



Equip EQF level 5 trainings for managers in the transport sector with inclusive teaching methods, tools and training material to ensure online and distance teaching and learning, continuous learner monitoring and the evaluation of learning outcomes

O3 Tool #1

TEACHER'S TRAINING MATERIAL (English)

3D virtual class, Mozilla Hubs

Dissemination level	Public report
Project output	O3 (virtual platform)
Author(s)	TTS
Contributor(s)	All the participating project partners
Date of deliverable	29/12/2022
Status (Final / Draft)	FINAL



Co-funded by the
Erasmus+ Programme
of the European Union

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The platform also contains 3 outdoor areas (A / B / C) that can be used for small group work and discussions.



1. Lobby

Lobby is the place where users arrive when they enter the room.

You can use the higher observation level in the right-hand corner to see everyone and guide them forward, for example to the auditorium.

2. Auditorium

Use this area to do presentations or to meet the whole class before starting activities.

You can share computer screen or webcam on the big media screen. Also photos, PDF documents and materials can be used here. Meet and chat with students.

The shared item will pop-up as a 3D object. Drag it to the big media screen using left mouse button. You can also move closer while dragging. The blue container box on the screen will turn dark blue when it locks the 3D object.



3. Yes/no room

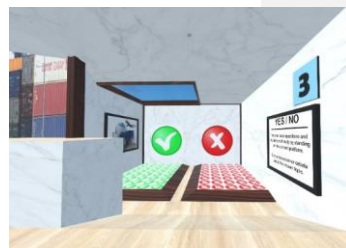
Here teachers can ask students quick questions on different topics, and they must decide whether they agree or not.

In the room there are two platforms, green (yes) and red (no). After walking to the corresponding platform, additional discussions or a debate can be held among two groups about the topic.

You can use the higher level in the corner between Yes/no room and auditorium for an easier view on the room and the users.

Examples of questions (feel free to invent your own!):

- *TIR-cable: Is it required for delivery to country X?*
- *You don't need document X for customs, when entering country X.*
- *It is mandatory to have a document X when dealing with a certain type of cargo.*
- *I enjoy working with clients and doing customer service.*
- *I feel confident that my future career as a transport manager will be bright.*



4. Case Study

There are 4 ready-made examples of cases in the room. Teachers can create more themselves. For some of the cases there are no clear right answers. The idea is to discuss about the cases in small groups for possible solutions.



CASE A: Task

A truck fell into a ditch at 3:50 AM at night on road number 3 in Darmstadt. There is an urgent spare part on board for the UPM factory in Bruchsal.

The spare parts box measures 120x80x85cm and weighs 420kg. It is loaded into the trailer last and can therefore be easily unloaded from the truck.

The spare part must be delivered to the factory by 7:15 the same morning, or else one of the factory's production lines will have to be stopped. The truck driver was not injured in the accident and he still has 3.5 hours of driving time left before the 24-hour rest.

How do you ensure that the spare part arrives on time and what kind of equipment do you have to use?



CASE A: Teacher's notes

First, you have to order a crane truck that can lift the pallet out of the overturned trailer. If this crane truck is not able to take the pallet to the customer, then you have to order another truck to deliver the pallet to the place, and for this a van will do because the pallet is small and relatively light.

Using the driver of the accident car for transportation is not recommended, even if another car is delivered to him and he has driving time left. Even if the driver has survived the ditching without physical injuries, it may be that he is mentally troubled by the ditching, which means that concentration on driving may suffer.

CASE B: Task

The driver takes the van from Stuttgart on the most direct route to Milan. On board is an urgent shipment to be stored in dry ice that must be delivered to the San Raffaele Hospital in Milan within 9 hours or the shipment will be spoiled.

The car does not have a trunk cooling system. The driver is stopped at the Swiss border and is asked for documents. The driver only has a waybill and his journey stops there.



What advice you give to the driver for parts of the documents or itinerary?

CASE B: Teacher's notes

The driver must receive a T2L or T2F document from the sender, delivered to the border station's customs, so he/she can continue the journey.

Another option is to go around via Austria, but in that case, the shipment may not arrive by the deadline.

CASE C: Task

A container full of goods has been sent from Kaohsiung (Taiwan) to Paris (France). You hear from the news that the ship carrying the container had a big fire onboard last night at South China Sea. Client has called you early in the morning and left a voice mail.

According to the contract, the terms are FOB.

Think next steps and procedures!



Voice mail from the client:

"Hi! I heard that something has happened on the ship! Worried about my cargo. It is really important to us. Do you know anything?"

CASE C: Teacher's notes

The client is really worried about their important cargo. It is not clear whether there is damage or not. Also the condition of the ship is unclear.

Tasks to resolve: Terms are FOB (Free On Board). You should first contact the shipping company to get more details about the situation. What is the expected delay? Damage on the cargo? Or when will they have more information about it? Call and discuss with the client. Should new items be ordered immediately or can it wait? Also check if the contract has a special insurance covering this.

CASE D: Task

It's 1 PM. You are coming back from your late lunch break and check the phone which you left in the office.

You have received a message from your truck driver who is driving a cargo from Berlin to Copenhagen.

There is also a short email from the client waiting for the delivery.

If you remember correctly, it says EXW in the contract. Or was it DAP? You are not sure. Copy of the contract must be somewhere in your messy office... just have to find it first...



Think next steps and procedures!

Message (text and photo) from the truck driver (sent 2 hours ago):

"Accident about 10-20 minutes after Denmark border on highway. Passing car took me to hospital."

Email from client (sent 1 hour ago):

"Hi! The materials I ordered were supposed to be delivered early this morning! Where is the driver?! Please help, it's urgent!"

CASE D: Teacher's notes

Situation: Driver has sent a message that he is in hospital (car accident) and he abandoned the truck on a highway about 10-20 minutes after the border to Denmark (photo). Passing car took him to hospital. Worried client is wondering in her email why the delivery is not showing up. In the photo it can be seen that the truck is stopped in a dangerous position on side of the highway and there is some damage on the truck.

You should first before anything else talk to the driver and check the condition. If the cargo hasn't damaged, how to get it to the client fast. What to do with the crashed truck? Check the contract if the client had bought an insurance for this. If yes, maybe the insurance company has interest on handling the situation. Also, find out if the truck contains items for other clients and think how to handle that.

EXW = Ex Works. If the terms used was DAP (Delivered In Place), how does it change the situation?

5. 360 photos

Here students can observe 360 photos and try to find out safety issues on them.

In the provided two examples there are photos of a terminal building. Regulations may vary on different countries. Here are listed some common safety issues related to the photos.

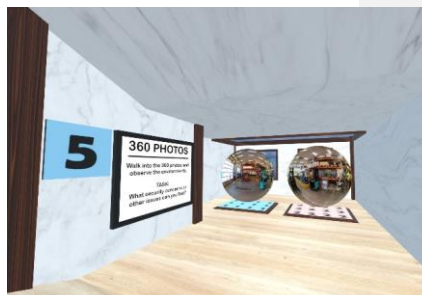


PHOTO 1: SAFETY ISSUES

- The person driving the forklift...
 - o Is speaking on the phone
 - o Does not have safety clothes
 - o Is just about to drive over the power cord
- Items in wrong places...
 - o Canister of dangerous liquid on the storage rack
 - o Shovel on the ground
 - o Power cord on the ground
 - o Pallet on the ground
- Stacking forklift has been left with spikes up
- 2 wheels on the storage rack have not been tied or covered

PHOTO 2: SAFETY ISSUES

- The person on the small forklift
 - o No safety clothes
 - o Talking on the phone
- Forklift has been left with spikes up
- Wooden pallet on the ground
- Trash bin in a wrong place
- Ladders are prohibited
- Wheels on the storage rack have not been tied or covered
- Orange colored plastic trash hanging from storage rack
- Power cord on the ground

6. Master of Transport

This card game allows a gamified revision of the European social regulation (ESR) on driving and rest times as well as other relevant knowledge for transport managers (customs, Incoterms, maritime & multimodal transport, etc.).



This platform gives you also easy access to the e-ManTRA produced games: Seal the Deal and the ESR Card Game Master of Transport.

Gather your students here in the e-ManTRA virtual classroom first to introduce the games. Write the necessary links and codes for the games on the wall or in the chat and start playing. The actual games are played on a separate web browser.

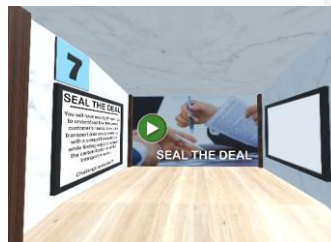
After playing, come back to the virtual classroom to present scores and discuss about the games.

[READ MORE ABOUT THE GAMES HERE \(mot.stageit.se\)](https://mot.stageit.se)

Commenté [SK1]: To be discussed with StageIT which link to put here.

7. Seal the Deal

The learner will have exactly 60 minutes to understand the demanding customer's needs, respond to her transport demand and provide her with a competitive solution while finding ways to reduce the carbon footprint of the transport mission. Challenge accepted?!



This platform gives you also easy access to the e-ManTRA produced games: Seal the Deal and Card Game.

Gather your students here in the e-ManTRA virtual classroom first to introduce the games. Write the necessary links and codes for the games on the wall or in the chat and start playing. The actual games are played on a separate web browser.

After playing, come back to the virtual classroom to present scores and discuss about the games.

[READ MORE ABOUT THE GAMES HERE \(sealthedeal.stageit.se\)](https://sealthedeal.stageit.se)

Commenté [SK2]: To be discussed with StageIT which link to put here.

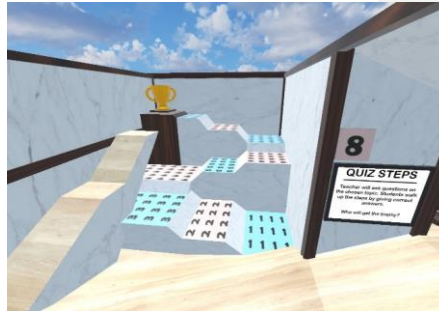
8. Quiz steps

The pyramid in the room contains 10 steps, and on the top is a trophy for the winner.

Teacher can ask simple questions and with a right answer students can take a step further.

Examples of topics: Incoterms, other acronyms, documents related to transportation, etc.

Teacher can use the higher level (on the left in the picture) for a better view and for asking questions.



Example questions (feel free to invent your own!):

- Incoterms: What words does EXW stand for?
 - o FCA? CPT? CIP? DAP? DPU? DDP? FAS? FOB? CFR? CIF?
- What is "last mile logistics"?
- What is ASN? (advance shipping notice)
- What is TEU? (twenty foot equivalent unit)
- What does the regulation say about...
- For the customs, what documents you need when transporting from A to B...

9. Open space / multipurpose room

IDEAS

This room is dedicated for more creative work. You can for example:

- Ask students to post photos / other material on walls about specific topics they find online
- Add 3D objects to decorate room and play a role play!
- Add your own teaching materials and tasks for students
- Use it as a meeting room for a smaller group of students
- Group discussion, presentations, etc.



ROLE PLAY (example)

BACKGROUND

In Denmark, on the outskirts of Odense, a truck had to stop due to a technical fault and is standing on the side of the road.

The truck has a 20" sea container loaded full of duty-free acetone from outside the EU in 500-liter containers. The classification code for the substance is UN1090. The gross weight of the container is 15 tons.

While walking around the truck, the driver smells a strong odor and notices that some liquid is leaking onto the ground from between the rear doors of the container. The driver immediately calls the driving arrangement to ask for operating instructions.

INCLUDED STAKEHOLDERS (persons who play the role-play)

- Driver, Transport manager, Forwarder, Customs officer, Rescue service

MAIN ISSUES

Can the driver break the container seal and open the doors to check the source of the leak?

- Driver: After calling the transport manager, the driver next calls the rescue service and waits for operational instructions until customs, or the rescue service arrives and he receives operational instructions from them.
- Transport manager: Gives the driver instructions to call the emergency services immediately. After this, the travel organizer contacts the forwarder, explains the situation and asks the forwarder to contact customs.
- Forwarder: After receiving information from the transport manager about a leaking and customs-uncleared container, the forwarder calls immediately to customs office and asks for permission for the driver or rescue service to open the container.
- Customs officer: An official customs officer forbids the container to be opened before the mobile customs patrol arrives. Despite the forwarder's several requests, permission to open the container is not given.
- Rescue service: The rescue service arrives at the container before customs. The rescue service immediately opens the container and begins to absorb the leaking substance. When the customs arrive a little later, the accusation begins between the representatives of the customs and the rescue service.

10. Practical advice for the use of the e-ManTRA virtual space

No matter, which parts and contents you will use with your class, here is some practical advice:

How to organise group work in the e-ManTRA virtual space:

The platform is good for around 10-20 users participating at the same time. However, some of the activities work better for smaller groups.

The case studies and 360 photos are located in a smaller room and therefore are good activities for a small group of students (3-6 people at the same time). Other activities can fit more people easily.

There are also 3 separate outdoor areas (A/B/C) designed for small group discussions.

Recommendations on how to organize a session for a larger group:

- Have a first session with everyone, and give Case Study and 360 Photos as a homework task for small groups. They can do those activities between the classes during their own time. In the next session, you can discuss the homework with everyone back together in the Auditorium.
- Meet everyone at the Auditorium and divide the class into smaller groups. Give some groups tasks to discuss in the outdoor areas while other groups will do other activities.
- The Open Space can be used well for independent small group work: for example, give a task to find some information online and post it as a photo or PDF on one of the frames on the walls. Meanwhile other groups can do some other activities.
- You can also ask students to prepare questions for the Quiz steps activity. Or play it in small groups rather than as an individual game.
- Divide larger groups into 2 smaller ones. Use Yes/No room to organize a debate between the two groups on the chosen topic.

How to gather students in the same area:

Sometimes it might occur that students are located around the platform and it can be difficult to find them or give them instructions. Also giving instructions on where to meet next might be challenging if everyone is in different parts of the area.

Some recommendations:

- All the activities / platform areas have numbers (1-9). Use these numbers when giving instructions on where to go.
- Use the **CHAT window** for instructions, which can be seen by all learners and ask them to check it regularly. Also have your eyes on the chat during the session in case some student needs help and writes the request there.
- When starting the session, ask everyone to gather in the Auditorium first. You can wait for them in the lobby or on the higher level next to the lobby where you can see everyone more easily.
- If divided into smaller groups, always give clear instructions on how much time is intended for the activity and whether they should return to the Auditorium, for example, or stay in the place after that.

How to handle the muting and hiding of other users:

For your information: If a student hides or mutes another user (whether it is another student or the teacher/virtual room administrator), this only affects his/her personal view. All other users can still see and hear that person.

Unfortunately, the hiding and muting features can't be turned off in the Mozilla Hub settings. This means that there is nothing the teacher/administrator can do if a student turns off audio and decides not to hear the teacher or other users speaking.