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UNFOLD Deliverable D8.2. Periodic evaluation report 2.

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Abstract	This document shows the results of the evaluation action carried out during the second phase of evaluation work
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Executive summary and main conclusions

This deliverable presents the results of the work carried out in UNFOLD evaluation tasks. The results of these evaluations have informed the design of materials and strategy for IMS LD dissemination, and also the organization of face-to-face and on-line CoP events.

The evaluation actions have followed the pattern specified in D3. UNFOLD Evaluation Plan, as articulated in Evaluation Action Plan 2 (Annex 1).. The initial implementation of the Evaluation Plan was carried out during the first stage of the project, and the results were provided in the first evaluation report. This report takes into account the observations made by the reviewers at the first UNFOLD review, mainly suggesting measuring more systematically the impact of UNFOLD actions, and leveraging this information for dissemination of LD. The results of the evaluations carried out are provided in Part 1, while detailed reports on the evaluations are provided in the appendices. As stated in the Evaluation Plan, the evaluations provided in this deliverable encompass the following three areas: CoP effectiveness, Value to members, and Impact on adoption. The approach taken in order to evaluate these areas has been articulated in the following evaluation scenarios, as defined in the Evaluation Plan:

- Participation in on-line interactions.

- Effectiveness of awareness raising material and Web

- Resources for each CoP

- Infrastructure provided for interactions

- Information flows in CoPs

- User group satisfaction with face to face meeting/workshops

- The usefulness of the CoPs to their participants and organizations

- CoP members level of involvement with LD over the lifetime of project

- Level of adoption of LD achieved during the project

- Effectiveness of UNFOLD with respect to the adoption of LD

These scenarios have been carried out within the context of the following evaluation activities: (i) UNFOLD Communities of Practice events, both face-to-face and on-line events; (ii) UNFOLD website usability trials; (iii) log analysis of UNFOLD web servers; (iv) phone interviews with CoP members, and (v) benchmarking studies

The first result is that, from the point of view of the participants, UNFOLD has done a professional job in the meetings, organising them in a way which is considered good or excellent by the participants, providing interesting material and speakers, and making them good forums where interaction can take place. This result has been consistent for all the meetings. Some specific weak issues were identified by participants at each meeting, which helped to improve for those which followed; but the aspects in which UNFOLD performs strongly outnumber at each meeting those which are less well perceived. A very high number of participants intend to participate in more meetings, which is an indication of success. This renewed participation has, moreover, been observed in the analysis of meeting attendance.

One significant aspect from a more objective perspective, is the consistent increase in reported use of IMS-LD which is registered in the different meetings, with a trend from overall interest towards more and more use of IMS-LD. On the other hand, the participants own objectives and feedback confirm the view of the project that current interest is centred around IMS-LD tools, and not on its wider use with learners. This is due to the relative immaturity of the available tools which means that they are still inappropriate for wider use with learners, as perceived by the UNFOLD project. The project is, however, actively promoting activities which facilitate the transition from the focus on tooling to a focus on use with learners, which is the ultimate goal and the key to widespread adoption of the specification.

Geographic spread, and impact on adoption of IMS-LD have been subjects of the questionnaires since the initial meetings. The results are difficult to interpret, but the most likely interpretation is that the "ratings" in adoption and support are not objective indicators of the countries' adoption, but actually reflect the popularity of the meeting in terms of countries attending. The fact that these ratings cover a wide variety of countries, reflects the success of UNFOLD in the geographic spread of activities, but they do not reflect a truly wide impact on adoption in countries, although they might be significant for the early adopters phase which happens in the introduction of new products. The main impact, as expected, takes place in Europe; although Canadian participation is an important focus of activity outside Europe.

The issue of face-to-face versus on-line participation is largely settled by the participants view expressed in the questionnaires: because of the disadvantages of on-line versus face-to-face, the latter is perceived as more useful (in the context of the professional organisation of UNFOLD events), while the former is used by some of the participants who wish to keep track and be more active, between face-to-face meetings.
 The index of satisfaction of participants with web information, etc. indicates that UNFOLD webs seem to fulfil their role for the community; this is confirmed by the logs analyses of the two sites (PLONE and LN4LD), where the following points are worth remarking:
   - searches for IMS-LD increased in the second period, reflecting an overall impact of the specification

   - there is a steady increase in activity in the LN4LD server run by the project related to basic materials, which indicates the increase in the impact of the specification and its use

   - there is an increase of overall activity, indicating the success of the project in providing support, specifically through Activity Nodes, with good content

   - the events support this activity, which is strongly correlated with them (both before and after the meetings take place).

Usability analysis of the Plone site at www.unfold-project.net, together with earlier heuristic analysis, has revealed some room for improvement, which is to be implemented before the project ends, when the site needs to be maintained eventually with the smallest possible cost. The detailed interviews with some key UNFOLD users unveil other problems: the navigation should be improved for heavy users; the sites are not very friendly for first time users; and the newcomers to the specification do not find easily and very accessible the advantages of IMS-LD.

Benchmarking activities have identified 21 implementations of IMS-LD tooling, and 19 European based projects working with the specification, many of them funded by the

Commission. It is more difficult to assess interest in industry, but UNFOLD has attracted attendance from 46 industrial organisations at in person meetings. In view of this it is clear that interest and implementation has grown substantially since the approval of the specification. On the other hand detailed interviews results indicate that IMS-LD adoption is still very, very restricted to research areas and the specification is currently seen as complex and daunting. It seems, therefore, that UNFOLD is planting seeds for adoption, but its initial success should not lead to underestimating the barriers for adoption, taking an overconfident "evangelisation" approach. Thus while the UNFOLD project has succeeded in creating a community of researchers and developers, it has not been possible to create true Communities of Practice, involving people using the specification in their daily work and focused on goals beyond the specification itself.

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Part 1. Summary of evaluation work and results

1.1 Evaluation Planning

The procedures and requirements are defined in UNFOLD D3 Evaluation Plan, which sets out the evaluation actions, and their rationale, for the UNFOLD project. An action plan for this evaluation period was established following completion of the project review in March, and discussed at the project meeting on April 19th. It is included as Annex 1. to this deliverable.

The four actions planned, each of which involved a number of evaluation activities:

> Action 1: Evaluation at UNFOLD workshops and on-line events
> Action 2: Usability evaluation of the UNFOLD Web site
> Action 3: Evaluation of participation
> Action 4: Benchmarking: assessment of uptake

Summaries of the results of these actions are described in the following sections, with a separate section for each action, while the bulk of the evaluation material is placed in appendices. In this way the reader can obtain an overview of evaluation work without getting lost in detail.

1.2 Action 1: Evaluation actions in meetings

UNFOLD has carried out systematic evaluation of each meeting we have promoted through questionnaires to be answered by participants. This section deals with the results of these actions.
In this period of evaluation the questionnaires used have been expanded from that used for the first three events, as they were enlarged to cover some broader issues.

The questionnaires built on that used in the first period of evaluation, and were designed in order to gather the following information:
- *Geographical spread and impact on adoption*: impact on adoption of tools and IMS LD implementations as a function of the geographical spread in countries and institutions.
- *Meeting organisation, quality of the information and usefulness of the meeting*: quality of the information provided by the speaker and the usefulness of workshop in relation to the attendee's professional activity.
- *Participation*. This section gathers information about which type of participation is the most convenient for attendees and why.
The questionnaires used were, however, adjusted to meet the needs of each specific event, but the common structure allow us to better analyse the results.

There is a high degree of consistency in the results for the various meetings, indicating that:

- Participants have been drawn from a wide range of countries (see report on UNFOLD achievement for details)
- The meetings were well organised and the quality of the speakers and information provided was high.
- The meetings are seen to be very useful by the participants
- ´ Participants are keen to continue their participation in UNFOLD, but prefer face to face events. The results also suggest that both types of events are valuable if

combined, and on-line events to stay up to date, and less frequent intensive meetings face to face seems to be the favoured option.
- A high proportion of participants are working with the specification on a regular basis.
- Adoption with learners is still very low level, but levels of implementation and adoption of tools are substantially higher, and the potential for adoption is high.

1.2.1 Findings of the UNFOLD CoP workshop in Valkenburg (16th – 18th February 2005)

The questionnaire was filled in by 36 respondents.
Geographical spread and impact on adoption

In general, **the rate of adoption of IMS-LD with learners in many countries and institutions is very low**. For example, 58% of those attendees rated the adoption of IMS-LD with learners very low in their country, and 72% of those attendees rated adoption very low in their institutions. The Netherlands, Belgium, China and USA indicated higher levels of adoption with learners, but given the overall very low levels of responses given in the questionnaire, and our own observations of the reality in those countries, this should not be given undue significance.

The adoption of IMS-LD regarding tools is better than the adoption of IMS-LD with learners. For instance, only 36 % of those attendees rated the adoption of IMS-LD regarding tools as very low in their country. Canada, Germany, England, Scotland and USA provided the most positive responses in this respect.

As for the opportunities that UNFOLD generates for the adoption of IMS-LD, the results are more positive, although the level of support varies depending on the geographical spread.
Meeting organisation and quality of the information

The meeting was very good well organised, the information available at the web site was clear and easy to read, and the quality of information provided by the speakers was very good.

The results clearly point out that most of those attendees rated excellent or very good the information provided about the UNFOLD meeting on the web. For example, nearly 60% of those attendees rated that the information was clear, well organized and easy to read. The results also reveal that the quality of the information offered by the speakers was good (60%).
Usefulness of the meeting

The meeting was very useful. **97% of those attendees rated the usefulness of the meeting as very positive**. This indicates that there is a widespread perception that IMS-LD holds promise for the future, despite the fact that IMS Learning Design is clearly not being used with learners. Indeed, our results show that **100% of those attendees do not use IMS-LD with learners**. Most participants worked with the specification to one degree or another: every week (33%), followed by most working days (25%) and every month (25%).

Participation

First of all, **the results clearly show (97%) that people are willing to participate in the UNFOLD Communities of Practice**. Nevertheless, the results also point out that

only 30% of those attendees did participate in on-line events. Indeed, the results reveal that **people clearly (88%) prefer face-to-face meeting to on-line events**.

The most important reasons are:

- - The direct contact with people is extremely valuable
- - More time to discuss (by e-mail is somewhat more difficult than f2f)

With respect to on-line events, the results reveal that a great deal of those attendees (55%) do not participate in any on-line forums regularly. **Forums and e-mail discussions have the same percentage of usage**. For example, 44% of those attendees prefer e-mail discussions; 47% prefer forums. From this point of view, there not seem to be any key advantage related to using e-mail or forums. The results also pinpoint the main reasons for using preferring e-mail or forums for debates.

The main reasons for in favour of e-mail debates are:

- - There is no need to visit a web page
- - To clarify positions
- - Asynchronous communication
- - Quick view

The mains reasons for in favour of forum debates are:
- - To reduce e-mail traffic
- - More structure

Suggestions

Most participants wished to point out that there were more correct or good aspects than poor ones. For instance, there were 40 comments for the most valuable aspects; while for the less valuable issues, there were 20 comments.

Most valuable aspects:

- - Workshops with tools, because they "have got the chance to work with real tools with the experts assessment".
- - Discussion sessions and all the feedback they received from other people.

Less valuable things:

- **Tool installation**, due to the fact that this process took too much time. Also, the different levels in the LD knowledge limited the speediness of the sessions for the most advanced users, while the novices were a bit lost and would thank welcome an LD overview.

Other comments:

- - For the following meeting participants would be interested in exploring B and C levels and tools.
- - In general terms, and according to the participants, the meeting was both successful and useful.

1.2.2 Findings of the Paris CoP event (31st April – 1st May 2005)

Whilst it is difficult to gain a completely accurate picture of participant's opinions and needs based the questionnaire, it seems fair to say that the event met with some success. With a hundred percent of respondents expressing an interest in contributing to and participating in the various UNFOLD CoPs, it is imperative that the respondent's suggestions be acted on as far as possible in order to ensure the continued level of interest among members of the French speaking community with regards both the UNFOLD project and the Learning Design specification. However, requests for the

project, or aspects of it, to be run in the French language, do represent a problem given the predominantly Anglophone membership that the project has established to date. Although a French speaking community has since been established, there remains some difficulty in maintaining interest given the difficulty in providing Francophone CoP members with access to on-line events in their own language.

1.2.3 Findings of the Second UNFOLD CoP meeting in Barcelona (20th – 22nd April 2005))

The questionnaire was filled in by 16 respondents.

Geographical spread and impact on adoption

Again the rate of adoption of IMS-LD with learners in countries and institutions was seen to be very low, and **81.3% of those attendees rated the adoption of IMS-LS with learners very low in their country**. Similarly 75% those attendees rated this adoption very low for their institutions.

Following the pattern we have come to expect, the picture was more positive for tooling, with only 37.5 % of attendees rated the adoption of IMS-LD regarding tools as very low in their country. The results suggested plausibly that England has the best adoption of IMS-LD regarding tools, Portugal and Turkey the lowest.

The results are more positive as for the opportunities which UNFOLD generates for the adoption of IMS-LD. **53.3% of the attendees rated it as very high regarding countries, and 56.3% regarding institutions**. Attendees from Canada and Portugal, followed by Spain gave the highest ratings for the support offered by UNFOLD.

Meeting organisation and quality of the information

The meeting was very good well organised, the information available at the web site was clear and easy to read, and the quality information provided by the speakers was very good.

The results clearly point out that most of those attendees rated as excellent or very good the information provided about the UNFOLD meeting on the web. For example, 50% of those attendees rated that the information was clear, well organized and easy to read. The same percentage also revealed that the quality of the information offered by speakers was excellent

Usefulness of the meeting

Again, most participants have some engagement with the specification, every week (37%), followed by every working days (31%) and every month (19%). On the other hand, IMS Learning Design is clearly not being used with learners. Indeed, our results show that **87.5% of those attendees do not use IMS-LD with learners**. It is, however, significant that some of the attendees claim to have used the specification with learners (although this cannot be confirmed because the questionnaire is anonymous).

Participation

The results clearly show (100%) that people are willing to participate in the UNFOLD Communities of Practice. Nevertheless, the results also point out that only 37.5% of those attendees did participate in on-line events. Indeed, the results reveal that **people prefer face-to-face meeting to on-line events**. Why?

-                     Face-to-face discussions are regarded extremely valuable.
-            The people have the opportunity to meet the specification and tools creators.
-                   More time to discuss (by e-mail is somewhat more difficult than f2f)

Despite the preference for face-to-face event, the results also suggest that both types of events are needed and important if combined; for instance, on-line events to stay up to date, and from time to time, intensive meetings face to face seems to be the best option.

Suggestions

-        The most valuable aspects were the opportunity to discuss with other people, the expertise opinion, and the feedback received.

- It was also valuable the hands on work with tools and LD examples, thus, it was not so highly appreciated than it was in Valkenburg, where the most of the comments regarding the most valuable aspects were referred to this.

1.2.4 Findings of the UNFOLD CoP workshop in Madrid (11th May 2005)

The questionnaire was filled in by 16 respondents.

Geographical spread and impact on adoption

This meeting showed that UNFOLD is an valuable source of information not only for people from Spain and Portugal, but also for Latin America.

As might be predicted from previous evaluations, the rate of adoption of IMS-LD with learners in countries and institutions was very low. Similarly adoption of IMS-LD regarding tools is better than the adoption of IMS-LD with learners, and attendees from Canada and England, gave the highest ratings.

As for the opportunities that UNFOLD generates to the adoption of IMS-LD, the results are more positive. 53.3% of the attendees rated it as very high regarding countries, and 56.3% regarding institutions.

Meeting organisation and quality of the information

The meeting was very well organised, the information available at the web site was clear and easy to read, and the quality of information provided by the speakers was very good.

The results clearly point out that most of those attendees rated excellent or very good the information provided about the UNFOLD meeting on the web. For example, 50% of those attendees rated that the information was clear, well organized and easy to read. The results also reveal that the quality of the information offered by the speakers was excellent (50%).

Usefulness of the meeting

Another interesting result is that the highest frequency of use of IMS corresponds to every week (37%), followed by every working days (31%) and every month (19%). IMS Learning Design is clearly not being used with learners. Indeed, our results show that while 87.5% of those attendees do not use IMS-LD with learners, this has been an improvement compared with the results of the Valkenburg meeting, were the totality of the attendees did not use IMS-LD with learners.

Participation

The results clearly show (100%) that people are willing to participate in the UNFOLD Communities of Practice. Nevertheless, the results also point out that only 37.5% of those attendees did participate in on-line events. Indeed, the results reveal that people prefer face-to-face meeting to on-line events.

-                    The direct contact with people is extremely valuable.

-                People have the opportunity to meet the specification and tools creators.

-                More time to discuss (by e-mail is somewhat more difficult than f2f)

However, the general sensation is that both types of events are needed for different purposes. On-line events to stay up to date and, from time to time, intensive meetings face to face seems to be the best option.

<u>Suggestions</u>

Most valuable things:

-        The most valuable aspects for the participants was the opportunity to discuss with other people, the expertise opinion, and the feedback received.

- It was also valuable the hands on work with tools and LD examples, thus, it was not so highly appreciated than it was in Valkenburg, where the most of the comments regarding the most valuable aspects were referred to this.

There were not really less valuable things. Negative comments were related to the difficulty choosing between parallel sessions, and the lack of time to discuss and put together individual sessions.

1.2.5 Findings of the UNFOLD CoP workshop in Braga (15th – 17th June 2005) The questionnaire was filled in by 26 respondents. Geographical spread and impact on adoption

All the attendees to this meeting came from the European Union, except for one from Canada.

The results followed the pattern which is by now familiar from previous events. The rate of adoption of IMS-LD with learners in countries and institutions is very low, the adoption regarding tools is substantially higher. For instance, only 34.6 % of the attendees rated the adoption of IMS-LD regarding tools as low in their country.

The results are more positive for the opportunities which UNFOLD generates for the adoption of IMS-LD, 50% of the attendees rated it as high regarding their own countries, and 32% rated it as normal regarding institutions.

Meeting organisation and quality of the information

The meeting was very well organised, the information available at the web site was clear and easy to read, and the quality information provided by the speakers was very good.

The results clearly point out that most of those attendees rated as excellent or good the information provided about the UNFOLD meeting on the web. For example, more than 60% of those attendees rated that the information was clear, and 50% said that it was easy to read. The results also reveal that the quality of the information offered by the speakers was good.

Usefulness of the meeting

The pattern of use of the specification was similar to previous meetings: every week (42%), followed by every month and most working days (23%) and every working day (8%). More than 90% of the attendees do not use IMS-LD with learners, but 90% also expect Unfold to open new opportunities.

Participation

91.7% of the people are willing to participate in the UNFOLD Communities of Practice, but only 56% of those attendees did participate in on-line events. 50% of the people prefer face-to-face meeting to on-line events, the main reasons given being: The direct contact with people is extremely valuable; People have the opportunity to meet the specification and tools creators; more time to discuss (by e-mail is somewhat more difficult than f2f)

Suggestions

First of all, there were 30 comments for the most valuable aspects and 23 for the less valuable ones, 5 of them pointing out that there was not any less valuable aspect

Most valuable things:

- The most valuable aspect for the participants was the chance for discussing and meeting people with the same research interests.

- It was also valuable the information offered about IMS LD.

Less valuable things:

- There were not really extensive hands-on sessions.

- Some of the presentations.

1.3 Action 2: Usability testing of the UNFOLD website

The usability test

The usability test of the UNFOLD Project Web site aimed to answer the following questions:
- Do users associate folders with the material inside each folder?
- Is the navigation clear?
- Can users find the information that they are looking for rapidly?
- Is the legibility of the content good enough?

The test involved four sessions with individual users who were not involved in UNFOLD, nor were experts in IMS-LD, but were interested to find out more.

The usability test consisted of the administration of a set of questionnaires and the execution of a number of tasks. To be completed.

Summary of results

Positive indicators

In general the participants in this evaluation liked the site, its content and its design. The usability test showed that tasks which could be accomplished with the first level of the menu, were more successful than those that required the user to go to a deeper level. The double menu, is difficult to understand initially, but after a minutes of navigating thought the site it becomes useful because it provides shortcuts to some of the site's functionalities.

Readability is one of the most well-rated aspects of the site, followed by the information about the events and the clearness, sufficiency and quality of the information offered.

Problems which have been addressed

The users did not quickly find the communities of practice of the site, either because they were not involved in the project and they did not know about their existence, or because the menu was not clear enough.

It proved difficult to find all the ways to be in touch with other people.

These problems confirm that the decision to move CoP forum activity to the LN4LD server was well founded. What remains to be done is to remove the remaining forum functionality from the UNFOLD project site in order to avoid confusing the users.

Problems to be further investigated

Problems were, however, found in the navigation, because, as most of them said "the menu has too many options", and the feeling was that they did not want to spare too much time reading all of them, that they would have preferred less options and deeper profundity. Content distribution was also problematic in some respects.

1.4 Action 3: Evaluation of participation

1.4.1 Statistical analysis

Membership of UNFOLD

The membership of the UNFOLD project is constituted by those people who have chosen to register with the www.unfold-project.net website. They obtain access to members only areas of the site, and receive regular email updates on project activities. The Communities of Practice were launched in July 2004, and by 2nd September 2004 there were 140 members, rising to 516 by July 2005, as shown in the following graphic.
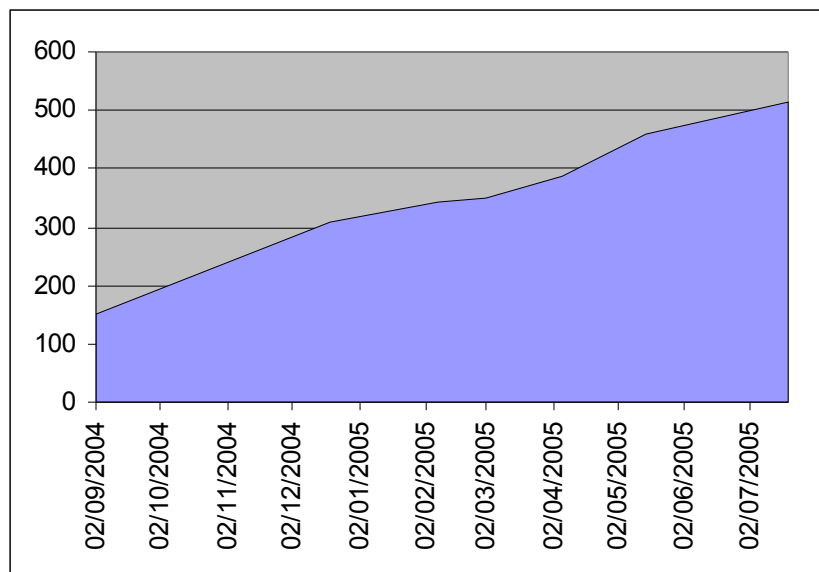
Membership of www.unfold-project.net from September 2004 to July 2005

In response to requests from users two additional communities have been established: a French community and a PhD researchers community. At the time of writing these members were distributed as follows (as can be seen, a many participants are member of more than one community).

Community	Membership
Systems Developers	243
Learning Designers	210
Teachers and Learning Providers	257
French	49
PhD	39
Recipients of mailing list only	118

Membership of the UNFOLD Communities of Practice, 20th June 2005

All members receive Email project updates and LD news.

UNFOLD also has a site at Learning Networks for Learning Design, maintained by OUNL. This is used for the UNFOLD forums and for learning activities related to Learning Design. This has 615 members.

Awareness of the UNFOLD web presence

Statistics on the hits showing on Google for both Learning Design and the UNFOLD have been maintained. These show a substantial increase in awareness of the project in the year since the launch of activities. Unfortunately the criteria used by Google for calculating hits has not remained stable, making it difficult to draw conclusions. When this became clear the project also started tracking the results on Yahoo. As a result the absolute numbers are not significant, but the ratio between hits for hits for LD and for UNFOLD suggests a high and increasing degree of web awareness. There appears to be a pattern in which the launch of the project created awareness of UNFOLD. This was followed by a period in which awareness of LD increased faster than awareness of UNFOLD. More recently the heavy programme of UNFOLD events seems to have reversed this trend, and UNFOLD is increasingly prominent.
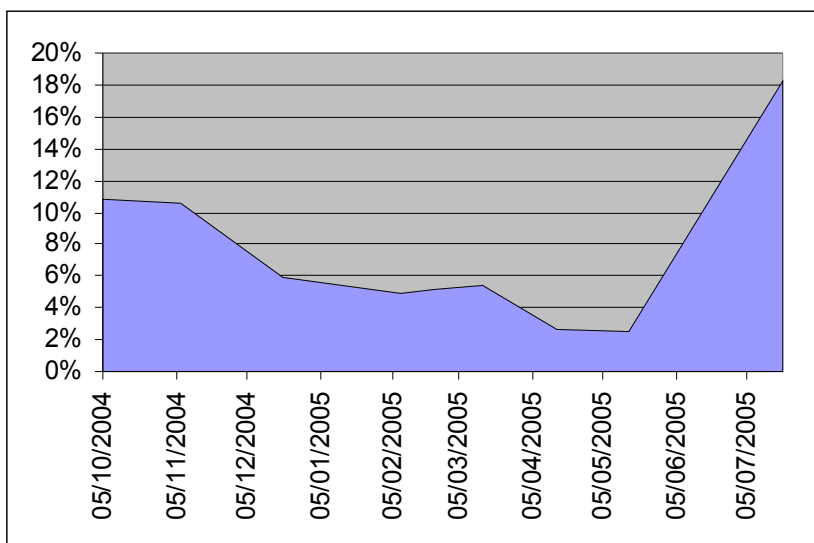
a) GOOGLE: Hits for UNFOLD as a percentage of hits for Learning Design
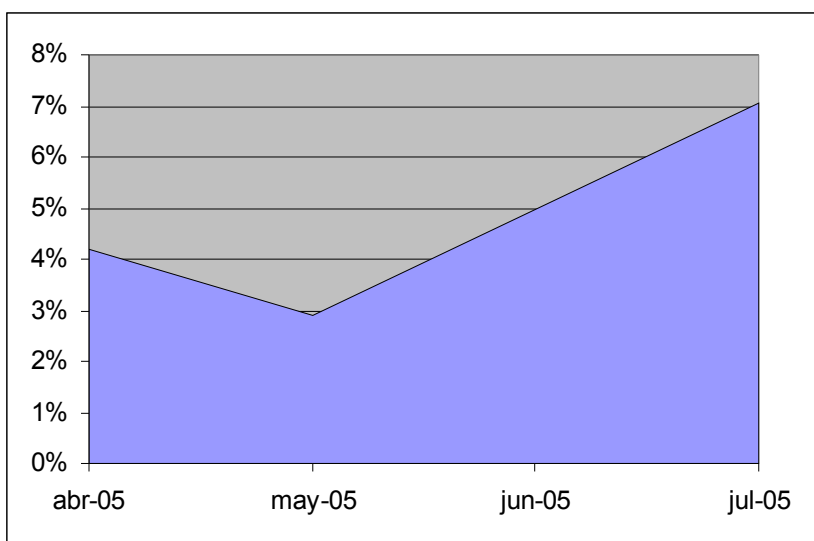
b) YAHOO: Hits for UNFOLD as a percentage of hits for Learning Design

Attendees at UNFOLD activities

UNFOLD events are open to anyone interested in the adoption of LD (although attendees at UNFOLD Community of Practice meetings are expected to register as members).
A database has been maintained of all participants at UNFOLD events. This shows that there have been 323 attendances at UNFOLD Community of Practice meetings and workshops, by 243 people. Thus 33% of attendances have been return visits by those who have participated in earlier events. there is in UNFOLD workshops and Communities of Practice meetings, up to April 2005 many of whom have attended more than one event. Note that these figures do not include the numerous presentations by UNFOLD at events and conferences organised by other institutions and projects.

 [Frame1]   [Frame2]
Log file analysis
Objectives and procedures
The aim of this evaluation was to assess the levels of activity on the UNFOLD project servers, along with the degree to which people are participating in on-line interactions. This evaluation corresponds to the UNFOLD Evaluation plan Scenario 4, Level of information flows in CoP, and Scenario 2, Resources for each CoP.
The procedure consisted of log file analysis. In order to carry out this evaluation action, the first step consisted in gathering the use of UNFOLD servers by means of log files. Afterwards, a tool to analyse log files was used. In our case, we used Analog. Analog is a free web log analyser, multiplatform and implemented in Perl.

The following aspects of the log files for months 13-18 were evaluated:

-   Activity in each month

-   Daily summary

-   Hourly summary

-   Search word

-   Operating systems

-   Status code report

-   File type

Findings for www.unfold-project.net
The objectives and procedures are the same as before.
The results of this analysis point out that the busiest month was June.
The results also suggest that the majority of the accesses are done during the week, especially on Wednesday, Tuesday and Thursday, during the morning.
The results also reveal that the UNFOLD users find the UNFOLD web site introducing the following query words: unfold, learning, ims, design and ld.
The most consulted documents, during this period of time, were the MOT+ guide and the agenda for the UNFOLD Valkenburg meeting.
The results also point out that the UNFOLD server seems to reply correctly to the majority of the requests.
Findings for LN4LD server
                                                                    Procedures
LN4LD server is made of Activity Nodes (AN's). The procedure for the evaluation has been to measure the number of actions related to AN's. Two main aspects have been

considered: popularity of the AN's at a point of time, June 27th, and evolution of the number of actions in time comparing two dates, and March, 21st.

Findings

LN4LD had 560 users (490 active and 70 in standby) by the end of June; 56 of them made active contributions (add new threads, post messages, reply posts, score messages), and 24 reached the symbolic threshold of 33 points, and got rights for more access. At that date, 30.235 actions were registered (26.028 related to AN's and 4.207 to login), while 19 Activity Nodes (AN's) were created. The following table reflects the distribution of AN's and actions, where the three more active AN's have been highlighted:

Activity Nodes 270605	Actions
Advanced Issues with IMS Learning Design	395
Change Proposals IMS LD Specification	812
Experience a running Unit of Learning	1531
Getting started with the IMS LD Specification	4294
How to modify a Unit of Learning	1703
IMS Learning Design and Metadata	1198
On-line Educa Madrid Mayo 2005 (en castellano)	477
PROLEARN/UNFOLD Heerlen September 2005	271
Runnable LD Example Units of Learning	6252
Understanding the basics of IMS Learning Design	2795
UNFOLD CoP Meeting in Barcelona April 2005	1055
UNFOLD CoP Meeting in Braga (Portugal) June 2005	286
UNFOLD hands-on meeting in Valkenburg 2005	3893
UNFOLD Paris Workshop March 2005	80
UNFOLD Presence at Alt-i-lab June 2005	54
UNFOLD Presence at Campus Virtual June 2005 (en castellano)	38
UNFOLD presence at the On-line Educa Berlin 2004	313
UNFOLD session at the EADTU 2004 conference	422
UNFOLD Workshop at EUCEN Conference 2004	159
	26028

The visit and use of examples keeps the main position. Due to the strong promotion that is being carried out at conferences and on-line events about the examples and the need of test to measure interoperability among the tools, this first position is very clear and logical, while it is logical that the second position goes to the unit explaining the first steps with IMS LD. Concerning conferences, Valkenburg has been the more active one, so far.

The following table provides two recorded logs (March, 21st and June, 27th), and compares them:

Activity Nodes 210305	Actions 210305	Actions 270605	New actions
Advanced Issues with IMS Learning Design	253	395	142
Change Proposals IMS LD Specification	674	812	138
Experience a running Unit of Learning	1.319	1.531	212
Getting started with the IMS LD Specification	3.033	4.294	**1.261**
How to modify a Unit of Learning	1.342	1.703	361
IMS Learning Design and Metadata	1.015	1.198	183
On-line Educa Madrid Mayo 2005 (en castellano)	0	477	477
PROLEARN/UNFOLD Heerlen September 2005	73	271	198
Runnable LD Example Units of Learning	3.269	6.252	**2.983**

Understanding the basics of IMS Learning Design	2.041	2.795	754
UNFOLD CoP Meeting in Barcelona April 2005	143	1.055	**912**
UNFOLD CoP Meeting in Braga (Portugal) June 2005	0	286	286
UNFOLD hands-on meeting in Valkenburg 2005	3.496	3.893	397
UNFOLD Paris Workshop March 2005	27	80	53
UNFOLD Presence at Alt-i-lab June 2005	0	54	54
UNFOLD Presence at Campus Virtual June 2005 (en castellano)	0	38	38
UNFOLD presence at the On-line Educa Berlin 2004	289	313	24
UNFOLD session at the EADTU 2004 conference	421	422	1
UNFOLD Workshop at EUCEN Conference 2004	158	159	1
	17.553	26.028	**8.475**

The total amount of new actions, 8475, is significant and shows a promising increase of participation and an active community around the topic and the UNFOLD Project.

On the other hand, there is significant activity around the most popular AN *Example Units of Learning*, while it is remarkable the progress of *Getting started…* and *Understanding the basics…* showing the support provided for IMS LD. Barcelona event was held in April, and the increase in activities measure shows the actual visits of the participants which provides a good indicator of how the server is actively used by participants in events.

Let us make the final remark that two websites (LN4LD and Plone) are managed to focus the activity of the several communities of practice. In order to encourage and focus the contributions and to make the process simpler from now onwards all the forums and discussions and Activity Nodes will be hosted at LN4LD, keeping Plone as the centre of communication, news and general dissemination

1.4.2 Interviews with CoPs members

Objectives and procedures
The overall evaluation and information provided by the questionnaires collected systematically after each UNFOLD organised meeting has been complemented by more detailed interviews with some CoPs members, who are key UNFOLD users. The goal was to get deeper information and evaluation than what can be obtained from the questionnaires replied in writing. The basic subjects were the same: the information and its structure provided by both the Plone web and the Moodle site; the adoption of the IMS LD specification and the support provided by the UNFOLD project to CoPs.

The procedure was based on a structured questionnaire for the interviews[1]; based on this structure, the interviewer should feel free to encourage the interviewee by making comments such as "very interesting", or by adding subsidiary questions in the light of answers obtained. The outline is included in the annexes.

The interviews were carried out (usually by phone) by CoPs facilitators, D. Burgos, D. Griffiths, C. Kew, who selected relevant CoP members. A total of 16 interviews were performed, around the end of June. Transcriptions of the interviews can be found in the annexes.

Findings
The value of the information provided by interviews is mainly in the detailed, in-depth comments, and it is important to consider all the interviews. However, we give here some common aspects.

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[1] The questionnaire has been informed by Rogers, Y., Sharp, H. and Preece, J.: *Interaction design: beyond human-computer interaction*, John Wiley & Sons, 2002

Consistently with the results after the meetings, UNFOLD is considered to be developing very valuable work, supporting networking, encouraging the adoption of the specification and the debates tied to that, and stimulating pedagogical debates overall related to Learning Technologies.

Both Plone and Moodle sites are considered to offer valuable information, as they have been used by people who are very busy otherwise. Both seem to contain quite complex information, and the main criticisms are that they are not very friendly for first time users, for newcomers to the specification as the sites do not publicise enough the advantages of IMS-LD, and the navigation should be improved for heavy users.

The detailed interviews provide a low estimate of IMS-LD adoption to date, which is considered very restricted to research areas, which is consistent with the "early adopters" pattern described elsewhere.

The specification is seen also with a critical view by interviewees: not only tools are immature, mostly useful to developers, but the specification in its current situation seems to be complex and daunting, and UNFOLD should not be overoptimistic in considering this phase over and going to teachers with an overconfident "we have a good specification and initial appropriate tools available" which would lead to an over simplistic "evangelisation" task.

In the view of these key UNFOLD users, CoPs do not really exist yet, there is not enough maturity of the perspectives except for the heavily committed promoters. The lack of overall maturity of the specification and its adoption makes most participants only committed to partial perspectives, with a lot of other perspectives in mind. IMS-LD is not (yet) a cornerstone from the view of users.

1.5 Action 4: Benchmarking studies

As described in the evaluation plan, conventional benchmarking is not possible for UNFOLD, because it opening up a new field. Consequently benchmarking is understood within UNFOLD to involve two principal aspects
a) To assess the context for UNFOLD activity, i.e. awareness and uptake of IMS-LD in the world of education as a whole.
b) To seek evidence of impact of UNFOLD in improving the adoption of the IMS-LD
It may be seen that these are in part addressed by other actions described above, for example the information gathered from participants regarding the use of IMS-LD in their countries and institutions, and the interviews also contain valuable information. The coordination work carried out by UNFOLD is also a valuable resource in this respect, as it enables the project to establish what IMS-LD related activity is under way in Europe, and across the world. Thus UNFOLD has gathered a substantial amount of information to examine these aspects, much of which has yet to be fully analysed. Some interim results are presented on the following pages.

Interest and adoption in European projects

The UNFOLD project has made it a priority to contact the other projects and to bring them together, with a particular focus on those funded by the IST programme. The response has been very encouraging, and the following table shows how seventeen projects have been involved. UNFOLD has also participated in the European Commission's information days and concertation meetings. It may be concluded that interest in IMS-LD has increased greatly since the information day for FP6 TEL, when the proposers of the UNFOLD project found very little awareness of the specification and still less understanding.

Project	Institution / Funding body	Project focus	UNFOLD activity
8LEM	LABset, Université de Liège	Methodology to help teachers and trainers to conceive and/or describe teaching sequences and strategies. Provides possible structure for development of IMS LD templates and patterns.	Participation in UNFOLD events and on-line activity
ACETS	JISC,	Investigating pedagogical use of reusable learning objects.	Participation in UNFOLD events and on-line activity
ALFANET	EC IST programme	Developing a set of components for e-learning providers using personalisation and adaptation.	Participation in UNFOLD events and demonstration of software
COLLAGE	GSIC/EMIC, University Valladolid	Helps users in the process of creating their own (collaborative) Learning Designs starting with existing patterns.	Participation in UNFOLD events
GRIDCOLE	University of Valladolid	Uses IMS-LD to provide formal description of teaching-learning processes, and Open Grid Services Architecture (OGSA) to define a service-oriented structure for grid computing environments	Participation in UNFOLD events
COPRAS	IST Support Action	Provides supporting in moving the outcomes of IST projects through the standardisation process	UNFOLD attendance at COPRAS meeting
DialogPlus	US National Science Foundation / JISC	Developing and deploying reusable digital learning nuggets through the Alexandria Digital Library. A tool has been developed to help teachers to define learning activities through a taxonomy.	Participation in UNFOLD events, on-line activities, and demonstration of tools.

Editeur de parcours grafique	Laboratoire d'informatique de Paris 6 & AIDA (NoE Kaleidoscope)	A learning unit editor and a simulator based on the IMS LD model.	Participation in CoP meeting
ELeGI	IST Technology Enhanced Learning Integrated Project	Defining and implementing an advanced service-oriented Grid based software architecture for learning. It is anticipated that this will integrate IMS LD.	Focused 1·5 day seminar provided by UNFOLD, participation in UNFOLD CoP meeting
ELF (ELearning Framework)	JISC funded initiative	An initiative by JISC, DEST, Carnegie Mellon Learning Services Architecture Lab and others to build a common approach to Service Oriented Architectures for education. See here for relevance to LD.	Participation in UNFOLD events
FREMA	JISC funded project	Developing a reference model for systems in the Assessment Domain that are built on top of Service-Oriented Architectures, such as Web Services and the Grid, and in particular the JISC e-Learning Framework (ELF).	Participation in UNFOLD events
iClass	IST Technology Enhanced Learning Integrated Project	Developing an intelligent cognitive-based open learning system and environment. This includes the ASK-LDT editor, which generates UOLs compliant with IMS LD Level B	Participation in UNFOLD events and demonstration of applications
Kaleidoscope	IST Technology Enhanced Network of Excellence	Brings together European teams in technology-enhanced learning, comprising more than 800 researchers.	Concertation, participation by members in CoP meeting.
LADIE	JISC funded project	The LADIE ELF reference model project is mapping the Learning Activity Domain to the ELF, through the consideration of the design, construction and execution of learning activities	Participation in UNFOLD events
Prolearn	IST Technology Enhanced Network of Excellence	Seeking to bridge the gap between research and education at universities, and training and continuous education that is provided for and within companies.	UNFOLD participation in 2 PROLEARN events, PROLEARN participation in 2 UNFOLD events, joint organisation of 2 seminars.

SAKAI	Consortium of universities supported by Mellon foundation	US based community source software development effort to design, build and deploy a new Collaboration and Learning Environment for higher education. It incorporates the MIT Open Knowledge Initiative.	Meetings
TELCERT	EC IST TEL	Development of test suite for IMS specifications	Concertation
TELL	EC Elearning Programme	Will produce design patterns for networked supported collaborative learning which will be stored into a pattern repository. It is anticipated that IMS LD will play a role in this.	Participation in UNFOLD events

Progress on tooling

At the present stage in the implementation and adoption of IMS Learning Design the availability of tools is a key factor. UNFOLD has sought information on all current IMS-LD implementations. These are of course to be compared with a baseline of zero in 2003 when the specification was published.

Name	Producer	Type	Availability	IMS LD Level	UNFOLD participation
aL.Fanet LD Editor	aL.Fanet project	General purpose tree editor, based on Groove	Beta, no release scheduled	A	Demonstration at CoP meeting
ASK-LDT Editor	iClass project	Includes drag and drop interface for templates	Due for release summer 2005	A, B	Workshop at CoP meeting
Boddington	Boddington Open Source Project	Virtual Learning Environment	Interest shown in adopting IMS LD		Participation in Braga CoP meeting
CASLO	University Carlos III, Madrid	Environment for collaboration in development of learning objects	Under development		Presentation at CoP meeting
CopperAuthor Editor	Open University of the Netherlands	General purpose LD editor	Open Source. SourceForge	A	Workshop at CoP meeting
Coppercore Learning Design Engine	OUNL	Core of Learning Design player	Open Source. Version 2.2.2 available	A, B. C	Workshops at CoP meetings and other events

COSMOS Editor	Yongwu Miao,	General purpose tree based editor	Proprietary. Beta, unreleased	A, B, C	Workshop at CoP meeting
DialogPlus Toolkit	DialogPlus project	Taxonomy of learning activities, with LD export	Download, LD export and development		Workshop at CoP meeting
EduCreator Editor	Chronotech	General purpose editor	Proprietary, Unreleased	A	Demonstration at CoP meeting
elive Editor	elive	Distant from specification, specialised editor	Proprietary Under development		On-line participation
Komposer Editor	GTK Press	Specialised tree editor, linked to high level Word based resource authoring.	Proprietary. IMS-LD level A Under development		On-line participation
LAMS	LAMS Foundation	Learning Activity Management System with IMS LD Level A export	Open Source IMS Level A import – export due 2005		Participation in CoP meetings
.LRN Learning Management System	.LRN Consortium	The world's most widely adopted enterprise-class open-source software for supporting learning and research	Interest shown in adopting IMS LD		Meeting with leading members
LearninMapR	University of Waterloo LT3 Centre	Pedagogical design tool using LD templates	System established and 12 templates available.	A, B, C	Participation in UNFOLD CoP meeting and on-line events

LionShare	LionShare project in the USA	Peer to Peer repository. Support for LD is proposed	Open Source download		Videoconference at Dagstuhl CoP meeting
Moodle	Moodle	Learning Management System	Working group established		Working session at CoP meeting
Mot+ Editor	LICEF, Université de Quebec	Distant from specification, general purpose graphical editor	Mot+ 1.4.2 with IMS LD level A export available	A	Workshop at CoP meeting
NetUniversité CEPIAH project	University of Technology of Compiegne (UTC)	A portal supporting creation of educational web sites using scenarios represented in IMS LD.	University of Technology of Compiegne (UTC)	A, B, C	Participation in UNFOLD Paris event and Braga CoP meeting
RELOAD LD Editor	RELOAD project	General purpose tree editor. Have a look at the video demonstration.	Open Source Version 2.0 available	A, B, C	Workshops at CoP meetings and other events
SCOPE Library	SCOPE project	Learning Design Level A Java library	Open Source Beta 1.0 download	A	Participation in CoP meetings
SLED Player	OU UK and OUNL	Service based LD player built on CopperCore	Demo available		Participation in CoP meetings

Industry

The interest in industry is hard to establish, and there is a strong impression among UNFOLD participants that there is a widespread "wait and see" attitude. Industry is unwilling to invest in an unproven technology with an uncertain demand.

The best way that UNFOLD has of establishing the level of interest among developers of commercial applications is to encourage them to participate in UNFOLD events wherever possible, and this has led to the participation of Chronotech, elive, Cosmos and GTK Press. Contact has also been established with BlackBoard. The majority of development efforts in the LD area are Open Source, and many of these are funded by educational institutions or grants from education authorities. There are, however, a large number of independent Open Source organisations who are major players in the education market. UNFOLD has been in contact with a number of these, including LAMS, Moodle, Boddington and .LRN.

These results are encouraging, especially when one considers that many industrial players do not rely on initiatives such as UNFOLD to obtain their information, in part because they wish to maintain their competitive advantage.

The collaboration established with the PROLEARN network of excellence has been significant, as it has enabled the project to obtain access to the PROLEARN network, which is explicitly designed to link academic and industrial expertise in education and training. In addition project awareness raising activities have given high priority to the industrial sector. As a result of these efforts there has been a significant industrial participation in UNFOLD events, as shown in the following table of industrial organisations which have sent one or more representatives to one or more events.

Company	Country
Fachhochschule Vorarlberg Gmbh	Austria
GTK Press	Canada
AFIDE	France
AIRBUS	France
Aska	France
CESI On Line	France
Ferand Beghin, eLearning Consultant	France
InWent GmbH / Internationale Weiterbildung und Entwicklung GmbH	Germany
ANOVA Multimedia Studios GmbH	Germany
Capacity Building International	Germany
Fraunhofer FIT	Germany
InWent GmbH / Internationale Weiterbildung und Entwicklung GmbH	Germany
MOU SA	Greece
Bifröst School of Business	Iceland
Didagroup	Italy
Euform.it	Italy
Garamond srl	Italy
Giunti Interactive Labs	Italy
Berg Interactive Media and Communication	Netherlands
CED-Groep Rotterdam	Netherlands
Chronotech	Netherlands
Deskjob	Netherlands
Edugolive	Netherlands
ETINE IT & Education Services	Netherlands
Kennisnet	Netherlands
LogicaCMG	Netherlands
MemoTrainer BV	Netherlands
Sofos Consultancy Amsterdam	Netherlands
The Mediator Group	Netherlands
Threeships enterprises bv	Netherlands
Turpin Vision bv	Netherlands
WeistraConsult	Netherlands
wynneconsult	Netherlands
Fronter AS	Norway
it:solutions	Norway
SIVECO Romania	Romania
Evintia	Spain
Master-D	Spain
Pedagogia Interactiva eLearning Consultancy	Spain
Sadiel	Spain
SEGI-Consulting	Spain
www.a3net.net	Spain
Institute for Information Industry	Taiwan
Siemens Business Services	Turkey
Nelson Thornes Publishers	UK
NETg (a Thompson Learning Company)	Worldwide

Part 2: Annexes

Annex A1: UNFOLD Evaluation Action Plan 2.
27ᵗʰ March 2005

In the **previous evaluation period** the following evaluations were carried out:
- Three evaluations at key UNFOLD events
- Usability inspection of the UNFOLD web site
- Preliminary analysis of the use of UNFOLD servers

The analysis of the results of these evaluations are the baseline for the next period of evaluation. The salient points are that:
- UNFOLD seems to open up new opportunities to use IMS-LD
- UNFOLD seems to play an essential role to disseminate information about IMS-LD
- UNFOLD CoPs seem to be useful to members

In the coming period of evaluation we should aim to
- understand patterns participation, including the balance of face to face activity and on-line participation (which is mainly passive)
- assess the ongoing evolution of UNFOLD
- evaluate the impact of adoption (tools,...)

The overall objective for the remaining nine months of the project is to complete the whole set of scenarios devised in the Evaluation Plan, while building on the results so far obtained. We also aim to involve more users. The principal planned actions are:

Action 1. Evaluation at UNFOLD workshops and on-line events
Objectives:
to assess the support that UNFOLD provides for the interaction
to assess the impact of adoption (tools, participation and geographical spread) and participation
Procedures: structured questionnaires, semi-structured interviews, on-line chats, observation
Partners: This action will be lead by FUPF, who will prepare the materials.
The rest of the partners will carry out this evaluation, in conjunction with the FUPF

Action 2. Usability evaluation of the UNFOLD web site
Objectives: To build on the heuristic evaluation carried out in evaluation period one to examine in greater detail some key aspects of the project website, in particular legibility, navigation, participation and consistency, with authentic users.
Procedures: The procedures used will be usability testing and questionnaires
Partners: The evaluation will be lead by FUPF, who will prepare the materials and carry out the evaluation. The materials will be made available to the rest of the partners and a greater geographical spread to the trials would improve the results.

Action 3. Evaluation of participation
Objectives:
To gather a better insight into the user participation (active, passive, fora, events, geographical spread...)

Procedures:
log-file analysis, questionnaires (at events), semi-structured interviews
Partners: This action will be lead by FUPF who will prepare the materials
The rest of the partners will help FUPF

Action 4. Benchmarking: assessment of uptake

Objectives: To assess the context for UNFOLD activity, i.e. awareness and uptake of IMS-LD in the world of education as a whole.
To seek evidence of impact of UNFOLD in improving the adoption of the IMS-LD
Procedures: Analysis of web documentation, projects, and questionnaires to identify levels of uptake. Analysis of UNFOLD activities for evidence of linkage between activities and adoption of the specification.
Partners: Bolton will be the partner responsible for carrying out this evaluation, in with support from FUPF and OUNL. FUPF will help Bolton to prepare the evaluation materials

Schedule:

The work is due to be completed by the end of month 6, June.
The lead partner for each evaluation action should establish a timetable to achieve this.

Annex A2. Detailed reports

A2.1 Evaluation report for the UNFOLD Valkenburg CoPs meeting

Part 1: Geographical spread and impact on adoption

Geographical Spread

Next table shows the number of those attendees to the UNFOLD CoP meeting in Valkenburg.

Table 1: Geographical spread

Geographical spread	Number of attendees
Belgium	1
Canada	2
China	1
Germany	4
Greece	1
Netherlands	7
Not defined (too general; Europe)	2
Portugal	2
Russia	2
Scotland	3
Spain	6
UK	4
USA	1

This table shows that UNFOLD is not only interesting for people from the European Community. For example, four attendees came from USA, CHINA and Russia.

Impact on adoption in your country

Adoption of IMS-LD with learners

High	0%	2,70%	19,40%	19,40%	**58,30%**	Low

In general, the results clearly point out the general rate of adoption of IMS-LD with learners is very low. Next table shows the adoption of IMS-LD with learners as a function of the geographical spread:

Table 2: Adoption of IMS-LD with learners in countries – geographical spread

Geographical spread	Number of attendees	Adoption of IMS-LD with learners
Belgium	1	Normal
Canada	2	Low
China	1	Normal
Germany	4	Low
Greece	1	Very low
Netherlands	7	Low
Not defined (too general; Europe)	2	Very low
Portugal	2	Very low
Russia	2	Very low
Scotland	3	Very low

Spain	6	Very low
UK	4	Very low
USA	1	Normal

High = 1,2; Normal= 3; Low= 4; Very low = 5

This table suggests that the adoption of IMS-LD with learners in Belgium, China and USA is better than in the rest of countries / cities.

Adoption of IMS-LD regarding the development of tools

High	2,70%	13,80%	25%	22,20%	**36,11%**	Low

In general, the results show that the adoption of IMS-LD regarding the development of tools is low. However, the results are better than the adoption of IMS-LD with learners. Next table shows the adoption of IMS-LD regarding the development of tools as a function of geographical spread:

Table 3: Adoption of IMS-LD regarding tools - country

Geographical spread	**Number of attendees**	**Adoption of IMS-LD regarding tools**
Belgium	1	Low
Canada	2	Normal
China	1	Very low
Germany	4	Normal
Greece	1	Very low
Netherlands	7	Low
Not defined (too general; Europe)	2	Low
Portugal	2	Low
Russia	2	Very low
Scotland	3	Normal
Spain	6	Very low
UK	4	Low
USA	1	High

High = 1,2; Normal= 3; Low= 4; Very low = 4,5

This table suggests that Canada, Germany, Scotland and USA have the best adoption of IMS-LD regarding tools.

The support which UNFOLD offers to open up new opportunities

High	36,11%	**44,40%**	13,80%	0%	5,55%	Low

In general, the results clearly point out that UNFOLD offers a lot of opportunities to the adoption of IMS-LD. Next table shows the rate of expectations as a function of the geographical spread:

Table 4: Open up new opportunities - precedence

Geographical spread	Number of attendees	UNFOLD offers to open up new opportunities
Belgium	1	High
Canada	2	High
China	1	Very low
Germany	4	High
Greece	1	High
Netherlands	7	High
Not defined (too general; Europe)	2	Normal
Portugal	2	High
Russia	2	Normal
Scotland	3	Normal
Spain	6	High
UK	4	High
USA	1	High

High = 1,2; Normal= 3; Low= 4; Very low = 4,5

These table suggests that the support which UNFOLD offers is likely to be the lowest in China, Russia and Scotland.

Impact on adoption in your institution
Adoption of IMS-LD with learners

High	0%	5,55%	11,11%	11,11%	**72,22%**	Low

In general, the results clearly point out the impact of adoption of IMS-LD with learners in institutions is very poor. Next table shows the adoption of IMS-LD with learners as a function of the geographical spread:

Table 5: Adoption of IMS-LD with learners - institution

Geographical spread	Number of attendees	Adoption of IMS-LD with learners
Belgium	1	Very low
Canada	2	Very low
China	1	Normal
Germany	4	Low
Greece	1	Normal
Netherlands	7	Very low – High (only 1)
Not defined (too general; Europe)	2	
Portugal	2	Very low
Russia	2	Very low
Scotland	3	Very low
Spain	6	Very low
UK	4	Very low
USA	1	Normal

High = 1,2; Normal= 3; Low= 4; Very low = 4,5

This table suggests that China, Greece, USA and the Netherlands have the best adoption of IMS-LD with learner in institutions or companies.

Adoption of IMS-LD regarding the development of tools

High	8,33%	16,60%	8,33%	27,70%	**38,80%**	Low

In general, the results show that the adoption of IMS-LD regarding the development of tools is low. However, the adaptation of IMS-LD regarding the development of tools is better than the adoption of IMS-LD with learners. Next table shows the adoption of IMS-LD regarding the development of tools as a function of countries:

Table 6: Adoption of IMS-LD regarding tools - institutions

Geographical spread	Number of attendees	Adoption of IMS-LD regarding tools
Belgium	1	Very low
Canada	2	Low
China	1	High
Germany	4	Normal
Greece	1	High
Netherlands	7	Low
Not defined (too general; Europe)	2	
Portugal	2	Normal
Russia	2	Low
Scotland	3	Normal
Spain	6	Low
UK	4	Very low
USA	1	Normal

High = 1,2; Normal= 3; Low= 4; Very low = 4,5

This table suggests that China and Greece have the best adoption of IMS-LD regarding the development of tools.

The support which UNFOLD offers to open up new opportunities

High	**38.8%**	**36.11%**	13,88%	5.55%	5.55%	Low

In general, the results clearly reveal that the support which UNFOLD offers to open up new opportunities is regarded as excellent within the context of companies and institutions.

PART 2: Meeting organisation and quality of the information

The information provided about the UNFOLD meeting on the Web

	Excellent (1)	Good (2)	Normal (3)	Bad (4)	Very bad (5)
Clear	**61,11%**	30,55%	5,00%	2,00%	0%
Sufficient	**55,55%**	30,55%	13,80%	0,00%	0,00%
Easy to read	**55,55%**	30,55%	11,11%	2,70%	0,00%

The results clearly point out that most of those attendees rated excellent or very good the information provided about the UNFOLD meeting on the web.

The quality of the information offered by the speakers was

	Excellent (1)	Good (2)	Normal (3)	Bad (4)	Very bad (5)
Excellent	**27,77%**	61,11%	8,33%	2,77%	0%

The results clearly reveal that most of those attendees rated excellent or very good the quality of the information offered by the speakers.

PART 3: Usefulness of the meeting

How often do you work with eLearning standards?

Every working day	11,11%
Most working days	25%
Every week	**33,33%**
Every month	25%
Never	5,55%

The results suggest that most of those attendees work with eLearning standards frequently. The highest frequency corresponds to every week, followed by most working days and every month.

Have you used IMS Learning Design with Learners?

Yes	0%
No	**100%**

The results clearly show the IMS Learning Design is not being used with learners.

Previous results might shed some light on this issue:

- the number of available tools is quite poor

- the adoption of IMS-LD in countries and institutions is low

Do you hope that UNFOLD will help you open up new opportunities to use IMS-LD?

Yes	**97,20%**
No	2,70%

The results clearly show the UNFOLD project will help people to open up new opportunities to use IMS-LD.

PART 4: Participation
Do you participate regularly in any online forum?

Yes	44,40%
No	**55,50%**

The results show that a great deal of people do not participate regularly in any online forums.

The main reasons for not taking part in online forums discussion are three:

-   the time

-   the lack of notifications (specific objectives, group discussion…)

-   and the "belief" that in order to contribute to the forums, people must have a good insight into the problem.

The main reasons for taking part in online forums are:

-   solve problems

-   share information; above all, implementation of authoring tools

-   keep up to date

Do you prefer e-mailing list debate to forum debates?

e-mail	44,40%
forum	**47,20%**
NS/NC	8,33%

Taking into consideration the results are very similar, people seem to slightly prefer forum debates; despite the shortcomings of forums participation.
The main reasons for e-mail debates are:

-   there is any necessity to visit a web page

-   clarify positions

-   asynchronous communication

-   quick view

The mains reasons for forum debates are:

-   reducing e-mail traffic

-   more structure

Are you willing to participate in the UNFOLD CoP?

Yes	**91,60%**
NS/NC	8,33%

> NS/NC means people for whom the meeting in Valkenburg was the first meeting in UNFOLD.

The results clearly show that people are willing to participate in the UNFOLD Communities of Practice.
Have you participated in some of the UNFOLD online events?

Yes	30,55%
No	**69,44%**

The results point out that the percentage of participations in UNFOLD online events is quite low.

The reasons for not participating in these events are:

- no time

- this is the first time

- Very general. Objectives should be more specific

Which type of participation do you think is the most valuable for you?

Face-to-face	88,80%
Online	27,77%
Both	16,60%

The results clearly point out that people prefer face-to-face meeting to online events. The reasons for preferring face-to-face events are:
- The direct contact with people is extremely valuable.

- More time to discuss (by e-mail is somewhat more difficult than f2f)

PART 5: Suggestions
Which aspects did you find most valuable about your participation in the meeting?
[40 comments]

The attendees comments were classified into 4 categories:

1. Hands on work: working with the tools and creating UoLs.
2. Discussion opportunities and learning about LD.
3. Face to face advantages.
4. People who were satisfied with all the meeting.

The most valuable aspects were:

Hands on work

- Having the chance to work with real tools (specially Reload and Coppercore) with experts around to provide help.
- UoL creation process and practical use.

"[It has been] *An effective way to get a practice of what's going on LD*".

47.5 %

Discussions on IMS-LD

- Having the opportunity to clarify ideas and concepts about IMS-LD.
- Hearing about next version/plans, upcoming tools,…
- Asking questions and receiving solutions to doubts.

"*Hands on working opportunities to ask questions and discuss*".

30.0 %

Face to face advantages

| | 15.0 % |

- Making contacts and knowing about the work of other people.

All aspects

| | 7.5 % |

"*Hands on, intensive, troubleshooting cover large ground in short time*".

What aspects did you find less valuable about the meeting?
[20 comments]

The attendees comments were classified into 4 categories:

1. Complaints about the tools.
2. Different levels in the LD knowledge.
3. Complaints about the contents, presentations and sessions
4. Limited number of participants.

The less valuable aspects were:

Tools

| | 40.0 % |

- Tools installation took too much time.
- Too much time waiting every body is there.
- Details about using the tools.
- Using the tools (a demo would have done the job).
- More practice with the tools.

Different levels in the LD knowledge

| | 30.0 % |

"[…] *I would have found an overview to LD useful but appreciate that a lot of participants were more familiar with it.*".

"*For me, the first two days were rather slow, but it is because I'm already familiarized with the spec… I understand not everybody was.*".

Contents/presentations/sessions

| | 25.0 % |

- Presentations last day.
- Better structure of some of the presentations.
- Scenarios coming from the Unfold leading team, not from meeting participants because they were too content oriented.
- Lack of info on good practice.
- Defining of processes for IMS-LD

Limited number of participants | 5.0 % |

Other comments or suggestions:
[31 comments]

The participants comments were classified into 7 categories:

1. The meeting and the sessions.
2. Tools and Learning Designs.
3. Levels B and C.
4. Out of LD comments.
5. Preparation for the meeting
6. Novices and experts.
7. Nice meeting.

The meeting and the sessions

- Smaller groups for installing software
- Keep the number of the participants in the meeting or less even.
- First day for presentations, the following ones: hands on and discussion.
- Short sessions for discussion every day.
- Focus the meeting in specific topics and subjects.
- Next meeting it's better not to go back on the issues covered, and discuss about levels B and C, integration with other specs, templates and patterns.
- Have a list with the participants and their background.

25.80 %

Tools and Learning Designs

- Sharing LD was useful.
- *"Provide a "How to…" kind of tutorial to demonstrate how to obtain certain LDs (e.g. Transfer of content between different role parts)."*
- The hands on approach was great.
- More user friendly interfaces.

19.36 %

Levels B and C

- Participants would be interested in exploring B and C levels during the regular day events and in the next meeting.

12.90 %

Out of LD comments

- *"I loved the cave tour."*
- *"Make them near 'cheap' airports."*
- *"Kasteel Oost was a nice environment, the diner however did not have the quality that you expect to get for 40 €."*
- *"Next time one could ask money for the conger and have a lunch as well as dinner included."*

12.90 %

Preparation for the meeting

- Introduction into the framework as a preparation.
- Indicate the prerequisites.
- More info details and downloads on the web.

9.68 %

Novices and experts	**9.68 %**

- Mix of experienced and novice participants is helpful.
- "*Always introduce a short introduction to LD for the novices, but this is critical people for the real adaptation of LD*".
- First day people were at different levels, second day better.

Nice meeting

9.68 %

"*Very good, useful meeting – Thank you!*".

A2.2 Evaluation report for the Paris CoPs meeting

The UNFOLD/AFNOR IMS LD event took place in Paris on the 31/03 and 01/04 at the Cite des Sciences. The event was jointly organised and hosted by AFNOR, UNFOLD, and CRIS-SERIES of the University PARIS X, Nanterre and was held at the Cite des Sciences in Paris and was publicised as an event open to French speaking researchers. In attendance, representing the UNFOLD project, were Bill Oliver, Chris Kew and Daniel Burgos

The number of participants present at the event fluctuated between fifty and sixty or more over the two day period. There were a total of fourteen different talks and presentations (See Appendix 1) which can be broken down as follows:
- 7 presentations by French researchers,
- 1 presentation on MOT+ by a representative of LICEF/LORNET (Montreal)
- 7 presentations by UNFOLD
- 1 discussion on IMS LD and the French community led by UNFOLD

The questionnaire used to gauge the level of success of the event in Paris comprises of two separate parts, each designed to provide detailed information on the following themes:

Part 1: Geographical Spread and Impact of Adoption of LD
Part 2: The COP meeting in Paris

Care was taken to avoid any ambiguity in the questionnaire, the format was kept simple to avoid confusion and instructions were made as clear as possible with examples to demonstrate what was required of the respondent. Open questions were used wherever answers were not thought to be easily anticipated. Closed questions in the form of Likert scales were used to gauge the opinions of participants. The results of the questionnaire should be read with the caveat that the respondents make up less than a fifth of the actual number of participants and for this reason cannot be said to be wholly representative of the opinions and thoughts of the group at large.

Part 1 Geographical Spread and Impact of Adoption of LD

Of those participants who completed the questionnaire, all reside and work in France. Whilst the majority (45%) are Paris based, a significant number of attendees had travelled from as far a field as Montpellier, Lyon and Rennes to attend the meeting. In terms of the rate of adoption, the following data and commentary helps to provide a picture of the extent to which IMS LD is being used among the French research community described above.

In answer to the first question, ***How would you rate the adoption of IMS-LD with learners?*** it can be seen from the figures below that there is an even spread across the spectrum with answers ranging from "Very good" to "Very bad" with the majority of respondents claiming the rate of adoption to be good (27%) or average (36%). The same can be said of answers to the second question. Whilst these figures can not be said to be representative of all the participants, they are nonetheless surprisingly high, given that many people expressed the need for fully developed LD tools as paramount to their eventual adoption of the specification

How would you rate the adoption of IMS-LD with learners?

Results	1 (very good)	2	3	4	5 (very bad)
	9%	27%	36%	18%	9 %

How would you rate the adoption of IMS-LD regarding the development of tools?

Results	1 (very good)	2	3	4	5 (very bad)
	18%	27%	36%	18%	

Answers to the third question show UNFOLD to be successful in providing support for the use of IMS LD.

How would you rate the usefulness of the support which UNFOLD offers in order to open up new opportunities to use IMS-LD?

Results	1 (very good)	2	3	4	5 (very bad)
	45%	27%	18%	9%	

It may be of interest to note that the above question did not engender many suggestions along the lines of improving the usefulness of UNFOLD support activities which is, to some extent, in keeping with the results obtained for this question in the survey. However, those suggestions that were made include:
The perceived need to translate all IMS LD tools, RELOAD in particular, into French
The need for clearer, less complex use case examples that are more instrumental in demonstrating the use of the IMS Learning Design specification (The Versailles example was considered too elaborate for the purpose)
A clearer distinction should be drawn between the formalisation of learning scenarios and the implementation of the spec in various tools.

In summary, it appears that the level of adoption of IMS LD among the respondents is reasonably high and that UNFOLD is seen to be instrumental in facilitating further implementation and use of the specification.

Part 2: This meeting
This part of the questionnaire is further sub-divided into another four parts:
- Meeting organisation and quality of the information
- Usefulness of the meeting
- Participation
- Suggestions

A: Meeting organisation and quality of the information

A1 The information provided about the UNFOLD meeting on the Web was

Results	1 (very good)	2	3	4	5 (very bad)
Clear	27%	45%	27%		
Sufficient	27%	45%	18%	9%	
Easy read	27%	64%	9%		

Responses show that the quality of information available on the web in relation to the UNFOLD meeting was generally good. It should however be pointed out that information on the meeting was available via both the AFNOR and UNFOLD websites and that this question does not discriminate between the two.

A2) The quality of the information offered by the speakers was

Results	1 (very good)	2	3	4	5 (very bad)
	36%	55%	9%		

The results above speak for themselves and testify to the success of the meeting.
B: Usefulness of the meeting

B 1: How often do you work with e-learning Standards (read a document about the spec, work on developing a compliant application, design UoLs, work with learners on UoLs, etc.)

Results	Every working day	Most working days	Every week	Every month	Never
			27%	55%	18%

Given the extent to which people work with e-learning standards, it would be fair to say in principal that the meeting would have made a reasonably useful contribution to participants given the levels of frequency with which they engage with e-Learning standards.

B2: Have you used IMS Learning Design with Learners?

Results	Yes	No
	9%	91%

Only one participant responded positively to this question stating that the "learners" in question included managers of training centres. However, no further details were provided. The overwhelming number of negative responses to this question suggests that too little is currently known about IMS LD to encourage widespread use with learners.

B3: Do you hope that UNFOLD will help you open up new opportunities to use IMS LD?

Results	Yes	No
	100%	

When asked to provide details to elaborate on their answers many respondents suggested the need for UNFOLD to provide learning design tools that had reached a state of completion (integration of levels B and C included). Further suggestions included allowing for better student tracking facilities and to make IMS LD compliant with SCORM whilst ensuring compatibility with a range of VLEs.
On reflection, the nature of these answers would suggest that most respondents had misunderstood the question or that they had confused the role of UNFOLD with that of other projects and organisations (i.e. RELOAD, IMS). The answers are nevertheless significant in that they indicate a need for the question to be rephrased or for a clearer introduction to the UNFOLD project and its role in future workshops/ awareness raising events.

In spite of the apparent confusion in relation to this question, a number of more relevant suggestions were made including:

- The need for UNFOLD to help in providing information on important IMS LD projects from across academia and education.
- The need to lead discussion on Learning Design (presumably in French).

C) Participation

Are you willing to participate in one or more of the UNFOLD Communities of Practices?

Results	Yes	No
	100%	

Have you participated in any of the UNFOLD online events?

Results	Yes	No
	18%	82%

Of those who had not participated in any online UNFOLD events; the majority explained that they had been unaware of such events. In effect, few respondents had even been aware of the project prior to the meeting suggesting a need to raise the profile of the project in France.

UNFOLD provides two types of participation: face-to-face and online events. Which type of participation do you think are the most valuable for you?

Results	Online	F2F	Both
	55%	9%	36%

The 55% of respondents claiming to prefer online events explain their choice by suggesting that that online interaction is easier to manage and more cost effective.
Suggestions
This section outlines some of the main ideas voiced by individual respondents.

Which aspects did you find most valuable about your participation in the meeting?
- Appreciation of the UNFOLD presentation in terms of the philosophy and vision of the project
- Appreciation of the applications framework presented by the University of Compiegne
- Appreciation of presentations on IMS LD work conducted by French institutions
- Appreciation of direct contact with UNFOLD staff
- Appreciation of information on tool development
- Appreciation of opportunity to meet other French speakers in the field
- Appreciation of presentations on tools
- Appreciation of opportunity to discuss the issues of standardisation of pedagogical tools with education ministry reps
- Appreciation of the facilitated discussion and the exchanges between presenters and

participants

What aspects did you find least valuable about the meeting?
- Presentation of Coppercore
- Presentation on reusability
- No clear direction in the form of a road-map for the development of the IMS LD spec and LD tools
- Lack of clarity of the role of IMS
- Too much purely technical information
- Some of the presentations conducted by French universities were considered inappropriate.

Please add any comments which will help us in planning the next meeting.
The respondents made a number of suggestions in this regard including:
- A need to focus on projects with similar objectives now that French CoP members are acquainted /the need to take more time to exchange information on complementary initiatives
- A need to provide a list of participants and their contact details

Conclusion

Whilst it is difficult to gain a completely accurate picture of participant's opinions and needs based on the above responses, it seems fair to say that the event met with some success. With a hundred percent of respondents expressing an interest in contributing to and participating in the various UNFOLD CoPs, it is imperative that the respondent's suggestions be acted on as far as possible in order to ensure the continued level of interest among members of the French speaking community with regards both the UNFOLD project and the Learning Design specification. However, requests for the project, or aspects of it, to be run in the French language, do represent a problem given the predominantly Anglophone membership that the project has established to date. Although a French speaking community has since been established, there remains some difficulty in maintaining interest given the difficulty in providing Francophone CoP members with access to online events in their own language.
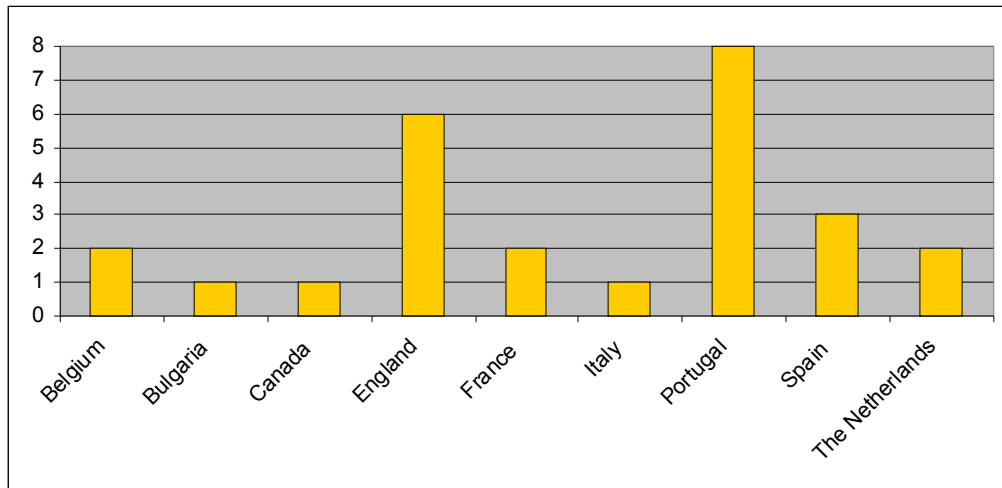
 Details of evaluation at UNFOLD Braga meeting
Part 1: Geographical spread and impact on adoption

Geographical Spread

Next table shows the number of those attendees to the UNFOLD CoP meeting in Braga, Portugal.
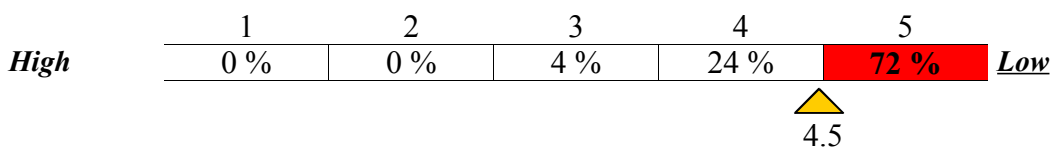
Chart 7: Geographical spread

All the attendees, except one -who came from Canada-, came from the European Union. Of these attendees, there were 8 participants from Portugal, 6 who came from England, 3 from Spain, 2 from Belgium, France and the Netherlands, and 1 from Bulgaria and Italy.

Impact on adoption in your country

Adoption of IMS-LD with learners

	1	2	3	4	5	
High	0 %	0 %	4 %	24 %	**72 %**	*Low*

4.5

In general, the results of the adoption of IMS-LD with learners, point out that it is very low. Next table shows the adoption of IMS-LD with learners as a function of the geographical spread:

Table 1: Adoption of IMS-LD with learners in countries – geographical spread

Geographical spread	# attendees	Adoption
Belgium	2	**5**
Bulgaria	1	**4**
Canada	1	**5**
England	6	**4,83**
France	2	**5**
Italy	1	**5**
Portugal	8	**4,75**
Spain	3	**4**
The Netherlands	1	**4**

As can be observed in Table 2, the adoption of IMS-LD with learners in Bulgaria, Spain and the Netherlands, is quite better than in other countries, despite there was only an attendee from Italy and Bulgaria and this result may be not significant. This adoption is very low in Belgium, Canada, France and Italy.

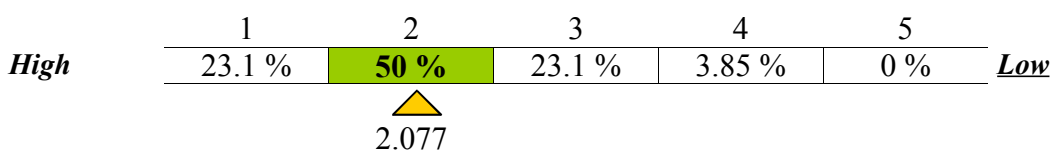### *Adoption of IMS-LD regarding the development of tools*

	1	2	3	4	5	
High	0 %	11.5%	**34.6%**	**34.6%**	19.2%	*Low*

3.615

In general, the results show that the adoption of IMS-LD regarding the development of tools is a normal. The results are clearly better than the adoption of IMS-LD with learners. Next table shows the adoption of IMS-LD regarding the development of tools as a function of geographical spread:

Table 2: Adoption of IMS-LD regarding tools - country

Geographical spread	# attendees	Adoption
Belgium	2	**5**
Bulgaria	1	**3**
Canada	1	**4**
England	6	**3,17**
France	2	**4,5**
Italy	1	**4**
Portugal	8	**3,63**
Spain	3	**3,33**
The Netherlands	2	**3**

This table suggests that Bulgaria and the Netherlands have the best adoption of IMS-LD regarding tools, in the other side Belgium is the countries where the adoption of tools is poorer. Likewise, there are 5 of the countries below the average.

The support which UNFOLD offers to open up new opportunities

	1	2	3	4	5	
High	23.1 %	**50 %**	23.1 %	3.85 %	0 %	*Low*

2.077

In general, the results clearly point out that UNFOLD offers a number of opportunities to the adoption of IMS-LD. Next table shows the rate of expectations as a function of the geographical spread:

Table 3: Open up new opportunities - precedence

Geographical spread	# attendees	Adoption
Belgium	2	**3**
Bulgaria	1	**2**
Canada	1	**1**
England	6	**2,17**

France	2	**3**
Italy	1	**1**
Portugal	8	**2,13**
Spain	3	**1,33**
The Netherlands	2	**2**

This table suggests that the support which UNFOLD offers is higher or higher appreciated in Canada and Italy, followed by Spain. Belgium and France are the counties where this support is poorer.

Institutions
- 14 of the attendees came from the university and research sector.
- 1 of them was a content provider.
- Another 1 was a content developer.

Impact on adoption in your institution

Adoption of IMS-LD with learners

	1	2	3	4	5	
High	0 %	3.85 %	0 %	19.2 %	**76.9 %**	*Low*

4.692

In general, the results clearly point out the impact of adoption of IMS-LD with learners in institutions is very poor, even more than it was in countries. Next table shows the adoption of IMS-LD with learners as a function of the geographical spread:

Table 4: Adoption of IMS-LD with learners - institution

Geographical spread	# attendees	Adoption
Belgium	2	**5**
Bulgaria	1	**4**
Canada	1	**5**
England	6	**5**
France	2	**5**
Italy	1	**5**
Portugal	8	**4,75**
Spain	3	**3,67**
The Netherlands	2	**4,5**

This table suggests that Spain has the best adoption of IMS-LD with learner in institutions or companies. Belgium, Canada, England, France and Italy, are on the other side.

Adoption of IMS-LD regarding the development of tools

	1	2	3	4	5	
High	4 %	16 %	**32 %**	28 %	20 %	*Low*

3.346

In general, the results show that the adoption of IMS-LD regarding the development of tools is quite low. However, the adoption of IMS-LD regarding the development of tools is clearly better than the adoption of IMS-LD with learners. Next table shows the adoption of IMS-LD regarding the development of tools as a function of countries:

Table 5: Adoption of IMS-LD regarding tools - institutions

Geographical spread	# attendees	Adoption
Belgium	2	5
Bulgaria	1	3
Canada	1	4
England	6	3,67
France	2	3,5
Italy	1	3
Portugal	7	3,43
Spain	3	2,33
The Netherlands	2	2

This table suggests that there are countries where this adoption is very low, like in Belgium. Otherwise, there are some others were it is quite good, like in Spain and, specially, the Netherlands. Bulgaria, France, Italy and Portugal are in the average.

The support which UNFOLD offers to open up new opportunities

	1	2	3	4	5	
High	24 %	28 %	**32 %**	4 %	12 %	***Low***

2.52

In general, the results clearly reveal that the support which UNFOLD offers to open up new opportunities is regarded rather well within the context of companies and institutions, however it is quite lower than the results obtained for the countries. Next table shows the support which UNFOLD offers as a function of the geographical spread:
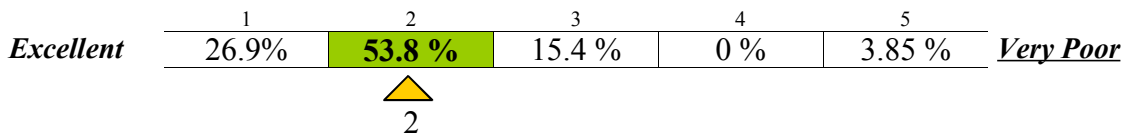
Table 6: UNFOLD opportunities - institutions

Geographical spread	# attendees	Adoption
Belgium	2	2,5
Bulgaria	1	1
Canada	1	1
England	6	3,17
France	1	2
Italy	1	1
Portugal	8	2,88
Spain	3	2,33
The Netherlands	2	2

This table suggests that the support which UNFOLD offers to open up new opportunities is lower in England and Portugal, and excellent in Bulgaria, Canada and Italy.

PART 2: Meeting organisation and quality of the information

A) ORGANIZATION AND QUALITY
The information provided about the UNFOLD meeting on the Web

Clear

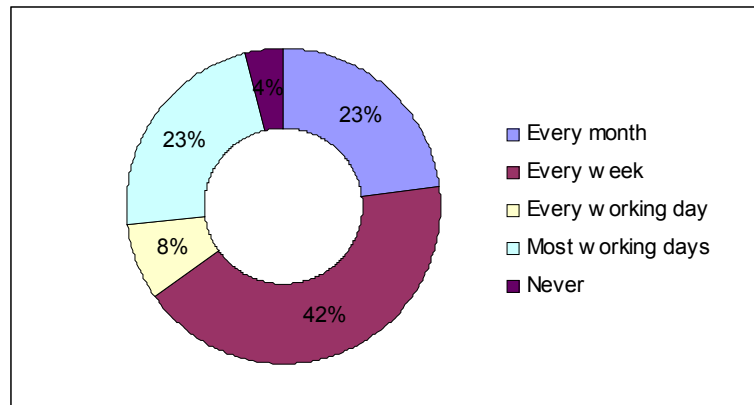|	1	2	3	4	5	
Excellent	**61.5 %**	30.8 %	0 %	3.85 %	3.85 %	*Very Poor*

1.577

Sufficient

	1	2	3	4	5	
Excellent	**46.2 %**	42.3 %	3.85 %	3.85 %	3.85 %	*Very Poor*

1.769

Easy to read

	1	2	3	4	5	
Excellent	**50 %**	34.6 %	7.69 %	3.85 %	3.85 %	*Very Poor*

1.769

The results clearly point out that most of those attendees rated excellent or very good the information provided about the UNFOLD meeting on the web.

The quality of the information offered by the speakers was

	1	2	3	4	5	
Excellent	26.9%	**53.8 %**	15.4 %	0 %	3.85 %	*Very Poor*

2

The results clearly reveal that most of those attendees rated excellent or very good the quality of the information offered by the speakers.

B) USEFULNESS
How often do you work with eLearning standards?
The results suggest that most of those attendees work with eLearning standards frequently. The highest frequency corresponds to every week, followed by most working day and every month. Only 4% of the attendees never work with eLearning standards.

Have you used IMS Learning Design with Learners?

No	Yes
92 %	8 %

The results clearly show the IMS Learning Design is not being used with learners.

Previous results might shed some light on this issue:

- the number of available tools is quite poor

- the adoption of IMS-LD in countries and institutions is low

Do you hope that UNFOLD will help you open up new opportunities to use IMS-LD?

No	Yes
8.33 %	**91.7 %**

The results clearly show the UNFOLD project will help people to open up new opportunities to use IMS-LD.

People would like Unfold to:

- Adapt Moodle to the IMS-LD specification.
- "I think there are some major problems with the assumptions implicit in this interoperability project".
- Help LAMS providers to integrate LD.
- Promoting events and on-line resources (applications and software).
- Introduction to new tools.
- Information and Case Studies.
- Promote activity based learning.
- Learn new ideas, favour new collaborations and try new tools.
- "I hope that in the future (not far away) this specification can be used successfully in the Portuguese higher education. For this scenario Unfold has a major important role.
- Understand the possibilities, collaborate with other institutions and participate in the CoPs.
- Make easier the scenario building.
- Support the teachers training and education because the capacity to model learning situations is interesting.
- Provide a first try-out with an editor.
- Provide a stable, supporting lead organization.

- Develop models of implementation, templates, tools and guides.
- Share knowledge about LD.
- See what can be done with master students.
- Give information, news and support.
- Be a back end solution to sharing UoLs.
- Find pedagogical experts to incorporate to our group.
- Provide information about the specifications, the environments, the tools and the undergoing work.

C) PARTICIPATION

Do you participate in the online events?

No	Yes
44 %	**56 %**

The results show that a great deal of people does not participate regularly in any online event.

The main reasons for not taking part in online forums discussion are four:

- the time

- 18% of the people who said 'no' had just engaged with Unfold.

- better facilitations

- not focused on the areas of the interest of 9% of the attendees

Despite, 36% of the people who said "no" showed their interest in participating in the online events in the future because they feel these events can be of their interest.

All the attendees that participate in Unfold online events feel these events help them to find out information, exchange ideas, share work, debate questions and learn more about the field.

Do you prefer e-mailing list debate to forum debate?

No	Yes
58.3 %	41.7 %

The attendees prefer forum to e-mailing lists debates. The main reasons are:

- They are well organized and are easy to answer.

- Email is easier to ignore, and forums force you to take time, chat and consider issues.

- Keeps track of all the discussion.

- Can not be block by an excess of mails.

- Better structure.

- Live interaction

- Brainstorming is possible.

The participants who prefer e-mailing list debates, pointed out as the reason for this choice:

- The feedback is faster.
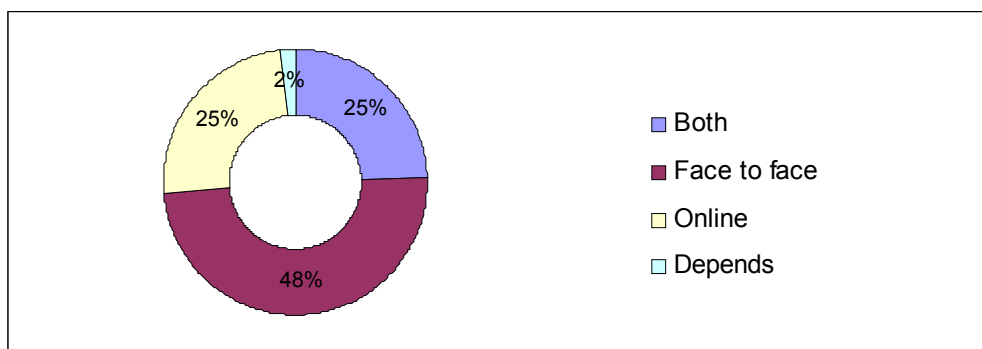
- Can read when appropriate

- More time to answer

- Great visibility

- Easier to follow

Are you willing to participate in the UNFOLD CoP?

No	Yes
8.3 %	**91.7 %**

The results clearly show that people are willing to participate in the UNFOLD Communities of Practice.

Do you prefer online or face-to-face events?

The results clearly point out that people prefer face-to-face meeting to online events. The reasons for preferring face-to-face events are:

- The direct contact with people is extremely valuable, as it is also sharing experiences and the personal thoughts shared.

- The people have the opportunity to meet the specification and tools creators.

- More time to discuss (by e-mail is somewhat more difficult than f2f), specially the discussions after the presentations.

The reasons for preferring online events are:

- They are cheaper.

- They require less time and are easier to follow.

However, the general sensation is that both types of events are needed and important in a combined way, online events bridges distance and time differences and face-to-face allows for personal interactivity.

D) SUGGESTIONS
Which aspects did you find most valuable about your participation in the meeting?
[30 comments]

The attendee's comments were classified into 5 categories:

5. Discussion with other people.
6. Information provided about LD.

7. Meeting other people.
8. Presentations.
9. Tools.

The most valuable aspects were:

Discussion with other people

-   Knowing what others are doing
-   Understanding other people ideas
-   Exchanging ideas
-   See that many people have the same questions

36.7 %

Information provided about IMS LD

-   Getting a better idea of what LD means
-   Understanding the key issues of the moment
-   Know specific standard and levels

23.3 %

Meeting other people

-   Sharing moment with different people
-   Personal contact with community
-   Get to know people

20 %

Presentations

-   Moodle presentation
-   Helen Beetham presentation
-   Dominique Verporter 8LEM
-   The richness of presentations

13.3 %

Tools

6.6 %

What aspects did you find less valuable about the meeting?
[23 comments]

The attendee's comments were classified into 5 categories:

1. Some presentations.
2. All was valuable.
3. Tools.
4. Hands-on.
5. Discussions.
6. Other

Some presentations

- Some participations were "dejá vu"
- Some were not very interesting
- Moodle presentation
- Some not well prepared
- Some take too long

26.08 %

All was valuable

21.74 %

Tools

17.39 %

- Still not stable.
- Poor software for trial and tools.

Hands-on

- Hoping a hands-on session
- It was title as a hands-on meeting
- Short time hands-on

13.04 %

Other

- Technical problems related to network
- To many changes in the agenda
- Documents not available before presentation in the most of the presentations

13.04 %

Discussions

- Discussions skirted the real issues/debate
- Were mostly positivist

8.70 %

Other comments or suggestions:
[19 comments]

As they are of very different nature, here are the transcriptions of the general comments that participants pointed out:

- *"Very inspiring!!!"*
- *"Facilitate higher quality discussion"*
- *"Take notes"*
- *"General feeling that the meeting is productive, not just didactic"*
- *"Less presentations more focused real work where we are showing real problems"*
- *"A better porter session announcement before the meeting"*
- *"Everything (organization) was excellent"*
- *"More focus from tutors perspective"*
- *"More practical events and fewer presentations!"*
- *"People to be more prepared in advance"*

- *"When CoPs and tools are more mature, include sectorial sessions for each CoP"*
- *"Invite other eLearning developers beside Moodle to join in"*
- *"I am very happy with this format"*
- *"Everything and everybody was really great"*
- *"Very good logistic and really nice meeting (interesting)"*
- *"I would like to see on RSS feed on the website"*
- *"Perhaps some focus group discussions with practical experiences or expectations"*
- *"It would be interesting that all the documents be available before the presentation in paper or CD"*
- *"Correct the minor aspects listed above and continue with the rest, which was excellent"*

A2.3 Evaluation report for the second Barcelona CoPs meeting

Part 1: Geographical spread and impact on adoption

Geographical Spread

Next table shows the number of those attendees to the UNFOLD CoP meeting in Barcelona.

Chart 8: Geographical spread
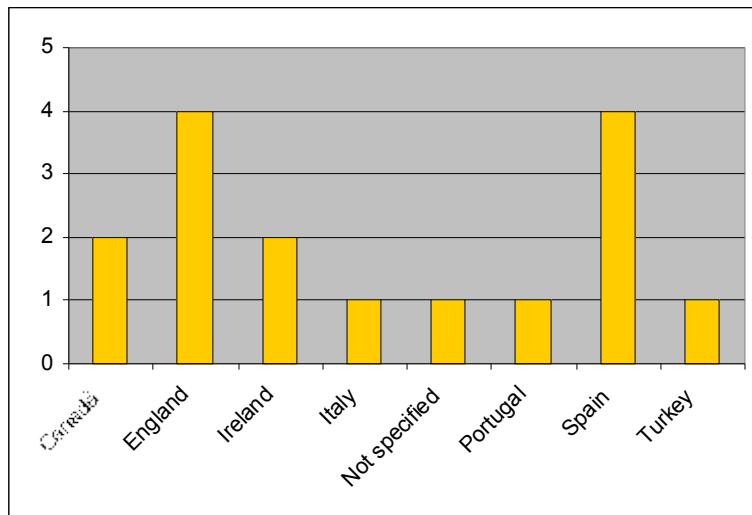
The most part of the attendees came from the European Union, despite, the interest on the Unfold Project is broader, there were 3 attendees from other countries: 2 form Canada an 1 from Turkey.

Impact on adoption in your country
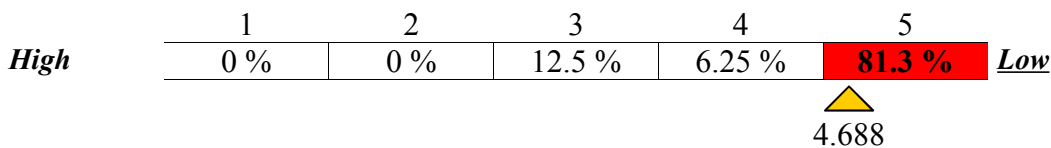
Adoption of IMS-LD with learners

	1	2	3	4	5	
High	0 %	0 %	12.5 %	6.25 %	**81.3 %**	**Low**

4.688

In general, the results of the adoption of IMS-LD with learners, point out that it is very low. Next table shows the adoption of IMS-LD with learners as a function of the geographical spread:

Table 1: Adoption of IMS-LD with learners in countries – geographical spread

Geographical spread	# attendees	Adoption
Canada	2	**5**
England	4	**4.5**
Ireland	2	**4.5**
Italy	1	**3**
Not specified	1	**5**
Portugal	1	**5**
Spain	4	**5**
Turkey	1	**5**

As can be observed in Table 2, the adoption of IMS-LD with learners in Italy is quite better than in other countries, despite there was only an attendee from Italy and this result may be not significant.

### *Adoption of IMS-LD regarding the development of tools*
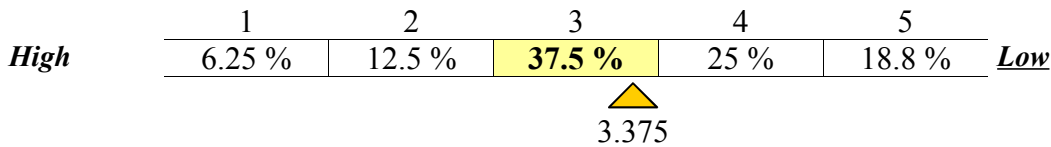
	1	2	3	4	5	
High	6.25 %	12.5 %	**37.5 %**	25 %	18.8 %	***Low***

3.375

In general, the results show that the adoption of IMS-LD regarding the development of tools is a normal. The results are clearly better than the adoption of IMS-LD with learners. Next table shows the adoption of IMS-LD regarding the development of tools as a function of geographical spread:

Table 2: Adoption of IMS-LD regarding tools - geographical spread

Geographical spread	# attendees	Adoption
Canada	2	**3.5**
England	4	**2.25**
Ireland	2	**4**
Italy	1	**3**
Not specified	1	**4**
Portugal	1	**5**
Spain	4	**3.25**
Turkey	1	**5**

This table suggests that England has the best adoption of IMS-LD regarding tools, in the other side Portugal and Turkey are the countries were the adoption of the tools is poorer. Likewise, there are 5 of the countries below the average.

The support which UNFOLD offers to open up new opportunities

	1	2	3	4	5	
High	**53.3 %**	33.3 %	6.67 %	6.67 %	0 %	***Low***

1.667
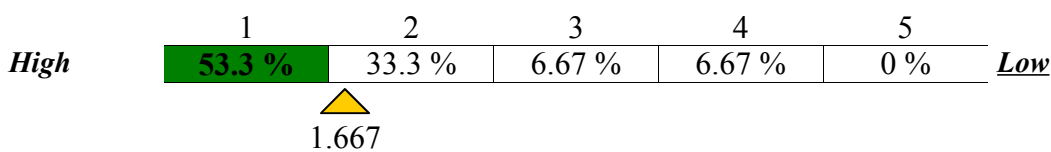
In general, the results clearly point out that UNFOLD offers a lot of opportunities to the adoption of IMS-LD. Next table shows the rate of expectations as a function of the geographical spread:

Table 3: Open up new opportunities - geographical spread

Geographical spread	# attendees	Adoption
Canada	2	**1**
England	4	**2**
Ireland	2	**2**
Italy	1	**2**
Not specified	1	**2**
Portugal	1	**1**
Spain	4	**1.5**

Turkey	1	**2**

These table suggests that the support which UNFOLD offers is higher or higher appreciated in Canada, Portugal and Spain.

Institutions
- 14 of the attendees came form the university and research sector.
- 1 of them was a content provider.
- Another 1 was a content developer.

Impact on adoption in your institution

Adoption of IMS-LD with learners

	1	2	3	4	5	
High	0 %	0 %	6.25 %	18.8 %	**75 %**	*Low*

4.688

In general, the results clearly point out the impact of adoption of IMS-LD with learners in institutions is, like it was in the counties, very poor. Next table shows the adoption of IMS-LD with learners as a function of the geographical spread:

Table 4: Adoption of IMS-LD with learners - institution

Geographical spread	# attendees	Adoption
Canada	2	**4.5**
England	4	**4.75**
Ireland	2	**5**
Italy	1	**3**
Not specified	1	**5**
Portugal	1	**5**
Spain	4	**5**
Turkey	1	**4**

This table suggests that Italy has the best adoption of IMS-LD with learner in institutions or companies, Italy was also the country with a higher adoption of IMS-LD with learners.

Adoption of IMS-LD regarding the development of tools

	1	2	3	4	5	
High	18.8 %	18.8 %	18.8 %	12.5 %	**31.3 %**	*Low*

3.188

In general, the results show that the adoption of IMS-LD regarding the development of tools is low. However, the adaptation of IMS-LD regarding the development of tools is quite better than the adoption of IMS-LD with learners. Next table shows the adoption of IMS-LD regarding the development of tools as a function of countries:

Table 5: Adoption of IMS-LD regarding tools - institution

Geographical spread	# attendees	Adoption

Canada	2	**2**
England	4	**2.25**
Ireland	2	**4**
Italy	1	**4**
Not specified	1	**5**
Portugal	1	**5**
Spain	4	**3.25**
Turkey	1	**3**

This table suggests that in Canada and England the level of adoption of IMS-LD regarding the tools is rather highly than the average, on the other side, Portugal is the country where this adoption is lower, followed by Ireland and Italy. Turkey and Spain are in the average.
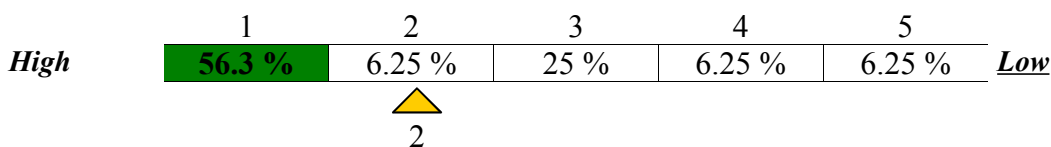
The support which UNFOLD offers to open up new opportunities

	1	2	3	4	5	
High	**56.3 %**	6.25 %	25 %	6.25 %	6.25 %	***Low***

In general, the results clearly reveal that the support which UNFOLD offers to open up new opportunities is regarded rather well within the context of companies and institutions, however it is quite lower that the results obtained for the institutions is lower that the obtained for the countries. Next table shows the support which UNFOLD offers as a function of the geographical spread:

Table 6: UNFOLD opportunities - institution

Geographical spread	# attendees	Adoption
Canada	2	**1**
England	4	**2.25**
Ireland	2	**3**
Italy	1	**3**
Not specified	1	**3**
Portugal	1	**1**
Spain	4	**1.5**
Turkey	1	**2**

This table suggests that the support which UNFOLD offers to open up new opportunities is lower in Ireland and Italy, while it is very high in Portugal and Canada, followed by Spain.
Suggestions for improving effectiveness of Unfold support activities

Sustainability of the Unfold project after finished.
Upload open source code (or links to the URLs) to use them for promoting new developments over already available applications and platforms This is mainly because LD has not reached the masses in education but alone second level. People and solution providers are still trying to be SCORM conformant. They typically are not looking at IMS LD as a solution platform.
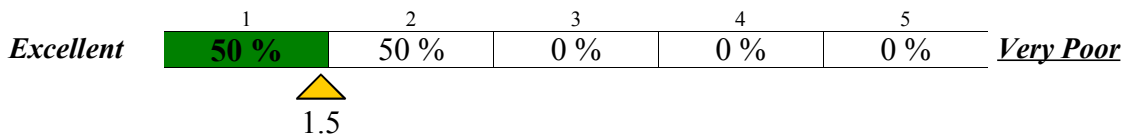Some really good exemplar designs

Massive focus on prototyping and design of learning design editing and runtime environments.

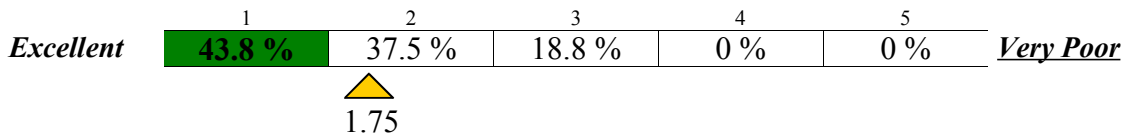*Part 2: Meeting organisation and quality of the information*

A) ORGANIZATION AND QUALITY
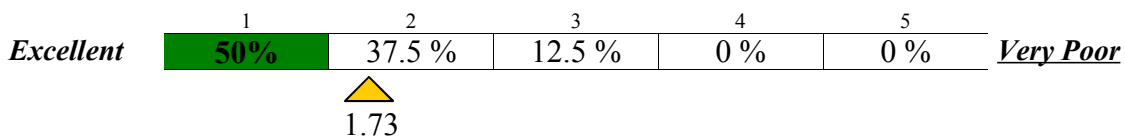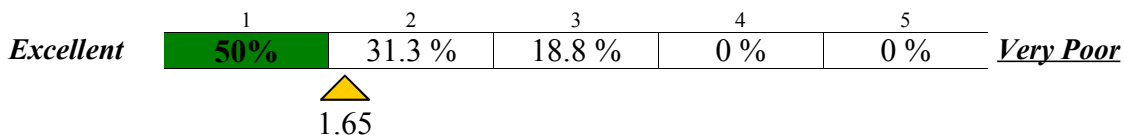**The information provided about the UNFOLD meeting on the Web**

Clear

	1	2	3	4	5	
Excellent	**50 %**	50 %	0 %	0 %	0 %	*Very Poor*

1.5

Sufficient

	1	2	3	4	5	
Excellent	**43.8 %**	37.5 %	18.8 %	0 %	0 %	*Very Poor*

1.75

Easy to read

	1	2	3	4	5	
Excellent	**50%**	37.5 %	12.5 %	0 %	0 %	*Very Poor*

1.73

The results clearly point out that most of those attendees rated excellent or very good the information provided about the UNFOLD meeting on the web.
The quality of the information offered by the speakers was

	1	2	3	4	5	
Excellent	**50%**	31.3 %	18.8 %	0 %	0 %	*Very Poor*

1.65

The results clearly reveal that most of those attendees rated excellent or very good the quality of the information offered by the speakers.

B) USEFULNESS
How often do you work with eLearning standards?
The results suggest that most of those attendees work with eLearning standards frequently. The highest frequency corresponds to every week, followed by every working day and every month.
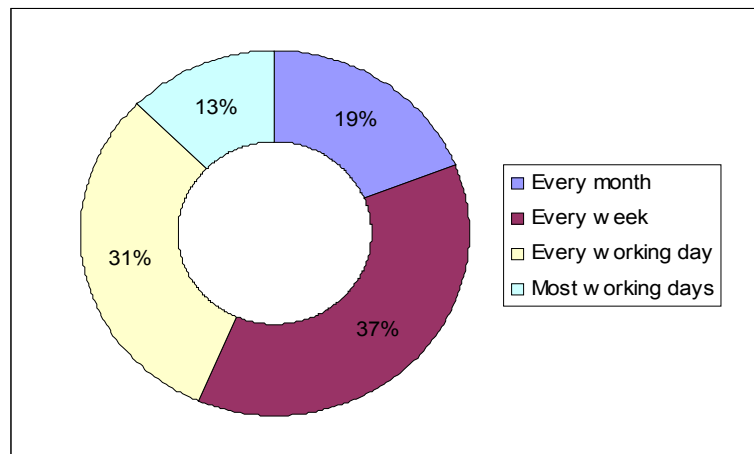
Have you used IMS Learning Design with Learners?
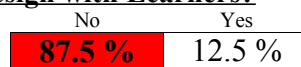
No	Yes
87.5 %	12.5 %

The results clearly show the IMS Learning Design is not being used with learners.

Previous results might shed some light on this issue:

- the number of available tools is quite poor

- the adoption of IMS-LD in countries and institutions is low

Do you hope that UNFOLD will help you open up new opportunities to use IMS-LD?

No	Yes
12.5 %	**87.5 %**
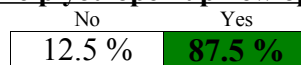
The results clearly show the UNFOLD project will help people to open up new opportunities to use IMS-LD.
People would like Unfold to:
- Offer a service orientation of LD.
- Inform latest work on LD.
- Provide access to a number of people who are able to offer advice based on their work/history with LD.
- Share methods and tools.
- Increase interest of people with the release of LD editors and players for all levels.
- Help the development of user friendly tools.
- Increase awareness of tools and best practice.
- Experience the new tools, meet & exchange ideas with others in the field.
Be a good forum for disseminating info about the possibilities that surround the LD Community.
- Continue offering meetings (online included).
- Interoperate and move towards design lead projects.

# C) PARTICIPATION

Are you willing to participate in the UNFOLD CoP?
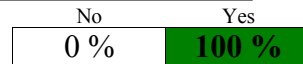
No	Yes
0 %	**100 %**

The results clearly show that people are willing to participate in the UNFOLD Communities of Practice.

Do you participate in the online events?
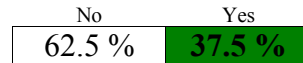
No	Yes
62.5 %	**37.5 %**

The results show that a great deal of people do not participate regularly in any online event.

The main reasons for not taking part in online forums discussion are three:

- the time

- 30% of the people who said 'No' had just engaged with Unfold.

- lack of information about the events

- too focused about XML and not about teachers and learners.

Do you prefer online or face-to-face events?
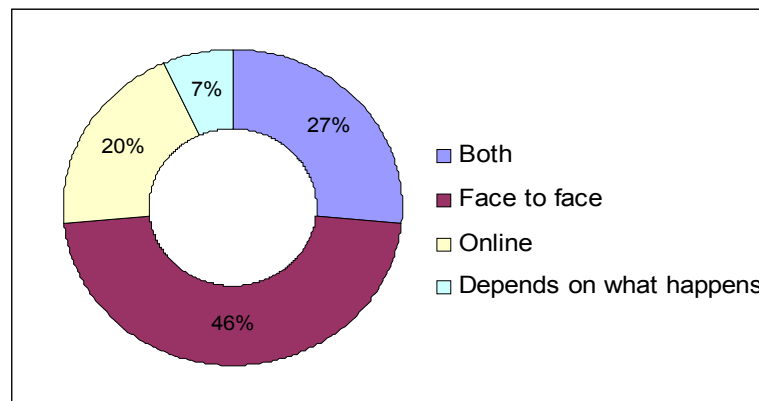
The results clearly point out that people prefer face-to-face meeting to online events. The reasons for preferring face-to-face events are:

- The direct contact with people is extremely valuable.

- The people have the opportunity to meet the specification and tools creators.

- More time to discuss (by e-mail is somewhat more difficult than f2f)

However, the general sensation is that both types of events are needed and important in a combined way, online events to stay up to date and from time to time intensive meetings face to face seems to be the best option.

D) SUGGESTIONS

Which aspects did you find most valuable about your participation in the meeting?
[24 comments]

The attendee's comments were classified into 4 categories:

    10. Information and discussion.

11. Hands on work.
12. Evolution of tools.
13. People who were satisfied with all the meeting.
14. Organization of the meeting.

The most valuable aspects were:

Information and discussion

- Brainstorming of ideas
- Expert opinions
- Discussion with other participants
- Feedback

62.5 %

Hands on work

- Creating LD activity structures
- Seeing tools

20.8 %

Evolution of the tools | **8.33 %**

All aspects | **4.17 %**

Meeting organization | **4.17 %**

What aspects did you find less valuable about the meeting?
[6 comments]

As there were very few comments about the less valuable aspects, we have decided to put them textually:

- *"Nothing for Mac (except Reload)."*
- *"Not enough."*
- *"No time to pull together individual sessions and review."*
- *"Difficult to choose one of the parallel sessions."*
- *"Awful Cosmos workshop!"*
- *"Tool using the first two days was too long, I would prefer more discussion time."*

Other comments or suggestions:
[8 comments]

As done with the less valuable comments, here are the transcriptions of the general comments that participants pointed out:

- *"Upload presentations and other resources to be used during the event before the event."*
- *"Instead of having large duration workshops try to make the workshops task/activity based (small groups) so that participants feel more involved."*
- *"Dissemination on orientations."*
- *"Prototyping and design the way forward."*
- *"Delegates list with welcome package."*

- *"More structured social agenda: meals and activities."*
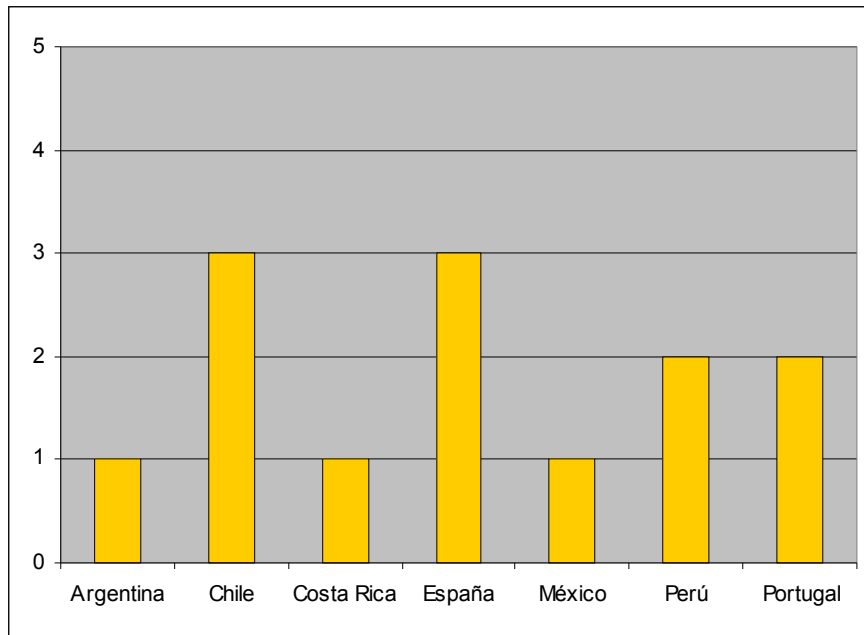- *"Some presentations were excellent, some very poor"*.

A2.4 Evaluation report for the Madrid workshop

Part 1: Geographical spread and impact on adoption

Geographical Spread

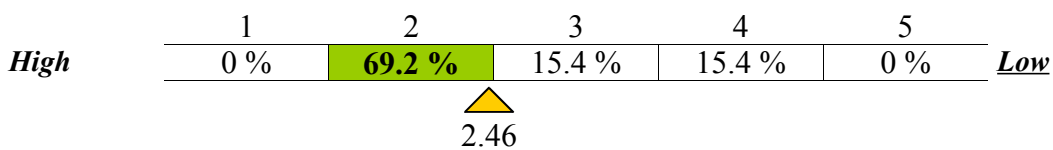Next table shows the number of those attendees to the UNFOLD workshop at Online Educa Madrid.

Chart 9: Geographical spread

The most part of the attendees, 62 % came from Latino America. The other 38 came from Spain and Portugal.

Impact on adoption in your country

Adoption of IMS-LD with learners

	1	2	3	4	5	
High	0 %	**69.2 %**	15.4 %	15.4 %	0 %	***Low***

2.46

In general, the results of the adoption of IMS-LD with learners, point out that it is rather high. Next table shows the adoption of IMS-LD with learners as a function of the geographical spread:

Table 1: Adoption of IMS-LD with learners in countries – geographical spread

Geographical spread	# attendees	Adoption
Argentina	1	**2**
Chile	3	**2.33**
Costa Rica	1	**2**
España	3	**2.33**
México	1	**2**
Perú	2	**3**

Portugal	2	**3**

As can be observed in Table 2, the adoption of IMS-LD with learners in Italy is quite worse in Perú and Portugal than in the other countries. Despite, in general, the adoption of LD with learners has a good rating.

Adoption of IMS-LD regarding the development of tools

	1	2	3	4	5	
High	0 %	**69.2 %**	15.4 %	15.4 %	0 %	*Low*

2.46

In general, the results show that the adoption of IMS-LD regarding the development of tools is also rather good. The results are exactly the same as the adoption of the specification with learners. Next table shows the adoption of IMS-LD regarding the development of tools as a function of geographical spread:

Table 2: Adoption of IMS-LD regarding tools - geographical spread

Geographical spread	# attendees	Adoption
Argentina	1	**2**
Chile	3	**2**
Costa Rica	1	**2**
España	3	**2.33**
México	1	**2**
Perú	2	**3**
Portugal	2	**3.5**

Again, Peru and Portugal, are the countries were this adoption is lower.

The support which UNFOLD offers to open up new opportunities

	1	2	3	4	5	
High	15.4 %	30.8 %	**46.2 %**	7.69 %	0 %	*Low*

2.46

In general, the results clearly point out that UNFOLD offers opportunities to the adoption of IMS-LD, despite, this result is quite lower than the result for the same question in the Valkenburg and Barcelona CoP meetings, this may suggest that the support offered in Latino America is rather lower than the support offered in Europe. Next table shows the rate of expectations as a function of the geographical spread:

Table 3: Open up new opportunities - geographical spread

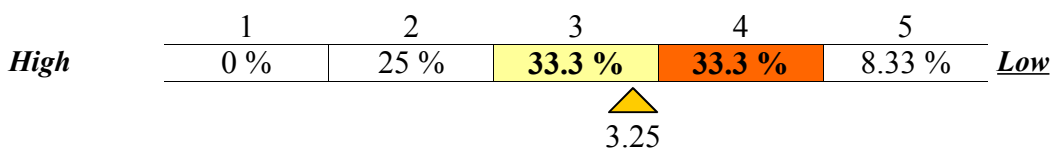| Geographical spread	# attendees	Adoption
Argentina	1	**3**
Chile	3	**2.33**
Costa Rica	1	**2**
España	3	**2.67**
México	1	**1**
Perú	2	**3.5**

Portugal	2	**2**	

These table suggests that the support which UNFOLD offers is higher or higher appreciated in México. On the other side, Peru and Argentina, are the countries where the support is lower.

Institutions
- 9 of the attendees came form the university or education sector.
- 1 of them was a consulter.
- Another 1 was a financier.
- Another works in the educative publishing sector (CDs, e-books)

Impact on adoption in your institution

Adoption of IMS-LD with learners

	1	2	3	4	5	
High	0 %	25 %	**33.3 %**	**33.3 %**	8.33 %	*Low*

3.25

In general, the results clearly point out the impact of adoption of IMS-LD with learners in institutions is lower than it was in the counties. Next table shows the adoption of IMS-LD with learners as a function of the geographical spread:

Table 4: Adoption of IMS-LD with learners - institution

Geographical spread	# attendees	Adoption
Argentina	1	**2**
Chile	3	**3**
Costa Rica	1	**2**
España	3	**3.67**
México	1	**3**
Perú	2	**4**
Portugal	2	**4**

This table suggests that Argentina and Costa Rica are the countries where the adoption of IMS-LD with learners is higher. Peru, Portugal and Spain, are the countries were this adoption is lower.

Adoption of IMS-LD regarding the development of tools
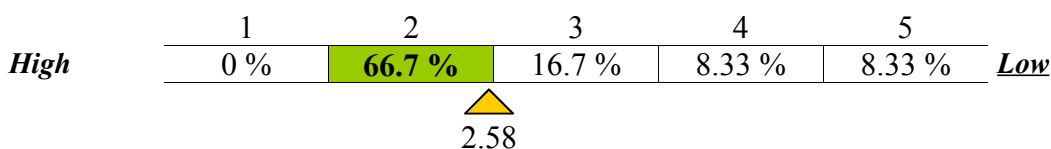
	1	2	3	4	5	
High	0 %	**66.7 %**	16.7 %	8.33 %	8.33 %	*Low*

2.58

In general, the results show that the adoption of IMS-LD regarding the development of tools is quite high, and it is clearly higher than the adoption of the specification with learners. The results here are very similar to the results of the adoption of IMS-LD regarding the tools in the countries. Next table shows the adoption of IMS-LD regarding the development of tools as a function of countries:

Table 5: Adoption of IMS-LD regarding tools - institution

Geographical spread	# attendees	Adoption
Argentina	1	**2**
Chile	3	**2.33**
Costa Rica	1	**2**
España	3	**2.33**
México	1	**2**
Perú	2	**3.5**
Portugal	2	**4**

This table suggests that in Perú and Portugal the level of adoption of IMS-LD regarding the tools is lower than the average.

The support which UNFOLD offers to open up new opportunities

	1	2	3	4	5	
High	18.2 %	45.5 %	18.2 %	9.09 %	9.09 %	***Low***

2.46

In general, the results clearly reveal that the support which UNFOLD offers to open up new opportunities is regarded rather well within the context of companies and institutions, the results are the same as the obtained for the countries. Next table shows the support which UNFOLD offers as a function of the geographical spread:
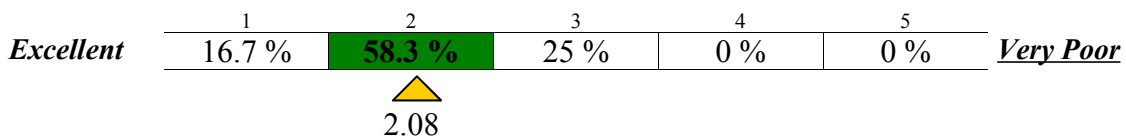
Table 6: UNFOLD opportunities - institution

| Geographical spread	# attendees	Adoption
Chile	3	**2.33**
Costa Rica	1	**2**
España	3	**3**
México	1	**1**
Perú	2	**3.5**
Portugal	2	**1**

This table suggests that the support which UNFOLD offers to open up new opportunities is lower in Peru and Spain, and higher in Portugal and Mexico. This results are very similar to the obtained for the countries.

Suggestions for improving effectiveness of Unfold support activities

Advertising and marketing in the university and technical education institutions. Courses to spread de specification.

PART 2: Meeting organisation and quality of the information

A) ORGANIZATION AND QUALITY
**The information provided about the UNFOLD meeting on the Web**

Clear

	1	2	3	4	5	
Excellent	25 %	**50 %**	8.33 %	8.33 %	8.33 %	*Very Poor*

2.25

Sufficient

	1	2	3	4	5	
Excellent	16.7 %	**50 %**	25 %	0 %	%	*Very Poor*

2.33

Easy to read

	1	2	3	4	5	
Excellent	16.7 %	**58.3 %**	25 %	0 %	0 %	*Very Poor*

2.08
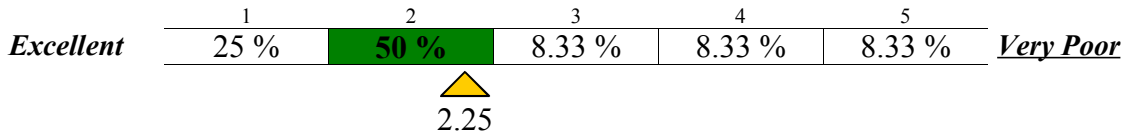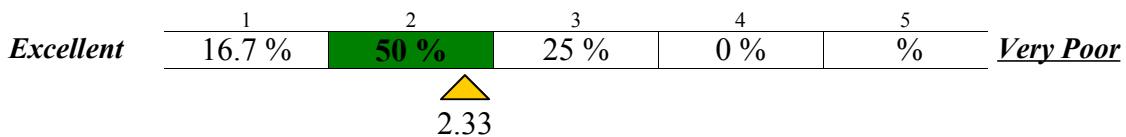
The results clearly point out that most of those attendees rated rather good the information provided about the UNFOLD meeting on the web.

The quality of the information offered by the speakers was

	1	2	3	4	5	
Excellent	38.5 %	**61.5 %**	0 %	0 %	0 %	*Very Poor*

1.62
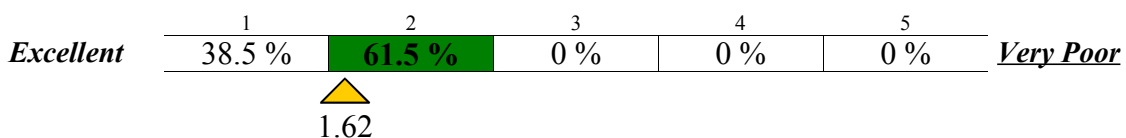
The results clearly reveal that most of those attendees rated nearly excellent the quality of the information offered by the speakers.

B) USEFULNESS
How often do you work with eLearning standards?
The results suggest that most of those attendees work with eLearning standards frequently. Half of the participants use LD every working day or most working days. 25% of the attendees never use LD.
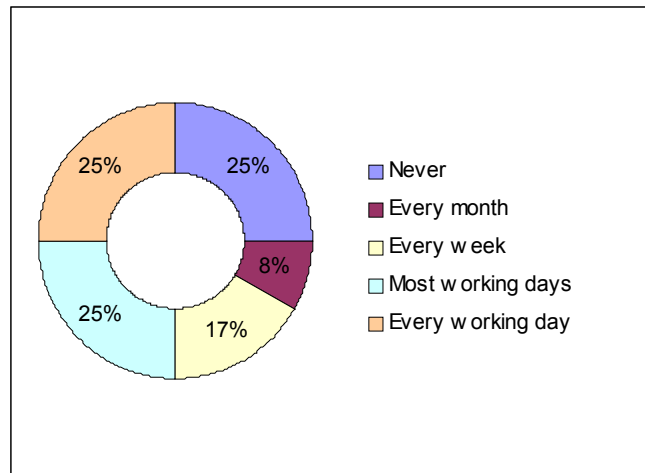
Have you used IMS Learning Design with Learners?

No	Yes
76.9 %	23.1 %
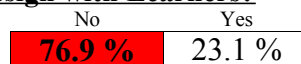
The results clearly show the IMS Learning Design is not being used with learners, despite this result is a bit confusing because the adoption of the specification with learners in the countries context was quite high, and was normal in the institutions.

**Do you hope that UNFOLD will help you open up new opportunities to use IMS-LD?**
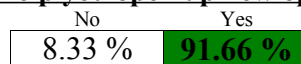
No	Yes
8.33 %	**91.66 %**

The results clearly show the UNFOLD project will help people to open up new opportunities to use IMS-LD.

People would like Unfold to:

- Have more information about the Unfold project, because 3 hours were not enough.
- Inform about the opportunities to develop eLearning projects.
- Facilitate information to know how to put in practice the IMS-LD.
- Facilitate more information about the specification.
- Facilitate information to adapt the IMS-LD specification to specific tools.
- Model learning activities.
- Provide recent information.

C) PARTICIPATION

Are you willing to participate in the UNFOLD CoP?
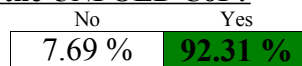
No	Yes
7.69 %	**92.31 %**

The results clearly show that people are willing to participate in the UNFOLD Communities of Practice.

Only one person said "No" to that question because in his opinion "There is not support in Lationoamerica".

Do you participate in the online events?

No	Yes
100 %	0 %

- The results show that none of the attendees had participated in the online events. The most part (61.5) of them pointed out that the reason for not participating was they had no knowledge about them.

-

Do you prefer online or face-to-face events?
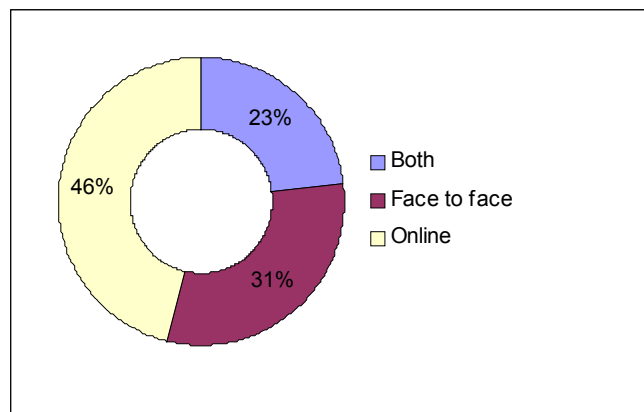
The results clearly point out that people prefer online events to face to face meetings. The reasons for preferring online events are:

- The geographical spread.

- They are cheaper that face to face meetings.

- "As teachers we have to prove if this methodology works."

- Helps to develop eLearning projects.

However, the advantages of having face to face meetings are that there is a major level of motivation and interaction.

Face to face meetings are useful to have direct feedback, online events and forums are right to be up to date.

D) SUGGESTIONS
Which aspects did you find most valuable about your participation in the meeting?
[11 comments]

- Learning Design approach	**54.5 %**
- Unfold project	**18.2 %**
Dialectics	**9.09 %**
- CD and websites	**9.09 %**
- Tools	**9.09 %**

What aspects did you find less valuable about the meeting?
[6 comments]

- All was valuable	**50.0 %**
- Technical aspects	**16.7 %**
Missing an introduction	**16.7 %**
- Introduction not necessary	**16.7 %**

Other comments or suggestions:
[4 comments]

As there were few other comments, here are the transcriptions of the general comments that participants pointed out:

- *"Few time"*.
- *"More generic content, not so technical"*.
- *"Nice presentation it has been very useful"*.
- *"Thank you"*.
- *"Ok"*.
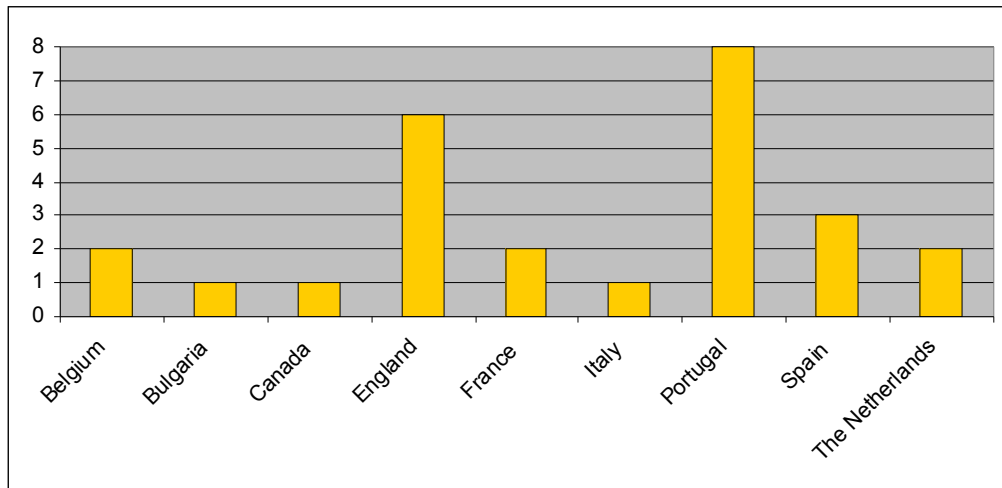- *"Workshop with time to exchange ideas,…"*.

A2.5 Evaluation report for the Braga CoPs meeting

Part 1: Geographical spread and impact on adoption

Geographical Spread

Next table shows the number of those attendees to the UNFOLD CoP meeting in Braga, Portugal.
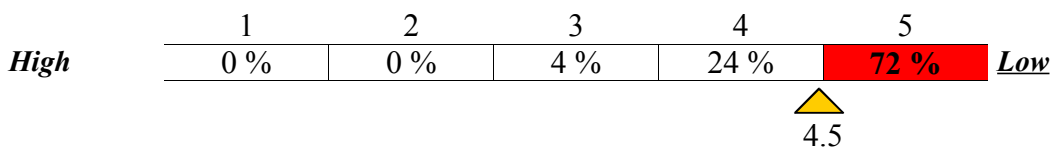
Chart 10: Geographical spread

All the attendees, except one -who came from Canada-, came from the European Union. Of these attendees, there were 8 participants from Portugal, 6 who came from England, 3 from Spain, 2 from Belgium, France and the Netherlands, and 1 from Bulgaria and Italy.

Impact on adoption in your country

Adoption of IMS-LD with learners

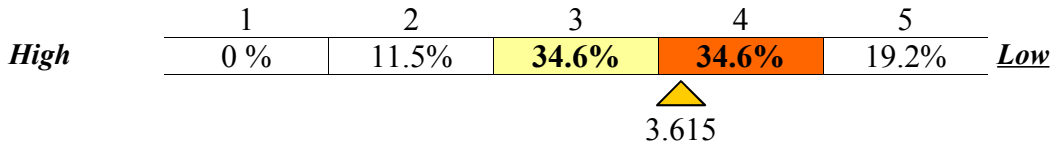|	1	2	3	4	5	
High	0 %	0 %	4 %	24 %	**72 %**	**Low**

4.5

In general, the results of the adoption of IMS-LD with learners, point out that it is very low. Next table shows the adoption of IMS-LD with learners as a function of the geographical spread:

Table 1: Adoption of IMS-LD with learners in countries – geographical spread

Geographical spread	# attendees	Adoption
Belgium	2	**5**
Bulgaria	1	**4**
Canada	1	**5**
England	6	**4,83**
France	2	**5**
Italy	1	**5**
Portugal	8	**4,75**
Spain	3	**4**
The Netherlands	1	**4**

As can be observed in Table 2, the adoption of IMS-LD with learners in Bulgaria, Spain and the Netherlands, is quite better than in other countries, despite there was only an attendee from Italy and Bulgaria and this result may be not significant. This adoption is very low in Belgium, Canada, France and Italy.

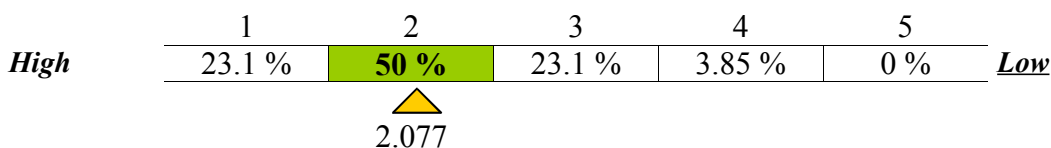### *Adoption of IMS-LD regarding the development of tools*

	1	2	3	4	5	
High	0 %	11.5%	**34.6%**	**34.6%**	19.2%	*Low*

3.615

In general, the results show that the adoption of IMS-LD regarding the development of tools is a normal. The results are clearly better than the adoption of IMS-LD with learners. Next table shows the adoption of IMS-LD regarding the development of tools as a function of geographical spread:

Table 2: Adoption of IMS-LD regarding tools - country

Geographical spread	# attendees	Adoption
Belgium	2	**5**
Bulgaria	1	**3**
Canada	1	**4**
England	6	**3,17**
France	2	**4,5**
Italy	1	**4**
Portugal	8	**3,63**
Spain	3	**3,33**
The Netherlands	2	**3**

This table suggests that Bulgaria and the Netherlands have the best adoption of IMS-LD regarding tools, in the other side Belgium is the countries where the adoption of tools is poorer. Likewise, there are 5 of the countries below the average.

The support which UNFOLD offers to open up new opportunities

	1	2	3	4	5	
High	23.1 %	**50 %**	23.1 %	3.85 %	0 %	*Low*

2.077

In general, the results clearly point out that UNFOLD offers a number of opportunities to the adoption of IMS-LD. Next table shows the rate of expectations as a function of the geographical spread:

Table 3: Open up new opportunities - precedence

Geographical spread	# attendees	Adoption
Belgium	2	**3**
Bulgaria	1	**2**
Canada	1	**1**
England	6	**2,17**

France	2	**3**
Italy	1	**1**
Portugal	8	**2,13**
Spain	3	**1,33**
The Netherlands	2	**2**

This table suggests that the support which UNFOLD offers is higher or higher appreciated in Canada and Italy, followed by Spain. Belgium and France are the counties where this support is poorer.

Institutions

- 14 of the attendees came from the university and research sector.

- 1 of them was a content provider.

- Another 1 was a content developer.

Impact on adoption in your institution

Adoption of IMS-LD with learners

	1	2	3	4	5	
High	0 %	3.85 %	0 %	19.2 %	**76.9 %**	**Low**

4.692

In general, the results clearly point out the impact of adoption of IMS-LD with learners in institutions is very poor, even more than it was in countries. Next table shows the adoption of IMS-LD with learners as a function of the geographical spread:

Table 4: Adoption of IMS-LD with learners - institution

Geographical spread	# attendees	Adoption
Belgium	2	**5**
Bulgaria	1	**4**
Canada	1	**5**
England	6	**5**
France	2	**5**
Italy	1	**5**
Portugal	8	**4,75**
Spain	3	**3,67**
The Netherlands	2	**4,5**

This table suggests that Spain has the best adoption of IMS-LD with learner in institutions or companies. Belgium, Canada, England, France and Italy, are on the other side.

Adoption of IMS-LD regarding the development of tools

	1	2	3	4	5	
High	4 %	16 %	**32 %**	28 %	20 %	**Low**

3.346

In general, the results show that the adoption of IMS-LD regarding the development of tools is quite low. However, the adoption of IMS-LD regarding the development of tools is clearly better than the adoption of IMS-LD with learners. Next table shows the adoption of IMS-LD regarding the development of tools as a function of countries:

Table 5: Adoption of IMS-LD regarding tools - institutions

Geographical spread	# attendees	Adoption
Belgium	2	5
Bulgaria	1	3
Canada	1	4
England	6	3,67
France	2	3,5
Italy	1	3
Portugal	7	3,43
Spain	3	2,33
The Netherlands	2	2

This table suggests that there are countries where this adoption is very low, like in Belgium. Otherwise, there are some others were it is quite good, like in Spain and, specially, the Netherlands. Bulgaria, France, Italy and Portugal are in the average.

The support which UNFOLD offers to open up new opportunities

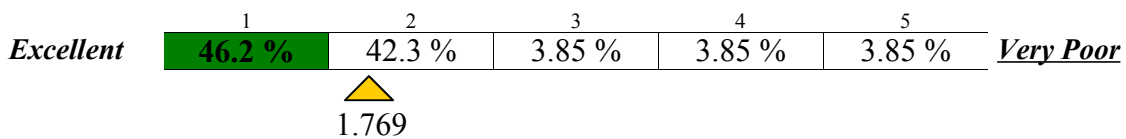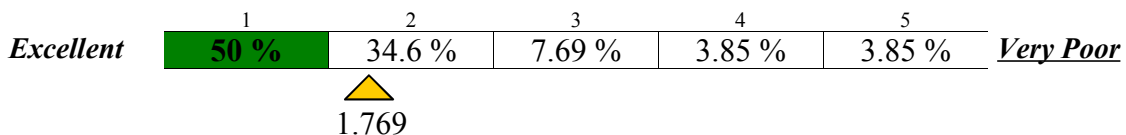|	1	2	3	4	5	
High	24 %	28 %	**32 %**	4 %	12 %	***Low***

2.52

In general, the results clearly reveal that the support which UNFOLD offers to open up new opportunities is regarded rather well within the context of companies and institutions, however it is quite lower than the results obtained for the countries. Next table shows the support which UNFOLD offers as a function of the geographical spread:
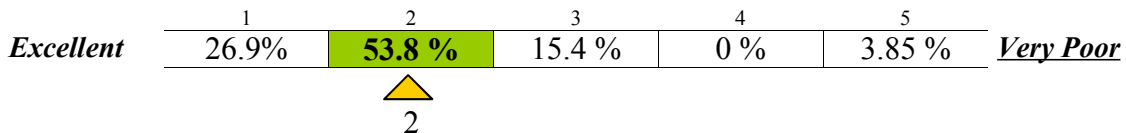
Table 6: UNFOLD opportunities - institutions

Geographical spread	# attendees	Adoption
Belgium	2	2,5
Bulgaria	1	1
Canada	1	1
England	6	3,17
France	1	2
Italy	1	1
Portugal	8	2,88
Spain	3	2,33
The Netherlands	2	2

This table suggests that the support which UNFOLD offers to open up new opportunities is lower in England and Portugal, and excellent in Bulgaria, Canada and Italy.

PART 2: Meeting organisation and quality of the information

A) ORGANIZATION AND QUALITY
The information provided about the UNFOLD meeting on the Web

Clear

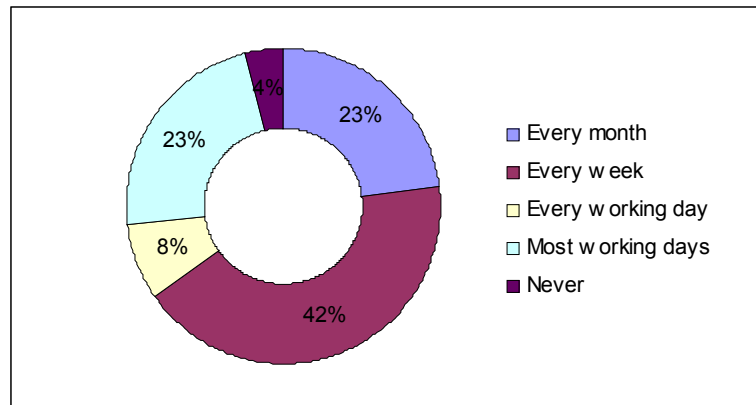|	1	2	3	4	5	
Excellent	**61.5 %**	30.8 %	0 %	3.85 %	3.85 %	*Very Poor*

1.577

Sufficient

	1	2	3	4	5	
Excellent	**46.2 %**	42.3 %	3.85 %	3.85 %	3.85 %	*Very Poor*

1.769

Easy to read

	1	2	3	4	5	
Excellent	**50 %**	34.6 %	7.69 %	3.85 %	3.85 %	*Very Poor*

1.769

The results clearly point out that most of those attendees rated excellent or very good the information provided about the UNFOLD meeting on the web.

The quality of the information offered by the speakers was

	1	2	3	4	5	
Excellent	26.9%	**53.8 %**	15.4 %	0 %	3.85 %	*Very Poor*

2

The results clearly reveal that most of those attendees rated excellent or very good the quality of the information offered by the speakers.

B) USEFULNESS
How often do you work with eLearning standards?
The results suggest that most of those attendees work with eLearning standards frequently. The highest frequency corresponds to every week, followed by most working day and every month. Only 4% of the attendees never work with eLearning standards.

Have you used IMS Learning Design with Learners?

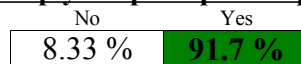| No	Yes
92 %	8 %

The results clearly show the IMS Learning Design is not being used with learners.

Previous results might shed some light on this issue:

- the number of available tools is quite poor

- the adoption of IMS-LD in countries and institutions is low

Do you hope that UNFOLD will help you open up new opportunities to use IMS-LD?

No	Yes
8.33 %	**91.7 %**

The results clearly show the UNFOLD project will help people to open up new opportunities to use IMS-LD.

People would like Unfold to:
- Adapt Moodle to the IMS-LD specification.
- "I think there are some major problems with the assumptions implicit in this interoperability project".
- Help LAMS providers to integrate LD.
- Promoting events and on-line resources (applications and software).
- Introduction to new tools.
- Information and Case Studies.
- Promote activity based learning.
- Learn new ideas, favour new collaborations and try new tools.
- "I hope that in the future (not far away) this specification can be used successfully in the Portuguese higher education. For this scenario Unfold has a major important role.
- Understand the possibilities, collaborate with other institutions and participate in the CoPs.
- Make easier the scenario building.
- Support the teachers training and education because the capacity to model learning situations is interesting.
- Provide a first try-out with an editor.
- Provide a stable, supporting lead organization.
- Develop models of implementation, templates, tools and guides.

- Share knowledge about LD.
- See what can be done with master students.
- Give information, news and support.
- Be a back end solution to sharing UoLs.
- Find pedagogical experts to incorporate to our group.
- Provide information about the specifications, the environments, the tools and the undergoing work.

C) PARTICIPATION
Do you participate in the online events?

	No	Yes
	44 %	**56 %**

The results show that a great deal of people does not participate regularly in any online event.

The main reasons for not taking part in online forums discussion are four:

- the time

- 18% of the people who said 'no' had just engaged with Unfold.

- better facilitations

- not focused on the areas of the interest of 9% of the attendees

Despite, 36% of the people who said "no" showed their interest in participating in the online events in the future because they feel these events can be of their interest.

All the attendees that participate in Unfold online events feel these events help them to find out information, exchange ideas, share work, debate questions and learn more about the field.

Do you prefer e-mailing list debate to forum debate?

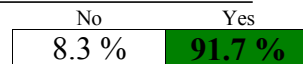|	No	Yes
	58.3 %	41.7 %

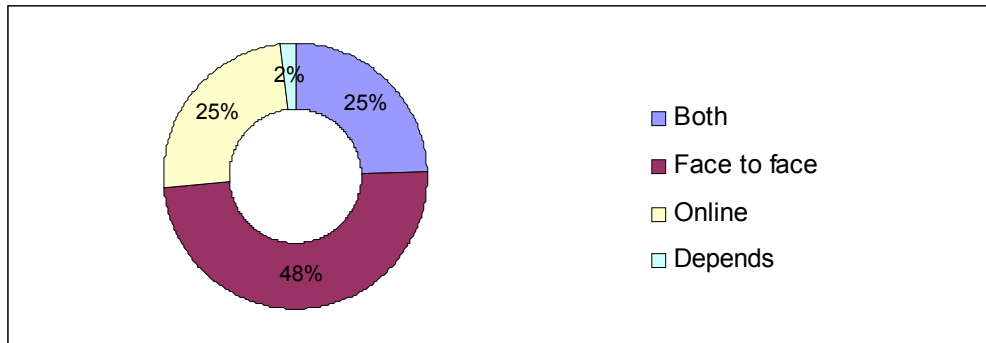The attendees prefer forum to e-mailing lists debates. The main reasons are:

- They are well organized and are easy to answer.

- Email is easier to ignore, and forums force you to take time, chat and consider issues.

- Keeps track of all the discussion.

- Can not be block by an excess of mails.

- Better structure.

- Live interaction

- Brainstorming is possible.

The participants who prefer e-mailing list debates, pointed out as the reason for this choice:

- The feedback is faster.

- Can read when appropriate

- More time to answer

- Great visibility

- Easier to follow

Are you willing to participate in the UNFOLD CoP?

No	Yes
8.3 %	**91.7 %**

The results clearly show that people are willing to participate in the UNFOLD Communities of Practice.

Do you prefer online or face-to-face events?

The results clearly point out that people prefer face-to-face meeting to online events. The reasons for preferring face-to-face events are:

-   The direct contact with people is extremely valuable, as it is also sharing experiences and the personal thoughts shared.

-   The people have the opportunity to meet the specification and tools creators.

-   More time to discuss (by e-mail is somewhat more difficult than f2f), specially the discussions after the presentations.

The reasons for preferring online events are:

-   They are cheaper.

-   They require less time and are easier to follow.

However, the general sensation is that both types of events are needed and important in a combined way, online events bridges distance and time differences and face-to-face allows for personal interactivity.

D) SUGGESTIONS
Which aspects did you find most valuable about your participation in the meeting?
[30 comments]

The attendee's comments were classified into 5 categories:

15. Discussion with other people.
16. Information provided about LD.
17. Meeting other people.
18. Presentations.
19. Tools.

The most valuable aspects were:

Discussion with other people

- Knowing what others are doing
- Understanding other people ideas
- Exchanging ideas
- See that many people have the same questions

36.7 %

Information provided about IMS LD

- Getting a better idea of what LD means
- Understanding the key issues of the moment
- Know specific standard and levels

23.3 %

Meeting other people

- Sharing moment with different people
- Personal contact with community
- Get to know people

20 %

Presentations

- Moodle presentation
- Helen Beetham presentation
- Dominique Verporter 8LEM
- The richness of presentations

13.3 %

Tools   **6.6 %**

What aspects did you find less valuable about the meeting?
[23 comments]

The attendee's comments were classified into 5 categories:

7. Some presentations.
8. All was valuable.
9. Tools.
10. Hands-on.
11. Discussions.
12. Other

Some presentations

- Some participations were "dejá vu"
- Some were not very interesting
- Moodle presentation
- Some not well prepared
- Some take too long

26.08 %

All was valuable   **21.74 %**

Tools

17.39 %

- Still not stable.
- Poor software for trial and tools.

Hands-on

13.04 %

- Hoping a hands-on session
- It was title as a hands-on meeting
- Short time hands-on

Other

13.04 %

- Technical problems related to network
- To many changes in the agenda
- Documents not available before presentation in the most of the presentations

Discussions

8.70 %

- Discussions skirted the real issues/debate
- Were mostly positivist

Other comments or suggestions:
[19 comments]

As they are of very different nature, here are the transcriptions of the general comments that participants pointed out:

- *"Very inspiring!!!"*
- *"Facilitate higher quality discussion"*
- *"Take notes"*
- *"General feeling that the meeting is productive, not just didactic"*
- *"Less presentations more focused real work where we are showing real problems"*
- *"A better porter session announcement before the meeting"*
- *"Everything (organization) was excellent"*
- *"More focus from tutors perspective"*
- *"More practical events and fewer presentations!"*
- *"People to be more prepared in advance"*
- *"When CoPs and tools are more mature, include sectorial sessions for each CoP"*
- *"Invite other eLearning developers beside Moodle to join in"*
- *"I am very happy with this format"*
- *"Everything and everybody was really great"*
- *"Very good logistic and really nice meeting (interesting)"*
- *"I would like to see on RSS feed on the website"*
- *"Perhaps some focus group discussions with practical experiences or expectations"*

- *"It would be interesting that all the documents be available before the presentation in paper or CD"*

"Correct the minor aspects listed above and continue with the rest, which was excellent"

A2.6 Usability trial of UNFOLD web site

USABILITY TEST FOR
UNFOLD site http://www.unfold-project.net

CONTENTS:
- TEST PLAN
- RESULTS EVALUATION
- CONCLUSIONS

TEST PLAN

INTRODUCTION

This document sets out the usability test plan for the first stage of the evaluation of the UNFOLD project website. This test aims to assess the usability of the website navigation, content legibility and forums interface.

The test plan begins with a description of the test purposes and particular problem statements that are expected to be answered. Next, the methodology is detailed by defining the user profile, task list, test environment and the role of the test monitor. Finally, the evaluation measures that will be used to analyse the usability of the project website are detailed along with a brief description about how the results of this evaluation will be articulated into the test report.

PURPOSES

To evaluate if users can look for IMS-LD information easily and quickly. The usability test will identify errors and difficulties involved in navigating through the site.

PROBLEM STATEMENTS

This usability test aims to answer the following questions:

- Do users associate folders with the material inside each folder?
- Is the navigation clear?
- Can users find the information that they are looking for rapidly?
- Is the legibility of the content good enough?

USER PROFILE

In this first stage of the site's evaluation, a total of 4 participants will be tested on Monday, 26th of September, 2005.

In order to evaluate how intuitive is the site for a person not involved in the project nor in IMS-LD, but wishing to know about it, in this first stage, the participants acquired, will have no IMS-LD experience, but a deep computer background.

The participants experience, as well as other information will be gathered by means of evaluation questionnaires, such as the pre-test questionnaire, which we attach at the end of this document.

METHODOLOGY

The usability test will consist of the administration of a set of questionnaires and the execution of a number of tasks.

All tests will be individual.

Three of test will be face-to-face, the other one will be via telephone.

The main test performance consists of the following sections:

1. **Participant greeting and background questionnaire**
   Each participant will be greeted by the test monitor and made to feel comfortable and relaxed. The participants will be asked to fill out a short questionnaire in order to gather their background information.

2. **Orientation**
   The participant will be given a short verbal introduction to the test explaining its objectives. This introduction will emphasize on the fact that that the project website is the centre of the evaluation, and not the user. The introduction will also encourage participants to think aloud during the test.

3. **Performance test**
   The performance test consists of a series of tasks that the participants will be asked to carry out.

   The scenario will be as follows:

   - The participants will be asked to sit down at a desk with a computer. The participants will be told that they have been informed about the existence of the Unfold site (the test monitor will facilitate the web address) and want to know the information that can be found there, and want also to join the site and become a member. The participants will have to perform the list of tasks given by the test monitor.
   - For the face-to-face tests, the test monitor, will observe the participants performing the tasks to see how they get to the information and their interaction with the site's structure and organization.
   - For the non-face-to-face test, the participant will be asked to explain verbally all the actions and steps he follows to accomplish the task, and all the troubles he finds, and doubts he has.

   Participants will be encouraged to work without guidance. Test monitor will ask the participant to verbalize his o her thoughts if the participant becomes stuck or hopelessly confused. This will help to notice the cause of the problem and will be written down.

4. **Participant debriefing**
   After all tasks are completed or the time expires, each participant will be debriefed by the test monitor in a informal interview environment. This session will include the following sections:

- Filling out a brief questionnaire pertaining to subjective perceptions of usability and aesthetics of the site and the forum interfaces and the usefulness and readability of the materials and contents provided at the Unfold site.
- Participant's overall comments about his or her performance.

TEST ENVIRONMENT AND EQUIPMENT REQUIREMENTS

The usability testing will take place in a simulate user's office, including a desk, chair, computer, typical supplies such as pencils, pens, paper… The computer will have Internet connexion and at least one browser installed.

TEST MONITOR ROLE

The test monitor will tell the participants, sequentially, the tasks they are required to accomplish. The participants will have also available the list of tasks in a document.

The test monitor will record errors and observations for each task.

The test monitor will not help any of the participants unless a question about the test procedure arises. If the monitor realizes that participants have a lot of problems carrying out some task, he will help them.

EVALUATION MEASURES

The following evaluation measures will be collected:

1. The percentage of participants who finished each task successfully at the first attempt versus those who had errors but finished them, and versus those who had errors from which they could not recover.
2. For the errors, the test monitor will note all the difficulties that the participants might have and all unusual behaviours o obvious causes of errors.
3. Participant rankings or comments about the usability and the aesthetics of the product.

REPORT CONTENTS

The report will include the following sections:

1. Test Plan
2. Results
3. Recommendations and discussion

ATTACHMENTS
- Pre-test
- Task List for UNFOLD site
- Post questionnaire

PRE-TEST

For all the numeric questions, please consider the following ranking: 0: minimum – 5: maximum

Organization: _____
Job title: _____
Country and city: _____

	0	1	2	3	4	5
Computer experience:						

	0	1	2	3	4	5
Experience with IMS-LD:						

Your relationship with the Unfold Project:
(select the appropriate answer)

- [ ] Assiduous registered member.
- [ ] Sporadic registered member.
- [ ] Assiduous not registered visitor.
- [ ] Sporadic not registered visitor.
- [ ] Never visited the site thus I know the project.
- [ ] Never visited the site nor have notice of the project.

If you know the Unfold Project, which CoPs have you joined in?
(more than one answer allowed)

- [ ] System Developers.
- [ ] Learning Designers.
- [ ] Teachers and Learning Providers.
- [ ] PhD Researchers.
- [ ] I have not joined in any CoP. Please, tell us your reasons:

Forums participation:
(select the appropriate answer)

- [ ] I have posted comments.
- [ ] I have not posted comments.
- [ ] I have never visited them.

UNFOLD chat participation: [ ] Yes   [ ] No

Unfold face-to-face meetings participation: [ ] Yes   [ ] No

Unfold online events participation: [ ] Yes   [ ] No

	0	1	2	3	4	5
Experience with Plone sites:						

	0	1	2	3	4	5
Experience with Moodle sites:						

TASK LIST FOR UNFOLD'S SITE

LEGEND

SCC: Successful completion criteria

You have been told about a website, www.unfold-project.net, which might be useful for your work. You want to know what this site is promoting and what it offers.

**Information about the site**
1	**a**	Enter the Unfold Site	SCC:	Unfold site loaded in the browser
	b	What does this site offer? Explore the site for a while.	SCC:	
**Information about the project**
2		Find enough information about the project so that you can answer the question "what is Unfold?"	SCC:	Home > About Unfold > What is Unfold
**Communities of practice**
3		How are distinguished the people that participate in the Unfold project according to their interests and background?	SCC:	In Communities of Practice. Home > About Unfold > About the CoPs Home > (each of the CoPs)
**Online events and face-to-face meetings**
4	**a**	Which are the strategies that people involved in the project used to get in touch with others?	SCC:	By online forums, chats and mailing lists and face-to-face events. Home > About Unfold > Unfold events Events tab Home (says LN4LD chats) Next events module Calendar module
	b	Where can you find the next events?	SCC:	Next events module Calendar module
**IMS-LD**
5	**a**	You need information about the IMS-LD specification, where would you look for it?	SCC:	Home > IMS-LD Resources IMS-LD Resources tab
	b	Which are the current tools that implement the IMS-LD specification?	SCC:	Home > IMS-LD Res > Architecture IMS-LD Resources tab > Architecture
**Member**
6		Go to Nidia's home page. Nidia's username is nidia, and her e-mail is nidia@televall.com.	SCC:	Home > Members Search option
**News**
7		Now you have a general overview of both, the site and the project, you want to be up to date. Where would you look for the latest news?	SCC:	News tab (Home page, only few)
**Registry and logging in**
8	**a**	You have decided to become a member of the site. Since this test is a simulation, you will join in all the CoPs. Register yourself and log in.	SCC:	Login module Yellow menu > Login

	b	Change your personal settings.	SCC: Yellow menu > My preferences
		Finding the forums and registration	
9		Go to the forums.	SCC: The participant should notice that the forum inside the CoPs folder is no longer working, he or she has to go to the LN4LD site.

The participant will have a paper with a list of the task he or she has to perform.

1	**a**	Enter the Unfold Site
	b	What does this site offer? Explore the site for a while.
2		Find enough information about what the project so that the participant can answer the question "what is Unfold?"
3		How are distinguished the people that participate in the Unfold project according to their interests and background?
4	**a**	Which are the strategies that people involved in the project used to get in touch with others?
	b	Where can you find the next events?
5	**a**	You need information about the IMS-LD specification, where would you look for it?
	b	Which are the current tools that implement the IMS-LD specification?
6		Go to Nidia's home page. Nidia's username is nidia, and her e-mail is nidia@televall.com.
7		Now you have a general overview of both, the site and the project, you want to be up to date. Where would you look for the latest news?
8	**a**	You have decided to become a member of the site. Since this test is a simulation, you will join in all the CoPs. Register yourself and log in.
	b	Change your personal settings.
9		Go to the forums.

For each task the test monitor will have a table like the former one in order to capture the most important information. The shadowed gaps have to be filled by the test monitor.

Task #		
	Success at the first attempt	Comments:
	Success	
	Not success	
	Success out of time	

POST-QUESTIONNAIRE

For all the numeric questions, please consider the following ranking:
1: minimum – 5: maximum

<u>How would you rate…</u>

	1	2	3	4	5
the graphic design of the project website:					
the navigability:					
the content distribution:					
the easiness to find the information wanted:					
usefulness of the superior tabs:					
the readability of the articles:					

Have you noticed the possibility to change the font size? ☐ Y ☐ N
Have you looked for it? ☐ Y ☐ N

the information provided about the…

	1	2	3	4	5
site:					
Unfold project:					
CoPs:					
events:					
IMS LD Resources:					

the format of the articles (text, pdf, links to other resources)**:** ☐☐☐☐☐

the information provided in terms of…

clearness					
sufficiency					
quality					

In general terms

What did you like the most?

What did you like the least?

Please, add any other comments:

Thank you for your collaboration!

RESULTS

PRE-TEST: Participants background

Job title
3 of the participants work are computer engineers, and work as computer researchers, the forth participant is a on-line teacher.

Country
All the participants are from Barcelona, Spain.

Computer experience
Half of the participants rate their experience with computers as the maximum, the other half, with a 4 over 5.

IMS-LD experience
The participants experience with IMS-LD was inexistent in all cases, they have never worked (neither heard about) with this specification.

Relationship with the Unfold project
Only one of the participants never heard about Unfold, the other, thus never had visited the site, had notice about it.

Forums, chats, face-to-face meetings and on-line events participation
None of the participants in the usability test had never participated in any Unfold forum, chat, face-to-face meeting or on-line event, neither had visited the site.

Experience with Plone sites
Only one of the participants had a minimum experience with Plone sites, an experience that he rated with a 1 over 5.

Experience with Moodle sites
Again, only one of the participants (the teacher) had an experience of 4 over 5 with Moodle sites.

TASKS

1a. Enter the Unfold site

> Any of the participants had problems entering the site. In all the face-to-face tests, there were two browsers installed in the computer used during the test (Microsoft Internet Explorer and Mozilla Firefox), they all chose the Mozilla Firefox browser.

1b. What does this site offer? Explore the site for a while.

The participants spent between three and five minutes exploring the site. After this time, all of them had a very basic idea of the site's functionalities, the information and kind of resources they can find there. Despite, they recognized they will need more time to understand properly the aim of both, the project and the specification.

To navigate through the site, all the participants first used the left-side menu. Afterwards, they used the superior tabs and the next events and calendar modules.

One participant said that "*It is intuitive because it looks like a portal*".

Another participant said that "*It is confusing to have two ways of navigation* [for the left-side menu and the tabs], *I would use the menu… but the tabs are fine as shortcuts to the site's most important sections*".

2. Find enough information about the project is so that you can answer the question "what is Unfold?"

All the participants achieved this task in their first attempt. They got to the right folder in less than 10 seconds.

3. **How are distinguished the people that participate in the Unfold project according to their interests and background?**

One participant looked for the CoPs inside the "Members" folder. Once in, he did not find anything about what he expected, and he got lost. He did not finished the task, the test monitor explained him the answer.

Another participant went also to the "Members" folder, but once noticed that he was in the wrong place he went back to the home and then found the different CoPs on the left-side menu.

The other two participants succeeded at the first attempt performing the task. Despite, it is important to notice that one of them knew about how are the Unfold members organized within CoPs.

The participant who succeeded performing the task, but not in his first attempt, said that "*would be more intuitive to have a generic folder with a folder for each of the CoPs inside it, otherwise there are too many options in the menu*".

Suggested solution:
To have a folder called "CoPs" and inside it a folder for each one of the CoPs.

4a. Which are the strategies that people involved in the project used to get in touch with others?

One participant looked for a list of all the UNFOLD site members and their mail. This participant went immediately to the "Members" folder but did not find what he wanted, he returned to the home page and there he saw the "Forums and activity nodes" tab and the "Next events" module.

Another participant was unable to answer the question.

Two participants succeeded at their first attempt. One of them, remembered he read about the forums and on-line and face-to-face events during the exploration of the site done in the task 1-b.
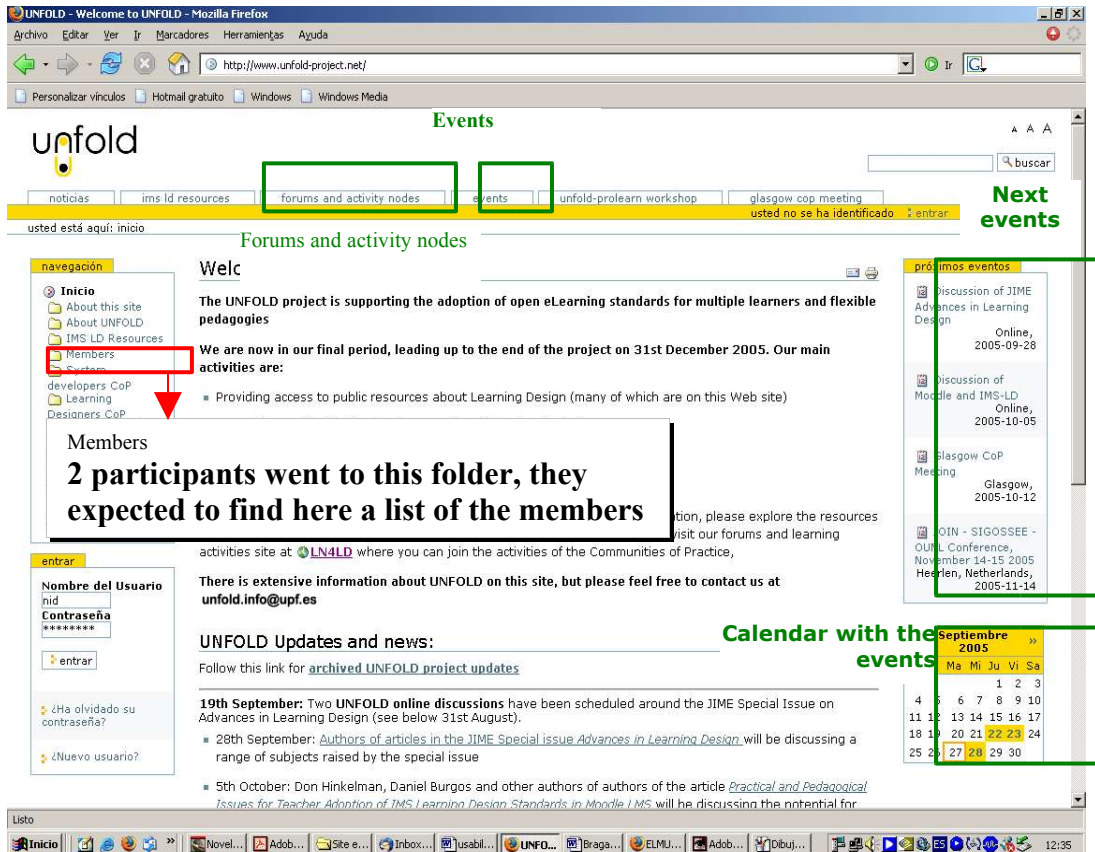
None of the participants noticed about the existence of mailing lists.
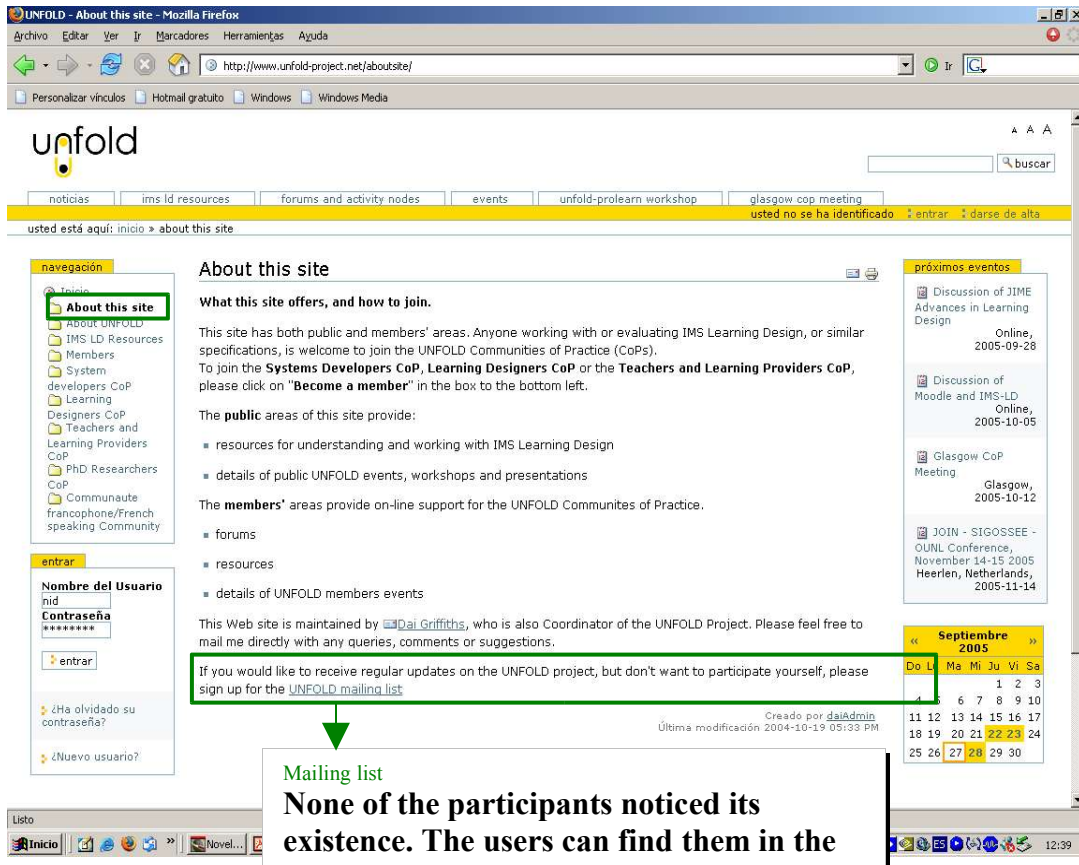
Suggested solution:
To have an specific folder where the users can find all the mechanisms (mailing lists, forums, information about the chats, information about the face-to-face meetings and other events) to get in touch with other members of the site or interested in the project.

4b. Where can you find the next events?

All the participants found quickly and without problems at least one of the options to get to the information about the next events.

Three of the participants used the events tab, and one of them the "Next events" module.
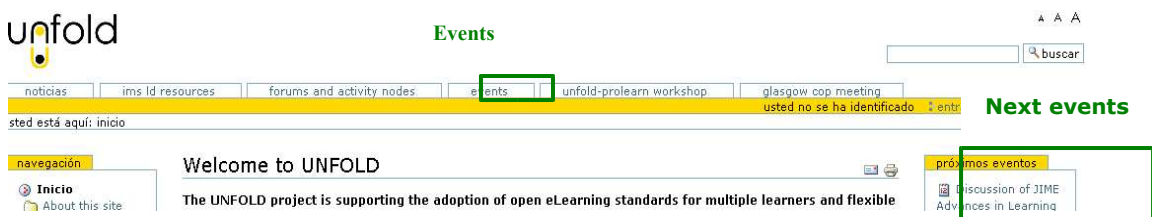
5a. You need information about the IMS-LD specification, where would you look for it?

All the participant got quickly and at their first attempt to the right folder,.

5b. Which are the current tools that implement the IMS-LD specification?

The four participants went to the correct folder, the "IMS LD Resources" one, despite, once inside it, only two of them found at the first attempt the appropriate folder "Architecture and Tools", the other two first went to the "Implementing IMS LD" folder.

**6. Go to Nidia's home page. Nidia's username is nidia, and her e-mail is
nidia@televall.com.**

All the participants succeeded in this task at their first attempt.

Three of the participants looked for Nidia's home page using the Search
function in the "Members" folder.

Only one participant used the quick search tool, on the top right-side of the
page. This participant was not sure that he was doing properly. He was the only
participant that did not entered before in the "Members" folder, the other three
visited this folder during the initial exploration or while trying to accomplish the
3rd or the 4th tasks.

All the participants searched the user Nidia using her username, only one
participant noticed that in the task there was also Nidia's e-mail, but he did not
guess why, after completed the task, the monitor explained him.

7. Now you have a general overview of both, the site and the project, you want to be up to date. Where would you look for the latest news?

All the participants succeeded in this task quickly and at their first attempt by using the tab "News".

8a. You have decided to become a member of the site. Since this test is a simulation, you will join in all the CoPs. Register yourself and log in.

All the participants registered without problems. Three of them used the "Login module" and the other one, the Login option on the yellow menu bar.
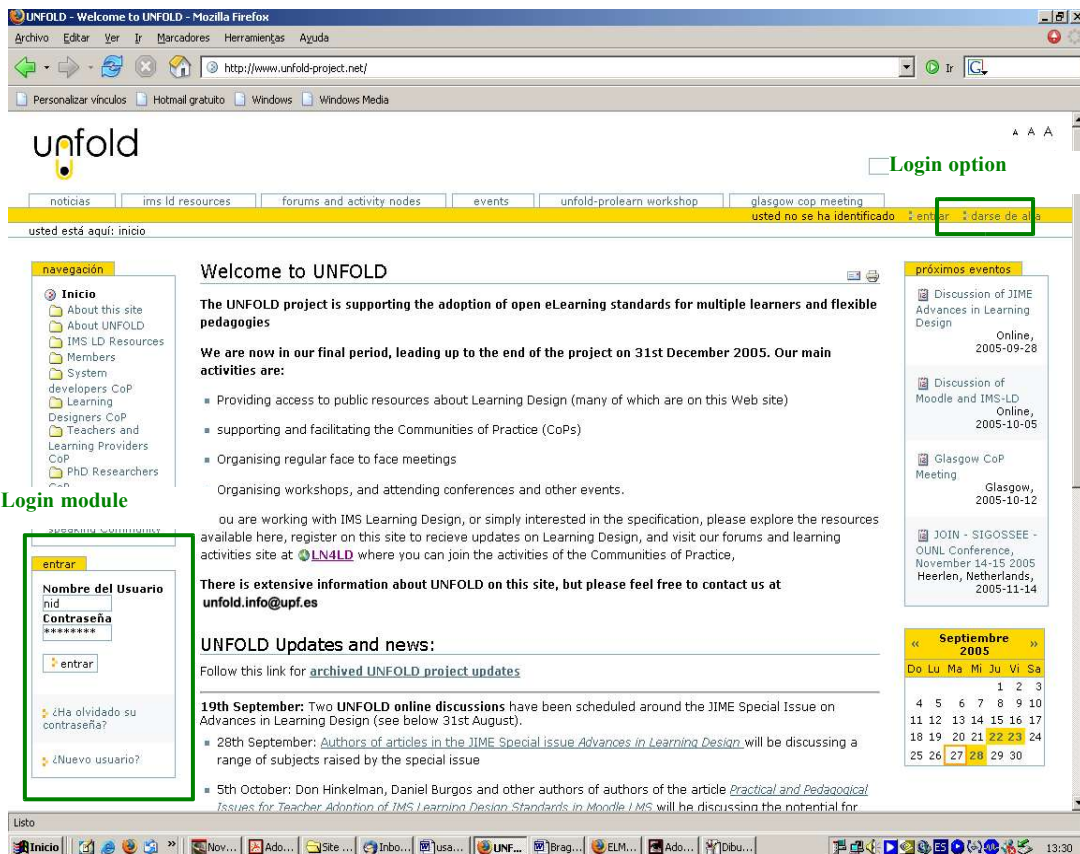
8b. Change your personal settings.

All the participants, once registered, find the way to change their options at the first time and within less than 5 seconds.

My settings

| noticias | ims ld resources | forums and activity nodes | events | unfold-prolearn workshop | glasgow cop meeting |

⊗ usted está aquí: inicio

9. Go to the forums.

Three of the participants found quickly the forums because in the initial exploration and during the performance of task 4-a they saw the tab.

Forums

| noticias | ims ld resources | forums and activity nodes | events | unfold-prolearn workshop | glasgow cop meeting |

⊗ usted está aquí: inicio
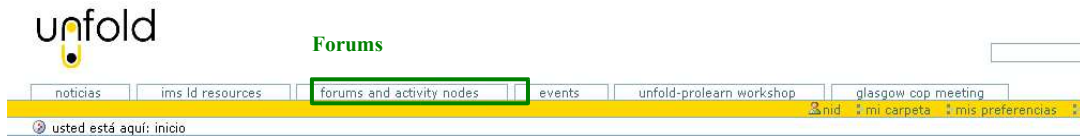
One participant did not noticed the tab and went to the folders of each of the CoP and found the forums that now have moved to the LN4LD site. He was told that this forums were out of work and then he find the tab.

The forums at the Unfold site are out of work, they have moved to the LN4LD website.
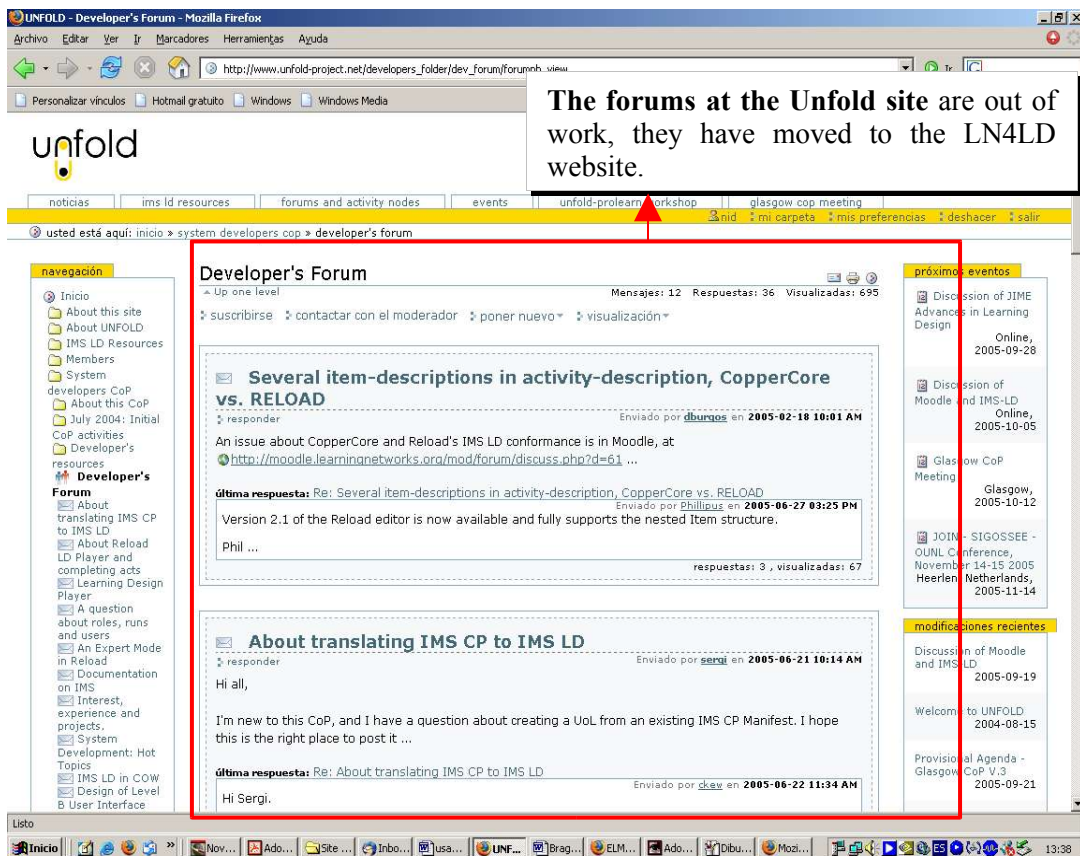
POST-TEST

Graphic design of the project website

It was rated with a 4/5 for three of the four participants, the other one rated the graphical design with a 3/5.

| 1 | 2 | 3 | 4 | 5 |

Average: 3.75 over 5

Navigability
Rated with a 3/5 by three participants, and with a 1/5 by the forth participant.

1	2	3	4	5
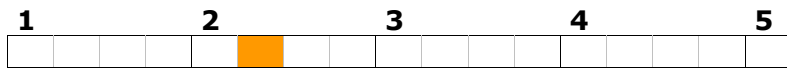
Average: 2.5 over 5

Content distribution
Rated with a 4/5 by two participants. One participant rated it with a 3/5 and another one with a 1/5.

1	2	3	4	5
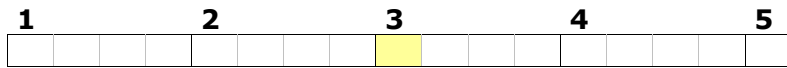
Average: 3 over 5

Easiness to find the information wanted
Rated with a 4/5 by two participants. One participant rated it with a 3/5 and another one with a 2/5.

1	2	3	4	5
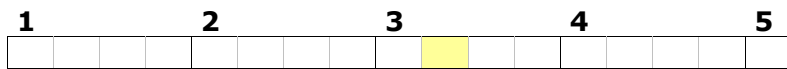
Average: 3.25 over 5

Usefulness of the superior tabs
Two participants rated it with the maximum (5/5). One participant rated it with a 4/5 and another one with a 3/5.

1	2	3	4	5
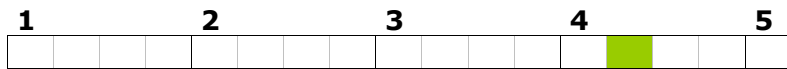
Average: 4.25 over 5

Readability of the articles
Three participants rated it with the maximum (5/5). One with a 4/5.

1	2	3	4	5
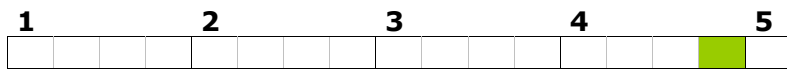
Average: 4.75 over 5

Have you noticed the possibility to change the font size?
Three participants noticed this possibility, one did not.

Have you looked for it?
None of the participants looked for this option.

Information provided about the…

… Site
One participant rated it with the maximum (5/5). One with a 4/5, and two with a 3/5.

1	2	3	4	5
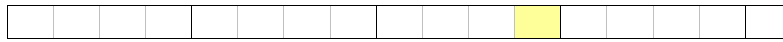
Average: 3.75 over 5

... Unfold project
One participant rated it with the maximum (5/5), while the other three with a 4/5.

Average: 4.25 over 5

... CoPs
Three participants rated it with a 4/5, the other one with a 3/5.

Average: 3.75 over 5

... Events
Two participants rated it with the maximum (5/5), and two with a 4/5.

Average: 4.5 over 5

... IMS LD Resources
One participant rated it with the maximum (5/5), two with a 4/5, and the other with a 3/5.

Average: 4 over 5

Format of the articles (text, pdf, links to other resources)
Three participants rated the format of the articles with a 4/5. One with a 3/5.
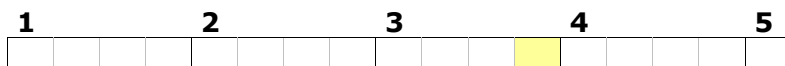
Average: 3.75 over 5

Information provided in terms of…

... Clearness
All the participants, rated the clearness with a 4/5.

Average: 4 over 5

... Sufficiency
One participant rated it with the maximum (5/5), two with a 4/5, and the other with a 3/5.

Quality
All the participants, rated the clearness with a 4/5.

1	**2**	**3**	**4**	**5**
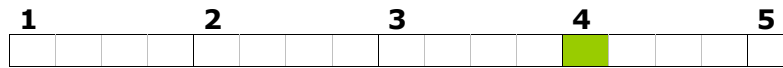
Average: 4 over 5

What did you like most?
Three participants said that what they best like was the easiness to know the events and the structure of their information.
Two participants said that the quick search option.
Also was mentioned like the best things of the site the design and the clearness.

What did you like the least?
The navigation was the most common answer. The poor member activity and the members distribution were also mentioned.

CONCLUSIONS

In general the participants in this evaluation liked the site, its content and its design. Its structure and navigability were the most problematic aspects.

Most of the problems were found in the navigation, because, as most of them said "*the menu has too many options*", and the feeling was that they did not want to spare too much time reading all of them, that they would have preferred less options and deeper profundity.

Despite, the usability test shows that the task that could be accomplished with the first level of the menu, were more successful than those that required the user to go to a deeper level.

The double menu, is difficult to assume at the first time, but after a minutes of navigating thought the site it becomes useful because it provides shortcuts to some of the site's functionalities.

It has been difficult to the users to find the communities of practice of the site, yet because they were not involved in the project and they did not know about their existence, or because the menu is not clear enough.

It is difficult to find all the ways to be in touch with other people because they are not grouped, not even in the same place. For instance, the mailing list, is very difficult to find, in the test, none of the participants noticed it.

The readability is one of the most well-rated aspects of the site, followed by the information about the events and the clearness, sufficiency and quality of the information offered.

On the other side, the navigability, the content distribution and the easiness to find the information the users look for are the aspects worse rated.

Annex A3. Evaluation questionnaires (English only)

A3.1 Questionnaire for Barcelona CoPs meeting

This questionnaire will help us improve the UNFOLD CoPs meetings. The questionnaire is divided into three parts: (i) organization, (ii) programme of the CoP meeting and (iii) suggestions.

All the data which you provide will be kept strictly private, and used solely to evaluate the UNFOLD CoPs events. The results of this questionnaire will be used exclusively to prepare an evaluation report, which will be used to improve the performance of the project, and will be submitted to the European Commission. This study is being carried out by the Interactive Technologies Group of the Fundació Universitat Pompeu Fabra.

Your name and personal information will not be included in the report or provided to any other party. If you do not want to answer any of the questions, please leave them blank.

We estimate that you can complete this questionnaire in less than 10 minutes.

Thank you in advance for your collaboration.

Please rate the following aspects of the Barcelona CoP meeting.

PART 1: ORGANISATION

The **information** provided about the **meeting on the Web** was
- Clear   1 – 2 – 3 – 4 – 5   Unclear
- Sufficient   1 – 2 – 3 – 4 – 5   Insufficient
- Easy to read   1 – 2 – 3 – 4 – 5   Difficult to read

Can you **suggest** any way in which it could have been improved?

```
```

Did you **stay** at one of the **residences recommended** on the UNFOLD Web?
      Yes. Please, rate the accommodation
- Very satisfactory   1 – 2 – 3 – 4 – 5   Very unsatisfactory
      No

The programme consisted of both **meetings of individual CoPs**, and **joint sessions of two CoPs**. The balance between these two was
- Satisfactory   1 – 2 – 3 – 4 – 5   Unsatisfactory

The **discussions** which I participated in at the meeting **were**
- Very valuable 1 – 2 –3 – 4 – 5   Of no value

The **mix of presentations** and **discussions** was
- Satisfactory   1 – 2 –3 – 4 - 5   Unsatisfactory
- Clear   1 – 2 – 3 – 4 – 5   Confuse

The **quality of the presentations** was
- Satisfactory   1 – 2 –3 – 4 – 5   Unsatisfactory

How could the **programme** for the meeting have been **improved**?

In relation to my **professional activity**, **my participation** at the meeting was
- Very useful   1 – 2 – 3 – 4 – 5   Of no use

Overall, I **found the meeting** to be
- Very interesting   1 – 2 – 3 – 4 – 5   Very boring
- Well organised   1 – 2 – 3 – 4 – 5   Bad organised

Which **aspects** did you find **most valuable** about your participation in the meeting?

What **aspects** did you find **least valuable** about the meeting?

PART 3: SUGGESTIONS

Please add any comments which will help us in planning the next meeting of the UNFOLD CoPs

This questionnaire will help us improve the UNFOLD Communities of Practice meetings. The questionnaire is divided into five parts: (i) geographical spread and impact on adoption, (ii) workshop information and organisation, (iii) usefulness of the meeting, (iv) participation and (v) suggestions.

All the data which you provide will be kept strictly private, and used solely to evaluate the UNFOLD project dissemination activities. The results of this questionnaire will be used exclusively to prepare an evaluation report, which will be used to improve the performance of the project, and will be submitted to the European Commission.

We estimate that you can complete this questionnaire in less than 10 minutes.

Thank you in advance for your collaboration.

Part 1: Geographical Spread and Impact on Adoption

1. Where are you from?

In your country:

2. How would you **rate** the **adoption of IMS-LD with learners**?
    - High $1 - 2 - 3 - 4 - 5$ Low

3. How would you **rate** the **adoption of IMS-LD** regarding the development of **tools**?
    - High $1 - 2 - 3 - 4 - 5$ Low

4. How would you **rate** the **support** which **UNFOLD offers** in order to **open** up new **opportunities** to use IMS-LD?
    - High $1 - 2 - 3 - 4 - 5$ Low

5. Where do you work?

In your company / institution:

6. How would you **rate** the **adoption of IMS-LD with learners**?
    - High $1 - 2 - 3 - 4 - 5$ Low

7. How would you **rate** the **adoption of IMS-LD** regarding the development of **tools**?
    - High $1 - 2 - 3 - 4 - 5$ Low

8. How would you **rate** the **support** which **UNFOLD offers** in order to **open** up new **opportunities** to use IMS-LD?
    ▪ High   1 – 2 – 3 – 4 – 5   Low
                         Part 2: Meeting organisation and quality of the information

9. The **information** provided about the **UNFOLD meeting on the Web** was
    ▪ Clear   1 – 2 – 3 – 4 – 5   Unclear
    ▪ Sufficient   1 – 2 – 3 – 4 – 5   Insufficient
    ▪ Easy to read   1 – 2 – 3 – 4 – 5   Difficult to read

10. The **quality of the information offered by the speakers** was
    ▪ Excellent   1 – 2 –3 – 4 – 5   Very poor

                                    Part 3: Usefulness of the meeting

11. **How often** do you **work with e-learning Standards** (read a document about the spec, work on developing a compliant application, design UoLs, work with learners on UoLs, etc.)
    ❑ every working day

    ❑ most working days

    ❑ every week

    ❑ every month

    ❑ never

12. Have you used **IMS Learning Design with Learners**?
    ❑ Yes. Please provide details

    ❑ No

13. Do you hope that UNFOLD will help you **open up new opportunities** to use IMS LD?
    ❑ Yes. How?

    ❑ No

PART 4: PARTICIPATION

14. Do you **participate** regularly in any **on-line forum**?
   - ❑   Yes. Which is your motivation to take part?

   - ❑   No. What would motivate you to take part?

15. Do you **prefer e-mailing list** debate to **forum debates**?
   - ❑   Yes. Which are the advantages you see in e-mail list debates?

   - ❑   No. Which are the advantages you see in forum debates?

16. Are you **willing to participate** in the different UNFOLD Communities of Practices?
   - ❑   Yes.
   - ❑   No.
   - ▪   Please, specify why:

17. Have you **participated** in some of the **UNFOLD online events**?
   - ❑   Yes.

> ❏ No.
> ▪ Please, specify why:

```
┌─────────────────────────────────────────────────────────────┐
│                                                             │
│                                                             │
│                                                             │
│                                                             │
└─────────────────────────────────────────────────────────────┘
```

18. UNFOLD provides two types of participation: face-to-face and online events. Which **type of participation** do you think are **the most valuable** for you?
> ❏ Face-to-face meetings
> ❏ Online events.
> ▪ Please, specify why:

```
┌─────────────────────────────────────────────────────────────┐
│                                                             │
│                                                             │
│                                                             │
│                                                             │
└─────────────────────────────────────────────────────────────┘
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Part 4: Suggestions

19. Which **aspects** did you find **most valuable** about your participation in the meeting?

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┌─────────────────────────────────────────────────────────────┐
│                                                             │
│                                                             │
│                                                             │
│                                                             │
└─────────────────────────────────────────────────────────────┘
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20. What **aspects** did you find **least valuable** about the meeting?

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┌─────────────────────────────────────────────────────────────┐
│                                                             │
│                                                             │
│                                                             │
│                                                             │
└─────────────────────────────────────────────────────────────┘
```

Please add any comments which will help us in planning the next meeting

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┌─────────────────────────────────────────────────────────────┐
│                                                             │
│                                                             │
│                                                             │
│                                                             │
│                                                             │
│                                                             │
│                                                             │
│                                                             │
│                                                             │
└─────────────────────────────────────────────────────────────┘
```

Questionnaire complete!
Thanks again for your help.

A3.3 Questionnaire for Braga CoPs meeting

This questionnaire will help us improve the UNFOLD Communities of Practice meetings. The questionnaire is divided into five parts: (i) geographical spread and impact of adoption, (ii) workshop information and organisation, (iii) usefulness of the meeting, (iv) participation and (v) suggestions. All the data which you provide will be kept strictly private, and used solely to evaluate the UNFOLD project dissemination activities. The results of this questionnaire will be used exclusively to prepare an evaluation report, which will be used to improve the performance of the project, and will be submitted, to the European Commission.

We estimate that you can complete this questionnaire in less than 10 minutes.

Thank you in advance for your collaboration.

Part 1: Geographical Spread and Impact of Adoption

21. Where are you from?

22. How would you **rate** the **adoption of IMS-LD with learners**?
    - High   1 – 2 – 3 – 4 – 5   Low

23. How would you **rate** the **adoption of IMS-LD** regarding the development of **tools**?
    - High   1 – 2 – 3 – 4 – 5   Low

24. How would you **rate** the **support** which **UNFOLD offers** in order to **open** up new **opportunities** to use IMS-LD?
    - High   1 – 2 – 3 – 4 – 5   Low

25. Where do you work?

In your company / institution:

26. How would you **rate** the **adoption of IMS-LD with learners**?
    - High   1 – 2 – 3 – 4 – 5   Low

27. How would you **rate** the **adoption of IMS-LD** regarding the development of **tools**?
    - High   1 – 2 – 3 – 4 – 5
                                              Low

28. How would you **rate** the **support** which **UNFOLD offers** in order to **open** up new **opportunities** to use IMS-LD?

- High $1 - 2 - 3 - 4 - 5$
                                    Low

Part 2: Meeting organisation and quality of the information

29. The **information** provided about the **UNFOLD meeting on the Web** was
    - Clear $1 - 2 - 3 - 4 - 5$
                                Unclear
    - Sufficient $1 - 2 - 3 - 4 - 5$
                              Insufficient
    - Easy to read $1 - 2 - 3 - 4 - 5$ Difficult to read

30. The **quality of the information offered by the speakers** was
    - Excellent $1 - 2 - 3 - 4 - 5$ Very poor

Part 3: Usefulness of the meeting

31. **How often** do you **work with e-learning Standards** (read a document about the spec, work on developing a compliant application, design UoLs, work with learners on UoLs, etc.)

    ❑ every working day

    ❑ most working days

    ❑ every week

    ❑ every month

    ❑ never

32. Have you used **IMS Learning Design with Learners**?

    ❑ Yes. Please provide details

    ❑ No

33. Do you hope that UNFOLD will help you **open up new opportunities** to use IMS LD?

    ❑ Yes. How?

    ❑ No

PART 4: PARTICIPATION

34. Do you **participate** regularly in any **on-line forum**?

   ❑   Yes. Which is your motivation to take part?

   ❑   No. What would motivate you to take part?

35. Do you **prefer e-mailing list** debate to **forum debate**?

   ❑   Yes. Which are the advantages you see in e-mail list debates?

   ❑   No. Which are the advantages you see in forum debates?

36. Are you **willing to participate** in the different UNFOLD Communities of Practices?

   ❑   Yes.

   ❑   No.

   ▪   Please, specify why:

37. Have you **participated** in some of the **UNFOLD online events**?

   ❑   Yes.

   ❑   No.

   ▪   Please, specify why:

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38. UNFOLD provides two types of participation: face-to-face and online events. Which **type of participation** do you think are **the most valuable** for you?
    - ❑ Face-to-face meetings
    - ❑ Online events.
    - ▪ Please, specify why:

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Part 4: Suggestions

39. Which **aspects** did you find **most valuable** about your participation in the meeting?

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40. What **aspects** did you find **least valuable** about the meeting?

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Please add any comments which will help us in planning the next meeting

Annex A4. Interviews with UNFOLD users

A4.1 Outline for interviews with UNFOLD users

This outline is informed by Rogers, Y., Sharp, H. and Preece, J. Interaction design: beyond human-computer interaction. John Wiley & Sons, 2002.

(The interviewer should feel free to encourage the interviewee by making comments such as "very interesting", or by adding subsidiary questions in the light of answers given)

Introduction

Dear X,

First, let me to introduce myself. I'm <your name>, from <partner name> and I'm working on the UNFOLD project. As you probably know, the project is coordinating and supporting the use of IMS Learning Design. In doing that we provide a website with information and activities related to Learning Design, and organise both on-line and face-to-face events.

We want to talk to you because we want to improve what the project offers, and we think that users like yourself can play an essential role in this. Your opinions about the UNFOLD website; on-line and face-to-face events, as well as your suggestions, will help us understand how far the project is achieving its goals, and what shortcomings there may be.

Before we start the interview, I'd like to stress that our conversation will be kept strictly private. It will be used exclusively for the purpose of evaluating the project. We will use only anonymous quotations in the evaluation report, and we will not be gathering personal information about you. If you don't feel comfortable with any of the questions please feel free not to answer them.

Thanks very much for agreeing to take part. We estimate that the interview will take us no more than 15 minutes.

Script

Plone web

We'll start off by talking about the **UNFOLD websites**.

- Have you visited the UNFOLD project website? How often?
- If the response is "**Never**", interviewer asks "Why do not you never visit the website?
- For "**Yes**":

  - Do you find the website interesting?
  - Which parts of the website have you found most useful? Can you be specific about documents or forums?
  - And which are the least useful?
  - Do you find the website easy to use?
  - Have you posted anything to the site? (if so) How often?
  - Do you have any suggestions for improving the site?

Moodle site

We also have UNFOLD activities and forums on the Moodle site at Learning Networks for Learning Design.

- Have you visited that site?
- How often?
- Have you participated in any of the learning nodes there? Were they useful?
- Do you have any suggestions for learning nodes that we could add?

The state of IMS LD

Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.

- How would you rate the awareness of IMS-LD in your country, in the academic world and industry?
- Can you name the IMS-LD tools or players which are more widely known in your country?
- Are you aware of IMS-LD having been used with learners in your country?
- What are the main forces driving adoption of IMS-LD?
- What are the principal barriers?

So, in view of the present situation of IMS-LD,

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD?
- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD?
- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact?

CoPs

Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.

- Have you found the Communities of Practice interesting or useful? Can you be specific?
- In your opinion, what are the main shortcomings of the Communities of Practice?

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.

- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site?
- How could the on-line activities and forums of UNFOLD be improved?
- What are the most valuable aspects of your participation in UNFOLD? Can you be specific?
- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific.

Thank you very much. Your responses are really appreciated.

A4.2 Interview Transcriptions

Plone web

We'll start off by talking about the **UNFOLD websites**.

- Have you visited the UNFOLD project website? How often?

Once a month maybe

- If the response is "**Never**", interviewer asks "Why do not you never visit the website?

- For "**Yes**":

- Do you find the website interesting?

Yeah, mainly to get details about events and suchlike, and a little bit about the range of tools. Its quite a good thing the way it collects stuff together the LD resources.

- Which parts of the website have you found most useful? Can you be specific about documents or forums?

First time in Valkenburg, everyone getting stuff installed and getting things working. I highly commend that kind of event. That changed it from being theory into practice. You see what the hard bits are in a way that you don't get when people stand at the front. It didn't seem to matter that people had different levels of competence, you just got on tapping away if people were behind. I got a lot out of that. It wasn't a problem that people were at different levels.

- And which are the least useful?

Not particularly. I'd like to be able to contribute to discussions and forums, but I keep missing them and forgetting. My work is not directly involved with LD, so it's difficult to keep it high up the agenda.

- Do you find the website easy to use?

Web is easy to use. It's Plone isn't it, seems pretty good to me. It's nice to see that there's a lot going on, see these updates, things happening.

- Have you posted anything to the site? (if so) How often?

No I haven't (see above)

- Do you have any suggestions for improving the site?

Not particularly, definitely for a semi technical group of people. It's not selling LD, it's more of a communication tool. Good for collaboration, but less effective for selling to people who know nothing about it. There's no huge link saying "what on earth is LD and what do you do with it". In fact, there aren't any sites like that. But maybe it soon gets complicated anyway.

Moodle site

We also have UNFOLD activities and forums on the Moodle site at Learning Networks for Learning Design.

- Have you visited that site?

I've used it, but not much. But for it to be useful, you have to be more involved in the community. We see it as something we could get into if the right JISC call comes up. We have plans but not money. We're interested in LD because it maps the way we like to learn best. All our courses are highly collaborative authored. So you could model them in LD, but not in CP. So we are interested in finding funding to build tools to get LD closer to practitioners. In the raw it is very, very complex. We need a wave of tools that don't attempt to represent all the standard, maybe template based. Any tool that does everything is too complex for practitioners. We have the skills, and we work with traditional academics, and we know what they can deal with, and the answer is not much (which is fair, they shouldn't have to learn a new discipline). We think we can get software to guide you to a template. But then what? You can't use reload.

We need an extra simple editor to work with them. Drag and drop is not necessarily easy. I think It'll only become easy if we give people limited options. If you look at what practitioners need to do, how do you support that? Some things are easy to say, and hard to model. The things that practitioners do are very complex, but they are normalised. It's inherently complex however you look at it. We think we have cracked the way to get to a template. The issue is what you do with it then.

- How often?

- Have you participated in any of the learning nodes there? Were they useful?

No

- Do you have any suggestions for learning nodes that we could add?

The state of IMS LD

Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.

- How would you rate the awareness of IMS-LD in your country, in the academic world and industry?

It's a niche interest in the JISC clan. There's a relatively small community of developers, and they know about it. There are a number of people in Oxford who know about it because we run lunchtime talks. Its still in that dangerous territory that people who do know about think of it in the abstract and that it will solve all their problems . The community which will use it have heard the name, but don't know what it is. But that's because the defining tools have not come out. "That's what LAMS does". Its like XML four years ago.

- Can you name the IMS-LD tools or players which are more widely known in your country?

LAMS, even though it is not quite LD. Not many outside JISC know RELOAD

- Are you aware of IMS-LD having been used with learners in your country?

Not in Oxford

- What are the main forces driving adoption of IMS-LD?

I think to move elearning away from content and more towards collaboration. Tutors and teachers like the idea of driving collaboration and learning through technology. If they focus on content, its because they haven't seen an alternative. It'll only make good teachers better. The people who aren't interested won't be helped.

- What are the principal barriers?

Most of the drive is from specification outwards, rather than from practice backwards. From a pragmatic point of view I can't see that changing very fast. Waterloo are producing templates and exemplars from practice. There's too much emphasis on making a tool to run the whole spec. Until that's been done, no-one will try to make a simpler one. We need to make the simple ones in parallel, or it'll be too late.

So, in view of the present situation of IMS-LD,

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD?

Yeah, well I couldn't say for adoption, but definitely awareness, certainly for us, and I can see from what goes on at the events it really has increased awareness. I don't know how many run back and use it. We'd still be guessing about the state of play if we hadn0't come to Valkenburg. I learnt more in three days than I could have done in weeks alone. And then I came back and explained to the rest of the department.

- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD?

- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact?

I think just starting to work from practice back. Like a parallel strand.
CoPs

Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.

- Have you found the Communities of Practice interesting or useful? Can you be specific?

- In your opinion, what are the main shortcomings of the Communities of Practice?

The only shortcoming that I could see from the difference between Valkenburg and Portugal was a kind of set of people showing you their tools is not necessarily going to push forward the debate of what the problems are. There is a danger that it will become an expo rather than a debate. I prefer ten people sitting around a table thrashing out the issues, what are they and how do we solve them. We had a decent discussion at Alt-i-Lab. Sometimes you end up in the situation where there's a person at the front discussing colour schemes, and you think that there's a lot to do. By Portugal it was almost like "we know what we're doing, we just need to build lots of stuff", IT was still good to come to Portugal and talk to people and hear what they had to say.

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.

- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site? Why?
- How could the on-line activities and forums of UNFOLD be improved?

- What are the most valuable aspects of your participation in UNFOLD? Can you be specific?

Format and focusing on the genuine practicality of the tools rather than putting one button on for every bit of the standard. Someone stands up and demos reload, a reference app, and someone says from pedagogy says I cant use it. How do we bridge that gap.

- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific.

I think the least valuable is back to back stand up lecture type talks. I don't think that the field is mature enough to support that. There is no LD discipline yet. The whole are is very interesting, because it actually is about learning.

Thank you very much. Your responses are really appreciated.

Plone web
We'll start off by talking about the **UNFOLD websites**.

- Have you visited the UNFOLD project website?
  Many times, say twice a month.

- If the response is "**Never**", interviewer asks "Why do not you never visit the website?

- For "**Yes**":

    - Do you find the website interesting?

Yes

    - Which parts of the website have you found most useful? Can you be specific about documents or forums?

I downloaded almost everything I could find there.

    - And which are the least useful?

I'm not sure but the forums have not had the success that was once expected. But it's very difficult. I think that the on-line conversations are the best way to get people to discuss together at the same time. I read the transcripts of the conversations which I didn't attend too. It was great work to put that in a written form.

    - Do you find the website easy to use?

At the beginning it was difficult to decide which CoP I should be a member of, because there is for teachers, for developers, and I didn't see quite well the difference between, but after some visits I decided only to go only in the Teachers, so I don't look in the other any more. It might be a mistake because what I am interested in is at the crossroads between technology and pedagogy. But I must say that news in the front page are very useful, because they indicate new things with no regard to the place. So you have less chance to miss something. A general library could be of use.

    - Have you posted anything to the site? (if so) How often?

Yes, I posted some contributions to the forum, and one article about our model.

    - Do you have any suggestions for improving the site?

See above.

Moodle site

We also have UNFOLD activities and forums on the Moodle site at Learning Networks for Learning Design.

- Have you visited that site?

I enrolled for a course that I didn't follow because I received may mails from OUNL and maybe I wasn't concentrated enough, but I didn't see the relationship between the reason for seeing the course and what I found, and so I dropped this idea of following the course. But this is a place where there could be resources for me, but I decided not to visit it any more. But I went recently to the Moodle site, I think it's a Moodle site, I went there to get the transcript of the last discussion. I had to make a new identity. I am very interested, but maybe people might be discouraged. I think they are quite heavy, but they always are.

- How often?

- Have you participated in any of the learning nodes there? Were they useful?

- Do you have any suggestions for learning nodes that we could add?

I can't give an interesting opinion, because I think I went there in bad conditions
The state of IMS LD
Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.

- How would you rate the awareness of IMS-LD in your country, in the academic world and industry?

I have seen one person working on LD in Belgium at the University of Morse. Even in our department developing on-line courses the interest is not high, except for me. I've tried to speak to the person responsible for the technological part, but she's only interested if she has

to select platforms. If the spec is gaining momentum I could be influenced in my choice of platform, but I'm not interested in entering the details of the spec.

- Can you name the IMS-LD tools or players which are more widely known in your country?

None, and I'm in contact with the main institutions in the French speaking parts of Belgium. I am sure they no little if any. That's why I wanted you to come. People could be interested but they don't know. It is difficult to assess to what extent a person could be interested, even if they are working in distance education. The spec addresses very specific targets. Even if you are working in distance education you don't necessarily need to get interested a lot. I took one year to realise that. It might be normal that very few people in Belgium know about it.

- Are you aware of IMS-LD having been used with learners in your country?

- What are the main forces driving adoption of IMS-LD?
- What are the principal barriers?

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD?

Yes, I think so. You see the public at your events. And the people at the on-line discussions who seem to need this platform of UNFOLD to exchange and develop their knowledge. Even at our small scale in our department, before unfold nobody knew about the spec, now myself and others know about it.

- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD?
- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact?

I think it should be made clearer what different kinds of profiles should expect from an involvement in UNFOLD discussions or theory or readings. You would have different levels of implications and more implication, because people would see what fits to them and their preoccupations.

CoPs

Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.

- Have you found the Communities of Practice interesting or useful? Can you be specific?

Of course, I read many things of interest for myself and for iClass, even if I am more interested in the UNFOLD suburbs than in the UNFOLD city centre. The most interesting things I found and about patterns. Your last paper puts me in contact with people who are thinking about this. It has echo with iClass, and could put our work in touch with a more theoretical framework. The literature references in Patrick's article, or yours, allowed me to circulate in this field of research.

- In your opinion, what are the main shortcomings of the Communities of Practice?

I could say that I am a little bit frustrated about the editor. Once I hoped that it would be possible to train ourselves with a definition of a UoL with and IMS LD editor. But it wasn't possible. That's an issue to do with tools.

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.

- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site? Why?

Both are valuable

- How could the on-line activities and forums of UNFOLD be improved?

I like the on-line discussions, the synchronous ones, that I had or read. I have a negative first impression, but it's difficult to organise a forum. If you are stimulated by an interesting paper, or by a description of an experience, or by a learning design, to which you can react with your preoccupations. It's a good way to proceed, so I have no real proposal. But I found the transcripts very stimulating for research. You see the way in which the on-line discussions shape the questions. That's a necessary step for everybody. This is the most important aspect. On-line discussions point at the fact that everyone has more or less the same questions. That's interesting to realise. And of course on-line discussions and everything, the website, face to face, are good opportunities to know who is working with what, and it's networking opportunities. There weren't many concrete results, but it's a first step. We need to find common results in our research, and try to do things together, but that's slow and there are budgets, but knowing people is the first step.

- What are the most valuable aspects of your participation in UNFOLD? Can you be specific?

- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific.

The time I took to understand what all this was about. But maybe the responsibility is mine! It's difficult for us to spot where the interface is between UNFOLD concerns and what we are doing. I have more idea now than when I participated in the first event, but it is still fuzzy in some aspects. For example what is the presentation in Braga, with templates and exemplars. It takes a long time to digest that stuff and to point at the places where it interconnects with what you are doing. It is time consuming, and sometimes there is no connection. The main problem for me was to know at which level people were talking. Was it pedagogy? Was it development? Especially at the outset of the project.

One more thing that might be interesting, because we are part of iClass. They decided to work with IMS LD, and of course it was very good for Labset to know a bit about this spec. and I grasped more of the discussions between developers because I was a member of the UNFOLD CoP. It gave me another angle on the discussion. When the developers talked about LD, I had another sound about it, and it was worthwhile.
It could even have a very concrete impact. One interconnecting point between scenarios and patterns and so an interface between development and pedagogy is the UML diagram. I think that there is there some crossroads between developers and pedagogists. To get to this conclusion unfold was very, very interesting. I didn't know the spec before, I'd heard of UML. But now I think it could be a meeting point for iClass partners. Paradoxically I couldn't have reached that conclusion without unfold, with only the resources of iClass. And maybe says something about iclass. We were lucky to be committed to UNFOLD Cop at the same time as iClass. And I think for the commission there is an idea there, trying to inform members of consortia of CoPs talking abut the subject which they may come across in their work. That's interesting. I think other iClass partners, but it's difficult to say in retrospect, but I think that for some pedagogical partners for iClass it would have been interesting to be informed about UNFOLD and to participate. We might have saved time in iClass if we had discussed in UNFOLD.

Thank you very much. Your responses are really appreciated.

Plone web

We'll start off by talking about the **UNFOLD websites**.

- • Have you visited the UNFOLD project website?
  How often?
  I go there about every fortnight, its actually hard to tell, but every fortnight. Mostly prompted by email. Either forum emails or somebody notifies everybody that something's happening.
- • If the response is "**Never**", interviewer asks "Why do not you never visit the website?
- • For "**Yes**":

  - • Do you find the website interesting?
  - • *Yes*
  - • Which parts of the website have you found most useful? Can you be specific about documents or forums?

Its very deep, so I don't normally go around the whole web, I only go to the areas that are relevant at the time. I've found the pages related to events very useful, and the interactive pages very useful, especially those for the forums and uploading sample materials. There is another site which I find useful, who is who has been useful in the past because I've been able to make contacts through that. I know its not been widely used unfortunately, but I have been able to use that. I made contact with a guy in Salzburg because I saw his details in UNFOLD.

  - • And which are the least useful?

Because members don't put up details, that's disappointing.

  - • Do you find the website easy to use?

My own experience would be medium, but it could be difficult for people who are less familiar with the project or the internet. Generic impression. The notification of postings I set up in the beginning, and that's complicated. I am very happy with the website.

  - • Have you posted anything to the site? (if so) How often?

Yes I have, about 15 to 20 times, it depends very much on months. I don't have a target!

  - • Do you have any suggestions for improving the site?

Moodle site

We also have UNFOLD activities and forums on the Moodle site at Learning Networks for Learning Design.

- • Have you visited that site?
- • How often?

Often, every week at least, but not every day. Probably twice a week.

- • Have you participated in any of the learning nodes there? Were they useful?

I have signed up for them, and I've been in, but I haven't done anything much.

- • Do you have any suggestions for learning nodes that we could add?

I'm not sure what's there now, but it would be interesting to have something on metatags and the impact it would have of how to put a learning design activity together, so that it can be reused. A how to for people who have no knowledge of how to design learning activities. Putting up some documentation for software and how to use it.

The state of IMS LD

Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.

- How would you rate the awareness of IMS-LD in your country, in the academic world and industry?

Awareness is increasing in higher education and further education. I don't know about open and distance learning. In further education maybe a little less, although they could probably use it more. The drivers are probably not immediate need, they don't see it. It may not even be future proofing of learning material as such. Higher education is slowly coming to realise that their learning materials are assets. In order to protect it properly they need to manage it with quality assurance, retrieval and storage, and also the mechanisms for designing properly. I don't see a huge driver in the academic staff as such. I don't think they perceive the need yet to articulate what they are doing. In the past when the ILT was trying to promote pedagogic qualifications for academic staff that was not a great success. That's why it isn't a driver. If it was a recruitment criteria that staff should have a pedagogic qualification that would make a difference.

The positive message is that Universities have come to realise, much like research papers, are an asset that they need to protect and manage.

- Can you name the IMS-LD tools or players which are more widely known in your country?

I would expect CISCO to be interested, but they should be. Jane Lewis for the UK.

- Are you aware of IMS-LD having been used with learners in your country?

We haven't, mainly because the players are not presentable.

- What are the main forces driving adoption of IMS-LD?
- What are the principal barriers?

Not so much lack of pedagogic awareness. John sees lecturers differently. I think they have a different understanding of what pedagogy means to them. A real barrier is that the lecturers don't see a need for it. That is the biggest problem. That it helps reuse is not argument to them, as they get no credit for it. Trying to build in some reward scheme in UHI, so the publication of learning materials would be regarded in the same way as a paper, so it would count towards their publication record. But at the moment they are happy working on a piece of paper, they don't want to make life easier for technical people. Reuse has to happen by stealth almost, so they don't have to make an effort. The barriers are that they don't recognise a need, and if they did, how much effort can they invest.

So, in view of the present situation of IMS-LD,

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD?

Yes, I think so absolutely. I think has brought an international community together getting them talking. It has dramatically improved the spread of LD. My participation, Johns participation has greatly increased discussion on LD in my institution (which covers one fifth UK), and I know that discussions come out of that in other events. It has stimulated dissemination very, very much.
The difference between the UNFOLD site, and the D-Space Moodle site is a bit blurred, and we don't know where we should be.

- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD?
- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact?

Well, not much. I've been preparing for a question like that, but I think you're doing a marvellous job already. I said in my article for the JIME Site about the book, I perceive a difference between the higher education community and other educational sectors, (schools,

military, industry). It's a big cultural difference that reflects pedagogy. There's a gap which UNFOLD could bridge by looking beyond these differences and seeing what is suitable for HE and what is suitable for schools, perhaps dividing it up into scenarios. I describe these cultural differences in the paper. Its mostly in the thinking of the lecturers. You are always talking about teachers, and people don't feel spoken to when you talk about teachers instead of lecturers. This varies on the cultural background too. In the UK lecturers see themselves as subject experts, rather than teachers. Research is their way of promotion and recognition, teaching is a pain in the arse. SO they don't see themselves improving on it until its recognised as core business.
UNFOLD could be more active in bridging that divide.
Do we want secondary style teachers in higher education?
CoPs

Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.

- Have you found the Communities of Practice interesting or useful? Can you be specific?

Very useful

- In your opinion, what are the main shortcomings of the Communities of Practice?

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.

- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site? Why?

As an elearning manager I should say that on-line is fine, but I do prefer face to face meetings. Face to face is always better. I quite liked the on-line discussions. I realised that there was some kind of evolution in how to manage them effectively. I do like these on-line seminars and stuff. That should be promoted.

- How could the on-line activities and forums of UNFOLD be improved?

- What are the most valuable aspects of your participation in UNFOLD? Can you be specific?

My role as a network learning manager, the most valuable thing is to be able to anticipate and calculate the implications which LD brings with it in an institutional deployment. If I wanted LD to happen in UHI tomorrow it would have all kinds of consequences, and I'd rather learn more about the consequences in advance. One of the biggest benefits is to understand what comes packaged with the spec. Workflow, taxonomies, cultural change, training... what you don't get when you read the spec. And to share experiences.

- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific.

None yet.
Thank you very much. Your responses are really appreciated.

Plone web and Moodle site

For both. He doesn't know so much but he visit them before and after a f2f meeting, looking for reports and example UoLs mainly. Besides, D-Space is the most important one because it is a really good BBDD of knowledge

> There is no participation in the forums, so he doesn't feel like to participate either. The main interest is in the PhD CoP. There is nothing to improve in the websites
> Valkenburg had the best cover of all the f2f meetings

The state of IMS LD

Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.

- How would you rate the awareness of IMS-LD in your country, in the academic world and industry?
- Can you name the IMS-LD tools or players which are more widely known in your country?
- Are you aware of IMS-LD having been used with learners in your country?
- What are the main forces driving adoption of IMS-LD?
- What are the principal barriers?

> Yes, he really uses IMS LD and research with it to define rules of adaptive learning
> Beyond the academic and research world IMS LD is not known and it's not used
> It's a spec to be machine-readable. A layer between the machine and the end-users is needed. An in several languages. This new layer should be transparent for any end-user
> The spec is really new to expect any development so user-friendly. It wants to be so perfect that is really non-understandable

So, in view of the present situation of IMS-LD,

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD?
- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD?
- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact?

> UNFOLD is really good on dissemination. No suggestion to improve of modify
> It's needed some real experiences with real students to provide real feedback
> The project needs an extension. It is short and the good base that is now already built will be wasted if the project is not extended

CoPs

Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.

- Have you found the Communities of Practice interesting or useful? Can you be specific?
- In your opinion, what are the main shortcomings of the Communities of Practice?

> CoPs are half-death. Project facilitators and members should encourage more and participate more. We should take the un-used forum

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.

- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site? Why?
- How could the on-line activities and forums of UNFOLD be improved?
- What are the most valuable aspects of your participation in UNFOLD? Can you be specific?
- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific.

> Both are good. F2f are good to know people and to talk to the authors and developers. The timetable of the chats is really bad to participate. It's good to upload the transcripts

FINAL SUGGESTIONS

Do you think there are important issues for the uptake of IMS Learning Design we have not covered? Do you have any further suggestions about how UNFOLD could contribute?

Thank you very much. Your responses are really appreciated.

> No further suggestion. The most important issue is the in-between layer

Plone web
- Have you visited the UNFOLD project website, www.unfold-project.net? How often?

> He doesn't know the difference between them. No visit. 1 time UNFOLD and 3 or 4 Moodle, because of the Examples. He added to his favourites the link to the Examples He has no time and he has to be really selected

- If the response is "**Never**", interviewer asks "Why don't you ever visit the website?
- For "**Yes**":

    - Do you find the website interesting?
    - Which parts of the website have you found most useful? Can you be specific about documents or forums?
    - And which are the least useful?
    - Do you find the website easy to use?
    - Have you posted anything to the site? (if so) How often?
    - Do you have any suggestions for improving the site?

Moodle site

We also have UNFOLD activities and forums on the Moodle site at Learning Networks for Learning Design, http://moodle.learningnetworks.org.
- Have you visited that site?
- How often?
- Have you participated in any of the learning nodes there? Were they useful?
- Do you have any suggestions for learning nodes that we could add?

The state of IMS LD

Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.

- How would you rate the awareness of IMS-LD in your country, in the academic world and industry?
- Can you name the IMS-LD tools or players which are more widely known in your country?
- Are you aware of IMS-LD having been used with learners in your country?
- What are the main forces driving adoption of IMS-LD?
- What are the principal barriers?

> He doesn't use the specification. But he misses how to use the spec out of the technical papers and the articles in the books. That's the reason why the examples are so important. A general idea, and also contextual and local applications, are needed, beyond the technical issues

So, in view of the present situation of IMS-LD,

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD?
- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD?
- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact?

> UNFOLD has a technical view of the spec. The main improvement is to take real and assorted communities of users and to work with real users. E-learning is usually made leaving apart the real users, and that's not fair nor useful

CoPs

Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.

- Have you found the Communities of Practice interesting or useful? Can you be specific?
- In your opinion, what are the main shortcomings of the Communities of Practice?

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.

- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site? Why?
- How could the on-line activities and forums of UNFOLD be improved?
- What are the most valuable aspects of your participation in UNFOLD? Can you be specific?
- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific.

> He doesn't know the CoPs and he prefers face to face meetings. He never participated in an on-line chat

FINAL SUGGESTIONS

Do you think there are important issues for the uptake of IMS Learning Design we have not covered? Do you have any further suggestions about how UNFOLD could contribute?

Thank you very much. Your responses are really appreciated.

> It's not clear the benefits of the spec for every context (university, secondary, business, distance learning, long-life learning)
>
> It's important to go bottom-up and build the approach from the real perspective, and not just from the academic one
>
> IMS LD is full focused on e-learning but not too much on face to face or blended learning. It's also weak and not clear in collaborative work

Plone and Moodle web s

> No so many visits to Plone. A few visits to Moodle, but not so often, just examples and after the f2f meetings. The information is clear and the use also. Moodle is not so clear with the course based structure. Lack of time to visit both
> Plone and Moodle are really interesting and Plone is good for the conferences

The state of IMS LD

Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.

- How would you rate the awareness of IMS-LD in your country, in the academic world and industry?
- Can you name the IMS-LD tools or players which are more widely known in your country?
- Are you aware of IMS-LD having been used with learners in your country?
- What are the main forces driving adoption of IMS-LD?
- What are the principal barriers?

> Currently, she doesn't use it, just a little to run tryouts and see how easy it is and chances for development. Also to find out how to incorporate it in the current systems
>
> Advantages: it can solve the problem of maintenance and update of courses and resources
> Disadvantages: it's a half-way development, difficult to understand and use for end-users. Probably it would be needed to make some modifications post-publication

So, in view of the present situation of IMS-LD,

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD?
- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD?
- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact?

> UNFOLD is great. It really improves the understanding and the general and specific dissemination. The workshops are really good and the activities are also fine. Suggestion: to start working with final users (students and teachers) and real courses to get a hot feedback. Having templates would be really a big step

<u>**CoPs**</u>

Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.

- Have you found the Communities of Practice interesting or useful? Can you be specific?
- In your opinion, what are the main shortcomings of the Communities of Practice?

> He doesn't know CoPs, although they are useful. From his point, there is no distinction between teacher an learning designer

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.

- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site? Why?
- How could the on-line activities and forums of UNFOLD be improved?
- What are the most valuable aspects of your participation in UNFOLD? Can you be specific?
- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific.

> He prefers f2f meetings although he misses on-line connections in these f2f meetings, like video-conferences or any kind of real-time tracking of the conference for non-presence-attendees

FINAL SUGGESTIONS

Do you think there are important issues for the uptake of IMS Learning Design we have not covered? Do you have any further suggestions about how UNFOLD could contribute?

Thank you very much. Your responses are really appreciated.

> No further suggestion

<u>**Plone web**</u>

- Have you visited the UNFOLD project website, www.unfold-project.net? How often?
- If the response is "**Never**", interviewer asks "Why don't you ever visit the website?
- For "**Yes**":

  - Do you find the website interesting?
  - Which parts of the website have you found most useful? Can you be specific about documents or forums?
  - And which are the least useful?
  - Do you find the website easy to use?
  - Have you posted anything to the site? (if so) How often?
  - Do you have any suggestions for improving the site?

Moodle site

We also have UNFOLD activities and forums on the Moodle site at Learning Networks for Learning Design, http://moodle.learningnetworks.org.

- Have you visited that site?
- How often?
- Have you participated in any of the learning nodes there? Were they useful?
- Do you have any suggestions for learning nodes that we could add?

> He knows both and he is a frequent user. Frequent visits, depending on time and workload. A very useful thing provided now with the forums in Moodle is the email warning service of new posts. Also, the emails coming from the distribution list. It's easier to wait for the posts in his mailbox instead of visiting the link. The structure with folders in Plone is difficult to follow

The state of IMS LD

Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.

- How would you rate the awareness of IMS-LD in your country, in the academic world and industry?
- Can you name the IMS-LD tools or players which are more widely known in your country?
- Are you aware of IMS-LD having been used with learners in your country?
- What are the main forces driving adoption of IMS-LD?
- What are the principal barriers?

So, in view of the present situation of IMS-LD,

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD?
- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD?
- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact?

> He uses IMS LD on research. The problem for the adoption are the tools and not the spec itself. Current tools are too much fresh and under development. A full LMS is needed. Also a simple and user-friendly editor, together with patterns and templates
>
> UNFOLD is really useful to disseminate the spec and the developments and to know people, their research and to bring interested people closer to the spec and educational technology

CoPs

Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.

- Have you found the Communities of Practice interesting or useful? Can you be specific?
- In your opinion, what are the main shortcomings of the Communities of Practice?

> In PhD CoP people are reluctant to share their research with others, mainly if their topics and results are not published yet. In all the CoPs the lack of time is the main reason for inactivity

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.

- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site? Why?
- How could the on-line activities and forums of UNFOLD be improved?
- What are the most valuable aspects of your participation in UNFOLD? Can you be specific?
- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific.

> He is addicted to chats and they are good for shy people. But f2f and on-line activities help each other. F2f are richer and you can explain better your points of view, the demos and so on, but you can not do in detail on them. In the forums and in the chats specific issues can be addressed more in depth

FINAL SUGGESTIONS

Do you think there are important issues for the uptake of IMS Learning Design we have not covered? Do you have any further suggestions about how UNFOLD could contribute?

Thank you very much. Your responses are really appreciated.

> He misses the research part in the UNFOLD Project. UNFOLD is more focused on practical and technical issues. Fortunately, the research will be support in the next UNFOLD meeting in Valkenburg

Plone web

- Have you visited the UNFOLD project website, www.unfold-project.net? How often?
- If the response is "**Never**", interviewer asks "Why don't you ever visit the website?
- For "**Yes**":

  - Do you find the website interesting?
  - Which parts of the website have you found most useful? Can you be specific about documents or forums?
  - And which are the least useful?
  - Do you find the website easy to use?
  - Have you posted anything to the site? (if so) How often?
  - Do you have any suggestions for improving the site?

> UNFOLD Project. There is no experience on using forums because is really tiring to go and click. Not so much use

Moodle site

We also have UNFOLD activities and forums on the Moodle site at Learning Networks for Learning Design, http://moodle.learningnetworks.org.

- Have you visited that site?
- How often?
- Have you participated in any of the learning nodes there? Were they useful?
- Do you have any suggestions for learning nodes that we could add?

> Moodle is easier. It's not a frequent user. Mainly the forum. The email system to keep him aware. He is aware about the topics but doesn't reply because of a lack of time
> Suggestions: simpler examples, a kind of hello world but more contextual, a Level 0 very clear a specific set of examples for rookies. Two defined groups of people and its needed a clear approach to the lower one
> More identification with the people themselves of the IMS LD, coming from the non commercial side. Putting a face

The state of IMS LD

Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.

- How would you rate the awareness of IMS-LD in your country, in the academic world and industry?
- Can you name the IMS-LD tools or players which are more widely known in your country?
- Are you aware of IMS-LD having been used with learners in your country?
- What are the main forces driving adoption of IMS-LD?
- What are the principal barriers?

> LD covers the total world, they say. But LD is useful to monitor complex processes and to feedback your students. It's the main use. The rest is not completely useful. It's too complex for simple things. Teachers don't need a thing so complex. It's too complex for the real world, real teachers, real scenarios. It's too fixed, too static to be adapted in an easy way for teachers and end-users. Also, there is no scenario-template-catalogue to be used in one shot, easily
> There is a need or simpler tools (filling the blanks), templates and basic level. The creation must start from bottom-up. Don't commit the same crime than in the past with other tools not based on IMS LD
> (He is a Moodle guy)
> No use of LD. He knows it. He doesn't time enough but it's the future, it's not a big jump when he decides to go for it because he keeps aware on IMS LD

So, in view of the present situation of IMS-LD,

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD?
- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD?
- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact?

> UNFOLD Project usefulness? Yes, indeed. The conferences f2f above all. A weak point is that there are so many slots in too short time. A suggestion: to separate local and global conferences. It's not clear. Conferences in local

<u>CoPs</u>

Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.

- Have you found the Communities of Practice interesting or useful? Can you be specific?
- In your opinion, what are the main shortcomings of the Communities of Practice?

> He knows but no use. He is more Learning Designer and Teacher. Where is the difference?

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.

- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site? Why?
- How could the on-line activities and forums of UNFOLD be improved?
- What are the most valuable aspects of your participation in UNFOLD? Can you be specific?
- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific.

> A mixed-up is better. It's needed a pre-during-post tracking on-line of the f2f meeting
> Suggestion: Wiki, collaborative learning
> He likes off-topic experiences and real experiences from people, working together, the collaborative view

FINAL SUGGESTIONS

Do you think there are important issues for the uptake of IMS Learning Design we have not covered? Do you have any further suggestions about how UNFOLD could contribute?

Thank you very much. Your responses are really appreciated.

> No, all is said. The real academic experience (non commercial one) growing together and building things together. It's the biggest surprise and a real pleasure. Now things are going.

<u>Plone web</u>

- Have you visited the UNFOLD project website, www.unfold-project.net? How often?
- If the response is "**Never**", interviewer asks "Why don't you ever visit the website?
- For "**Yes**":

  - Do you find the website interesting?
  - Which parts of the website have you found most useful? Can you be specific about documents or forums?
  - And which are the least useful?
  - Do you find the website easy to use?
  - Have you posted anything to the site? (if so) How often?

- Do you have any suggestions for improving the site?

Moodle site

We also have UNFOLD activities and forums on the Moodle site at Learning Networks for Learning Design, http://moodle.learningnetworks.org.

- Have you visited that site?
- How often?
- Have you participated in any of the learning nodes there? Were they useful?
- Do you have any suggestions for learning nodes that we could add?

> For both. Not too many visits. IMS LD is a really small portion in his full workload. They are useful and he visit them around f2f meeting. In Plone, the information is easy to find although the interface is not clear. Moodle is better and the information is really easy to get. Resources in Moodle and examples are useful and the interface is simpler

The state of IMS LD

Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.

- How would you rate the awareness of IMS-LD in your country, in the academic world and industry?
- Can you name the IMS-LD tools or players which are more widely known in your country?
- Are you aware of IMS-LD having been used with learners in your country?
- What are the main forces driving adoption of IMS-LD?
- What are the principal barriers?

So, in view of the present situation of IMS-LD,

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD?
- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD?
- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact?

> He knows better IMS LD because of the f2f meetings, although his level is not so high, mostly in specific issues and the technical ones. The spec cannot be written in another way because it has to be computer readable. It's urgent and completely needed a wider dissemination of Level 0, books, articles, conferences, to explain more and better to rookies. It's needed a more detailed Level 0, focused on problems, suggestions, misunderstandings, why and how to deal with them
>
> UNFOLD is really useful and appreciated

CoPs

Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.

- Have you found the Communities of Practice interesting or useful? Can you be specific?
- In your opinion, what are the main shortcomings of the Communities of Practice?

> He is completely aside. No participation in CoPs

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.
- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site? Why?
- How could the on-line activities and forums of UNFOLD be improved?
- What are the most valuable aspects of your participation in UNFOLD? Can you be specific?
- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific.

> Both ways, f2f and on-line activities, are needed and back up each other. He prefers f2f meetings, with a theoretical part and some hands-on sessions. On-line chats are really useful to keep all the records and a historic

FINAL SUGGESTIONS

Do you think there are important issues for the uptake of IMS Learning Design we have not covered? Do you have any further suggestions about how UNFOLD could contribute?

Thank you very much. Your responses are really appreciated.

> No suggestion. UNFOLD is a marvellous discovery, all the meetings are really well structured and he has positive feelings only

Plone web
- Have you visited the UNFOLD project website, www.unfold-project.net? How often?
- If the response is "**Never**", interviewer asks "Why don't you ever visit the website?
- For "**Yes**":

  - Do you find the website interesting?
  - Which parts of the website have you found most useful? Can you be specific about documents or forums?
  - And which are the least useful?
  - Do you find the website easy to use?
  - Have you posted anything to the site? (if so) How often?
  - Do you have any suggestions for improving the site?

> Yes, he visits Plone, to find news. It's practical, he also uses Plone for their one publications, it's easy to use and admin and really suitable for a project. He misses a more powerful content manager

Moodle site
We also have UNFOLD activities and forums on the Moodle site at Learning Networks for Learning Design, http://moodle.learningnetworks.org.
- Have you visited that site?
- How often?

- Have you participated in any of the learning nodes there? Were they useful?
- Do you have any suggestions for learning nodes that we could add?

> He also visits Moodle, but less. Just for the examples, which are really useful. Moodle is fine but it's confusing to have all necessarily fitted in a course structured. No suggestion

The state of IMS LD

Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.

- How would you rate the awareness of IMS-LD in your country, in the academic world and industry?
- Can you name the IMS-LD tools or players which are more widely known in your country?
- Are you aware of IMS-LD having been used with learners in your country?
- What are the main forces driving adoption of IMS-LD?
- What are the principal barriers?

> He uses IMS LD and he knows it very well. He has real experiences to tell about IMS LD in teaching. A real full LMS is needed to go further with the spec. Now it is just theoretical and people need something practical to create UoLs, collect data, to adapt it. Until then, it's really difficult to progress with IMS LD

So, in view of the present situation of IMS-LD,

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD?
- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD?
- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact?

Para que empiece a utilizarse desde verdad hace falta un entorno de ejecución más allá de lo descriptivo, que sepa guiar ejecuciones de UoL, recopilar datos, adaptarlo… un LMS en definitiva. Complicado hasta entonces

> UNFOLD's role is basic in the dissemination of IMS LD and in the support of participants and CoPs. It makes the things easier. No suggestion of improvement

CoPs

Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.

- Have you found the Communities of Practice interesting or useful? Can you be specific?
- In your opinion, what are the main shortcomings of the Communities of Practice?

> He doesn't use the CoPs although he knows about them. Sometimes he uses Developers CoP for technical things about Reload. PhD CoP is the most interesting for his students

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.

- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site? Why?
- How could the on-line activities and forums of UNFOLD be improved?
- What are the most valuable aspects of your participation in UNFOLD? Can you be specific?
- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific.

> Both are really useful to match face with text and voice. The reports after f2f meeting are a key issue to support a further discussion. No further critic

FINAL SUGGESTIONS

Do you think there are important issues for the uptake of IMS Learning Design we have not covered? Do you have any further suggestions about how UNFOLD could contribute?

Thank you very much. Your responses are really appreciated.

> No suggestion. Just to say that the extension of Level A to Levels B/C is little

Plone web

- Have you visited the UNFOLD project website, www.unfold-project.net? How often?
- If the response is "**Never**", interviewer asks "Why don't you ever visit the website?
- For "**Yes**":

  - Do you find the website interesting?
  - Which parts of the website have you found most useful? Can you be specific about documents or forums?
  - And which are the least useful?
  - Do you find the website easy to use?
  - Have you posted anything to the site? (if so) How often?
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Moodle site

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- Have you visited that site?
- How often?
- Have you participated in any of the learning nodes there? Were they useful?
- Do you have any suggestions for learning nodes that we could add?

> For both. The participation is really low and doesn't encourage to participate. All the responsibility is not for UNFOLD, people are lazy, but we can ask specific people to participate with certain topics. He visits mainly after and before f2f meetings to find the information and D-Space, that is really great. No real participation in none of the two

The state of IMS LD
Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.
- How would you rate the awareness of IMS-LD in your country, in the academic world and industry?
- Can you name the IMS-LD tools or players which are more widely known in your country?
- Are you aware of IMS-LD having been used with learners in your country?
- What are the main forces driving adoption of IMS-LD?
- What are the principal barriers?

> IMS LD is known and it will be more. It's the future but a lot of work is needed. It's just something to experience in the academic world, there is no implementation to the real one. To improve the specification a forum is needed, discussing on the problems, the limitations, the lacks and the way to take

So, in view of the present situation of IMS-LD,

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD?
- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD?
- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact?

> UNFOLD makes IMS LD easier to the people and has increased its presence and dissemination. F2f meetings have real important. The next step is to get real experiences and user-friendly tools

CoPs
Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.
- Have you found the Communities of Practice interesting or useful? Can you be specific?
- In your opinion, what are the main shortcomings of the Communities of Practice?

> CoPs are not good and don't fulfil his expectations. But they are a needed first step to take. Motivation to participate is the main issue but, how to get it? PhD CoP could be interesting but there is no activity in it

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.
- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site? Why?

- How could the on-line activities and forums of UNFOLD be improved?

- What are the most valuable aspects of your participation in UNFOLD? Can you be specific?
- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific.

> F2f and on-line activities are really important, both and the support each other. There are too many and too close face to face meetings and it's not possible to attend all of them. No suggestion of improvement

FINAL SUGGESTIONS

Do you think there are important issues for the uptake of IMS Learning Design we have not covered? Do you have any further suggestions about how UNFOLD could contribute?

> Congratulations for UNFOLD
>
> In Valkenburg there were very different CoPs. Specific sessions are needed distributed by sector and particular goals, mainly from now onwards
>
> A hot issue is to find the lacks of the spec and the needs of the people and match their goals, to build from the practical activity and not the other way around
>
> Interoperability is a real problem. Too many applications and a really small common bridge among them
>
> Suggestion: to upload this template of interview and let people to answer on-line
>
> He is really lazy to contribute to the forums
>
> There is a frontal rejection to critics of IMS LD (from LD creators) that doesn't feed the discussion and the collaborative work

Plone web
- Have you visited the UNFOLD project website, www.unfold-project.net? How often?
- If the response is "**Never**", interviewer asks "Why don't you ever visit the website?
- For "**Yes**":

  - Do you find the website interesting?
  - Which parts of the website have you found most useful? Can you be specific about documents or forums?
  - And which are the least useful?
  - Do you find the website easy to use?
  - Have you posted anything to the site? (if so) How often?
  - Do you have any suggestions for improving the site?

> Both, visited, some time ago. Useful around the events, agendas, announcements, on-line discussions, also for resources and examples. Subscribed to D-space
>
> It's pretty easy to find the information. It would be really useful to memorize the user activity
>
> The look and feel should be the same or at least related

Moodle site

We also have UNFOLD activities and forums on the Moodle site at Learning Networks for Learning Design, http://moodle.learningnetworks.org.
- Have you visited that site?

- How often?
- Have you participated in any of the learning nodes there? Were they useful?
- Do you have any suggestions for learning nodes that we could add?

The state of IMS LD

Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.

- How would you rate the awareness of IMS-LD in your country, in the academic world and industry?
- Can you name the IMS-LD tools or players which are more widely known in your country?
- Are you aware of IMS-LD having been used with learners in your country?
- What are the main forces driving adoption of IMS-LD?
- What are the principal barriers?

Not in teaching but yes in development and research. Templates and pedagogical appropriate LD. Teachers don't know about it. It's more focused on technical issues than practical ones. In order to disseminate to a larger audience, teacher-friendly tools are needed. It needs to be integrated or used by existing LMS. Once teachers and instructors are comfortable with it they can improve the implementation and dissemination

So, in view of the present situation of IMS-LD,

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD?
- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD?
- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact?

UNFOLD is definitively successful around communication, dissemination and CoPs. It's the central point around LD as far as he knows. He really expects to be continued after 311205

CoPs

Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.

- Have you found the Communities of Practice interesting or useful? Can you be specific?
- In your opinion, what are the main shortcomings of the Communities of Practice?

He doesn't know the concept. Just fishing some lost discussions. A lack of time

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.

- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site? Why?
- How could the on-line activities and forums of UNFOLD be improved?
- What are the most valuable aspects of your participation in UNFOLD? Can you be specific?

- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific.

> There is no connection between f2f and on-line activities. F2f are really useful to expose new projects and ideas. On-line events are focused on points more difficult to discuss in f2f. They are less directed than he expected to be. The thread is difficult to follow

FINAL SUGGESTIONS

Do you think there are important issues for the uptake of IMS Learning Design we have not covered? Do you have any further suggestions about how UNFOLD could contribute?

Thank you very much. Your responses are really appreciated.

> UNFOLD is really good. Two points, to keep the communities active after UNFOLD (a possible extension) and the teacher-friendly tools as a must

Script

Plone web

We'll start off by talking about the **UNFOLD websites**.

- Have you visited the UNFOLD project website? Yes
  How often? One a month
- If the response is "**Never**", interviewer asks "Why do not you never visit the website?
- For "**Yes**":

  - Do you find the website interesting? Yes for system development info
  - Which parts of the website have you found most useful? The system developer's CoP – only for documents, information on architecture – documents that were recommended by colleagues.
  - Can you be specific about documents or forums? And which are the least useful? Documents have been most useful (e.g. run-time architectures etc.) but the forums have been lacking in any real activity and any questions I've needed to ask have been answered direct from the source, i.e. other developers.
  - Do you find the website easy to use? It's confusing – not very intuitive in terms of navigation and there is a lack of consistency across the various sites.
  - Have you posted anything to the site? (if so) How often? Have made three or four posts including documents and threads on forum.
  - Do you have any suggestions for improving the site? Need to improve the navigation panel on the left hand side. Also, a lot of info split between the CoPs seems to cross over and could be better managed.

Moodle site

We also have UNFOLD activities and forums on the Moodle site at Learning Networks for Learning Design.

- Have you visited that site? Yes
- How often? Just a couple of times

- Have you participated in any of the learning nodes there? Were they useful? Participated in something on example UoLs by Wim and Daniel
- Do you have any suggestions for learning nodes that we could add? No

The state of IMS LD

Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.

- How would you rate the awareness of IMS-LD in your country, in the academic world and industry? Probably only really well known in people working on JISC type projects.
- Can you name the IMS-LD tools or players which are more widely known in your country? Coppercore and RELOAD
- Are you aware of IMS-LD having been used with learners in your country? No
- What are the main forces driving adoption of IMS-LD? Research seems to be the main motivator.
- What are the principal barriers? There is a lack of tools: - too few high level authoring tools and too few players to demo. The lack of a service description also hinders adoption.

So, in view of the present situation of IMS-LD,

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD? UNFOLD has contributed to awareness of the spec but not necessarily adoption because it's a new spec and the tools just aren't available.
- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD?
- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact? It would be useful to have UNFOLD acting as more of a driver – providing information on financing for other projects relating to LD. It would be useful if they could identify sources of funding for this purpose.

CoPs

Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.

- Have you found the Communities of Practice interesting or useful? Can you be specific? Yes. The CoP meetings have been useful for meeting and talking to people. Good for networking and getting ideas.
- In your opinion, what are the main shortcomings of the Communities of Practice? Not always good to have mutually exclusive CoPs – on the other hand it's good to be able to have the opportunity to concentrate on something that's peculiar to a particular CoP without switching everyone else off.

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.

- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site? F2F for networking purposes
- How could the on-line activities and forums of UNFOLD be improved? Chatrooms are way too busy to follow the gist of the chat and forums are lacking in activity. It might be better to have one specific question per chat room followed by a synthesis of all the chats based on the various questions.

- What are the most valuable aspects of your participation in UNFOLD? Can you be specific? Making connections with other people and having updates on other people's work.
- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific. Some presentations have not been particularly useful during the meetings but I wouldn't like to say which.

Thank you very much. Your responses are really appreciated.

Script

Plone web

We'll start off by talking about the **UNFOLD websites**.

- Have you visited the UNFOLD project website? Yes
   How often? Maybe 30 times in total
- If the response is "**Never**", interviewer asks "Why do not you never visit the website?
- For "**Yes**":

   - Do you find the website interesting? Yes and very informative. Without it there would be no easy way of getting information on LD.
   - Which parts of the website have you found most useful? Can you be specific about documents or forums? Documents have been the most useful for me, mainly those that have helped me to better understand the specification from a pedagogical point of view.
   - And which are the least useful? Nothing
   - Do you find the website easy to use? Plone sites are a bit difficult for newcomers and the navigation in the left hand panel could be improved to include functions in tab form.
   - Have you posted anything to the site? (if so) How often? Makes regular posts to his own folder.
   - Do you have any suggestions for improving the site? Better navigation and clearer classification of topics. There doesn't seem to be consistency of format across the CoPs.

Moodle site

We also have UNFOLD activities and forums on the Moodle site at Learning Networks for Learning Design.

- Have you visited that site? Yes
- How often? Quite regularly
- Have you participated in any of the learning nodes there? Were they useful? Has only glanced at them. Hasn't had time to use them.
- Do you have any suggestions for learning nodes that we could add? No suggestions.

The state of IMS LD

Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.

- How would you rate the awareness of IMS-LD in your country, in the academic world and industry? Very low but that seems to be the case in most countries.
- Can you name the IMS-LD tools or players which are more widely known in your country? RELOAD is probably the most well known

- Are you aware of IMS-LD having been used with learners in your country? No
- What are the main forces driving adoption of IMS-LD? Tools.
- What are the principal barriers? The specification is too complicated and there is a lack of tools. Teachers need to be able to use the spec without even knowing it exists.

So, in view of the present situation of IMS-LD,

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD? Yes
- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD? To improve adoption requires tools that are finished and teacher friendly. It's necessary to concentrate on usability, stepping through Learning Design in a less technical manner, talking about teaching and how the LD process relates to it.
- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact?

CoPs

Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.

- Have you found the Communities of Practice interesting or useful? Can you be specific? Yes. They help to bring people together (as in meetings such as V/berg) which is valuable in itself.
- In your opinion, what are the main shortcomings of the Communities of Practice? The Cops lack any profound content and are probably too ambitious at the moment given the lack of tools.

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.

- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site? Why? F2F because there's a better dynamic which helps to build a sense of community.
- How could the on-line activities and forums of UNFOLD be improved? Such events are fine for enthusiasts but not always accessible for people with little knowledge of the spec. Also, a lack of time can mean that the activities don't always reach the right people.
- What are the most valuable aspects of your participation in UNFOLD? Can you be specific? The opportunity to be able to contextualise the specification during face to face meetings.
- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific. Some choice of venues could be improved on (e.g. found V/berg venue too claustrophobic).

Thank you very much. Your responses are really appreciated.

Script
Plone web
We'll start off by talking about the **UNFOLD websites**.

- Have you visited the UNFOLD project website? Yes
    How often? Twice – I've never really had the need to look more often as I am not heavily involved in the spec.
- If the response is "**Never**", interviewer asks "Why do not you never visit the website?
- For "**Yes**":

    - Do you find the website interesting? Not really looked at it in enough detail
    - Which parts of the website have you found most useful? Can you be specific about documents or forums? Helen Beetham's article on learning design (with a small ld) and information on upcoming meetings
    - And which are the least useful? Nothing
    - Do you find the website easy to use? It looks too busy and navigation is not always very clear.
    - Have you posted anything to the site? (if so) How often? No
    - Do you have any suggestions for improving the site? Better navigation

Moodle site

We also have UNFOLD activities and forums on the Moodle site at Learning Networks for Learning Design.

- Have you visited that site? No
- How often? N/A
- Have you participated in any of the learning nodes there? Were they useful? N/A
- Do you have any suggestions for learning nodes that we could add? N/A

The state of IMS LD

Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.

- How would you rate the awareness of IMS-LD in your country, in the academic world and industry? People in academia in the UK seem reasonably aware
- Can you name the IMS-LD tools or players which are more widely known in your country? RELOAD is probably the most well known
- Are you aware of IMS-LD having been used with learners in your country? LAMS trials but not IMS LD as such
- What are the main forces driving adoption of IMS-LD? Run-time tools and editor/players such as LAMS
- What are the principal barriers? The main barrier seems to be that the spec (and the project) has the wrong focus by concentrating on data rather than services.

So, in view of the present situation of IMS-LD,

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD? Yes, UNFOLD meetings have proved valuable
- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD?

- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact? Improve the concept by slimming down the spec. In terms of the actual project – meetings need fewer presentations and hands-on sessions that don't include any limitations or glitches

CoPs
Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.
- Have you found the Communities of Practice interesting or useful? Can you be specific? Not really aware of them
- In your opinion, what are the main shortcomings of the Communities of Practice? N?A

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.
- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site? Both are good if well organised
- How could the on-line activities and forums of UNFOLD be improved? Need to pick a theme and have proper debates with proper conclusions. Better facilitation is required.
- What are the most valuable aspects of your participation in UNFOLD? Can you be specific? Meeting people from different projects and making contacts as well as being able to see the various LD tools that are available.
- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific. Presentations at meeting are often too long and discussions tend to be too "chatty". The facilitation needs to be improved.

Thank you very much. Your responses are really appreciated.

Script
Plone web
We'll start off by talking about the **UNFOLD websites**.
- Have you visited the UNFOLD project website? Yes
  How often? One a month
- If the response is "**Never**", interviewer asks "Why do not you never visit the website?
- For "**Yes**":

  - Do you find the website interesting? Yes
  - Which parts of the website have you found most useful? Can you be specific about documents or forums? Good resources providing a background to LD and the UNFOLD project but Teacher's CoP more relevant and interesting even though respondent is enrolled in all three CoPs. Having all background information in one place was useful. Particularly useful document included one written by Dai on "Patterns"
  - And which are the least useful? Nothing

- Do you find the website easy to use? It's easier than it used to be but it does still have a confusing layout and the link with Moodle means that it's not as user friendly as it could be.
- Have you posted anything to the site? (if so) How often? Once posted a document at the very beginning of the project.
- Do you have any suggestions for improving the site? Better navigation without the complication of a second site

Moodle site

We also have UNFOLD activities and forums on the Moodle site at Learning Networks for Learning Design.

- Have you visited that site? Yes
- How often? Once a month
- Have you participated in any of the learning nodes there? Were they useful? Participated in the Introduction to LD node and found it useful as a recap.
- Do you have any suggestions for learning nodes that we could add? Add something from a teacher's point of view stepping through LD in "normal" language without using the kind of terminology that assumes prior knowledge of the spec.

The state of IMS LD

Thanks. Now I'd like to move on to the adoption of IMS-LD in your country.

- How would you rate the awareness of IMS-LD in your country, in the academic world and industry? Most teachers and academics are aware of designing for learning but not necessarily aware of LD.
- Can you name the IMS-LD tools or players which are more widely known in your country? RELOAD is probably the most well known but SLED is also gaining in reputation
- Are you aware of IMS-LD having been used with learners in your country? LAMS trials but not IMS LD as such
- What are the main forces driving adoption of IMS-LD? JISC and interest from the teacher and academic community. Drivers tend to be committed enthusiasts.
- What are the principal barriers? The specification is too complicated and there is a lack of tools.

So, in view of the present situation of IMS-LD,

- Do you think that UNFOLD activities have made a contribution to increasing the awareness and adoption of IMS-LD? Yes, UNFOLD is a central point for information. Adoption however is still at research level.
- For "**No**", interviewer asks: "How could UNFOLD improve the adoption of IMS-LD?
- For "**Yes**", interviewer asks: "What more could UNFOLD do to make a stronger impact? To make a greater impact requires tools that are finished and teacher friendly. It's necessary to concentrate on usability, stepping through Learning Design in a less technical manner, talking about teaching and how the LD process relates to it.

CoPs

Thanks. I would like to ask you two questions about the UNFOLD Communities of Practice.

- Have you found the Communities of Practice interesting or useful? Can you be specific? Yes. Chats have been quite productive.
- In your opinion, what are the main shortcomings of the Communities of Practice? They are difficult to maintain and develop because they need a momentum which will only be achieved once people start to implement the spec and this is still in its infancy. Few people are actually able to talk about the spec.

Finally, I'd like to ask you a couple of questions about the way in which supports participation in the Communities of Practice.

- Do you prefer participating in face-to-face meetings rather than participating in the UNFOLD web site? Why? F2F because there's a better dynamic which helps to build a sense of community.
- How could the on-line activities and forums of UNFOLD be improved? More people need to be doing things on-line
- What are the most valuable aspects of your participation in UNFOLD? Can you be specific? Being able to see tools developed throughout Europe and to be led through them by designers and developers helped to improve understanding.
- What is the least valuable or most annoying aspect of your participation in UNFOLD? Can you be specific. It would be useful to have action points at the end of each meeting to give a sense of continuation. There needs to be more signalling for people at the end of each meeting.

Thank you very much. Your responses are really appreciated.