off-screen and the learning objectives are ticked off one after the other. [FADE OUT]

[VOICE OFF 9] - In general, educational content is created with dedicated software, either paid or free.
[ACTION NOTE 9] - The different types of interactive content appear with the trainer on his computer screen. Around them appear the logos of the most famous 2D/3D graphic design software. [FADE OUT] (except the trainer)

[VOICE OFF 10] - Depending on the level of mastery of this software, the trainer can call on resource persons who will help in the production of this content.
[ACTION NOTE 10] - A graphic designer appears next to the trainer and creates a 3D can of paint with his graphics tablet. He then gives it to the trainer who puts it into his computer to finalise his course. [FADE OUT]

[VOICE OFF 11] - However, depending on the tools used to design this type of content, it is possible, thanks to digital images **(2D and 3D),** to illustrate information or concepts that are difficult to observe with the eye using a camera.
[ACTION NOTE 11] - A can of yellow and blue paint in 3D appears on the screen. The contents are poured into a third can and the volume is seen to grow. Then we zoom in on the same can to see the paint at the molecular level mixing to make green. [FADE OUT]

[VOICE OFF 12] - As technology rapidly evolves, realistic **3D simulations** and immersive technologies such as **virtual** or **augmented reality are gradually becoming** more commonplace.
[ACTION NOTE 12] - The trainer appears and different headsets and technologies related to VR and AR appear around him. [FADE OUT]

[VOICE OFF 13] - These technologies make it possible to create "pseudo-real" learning environments, allowing learners to train as if they were in a professional situation. They allow experimentation without safety risks and without economic consequences because the learning resources are unlimited.
[ACTION NOTE 13] - We see a learner putting on a VR headset. We fade in to subjective view or we see the effect of putting on the headset. We see him go from a classroom to a painting workshop in which he is painting a wall. Then he dips his brush in another colour

and paints over it, then he cancels the action because it is not the expected result. [FADE OUT]

[VOICE OFF 14] - The trainer also has the possibility, thanks to these technologies, of having a virtual classroom with all the necessary didactic equipment in which he or she can meet with all his or her learners to give a course.
[ACTION NOTE 14] - The trainer appears at his desk and puts on a virtual helmet. The screen splits in two where it is indicated that the trainer is in the real environment and he teleports as an avatar into the virtual world in the form of a painting workshop. All possible teaching elements appear around him in the virtual environment.

[VOICE OFF 15] - in which he can be with all his learners to teach a course.

Immersive technologies add significant value to the training experience because the learner is no longer in front of a screen, but is immersed in the virtual training environment via a headset; this captures his or her attention because the environment is no longer an obstacle to training. The use of this type of technology also requires the trainer to think of new forms of evaluation.
[ACTION NOTE 15] - The learners appear in the real world but at a distance from the trainer (on the left of the screen). They all put on the headset and their avatar appears in the virtual world with the trainer. The learners all do something in the virtual world and the trainer observes them. [FADE OUT]

[VOICE OFF 16] - Once the educational content has been developed, the trainer can distribute it via a training platform or LMS, which will enable him to manage the administration of his training.
[ACTION NOTE 16] - The trainer appears at his computer. Different LMS logos appear all around him. They all enter his computer and an interface appears. At the same time the remote learners appear on their computer and the platform sends modules to the different learners. [FADE OUT]

[VOICE OFF 17] – He/she will be able to link his/her content to the previously identified pedagogical objectives and allocate the training to the learners of his/her choice. He/she can also set up the evaluation system and monitor the progress of his/her learners in the various training contents. He/she can also set up the type of training he/she wishes to provide **(synchronous or asynchronous)** as well as the methods of communication with his/her learners. There are a large number of LMSs, both paid and free, available on the market.
[ACTION NOTE 17] - The trainer appears in full view. As new concepts are introduced, they are illustrated by images appearing around him
   - **Contents are linked to the educational objectives (in text)**
   - **Linking a course to the learner**
   - **Display a learner tracking table**
   - **Displaying an assessment device where grades are shown**
   - **Display video software icons [FADE OUT] (except trainer)**

[VOICE OFF 18] - Before choosing an LMS, the trainer must define the functionalities he/she needs in order to have a tool that is optimised for his/her teaching practices. However, setting up a platform requires technical skills or the help of an educational engineer who will program the platform according to the parameters indicated by the trainer.
[ACTION NOTE 18] - The trainer writes down the features they need in a notebook. The icons are ticked off as they go along. A training engineer joins the trainer. The trainer gives him his notebook. And the designer gets on his computer and enters everything the

trainer has asked for. Once he has finished, the designer gives him an LMS with his training integrated.

[VOICE OFF 19] - Finally, social networks are also interesting tools to exploit in the context of digital training. They can be used to publicise the existence of the course or to share feedback or evaluation results with a community. It is also a way for learners and the trainer to communicate in a context outside the training framework.

[ACTION NOTE 19] - Social network logos appear around the trainer. The trainer is at his or her computer broadcasting content to other training centres and to a group of trainers. Learners appear, exchanging "likes", images, etc., which also go to the training centres and the trainer community.

Scenario 3 - Learner interaction and motivation

[VOICE OFF 1] - For an e-learning course to be efficient, it must, among other things, meet the expectations of the learners.

[ACTION NOTE 1] - *Background classroom - Establishing shot -* **A trainer is in his classroom with his learners. He asks them about their expectations of the course they are going to follow. Each learner expresses their expectations by illustrating a concept related to painting. The trainer integrates the expectations of his learners in the formalisation of his course.**

[VOICE OFF 2] - By allowing them to interact with the learning content, learners are more enthusiastic and motivated to acquire new skills and knowledge.

[ACTION NOTE 2] - *Background classroom - Establishing shot -* **The trainer taps on his keyboard and scans the expectations of his learners. These appear on his computer screen. The trainer's computer then sends the digitised lessons to the learners. They emit joy and a graph showing their growing motivation appears.**

[VOICE OFF 3] - The trainer must then have some control over the design of the learning content.

[ACTION NOTE 3] - *Background classroom - Close up -* **The trainer appears in front of the screen and a lot of concepts related to e-learning appear around him. He observes them as they appear, looking confident, and he begins to have doubts about them as they accumulate.**

[VOICE OFF 4] - or work with an instructional designer to create appropriate features.

[ACTION NOTE 4] - *Background classroom - Tight layout -* **An instructional designer joins the trainer. The trainer is happy and tells the designer his notes. The designer looks at the concepts around them and looks at the trainer's notes. He chooses the concepts that meet the trainer's needs.**

[VOICE OFF 5] - The trainer needs to extract the knowledge or concept he/she wants to address

[ACTION NOTE 5] - *Desktop background - Close-up -* **The trainer is at his desk in front of his computer and observes a can of paint he has next to him. He looks at the can from all angles and extracts its characteristics as a thought. He puts the can of paint down and taps on his keyboard and the concepts appear on the trainer's computer screen.**

[VOICE OFF 6] - and think about how their learners will interact with the content in order to acquire the knowledge.

[ACTION NOTE 6] - *Desktop background - Tight shot -* **Still sitting at his computer the trainer imagines case studies, then he tunes in again and the case studies also appear on the computer screen. The trainer sends to his learners who appear at a distance.**

[VOICE OFF 7] - The challenge for the trainer is above all to avoid the linearity of the educational content, which can put the learner in a passive situation in front of the screen.

[ACTION NOTE 7] - *Desktop background - Close up -* **A learner appears to be studying in front of his screen. The can of paint that he sees, changes colour. We can see that he is getting bored, which surprises the trainer, and his motivation level drops.**

[VOICE OFF 8] - By allowing interaction with educational content through quizzes or role-playing throughout the course, students will feel fully engaged in their training.

[ACTION NOTE 8] - *Background office - Tight shot* **- The trainer reworks his can of paint and produces one that is 3D and interactive. He sends it to the learner's computer and the learner becomes captivated by the content, interacting with it. A graph of the motivation rate appears and it skyrockets. A quiz then appears on the learner's screen and he answers to it. The motivation rate continues to rise.**

[VOICE OFF 9] - The trainer must also integrate into the digitalisation of his training, the fact that he must let the learners go through the training on their own, without necessarily telling them the steps they must go through.

[ACTION NOTE 9] - *Desktop background - Close-up of* **computer screen - Trainer observes learners as icons move freely through the training programme.**

[VOICE OFF 10] - The trainer must then position himself as an accessible resource that makes it possible to maintain social links and keep learners motivated by intervening with each of them in an individualised manner.

[ACTION NOTE 10] - *Background office - General plan* **- A learner in front of his computer enters the field and the trainer comes to the left of the screen with a separation line between the two actors appearing. An icon of the trainer appears and goes to position himself in his computer screen. Then the icon teleports to the learner's computer. The trainer disappears and the learner takes over the whole screen.**

[VOICE OFF 11] - This is also a way for learners to share their difficulties,

[ACTION NOTE 11] - The learner clicks on the trainer's icon and the trainer appears in video. The student expresses his difficulties with onomatopoeia. While the trainer answers, a light bulb icon appears on the screen to illuminate the learner's thoughts

[VOICE OFF 12] - or on the contrary, positive feedback on their training through comments or videos.

[ACTION NOTE 12] - During the discussion, the learners discuss concepts that they have seen during their training, and give positive and negative opinions.

[VOICE OFF 13] - Finally, the trainers must take into account the multitude of learning methods that digital technology allows. To do this, they must choose the medium that seems most suitable for deploying the training device developed,

[ACTION NOTE 13] - *Background office - Tight shot* **- The trainer appears and media around him, as he goes along. He observes them.**

while considering the level of equipment available to its learners.

[ACTION NOTE 14] - *Background office - Tight shot* **- The trainer thinks about the whole training device he has developed. His learners appear with different media at their disposal. They see that they all have a computer in common. So, he decides to take the computer icon. All the elements disappear except the trainer who turns to face the camera and smiles. He disappears at once.**

[END OF VIDEO].

Scenario 4 - Evaluation and feedback

[VOICE OFF 1] - In the context of digital e-learning, it is important for the trainer to keep the social link with the learners.
[ACTION NOTE 1] - Trainer and learners appear on the screen. They are sending emails and messages. [FADE OUT]

[VOICE OFF 2] - By making comments or engaging in discussions as regularly as possible he can ensure that his learners are in the right frame of mind during their training. Verbal communication is still more effective than written communication because it limits problems of understanding.
[ACTION NOTE 2] - Learners appear in front of their screen and the trainer appears in video. We see him having exchanges with the students. Smileys are exchanged between the learners and the trainer. Then the learners consult their mailbox and we see the trainer's comments to keep the social link. [FADE OUT]

[VOICE OFF 3] - Initiating e-learning with a group session where learners can express their expectations and concerns is appropriate to create a group spirit and allow the trainer to identify learners for whom he/she will need to pay particular attention.
[ACTION NOTE 3] - Learners and trainer appear in a face-to-face classroom. The learners state what they want from their course. The trainer tells them what the online course is going to be like with the learning objectives. [FADE OUT]

[VOICE OFF 4] - The **positioning** phase **(or diagnostic assessment)** is an important stage in e-learning because it enables the pre-requisites of learners to be identified. Through this dual approach, the trainer is able to carry out his role at a distance and to intervene individually with each of his learners
[ACTION NOTE 4] - Learners appear to complete quizzes. The trainer appears remotely and looks at the learners' results. The results appear as a graph. The trainer identifies that 3 learners are missing "a brush", "a can of paint" and "RGB" (representing their prerequisite deficit). He then sends each of them an icon representing each of the prerequisites to the appropriate training modules. [FADE OUT]

[VOICE OFF 5] - Throughout the course, the trainer should set up a **formative assessment** process, followed by a **summative assessment** to identify whether learners are succeeding or falling behind.
[ACTION NOTE 5] - The trainer appears in full view and looks at the icons of his students as they move through the training pathway. He sees that some are progressing well, some are struggling and some are falling behind. As they progress, the students go through formative assessments and send the data to the trainer.

[VOICE OFF 6] - Depending on the results of each student, the trainer can either intervene individually to help the learners in difficulty, or adapt his teaching objectives if he notices that the whole class is in difficulty. To do this, he can, for example, carry out a survey to identify the elements that have caused them difficulty.
[ACTION NOTE 6] - The trainer sends "light bulbs" to illuminate learners with difficulties and they are then seen to progress through the course. Once the learners have completed the course, he sends them a survey to list the difficulties they have encountered. The survey comes back to the trainer and he is seen modifying the training. [FADE OUT]

[VOICE OFF 7] - Whatever the type of assessment and the result obtained by the learners, the trainer should take the time to explain the assessment criteria he/she has put in place to assess them. During these exchange periods, learners can consolidate or complete their learning by sharing their feedback on the course proposed by the trainer.

[ACTION NOTE 7] - The trainer and his learners appear in the classroom. The trainer is at the blackboard and shows the different training modules that the students have accessed remotely. He is seen taking a can of paint and showing it to the students. He ticks the module about the can of paint on the board. In the learners' thoughts, we see that puzzle pieces fit together to show that they have understood. The students are then seen sharing their puzzle piece and the teacher is pleased to see them doing [FADE OUT].
End Video

Scenario 5 - The skills of the online trainer

[VOICE OFF 1] In short, the activity of the trainer who wishes to digitise his training to deliver it online is not different from what he does on a daily basis in the classroom.

[ACTION NOTE 1] - The trainer appears in full view and around him/her the competences he/she uses on a daily basis are displayed with a graph showing that he/she does everything 100% (training, evaluation, instructional design, etc.)

[VOICE OFF 2] - The use of digital tools allows him to gain in efficiency in the act of training and to evaluate whether the pedagogical design has been well studied beforehand.

[ACTION NOTE 2] - A computer appears to the right of the trainer with a graph that incorporates the trainer's skills. Dynamically, the two graphs balance each other to see that the computer is picking up a % of what the trainer is doing manually. [FADE OUT] of graphics and skills

[VOICE OFF 3] - To do this, the trainer must master digital technologies, whether in terms of software solutions, didactic equipment or the techno-skills to be mobilised to create online training devices.

[ACTION NOTE 3] - All the concepts mentioned in the previous videos appear (teaching resources, LMS, hardware, etc.) in the form of a cloud around the trainer and his computer. [FADE OUT] of the technology cloud

[VOICE OFF 4] - They should also pay attention to the different profiles of learners in their class and assess their level of digital literacy to ensure that they do not have technical or ergonomic problems during their training.

[ACTION NOTE 4] - Learners appear with different hardware, prerequisites, knowledge of the professional environment, etc. around them. [FADE OUT] of everything but the learners and the trainer.

[VOICE OFF 5] - The physical distance from the learners must be compensated by active and regular communication in order to maintain the social link. The trainer must therefore put in place communication tools and define the most appropriate times to make contact with the learners. They must ensure that instructions are understood and make themselves available to answer the various questions asked to them.

[ACTION NOTE 5] - Icons of communication tools (skype, teams, zoom, etc.) appear around the trainer. We see the trainer sending elements (cans of paint, case studies, smileys, light bulbs) to his learners to illustrate the permanent communication. In the same way, the students send smileys, questions to the trainer. [FADE OUT] of all elements except the trainer and his computer

[VOICE OFF 6] - In the context of online training, the trainer cannot regulate the learners' educational activity in real time. As a result, he or she must estimate the duration of the modules that the learners will go through before the course begins, as well as the time allocated to individual or group communication.

[ACTION NOTE 6] - The trainer works on the creation of his course. As he/she designs modules, a pie chart quantifies the time estimated by the trainer as well as the time allocated to communication.