



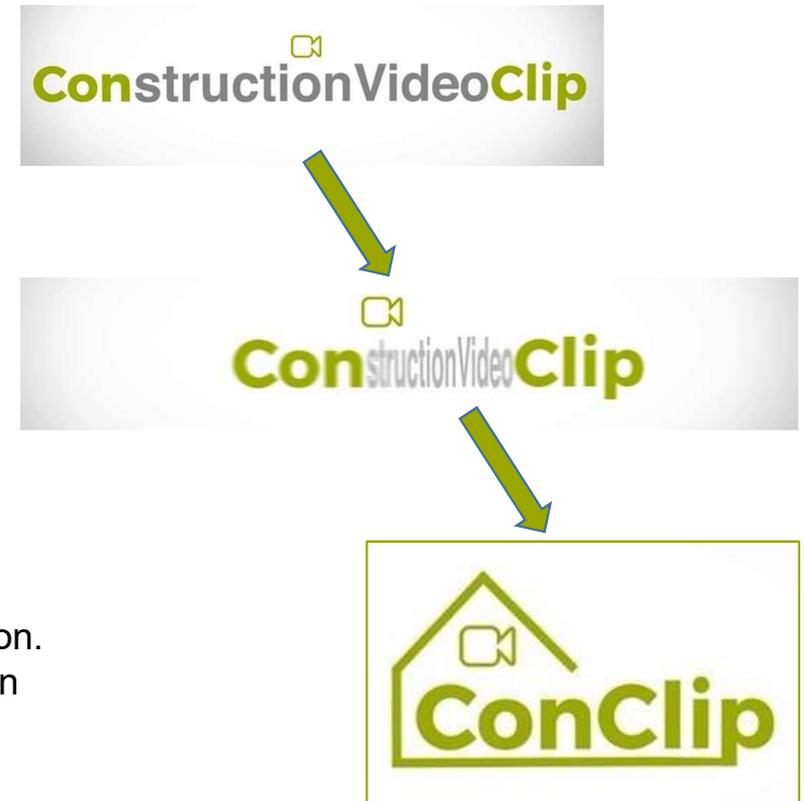
How to use ConClips?



ConClips are short video clips about the proper fitting of construction and installation parts in passive houses.

ConClips are a tool helping workers to fill skill gaps and – if implemented in existing vocational training and education – to achieve provable qualification.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



In a “classical” teaching environment: Use ConClips within existing courses of training centres and vocational schools for construction businesses.

Within the working process: Supervisors and other responsible persons can use ConClips on the site, if it is necessary to react immediately at a worker’s gap of knowledge and skills.

Do it yourself: ConClips are conceived as an easily accessible multi media tool: Workers can use ConClips themselves.



ConClips are Multi Purpose Tools



ConClips are designed to be applicable for different situations & technical devices:

- Large Scale Screening (video projector), e.g. for the “classical” teaching situation
- Portable devices (Smartphones, Tablets), e.g. for an ad-hoc-explanation at the building site
- ConClips are not merely videos – they are connected with additional (teaching) material in several languages at www.conclip.eu





For whom are ConClips made?



Training for **skilled workers**

Education / training for **experts and managers**: They can need it as an aid for explanation e.g. at the site

Further education for **teachers / instructors**: This group will use ConClips for didactic purposes

In-house-trainings of **construction companies** for their own personnel

(Unskilled) **workers** using ConClips including concise explanations & simple guidelines accessible on the website



What are the medial “ingredients” of ConClips?

Image: The procedure of a workflow is filmed, concentrating on one specific per film – e.g. showing how to put insulation on walls properly

Audio: The off-voice describes in short, simple sentences the steps of workflow shown in the video, accentuating the most important details which have to be considered to avoid defects

Text inserts / graphic elements: Most important technical terms and details are also highlighted through text inserts. Simple graphics (lines / arrows) help explaining

The working environment is shown in a 1:1-scale model.
The workflow is shown in a comprehensible way and “leading” the viewer through the story.



Protagonist and point of identification: A site worker performing the work steps



Close-up views make relevant details visible and understandable

Spoken language is a basic, commonly accepted level of information transfer

To keep the message understandable, short and simple sentences are used – describing the plot including further information (“keywords” like *thermal bridges* or *airtightness*)

Excellent quality of the voice-over text is essential for the multi purpose usability

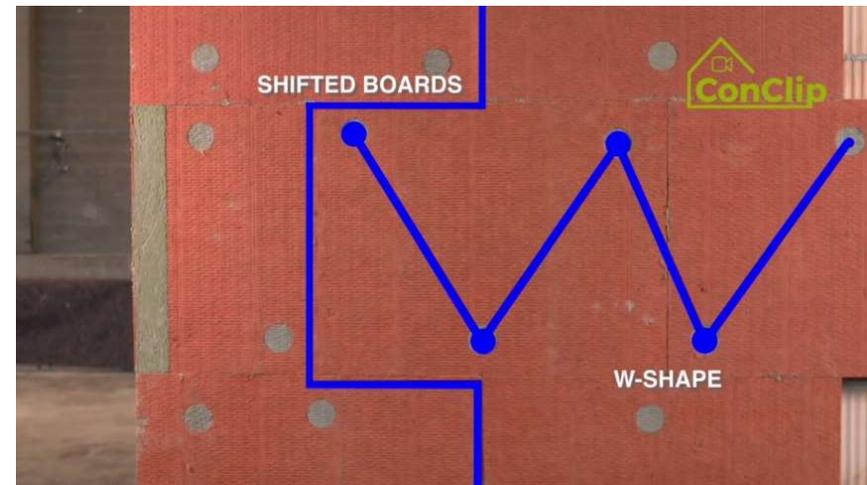
The original sound is used – no distractive background music!

Music: A short jingle in the beginning and in the end makes ConClips recognizable

Short inserts are used to underline the most important working steps and the most important technical terms / keywords.



Inserts & simple graphic elements make the procedure better understandable



At the end of the clips, the most important workflow steps / keywords are repeated.

The videos also serve as triggers for further Information. **Additional (teaching) material** for each video is integrated in the web site. It serves as a starting point to get assessed certificates. This material includes...

- explanations on central keywords
- an interactive quiz with the most relevant questions
- a glossary

Additional explication how to use ConClips can also be found in the **Video Implementation Handbook** and the **Course Implementation Handbook**.

ConClips are an aid for workers and teaching institutions in gathering competencies due to ECVET points.

A matrix for each singular video defines the parameters: Who can use ConClips?

- **Function:** In which context are ConClips used? – as guidance on the site, as part of a vocational training or even for exercising teachers / instructors?
- **Professions:** ConClips are useful for the construction including subconstruction work. The matrix will define the most important professional target group for the very video.
- **Minimal requirements:** It is useful to define minimal requirements of knowledge / skills due to the European Qualifications Framework (EQF) within which the use of ConClips is constructive.

Three categories for the didactical use of ConClips:

1. Dividing the working procedure into a sequence of comprehensible **workflow steps**
2. Explaining the workflow steps in **three stages**: **What** is done? **How** is it done? **Why** is it done?
3. Introducing & defining a small number of **keywords** relevant for the workflow.

If working procedure is divided into a sequence of comprehensible workflow steps, it can be understood and memorized better.

In case of *ConClip1 – Avoiding Thermal Bridges when Mounting Insulation Boards* – that are the following steps:

1. Cover the insulation board surface with adhesive mortar
2. Place the insulation boards
3. Drill holes for fixing the boards in shape of a W
4. Insert the dowels
5. Close the dowels' holes with plugs of insulating material

The singular workflow steps can be divided in **three stages**, so that the trainees working with ConClips can comprehend the learning matter – going from a simple to a more complex content.

Stage 1: What?

The simple description of a single step in working.

Stage 2: How?

How to do the work step properly? Describing details how to perform the task. The voice-over text gives such descriptions.

Stage 3: Why?

Here, the logic procedure of the workflow is deepened. The teaching person can show up the consequences of failure.

Example for three stages: Explanation of one workflow step from ConClip 1 (Mounting Insulation Boards)

What? Place the insulation boards.

How? Clean and closed joints must be ensured, so excess mortar must be removed immediately after putting the insulation.

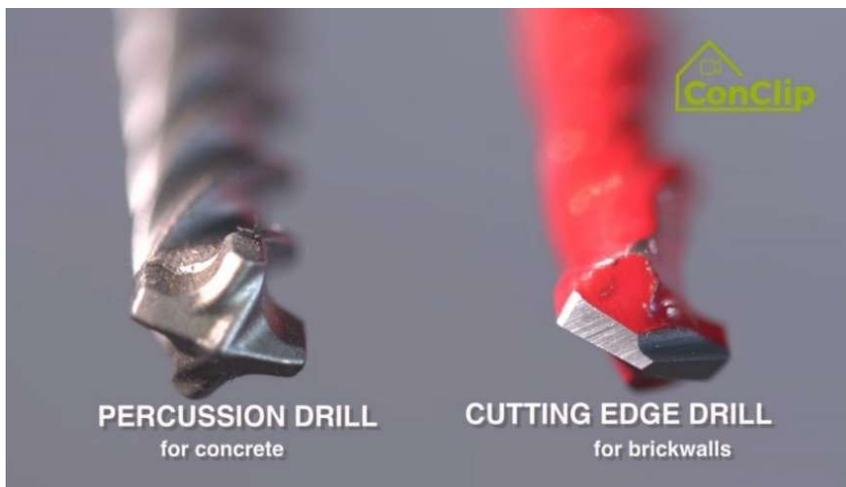
The boards are placed shifted in each row.

Why? To avoid thermal bridges, there must not be any gap – e.g. through dry excess mortar – between the insulation boards.

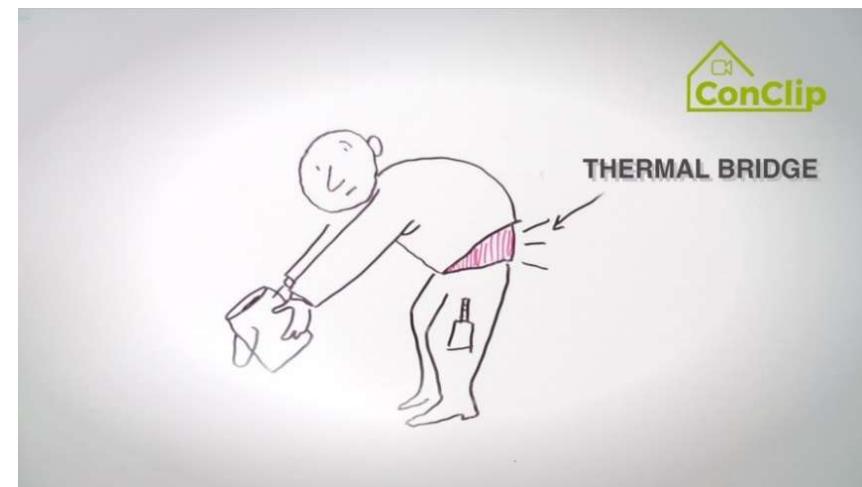
Placing the insulation boards shifted makes the construction more stable.

The consequence of thermal bridges is the loss of room temperature during the heating period, but also damages like moisture and mould.

A common language is important for the workflow at the site. So, the most important keywords have to be defined exactly – **terms for materials, tools and operations** as well as **abstract terms** (e.g. *thermal bridge...*)



Drills as examples for keywords referring to the correct tool to use



Thermal Bridge: Explaining an abstract term in a comprehensible way