

PROCAT

PROSPECTS COLLEGE OF
ADVANCED TECHNOLOGY

CASE STUDY



The co-creation of digital resources

Sector area:
Construction



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1: CONTACT DETAILS

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2: WHAT DID YOU SET OUT TO DEVELOP AND WHY?

We wanted to develop a more interactive and engaging lesson to cover City & Guilds Unit 101 Principles of Building Construction, Information and Communication. Level 1 learners struggle to engage and take on the information in this unit as it covers a wide range of topics that they can find boring.

We decided to create animation videos instead of using boring PowerPoints as we recognised that animation would engage the learners and as a result help them retain information.

3: THE PROCESS - WHAT DID YOU ACTUALLY DO?

Katharine, the Digital Fellow, worked with the brick department using existing lesson plans and schemes of work for Unit 101 and showed us how easily an animation video could be created and uploaded for the learners and other tutors to use.

We specifically picked the elements of the unit that the learners found most difficult to understand. On completion of the first animation we tested it out with a group of Level 1 bricklaying learners and it worked very well. We then realised these would also make excellent revision resources for the learners to tap into at any time on their own devices.



We also started working with the learners to create their own animation videos in small groups so they could learn about the subject whilst creating the video and then upload and share with the rest of the group.

4: WHAT DIFFERENCE HAS THIS MADE?

The process has helped to upskill tutors in their use of technology to develop effective and engaging teaching resources that require learners to be active rather than passive recipients of information which has had a very positive impact on progress.

This year the pass rate for learners in bricklaying taking the Unit 101 online test for the first time has improved, which is down to tutors embracing new ideas such as this and not being afraid to use them in their lessons.



5: LESSONS LEARNT

Learners engaged well with these resources and testing of learning evidences an increased retention in their knowledge. However, care must be taken not to overuse animation as it becomes as boring as a PowerPoint. It is one approach that tutors need to use amongst a range of other tools such as Triptico, QR code or Socrative.

input from learners early on in the development stage helps them to take ownership of the process and challenges them to use personal learning and thinking skills.

6: RESOURCES PRODUCED

The animations we produced have been uploaded to YouTube so that they are available to all learners, anywhere and at any time.



Hatchings and Abbreviations



Learning about Documentation for Construction



Signalling on Building sites
