

WP3 - TOOL 2 : Categorisation of AI practice (TRAINERS / LEARNERS)

We propose 3 types of categorisation for AI practice related to the activities of trainer and / or learners :

- **ADDIE method** categorisation
- **ESCOT standard** / activities of a trainer
- **ABC learning types** categories
- **Referential of use of AI in learning** from a training course for student (Greta-CFA / GIP-FAR)

→ ADDIE method

The ADDIE method is a widely used instructional design framework that provides a systematic approach to developing effective educational programs and training courses. The acronym ADDIE stands for five key phases: Analysis, Design, Development, Implementation, and Evaluation.

Origin: The ADDIE model was developed during the 1970s by the U.S. military as part of the process for creating effective training programs. It was initially designed for use in the military’s instructional systems development process, but it has since become a foundational framework in the field of instructional design across various sectors, including education, corporate training, and e-learning.

For more information about ADDIE :

eLearning Industry - ADDIE Model - Overview and explanation of the ADDIE model

URL: <https://elearningindustry.com/addie-model>

Learning Theories - ADDIE / Description and analysis of the ADDIE model within the context of learning theories. URL:

<https://www.learning-theories.com/addie-model.html>

CATEGORISATION by steps of the training engineering method

Steps of ADDIE methods	Associated activities	Examples of application
Analysis	<ul style="list-style-type: none"> - Identify learning needs - Analyze the target audience - Define learning objectives 	<ul style="list-style-type: none"> - Conduct surveys or interviews with learners to identify gaps - Create learner personas / profile - Establish SMART (Specific, Measurable, Achievable, Relevant, Time-bound) objective
Design	<ul style="list-style-type: none"> - Develop a training plan - Choose instructional methods and tools - Design assessments (formative and summative) 	<ul style="list-style-type: none"> - Create a progressive lesson plan - Create sequence of training activities by objectives - Create a storyboard or course outline - Select active learning methods (role-playing, case studies) - Create quizzes, tests, or project assignments
Development	<ul style="list-style-type: none"> - Create instructional materials - Produce necessary resources (videos, documents) - Create prototypes and conduct initial testing 	<ul style="list-style-type: none"> - Develop e-learning modules, PowerPoint presentations - Create training tools and documents - Record tutorial videos, training videos, - Test modules with a small group of learners
Implementation	<ul style="list-style-type: none"> - Deliver the training - Train facilitators (if necessary) - Provide ongoing support and follow-up 	<ul style="list-style-type: none"> - Organize in-person or online training sessions - Conduct training sessions for instructors - Set up discussion forums or support groups
Evaluation	<ul style="list-style-type: none"> - Assess the effectiveness of the training - Gather feedback - Adjust content and methods based on feedback 	<ul style="list-style-type: none"> - Analyze learner assessment results - Conduct post-training satisfaction surveys - Revise modules or activities based on learner feedback

→ ESCOT standard of competences of trainers

The ESCOT project (Evaluation of Trainers' Competencies in the Context of Continuing Education) is an initiative aimed at developing the skills of trainers and instructional designers. Its main objective is to improve the quality of training by identifying, assessing, and enhancing the competencies necessary for the role of a trainer. The ESCOT project framework is structured around several competency areas that guide trainers in their professional development.

For more information about ESCOT standard : Visit the official ESCOT website :

URL : <https://gipfar.wixsite.com/escot/>

CATEGORISATION by training activities (domains of activities)

Training activity / domain	Associated activities	Examples of activities
1. Support motivation and commitment to the training	<ul style="list-style-type: none"> - Taking care and recognizing the individual - Making sense between the learner's project and the training - Making sense by securing the training paths, by encouraging and valorising 	<ul style="list-style-type: none"> - Provide personalized feedback to boost self-esteem - Link training objectives to learners' personal goals - Encourage learners by celebrating small achievements
2. Organize and manage the dynamic of the group	<ul style="list-style-type: none"> - Drawing attention of learners and create emulation - Facilitating speaking within the group - Organizing and regulating the group work (interaction, rhythms, production, synthesis) - Organizing the life of the group (climate, identity, contract of the group...) 	<ul style="list-style-type: none"> - Use engaging activities to capture learners' focus - Create safe spaces for learners to share thoughts - Set clear roles and responsibilities in group tasks - Establish group norms and contracts
3: Prevent and manage attitudes and behaviours	<ul style="list-style-type: none"> - Adopting of an ethical or exemplary posture - Facilitating acceptance of the rules of the institution and the group - Regulating inappropriate behaviours 	<ul style="list-style-type: none"> - Model appropriate behaviors and attitudes - Discuss group norms and expectations - Address disruptive behaviors promptly and constructively
4: Take into account each trainee	<ul style="list-style-type: none"> - Evaluating of needs, project, potential and global situation of learners to provide support - Adapting activities to the rhythm and level to small groups or individuals - Using mental representations, experience and potentials of learners within the training 	<ul style="list-style-type: none"> - Conduct individual assessments to gauge learning needs - Modify tasks based on learners' progress and levels - Incorporate learners' prior knowledge into lessons
5: Prepare and organise training activities	<ul style="list-style-type: none"> - Preparing the activities according to rules and information on learners - Preparing the use of methods and tools to fit the needs of various learners - Preparing the work space to facilitate learning 	<ul style="list-style-type: none"> - Develop lesson plans with clear objectives - create sequences of training activities - Select appropriate teaching materials - Arrange the physical environment to support learning
6: Support learning activities	<ul style="list-style-type: none"> - Diagnosing / evaluating learning to adapt the support - Linking learner's previous knowledge to the training inputs - Using techniques and tools to improve learning, memorizing and information processing - Using reflexive analysis to support learning 	<ul style="list-style-type: none"> - Use formative assessments to track progress - Connect new content to what learners already know - Implement scaffolding strategies for complex topics - Encourage self-reflection through journaling
7: Ensure evaluation	<ul style="list-style-type: none"> - Choosing a type of evaluation and the practical modalities adapted to an objective - Conducting the evaluation - Correcting and providing an efficient feedback to the learner in relation with the objective - Preparing a learner for an exam 	<ul style="list-style-type: none"> - Select appropriate assessment methods for objectives - Facilitate evaluations considering various conditions - Offer constructive feedback post-assessment - Conduct exams to familiarize learners with formats
8: Pilot, shape and reshape the training	<ul style="list-style-type: none"> - Separating in clear steps the learning contents - Organising and adjusting the rhythm of the learning - Ensuring that learners give meaning to their learning - Associating or delegating to the learners the piloting of a part of the activity 	<ul style="list-style-type: none"> - Outline clear learning steps in the training plan - Use feedback to adjust pacing of lessons - Encourage learners to relate new knowledge to prior experiences - Involve learners in co-facilitating discussions

→ ABC learning design method

ABC Learning Design is a framework developed to help educators design engaging and effective learning experiences. The method encourages the integration of various types of learning activities into course design, focusing on six key types: Acquisition, Collaboration, Practice, Reflection, Production, and Evaluation. The aim is to create a balanced learning environment that caters to different learning styles and promotes active engagement among students.

Origin: The ABC Learning Design framework originated from the University College London (UCL) and has been developed through collaborative efforts involving educators and learning designers. It was introduced as part of the UCL's Arena Centre for Research-based Education, which aims to enhance teaching practices and foster innovative pedagogical approaches.

For more information about ABC Learning Design : Visit the official UCL website : [ABC Learning Design @ UCL](#)

This page provides resources, tools, and additional insights into the framework and its application in educational settings.

CATEGORISATION of Learning activities

Type of Learning Activity	Associated Activities	Examples of Application
1. Acquisition	Reading, text, videos, podcasts	Reading an article, watching an explanatory video on a concept, listening to a podcast on a specific topic.
2. Collaboration	Group discussions, team projects	Organising a class debate, working on a group project remotely via a collaborative platform.
3. Practice	Exercises, simulations, case studies	Completing practical exercises, participating in a negotiation simulation, solving case studies in groups.
4. Reflection	Journals, reflective discussions	Keeping a learning journal, engaging in feedback sessions after an activity.
5. Production	Content creation, presentations	Creating a blog, delivering a PowerPoint presentation on a studied topic, producing an explanatory video.
6. Evaluation	Quizzes, peer assessments, self-assessment	Taking an online quiz, participating in peer assessments to give and receive feedback, completing a self-assessment rubric.

→ Referential of use of AI in learning

(in his job of learner) - Digital module of Greta-CFA / GIPFAR

This referential of use of AI in learning of a learner comes from a project, funded by the regional body (Region Bretagne). For this project, the Greta-CFA and GIP-FAR network has created a course for the students of all their training programs aiming at learning how to use AI to improve or facilitate their learning.

It is a 7h training course organised in 8 modules which are related to various learning activities of a student.

Production: It has been produced on Moodle and includes elearning activities made with Genially.



Structure of the training course “Learning with AI”

Module (learner activity)	Objectives of the module	Topic covered
1. Discovering AI for Learning	Understand what AI is and how it can support learning Learn how to interact with an AI system	Definition of AI, examples of use in education and training, limitations, learner's role Prompt basics, clear instructions, request
2. Understanding course content with AI	Use AI to better understand complex concepts	Rephrasing, level-adapted explanations, concrete examples, analogies
3. Memorising and revising with AI	Improve memory and revision strategies using AI	Revision summaries, study sheets, mind maps, Q&A activities
4. Practising with AI	Train independently and progressively	Exercise generation, quizzes, personalised practice, explained corrections
5. Organise one's learning	Organizes work, plans learning activities	Exercise to create learning plan and create a learner diary
6. Improving through AI feedback	Identify mistakes and improve learning outputs	Answer analysis, improvement suggestions, guided self-assessment
7. Prepare for an oral presentation	Use AI to practice speaking Practice with different scenarios	Learning options to train on communication Exercises to train for an oral presentation
8. Integrating AI into Daily Learning	Critically analyze the use of AI in one's learning Select AI tools suited to one's needs	Risks related to the use of AI in training Ethic use of AI, AI use charter Engagements of use and commitments

→ Learner activity framework with AI Support

(Dialogue with chatGPT)

Integrated Domain	Learner Activities	Cognitive Processes Involved	Ways to Work with AI
Engage and prepare	Gets involved, organizes work, plans learning activities	Attention, motivation, effort management	<ul style="list-style-type: none"> - Use AI tools to plan schedules and organize tasks (smart calendars, reminders) - Receive personalized recommendations on learning priorities - Generate learning goals and checklists
Understand and structure	Studies resources, takes notes, organizes and connects information	Information processing, meaning-making	<ul style="list-style-type: none"> - Summarize complex texts or learning materials - Create mind maps or structured outlines automatically - Ask questions to clarify understanding (AI tutors, chatbots)
Memorize and revise	Reviews, practices, consolidates and retrieves knowledge	Memory, consolidation, active recall	<ul style="list-style-type: none"> - Generate quizzes or personalized practice exercises - Create flashcards or interactive summaries - Schedule spaced repetition sessions
Apply and reason	Completes exercises, applies knowledge, solves problems, adjusts strategies	Knowledge mobilization, reasoning, critical thinking	<ul style="list-style-type: none"> - Generate level-appropriate case studies or problems - Simulate real-world situations with guided support - Receive automated feedback on answers or productions
Collaborate and communicate	Works with peers, shares ideas, explains reasoning, gives and receives feedback	Social cognition, perspective-taking, articulation of knowledge	<ul style="list-style-type: none"> - Support collaborative writing or project coordination - Help reformulate ideas clearly for different audiences - Assist with peer feedback generation or discussion moderation
Self-assess and improve	Reflects on performance, identifies strengths and weaknesses, sets improvement actions	Metacognition, self-monitoring, judgment of learning	<ul style="list-style-type: none"> - Support reflective prompts or learning journals - Analyze errors and misconceptions - Suggest targeted improvement actions or practice activities - Receive feedback on text production or oral presentation videos using assessment grids
Regulate and transfer	Adjusts learning strategies, transfers learning to new contexts	Metacognitive regulation, transfer and generalization	<ul style="list-style-type: none"> - Recommend strategy adjustments based on progress - Suggest new application contexts (projects, real-world cases) - Support learning portfolio development
Valorize learning and job-seek	Makes learning visible, documents achievements, shares knowledge, applies it for career opportunities	Reflection, synthesis, communication, self-promotion	<ul style="list-style-type: none"> - Help create digital portfolios, CVs, or online showcases - Generate summaries, presentations, or personal branding materials - Helps match a candidate's experience with a job posting