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Project Internal Deliverable Report

ID9.19 - Report on Training for Cycle 3 Pilots

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Abstract (for dissemination): This document reports what training activities were performed by WP9 (Training) for the pilots held in cycle 3 and presents the outcomes of those training activities.
Keywords List: WP9, training, pilot, cycle 3
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1 Introduction

The goal of this document is to report what training activities were performed by WP9 (Training) for the pilots held in cycle 3. Experiences from previous pilot cycles have been used for input of the training activities performed for cycle 3. With close cooperation of WP4 (Pilots with & Validation of the Integrated System) information was gathered from the pilots concerning the training activities performed for these pilots.

Each pilot has been asked to identify what training needs they would need before the pilot started. When these needs were identified, WP9 checked if all the required training material was present and available for the pilot users. Where necessary WP9 translated the training materials to the requested language or assisted in organizing a specific training event.
2 Overview of Cycle 3 pilots

In this part of the document we provide a short overview about the pilots of cycle 3 of the TENCompetence project. A more detailed description of these pilots can be found in D4.6.

Table 1. Overview of Cycle 3 pilots

<table>
<thead>
<tr>
<th>Pilot</th>
<th>Countries</th>
<th>Short pilot description</th>
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<tbody>
<tr>
<td>AGORA</td>
<td>Spain</td>
<td>The general goal of the Àgora pilot is to test and validate the TENCompetence infrastructure and pedagogical concepts in their ability to support the competence development and lifelong learning of adults in languages and information and communication technologies (ICT), which are key areas in Àgora education. In this sense, Àgora intents to facilitate the inclusion of adults into the active fabric of current society, in which ICT and languages are of the utmost importance in order not to be left out. The first Àgora pilot started in September 2008 and lasted 6 weeks in which Àgora participants had the opportunity to reinforce and improve their competence level in ICT and English language (basic and advanced levels) according to their needs and interests. The second version of the pilot started March, 9th and was running for 3 months. It further develop competences related to ICT and English language. In addition, this pilot focused on the development of competences in the Spanish language in order to enable the high numbers of immigrants in the school to take advantage of the TENCompetence infrastructure and thus guarantee a broader diversification in the user profiles.</td>
</tr>
<tr>
<td>UNESCO-IHE DSS</td>
<td>Worldwide, (offered from The Netherlands)</td>
<td>In this pilot participants developed competences related to the process of designing and developing Decision Support Systems (DSSs) for RBM. This requires competences that can roughly be classified in two categories. The first category of competences is in proper formulation of decision making problems as well as understanding of the appropriate usage of various tools and techniques such as simulation, optimisation and multi-criteria analyses. The second category of competences are required for the actual DSS development, which is usually a computer-based system that integrates data, models and decision support techniques into a decision support environment. This pilot was primarily focused on developing competences that belong to the first category.</td>
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<tr>
<td>Pilot</td>
<td>Countries</td>
<td>Short pilot description</td>
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<td>UNESCO-IHE FMM Worldwide, (offered from The Netherlands)</td>
<td>The overall goal of the “Flood Modelling for Management” (FMM) competence development program was to support water professionals in the development of the competences that make them capable of maximizing economic and social well-being in an equitable manner (without compromising the sustainability of their ecosystem) by using catchment, river basin and urban flooding models. FMM second run, in May-July 2009 gave the learners the freedom of choosing their learning path. The infrastructure used for this second run of the FMM was the one developed within TENCompetence. The competence development program was offered free of charge in exchange for evaluation activities. Yet a basic entrance level to participate in the program was set. Preference was given to applicants from the Nile Basin countries to bring synergy with the activities centred around the parallel pilot component Decision Support Systems.</td>
<td></td>
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<tr>
<td>ICT Teacher Training Bulgaria</td>
<td>This pilot tried to show how the TENCompetence framework and approach could be used for the implementation of the innovative and complex training methodology, developed in the frame of the Leonardo project “The Innovative Teacher project” (I*Teach). An important issue was that while in the first pilots we trained mostly ICT teachers, now teachers from all subjects and levels were included, as well as teaching in schools.</td>
<td></td>
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<tr>
<td>Digital Cinema Worldwide (offered from Spain)</td>
<td>This pilot was a revised extended version of the Digital Cinema pilot carried out in Cycle 1. Its main goal was to test the TENCompetence infrastructure and pedagogical models in their ability to support competence development of busy professionals in the area of Digital Cinema and 3D. The competences supported in this pilot were tool-oriented. In Cycle 1 the focus was on the Brainstorm software which enables the creation of Virtual Sets. In Cycle 2 competences related to effectively using the new NINOS infrastructure for automatic audiovisual production were incorporated in the pilot. The aim was trying to increase the number of potentially interested participants, having in mind again that the domain is quite specific and the target users are busy professionals. The tooling applied was updated when updates became available and the evaluation data was collected at different moments along the pilot.</td>
<td></td>
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</table>
3 Training material and events accumulated for the pilots

In this part of the document we report on the training requests and training provision of the several pilots in cycle 3.

- In appendix 1 we see the results of the Agora Pilot. The people involved in this pilot highly valued the Spanish training guides of TENCompetence. At first only manuals were requested. Next to this three training events were organised at Agora:
  - A training event for experts, train-the-trainer principle, 7 staff members of Agora were trained by TENCompetence experts from FBM-UPF.
  - The second training event was held on the first day of the pilot and was given to the 138 pilot users. Subject was how to use the Web PDP and Liferay.
  - The last training event was about how to use LearnWeb2.0 and the forum. During this event the users were also pointed towards the user manuals of Liferay, LearnWeb2.0 and Web PDP which were stored online in the pilot environment.

- For both UNESCO-IHE pilots the approach was the same since both have been offered within the same Liferay environment. Different user guides were created to help the users get familiar with the TENCompetence tooling. The participants had the possibility to look up the following guides on the FMM02 Liferay home page:
  - Liferay user guide (Including explanation on how to access to the Web PDP, to use the Self-assessment activities, dictionaries, forum, training guides)
  - LearnWeb2.0 user guide
  - Web PDP user guide.

Also with this pilot, the users preferred to print out the manuals rather than reading them online.

- In Appendix 3 one can find detailed information concerning training for the ICT Teacher Training Pilot which was guided by Sofia University. For this pilot WP9 had all the available tool guides at that time translated into Bulgarian.

The setting of the pilot was that for training purposes multiple web 2.0 applications were used. TENCompetence web 2.0 tools and desktop clients like the PDP, LearnWeb2.0 and Goal Orientation as well as established web 2.0 tools like YouTube, Flickr and Delicious.

The pilot identifies two stages of training:
  - Face-to-face stage
The learners were split into two groups and each group was facilitated by two experts. First of all the learners had to be familiarized with the concepts and terminology of Web2.0 and its products and services. After mastering this, the students were introduced with the specific TENCompetence tooling: LearnWeb2.0, the PDP tool and TENTube were introduced and explained.

The last part of the face-to-face training was to introduce and explain the practical case for which the learners had to make use of the TENCompetence tooling.
Distance learning stage
During a two weeks distance learning stage teachers had to finish a practical case study and had to share pictures of their products and videos showing their progress. Next step was to create and implement a personal development plan related to this practical case study. Finally the participants had to show and discuss their individual results during a final meeting.
4 Conclusion

Due to the locations and involved nationalities of the different pilots it was difficult for WP9 to guide and support them in a uniform way. For this purpose a lot of communication between WP9, the organizers of the pilots and the stakeholders was needed. In this process we have followed an end-user centered approach to organize the training and activities of WP9 to support the pilots. Some critical success factors could be identified after the pilots:

- Localization of training material
  WP9 has invested much time into the translation of the tools and manuals. This has proved a success since the manuals in the native language have been mentioned a lot in the user evaluation forms. They have proven to be a real asset when supporting the pilots, most users preferred to print them out rather than read them from a computer screen.

- Train-the-trainer methodology
  To reach many multipliers for the pilots we have followed the train-the-trainer methodology for most of the pilots. Next to this most pilots also conducted the train-the-trainer methodology. By having TENCompetence partners train the pilot instructors for the pilots, the participants were trained easily, fast and with low costs.

- No static training framework
  Because of the diversity of the different pilots WP9 had to be very flexible and follow the stakeholders and their specific needs for the pilots in cycle 3.

Looking back to the training of the pilot cycles for the whole TENCompetence project we can say that we never stopped learning from the user experience. And that short and effective communication streams are important. We identified the need to cooperate and communicate more often with WP4 to identify the needs of the pilots in an early stage and to be able to provide the pilots with the necessary training materials in time.
Appendix 1 Agora Pilot

Training Needs
Training materials (Spanish language) for all the tools, see Figure 1 for a screenshot of where the manuals were available in the Liferay integration of the tools:

![User manuals of the Web Liferay portal, LearnWeb and the PDP in the Agora pilot](image)

Figure 1. User manuals of the Web Liferay portal, LearnWeb and the PDP in the Agora pilot

Training event
- Training for the experts on 27th February 2009 (2h training)
  30 minutes TENCompetence presentation and 90 minutes training on TENCompetence tooling, including Web PDP, Liferay and LearnWeb2.0 (not used in the 1st pilot).
  7 people from Ágora staff received the training.
- Training for participants the 1st day of each self-training session (1h training)
  Short presentation of the project and training on how to use the Web PDP and Liferay.
  138 participants received the training.
- Training for the LearnWeb2.0 and Forum (2h)
  15 participants received the LearnWeb2.0 training and almost all participants were informed on how to use the Forum.
  Different user guides were created to help the users get familiar with the TENCompetence tooling. The participants had the possibility to look up the following guides on the Ágora Liferay home page:
  - Liferay user guide (Including explanation on how to access to the Web PDP, to use the Self-assessment activities, dictionaries, forum, training guides)
  - LearnWeb2.0 user guide
  - Web PDP user guide.
  In many cases, the participants prefer to print out the guide instead of just looking it up on the computer screen.
Appendix 2 UNESCO-IHE DSS Pilot & UNESCO-IHE FMM Pilot

Training material
Training for participants in using the platform was done by sending out User manuals and giving Step by step guidance. It took them 2 days to get acquainted with the system and start learning.

Different user guides were created to help the users get familiar with the TENCompetence tooling. The participants had the possibility to look up the following guides on the FMM02 Liferay home page:

- Liferay user guide (Including explanation on how to access to the Web PDP, to use the Self-assessment activities, dictionaries, forum, training guides)
- LearnWeb2.0 user guide
- Web PDP user guide.

In many cases, the participants preferred to print out the guide instead of just looking it up on the computer screen.

Figure 2. Main page of the FMM community, on the left-hand side a brief explanation of the tooling with links to manuals and videos is provided
Figure 3. Main page of the DSS community, on the left-hand side a brief explanation of the tooling with links to manuals and videos is provided.
Appendix 3 ICT Teacher Training Pilot

Training material
Localized versions for all the tools, so the users can work with them in Bulgarian language. Well written user guides in Bulgarian.

Training setting
To carry out the assignments the PDP, LearnWeb2.0 and Goal Orientation tool were used as well as web 2.0 applications – YouTube, Flickr, ipernity, Delicious, TENTube etc. Participants adapted the proposed learning path, creating their own personal development plan for studying the I*Teach methodology according to their knowledge and needs. They used an integrated blog to share useful learning resources found in Web 2.0 applications by LearnWeb2.0. They added comments to the found resources, and rated existing comments. Teachers found other people with the same or similar goals through the Goal Orientation Tool and used their experience in planning their own self-training.

Distance learning stage
During the distance learning phase the participants published their own photos and videos in YouTube and Flickr and described them in the LearnWeb2.0 tool. The whole training follows a learning-by-doing approach and the I*Teach methodology.

Face-to-face stage
The face-to-face stage took place on the 13th and 14th of July and followed this workflow:
After introducing the learners, they were separated in two groups of 16 participants each. Each group’s work was facilitated by two experts. First of all the learners were familiarized with Web 2.0 terminology and concepts (blog, tag, folksonomy, etc). The next step was to show the learners how to use the LearnWeb2.0 tool to search, evaluate, comment and classify learning resources. The training was based on the assignment around improving folk dance skills. The topic was chosen on a base of preliminary inquiry about the participants’ interests.
Familiarizing with the PDP tool was done through the next assignment – studying I*Teach methodology and active methods of learning/teaching. The task was to evaluate their own skills, to adapt a provided development plan according to their needs and style of learning and to implement it using the blog so as to share their progress and experience. The link to LearnWeb2.0 was used for searching useful learning resources. Another task was to find people (using the Goal Orientation tool) who also have an interest in the I*Teach methodology and to share existing plans with them. Some teachers browsed the profiles of the people available in the TENTube tool. The last assignment during the face-to-phase stage was oriented to the very attractive art of carving. The teachers should study what carving is, what its history is, what instruments are used in this art, and to find pictures of international exhibitions. After that, they had to create a development plan and to find learning resources for studying the art of carving. As the implementation of plans is very time consuming, it was reserved for the distance phase.
Distance learning stage:
During the two weeks distance learning stage teachers had to finish the study of the carving art and to share pictures of their products and videos showing their progress. Their next assignment was to create and implement personal development plans related to the improvement of their professional skills in their subject area. During the final meeting the participants showed their results and commented their progress, problems, and ways of solving.

Workload of learners
Almost all of the participants spent an average of 16 hours on the self-training sessions in the computer room. The 75% of participants reported an average of 2.6 hours, with a minimum of 1 hour and a maximum of 6 hours spent at home or elsewhere.
Appendix 4 Digital Cinema Pilot

Apart from user manuals (or quick start guides) of the PDP tool and TENTube, videos showing the main functionally of the tools (as steps) were available in the portal of the Digital Cinema pilot, see Figure 4.

The videos were found especially helpful by the participants in the pilot. However, they also agree on that videos or manuals showing the use of the Liferay portal as configured for the pilot would have been most useful. These training materials on the integrated system should also clarify the TENCompetence concepts and terms so that participants understand the purpose of the different tooling (e.g., the PDP) to which they have access in the community.