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Report on training for cycle 1 pilots

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Abstract (for dissemination): The report reflects on the training provided by WP9 to the ICT Training and Digital Cinema pilots of cycle 1. It also gives recommendations on how WP9 can improve the materials provided for the next pilots.

Keywords List: WP9, training, pilot, cycle 1
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<th>Date</th>
<th>Description</th>
<th>Author(s)</th>
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<td>First setup of document structure.</td>
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<td>Ruud Lemmers (Logica)</td>
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<td>Milos Kravcik (OUNL)</td>
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<td>Christopher Kew (BU)</td>
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Introduction

The goal of this document is to report what training activities were performed by WP9 for the pilots held in cycle 1. It uses ID9.2 – Training Plan for Participants in Cycle 1 Pilots (http://dspace.ou.nl/handle/1820/968), which provided a plan for these training activities, as a reference point. Based on the experiences during the cycle 1 pilots, recommendations for the cycle 2 training activities are given.

ID9.2 mentions “Evaluate effect of training for pilots”. With this document we try to evaluate these effects and to come up with a list of recommendations for the cycle 2 pilots. To retrieve information about the pilots held we spoke with the leaders of the pilots to retrieve essential information with regards to the training aspect within these pilots. The main questions we asked to the pilot leaders were:

1. Did you provide additional PCM training materials besides the user guide? If so, which?
2. Did you provide a face-to-face session to explain about the PCM?
3. Did you create certain PCM training materials yourself?
4. How much easier would the PCM become when translating it to the user’s native language?
5. What PCM information / training should be added as part of the PCM (context sensitive help, translation to the user’s native language,)?
6. What additional PCM training / help materials should be created (Frequently Asked Questions, short introduction leaflets, videos,)?
7. Were you aware of the public forum on www.tencompetence.org/forum? If so, did you use it?

References

ID 9.2 Training Plan for Participants in Cycle 1 Pilots
http://dspace.ou.nl/handle/1820/968

ID 9.4 Report on Internal Workshop for Researchers, Developers, and Pilot Users
http://hdl.handle.net/1820/1123

PCM Version 1.0 Beta 2
http://www.tencompetence.org/PCM/download.html

D4.2 Evaluation of cycle 1 pilots
http://hdl.handle.net/1820/1153
Training Plan for Participants in Cycle 1 Pilots

The training plan for the cycle 1 pilots consisted of three goals:

Goal 1: Prepare Programmes, Manuals and Help Files for PCM
Objectives: 1. To clarify the training needs of pilot users
2. To develop training processes and programmes
3. To prepare the training materials

Goal 2: Organize an Internal Workshop for Researchers, Developers and Pilot Users
Objectives: 1. To plan the training event
2. To implement the training process and improve core competence of users
3. To improve user competences for pilots

Goal 3: Write a Report on Training for Cycle 1 Pilots
Objectives: 1. To evaluate effect of TENCompetence system in a real environment
2. To prepare reports to assist TENCompetence developers

In the next parts we will elaborate on goal 1 and goal 2. Goal 3 is the production of this document.
Reflection on Goal 1

ICT Training pilot
The ICT Training pilot provided the PCM User Guide to all its participants as a free training resource. Furthermore Sofia University organised a half-a-day face-to-face session on training how to work with PCM. During this training the audience was explained how to install and set up the PCM, start it, choose a community, choose and follow a pre-defined competence development plan, choose different competences, choose and define their own competence development plans.

Learning materials provided:
- Set of instructions (in Bulgarian)
- Basic recommendations on how to use the PCM (in Bulgarian)
- FAQ’s

Numbers of students and tutors/teachers:
65 students and 6 teachers, where 3 teachers are from Sofia University and 3 teachers were provided by the Ministry of Education since they had expertise in the I*Teach methodology.

Digital Cinema pilot
In the Digital Cinema pilot most learners were contacted online. UPF compiled the welcome package (Attachment 3 from D4.2) that was sent to participants. This welcome package included a link to the PCM User Guide and a short explanation on downloading the PCM. UPF also created a training video ([http://www.sled.upf.edu/activities/videos/pcm_tenCompetence/pcm_tenCompetence.html](http://www.sled.upf.edu/activities/videos/pcm_tenCompetence/pcm_tenCompetence.html)) which was used during one of the two face-to-face sessions.

The learners who had any questions regarding the pilot sent their questions by email. Finally, an informal questionnaire was created for the technical people supporting the pilot and the teacher leading the pilot.

Learning materials provided:
- Welcome package
- User guide
- Training video (provided at the end of the pilot to a small group of users)
- Support forums on [www.tencompetence.org](http://www.tencompetence.org)
- The PCM provides hints: a short explanation shown when hovering over an icon.

Numbers of students and tutors/teachers:
57 students and 2 teachers.
Reflection on Goal 2

WP9 organised the following:
- Two workshops in Barcelona, the focus changed from an internal to an open workshop. Potential Associated Partners
- One workshop in Sofia, internal workshop focused on internal researchers, developers and pilot users.

Sofia Workshop
On the 6th and 7th September 2007 an internal workshop for researchers and developers was held in Sofia.
The agenda and the subjects of this workshop were:

Day 1:
- 9:30 / 1:00: Discussion of D.C. and ICT pilots launching preparations
  = Academic materials & pedagogical approach
  = Students registration process
  = Design of learning experience (use of Antelope components)
  = Assessment
  = Academic and technical support
- 2:30 / 5:30: Evaluation plan and implementation
  = Discussion of pilot evaluation implementation plans
  = Milestones for collecting data and analysis
  = Drafting D4.2, D4.3(?)

Day 2:
- 9:30 / 1:00: Training session on using Antelope
  = Training from student perspective
  = Training from curriculum designer / teacher perspective
- 2:30 / 5:00: Antelope training and Antelope support
  = WP4 early feedback on the use of Antelope
  = Discussion of student training strategy
Barcelona Workshops
The first workshop took place on the 21st of June 2007 in Barcelona and was locally arranged by UPF. The objective was to present the project aims, the plans for the first two pilots, the current status of the Personal Competence Manager (PCM), and to let workshop participants test the PCM themselves. This workshop was targeted at Associate Partners and interested SME’s.
The agenda and the subjects of this workshop were:

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>09.00 – 10.30</td>
<td>TENCompetence Training</td>
</tr>
<tr>
<td>10.30 – 11.00</td>
<td>Coffee Break</td>
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<tr>
<td>11.00 – 12.30</td>
<td>PCM Demo</td>
</tr>
<tr>
<td>12.30 – 13.30</td>
<td>Lunch Break</td>
</tr>
<tr>
<td>13.30 – 17.00</td>
<td>Hands-on Session</td>
</tr>
</tbody>
</table>

The second workshop took place on the 30th of October 2007; the objectives of this second workshop were twofold:

- To present the TENCompetence project and its outcomes. The audience was of around 30 participants interested in the impact of Technology and Media on Education. The presentation is available at [http://dspace.ou.nl/handle/1820/1100](http://dspace.ou.nl/handle/1820/1100)

- To enroll participants in the Digital Cinema pilot. The audience comprised future journalists who train skills related to the creation of digital content including videos.
## Recommendations for cycle 2 pilots

During the discussions with the pilot leaders from SU and UPF we came up with a list of recommendations. We asked them to prioritize the recommendations. Next step was to give an indication of the effort required to implement a recommendation. These indications were given by training and material experts from WP9 and WP10. The results can be found in the table below.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Ranking of priority</th>
<th>Indication of effort required</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create several ‘Quick User Guides’, each handling one usage profile like a quick user guide on ‘how to create a course’</td>
<td>10</td>
<td>7.5</td>
<td>17.5</td>
</tr>
<tr>
<td>Translate the PCM to other languages</td>
<td>10</td>
<td>2.5</td>
<td>12.5</td>
</tr>
<tr>
<td>Create several videos explaining in detail how to achieve some of the basic scenarios for the main categories of PCM users (teacher, instructional/content expert, student, freelancer)</td>
<td>7.5</td>
<td>10</td>
<td>17.5</td>
</tr>
<tr>
<td>Provide context sensitive help within the PCM</td>
<td>7.5</td>
<td>7.5</td>
<td>15</td>
</tr>
<tr>
<td>Split the user guide into different parts, depending on the type of user and its context</td>
<td>7.5</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Provide documentation in the user’s native language</td>
<td>7.5</td>
<td>2.5</td>
<td>10</td>
</tr>
<tr>
<td>Users perceive the PCM as a difficult application and users are not likely to read the full user guide. Check how short/quick learning materials like a ‘first introduction’ can help.</td>
<td>7.5</td>
<td>2.5</td>
<td>10</td>
</tr>
<tr>
<td>Translate training material into the native language of the audience</td>
<td>7.5</td>
<td>2.5</td>
<td>10</td>
</tr>
<tr>
<td>Compile a PCM FAQ list and also make this available within the PCM</td>
<td>5</td>
<td>7.5</td>
<td>12.5</td>
</tr>
</tbody>
</table>
Train the less experienced TENCompetence Partners for cycle 2 in advance | 5 | 5 | 10
Strength of communication with WP4 to enable better fulfilment of their needs | 5 | 2.5 | 7.5
Improve the preparation of learners (to decrease fall-out) | 2.5 | 10 | 12.5
WP9 can prepare other/more training materials | 0 | 7.5 | 7.5

Calculation method

<table>
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<tr>
<th>Scoring mechanism</th>
<th>Score</th>
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<tr>
<td><strong>Priority ranking</strong></td>
<td></td>
</tr>
<tr>
<td>Low priority</td>
<td>0</td>
</tr>
<tr>
<td>Medium priority</td>
<td>5</td>
</tr>
<tr>
<td>High priority</td>
<td>10</td>
</tr>
<tr>
<td><strong>Effort ranking</strong></td>
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<tr>
<td>Low effort required</td>
<td>0</td>
</tr>
<tr>
<td>Medium effort required</td>
<td>5</td>
</tr>
<tr>
<td>High effort required</td>
<td>10</td>
</tr>
</tbody>
</table>

For the columns ‘Ranking of priority’ and ‘Indication of effort required’ we averaged the scores of the 2 pilot leaders. For the ‘Total’ column, we added the scores of the 2 ranking columns. By doing this we get the most important recommendations with a high priority and a lot of effort needed to implement at the top.

Conclusion

From this table we can draw three main conclusions:
1. The creation of videos is of high importance but also needs a lot of effort to execute.
2. The creation of quick user guides is also considered important and needs a lot of effort to execute.
3. Translation of the PCM, training materials and guides is of high importance but needs relatively low effort because TENCompetence can outsource the translation work.

The cycle 2 pilots can run much more smoothly than the cycle 1 pilots if the above standing conclusions could be implemented before the start of the cycle 2 pilots.