Internal Deliverable 9.11

Report on training for cycle 2 pilots

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**Abstract**

This report provides an account of the training provided by WP9 to facilitate the participation in the cycle 2 pilots. The report also provides recommendations for improvements to future training and materials.

**Keywords List**

WP9, training, pilot, cycle 2
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Introduction

The purpose of this document is to give an account of work undertaken by WP9 in support of the pilots held in cycle 2. It makes reference to ID9.7 – Training Plan for Participants in Cycle 2 Pilots (http://www.partners.tencompetence.org/mod/resource/view.php?id=33&subdir=/Reports_deliverables), which provides a plan for cycle 2 training activities. Based on the experiences of the cycle 2 pilots, recommendations for cycle 3 training activities are made.

A total of five pilots were scheduled to run under cycle 2. These include:

- Water Management Pilot
- ICT Teacher Training Pilot
- Special Education Pilot
- Adult Education Pilot
- Digital Cinema Pilot

These cycle 2 pilots are positioned as ‘usability pilots' designed to test and validate the TENCompetence solutions with real users in the context of a “real world” activity. They took place between month 31 and month 36.

This document takes as it starting point the training plan goals identified in ID9.7 in addition to a series of recommendations as set out in ID9.5. These training needs are reviewed and any deviance from the recommendations is explained in the first section of the report. Section two follows with an overview of the quick-start guides, the resource of choice for each of the aforementioned pilots. The third section provides a brief account of the training provided for the five different pilots which ran during this cycle. In the fourth and final section, the report focuses on recommendations for cycle three pilots.
Training Plan for Participants in Cycle 2 Pilots

Taken together, the training plan goals outlined in training plan ID9.7 can be summarised as follows:

Goal 1: Prepare and collect user manuals, training videos, quick user guides etc.

Goal 2: Organise/assist in (online) training activities for researchers, developers and pilot users

Goal 3: Write a Report on Training for Cycle 2 Pilots

These goals were further informed by a total of thirteen recommendations (ID 9.5) for cycle 2 pilot training which were made in the light of cycle one pilot experiences. Subsequent analysis of the data collected can be summarised in the following conclusion:

1. The creation of instructional 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 extent to which the support provided by WP9 in the cycle 2 pilots conformed to the above goals and recommendations was partly tempered by the relative lack of stability of the tools required by the pilot. As a result of this, it was considered that the creation of instructional videos would invariably result in the need for numerous iterations in order to reflect ongoing developments in the tools. Moreover, videos were considered less amenable to translation. In view of this, WP9 opted to create quick-start guides which were thought to offer a greater degree of and flexibility in the production process and in terms of editing. As a result a number of guides were produced and translated where necessary. These are listed in the following section.

Quick-start guides

Prior to the start date of cycle 2 pilots, it was acknowledged that pilot users required training and support in the use of the TENCompetence tools peculiar to the pilot in question. For the most part, these tools included:

- PCM (learners and authors)
- PDP tool
- The ReCourse editor
- LearnWeb 2.0
In consultation with WP4, WP9 identified the need for a user manual to support pilot users of all the above tools. In order to save pilot users from incurring large cognitive overheads as a result of using overly detailed manuals, it was decided that users should be given a concise and user-friendly resource which would enable them to start working with the tools in as short a time as possible. To this end, WP9 compiled and produced quick-start guides for each of the aforementioned tools. These guides provide both textual and graphic support, and were made available to all pilot leaders who were free to adapt them as required. Adaptation is consistent with recommendations made by pilot leaders in UPF and the University of Sofia in ID 9.5

For the most part, adaptation took the form of translation of the various guides from English into the language spoken by the pilot participants.

All pilot guides are available at;  

The following section provides an overview of the training and resources deployed during the cycle two pilots.

**Deployment**

This section describes the training provided and resources used in relation to each of the five cycle two pilots and goals outlined in ID9.7.

**Water Management Pilot**

Consistent with Goal 1, the pilot leaders of the FMM-01 pilot of UNESCO-IHE requested, received and made use of the PDP quick-guide which they adapted to the needs of their pilot and course. More specifically, this involved providing novice users with a detailed step-by-step manual. All participants received this document prior to the course. During the introductory unit of the course all participants were guided towards the TenCompetence site where they were able to explore the contents for themselves.

Given the duration of the course (three months), participants were also provided with a Plan of Activities document, describing the different course parts, work periods, assignments, etc.

Because the PDP tool did not offer any means of communication of other than a personal blog, UNESCO-IHE also provided a simple collaborative platform for sharing each other’s profiles, FAQ, etc.

**ICT Teacher Training Pilot**

Pre-requisites for this pilot included knowledge of how to use the PCM which, according to pilot leaders at the University of Sofia, had been provided in the form of
face-to-face training during the first cycle (Goal 2). In addition to the provision of the instruction on the use of the PCM to all stakeholders, it became apparent to pilot leaders that there was a need for a translation of the PCM tool from English into Bulgaria. The need for user manuals in the Bulgarian language was also identified (goal 1).

WP9 helped to meet these needs by providing pilot leaders with the PCM quick-start guide which was subsequently translated into the Bulgarian language by members of the University of Sofia.

**Special Education Pilot**

For this cycle 2 pilot, leaders at the University of Sofia decided that training needs were best met through the use of a case study (presenting the case, main goals, what to do with the tools and when to do it etc.) The rationale for this method of training is described by pilot leaders as learning-by-doing. All of the quick-start guides were used to complement this method (Goal 1 and 2).

**Adult Education Pilot**

In response to the request for training guides, WP9 provided quickstart guides for the Adult Education Pilot run by TENCompetence partner Agora. All participants were provided with a with a quickstart guide (translated into Spanish) on how to install the PDP at home. This document is available from:

http://www.partners.tencompetence.org/mod/resource/view.php?id=33&subdir=/Quickstart_Guides/Spanish (Goal 1)

In addition to the guides, Spanish presentations (see above URL) were shown by way of an introduction to the training sessions. The purpose of these presentations was to give information on the importance of the IP as the participants were not familiar with the TENCompetence project and its remit. (Goal 2)

The training consisted of two sessions, one aimed at staff and expert collaborators, the other aimed at learners. In each case the training provided participants with face-to-face training on how to use the PDP. This was considered an essential step in assisting the participant in their use of the tool. The guide was used to help users consolidate what they had learned during the training session.

**Digital Cinema II Pilot**

In the original training needs analysis for the Digital Cinema Pilot, it was suggested that explanatory videos and brief user manuals would be needed for use by participants in the pilot. Due to the combination of time constraints and the instability of the tools at the time, a decision was made to forgo the labour-intensive production of a video, but to convert the paper-based PDP guide into web pages for easy access and consultation by users at the level of the user interface. (Goal 1)
It can be seen from the above that training goals one and two were achieved to different degrees across the different pilots, but that training needs were successfully met in all cases and that variation in training was subject to the discretion of each pilot leader and circumstances at the time.

**Recommendations for cycle 3 pilots**

In order to elicit feedback from pilot leaders, WP9 issued a table for leaders to provide ranking and suggestions to the recommendations made in the left-hand column. The table replicates some of the recommendations previously made in ID9.5 as it was considered that recommendations which received a ranking in the event of cycle 1 pilots might, in the light of cycle 2 pilots, be ranked differently. Moreover, a new recommendation which emerged during the course of WP9 discussions was added to the list and a total of three questions withdrawn. The new addition relates to the design and maintenance of a mini-site for each new tool. Those recommendations which were withdrawn from the list were specifically related to use...
of the now obsolete Personal Competence Manager V 1.0 and as such were not considered relevant to recommendations for cycle 3 pilots.

Further departures from the D9.5 recommendations table include the omission of the “Indication of Effort Required” column. These details were withdrawn in keeping with the view that all of the stated recommendations for the provision of training and training materials could be implemented subject to sufficient notice and stability of tools.

Based on feedback elicited from pilot leaders, the following recommendations and suggestions were made.

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Ranking of priority</th>
<th>Suggestions/Comments</th>
</tr>
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<tbody>
<tr>
<td>Continue to create ‘Quick User Guides’ for each new tool</td>
<td>10</td>
<td>This is necessary for all tool users (experts, participants, content developer, etc) to get access to the learning resources and understand all the functionalities.</td>
</tr>
<tr>
<td>Split the user guide into different parts, depending on the type of user and its context</td>
<td>9</td>
<td>This has shown to be due to the difficulty the participants experienced with some of the tool elements. In one of the training sessions we provided the users with a short document explaining how to “mark the activity as completed” and another document showing the “show history” and “go back to plan” options. Note that this was not done the first day of the training where the whole quick-start guide was provided but after a few weeks when the participants had acquired a basic knowledge of the tool and were ready to learn more advanced functionalities.</td>
</tr>
<tr>
<td>Translate future tools to other languages</td>
<td>9</td>
<td>In the context of Ágora Pilot, it was essential to have the PDP tool translated to Spanish. This is also necessary for any future tool to be used as the great majority of Ágora participants have little English knowledge. It is important that the terminology used to describe the tools is as simple as possible due to the Ágora participants’ little technical experience.</td>
</tr>
<tr>
<td>Provide documentation in the user’s native language</td>
<td>8.5</td>
<td>This would be of great help. In the case of Ágora, it would be mainly Spanish and Catalan. In the context of Ágora pilot, it is also important to adapt the terminology and facilitate the understanding by using a simplified language.</td>
</tr>
<tr>
<td>Translate training material into the native language of the audience</td>
<td>8.5</td>
<td>See translation of tools (above)</td>
</tr>
<tr>
<td>Improve the preparation of learners (to decrease fall-out)</td>
<td>8.5</td>
<td>In the next version of the pilot, the learners need to receive more intensive training.</td>
</tr>
<tr>
<td>Create videos explaining in detail how to achieve some of the basic scenarios for the main categories of tool users (teacher, instructional/content expert, student, freelancer)</td>
<td>7.5</td>
<td></td>
</tr>
<tr>
<td>Compile an FAQ list for each tool and also make this available within the tools</td>
<td>7.5</td>
<td>Good idea as a complement to existing resources. Information related to IT in general in order to make it easier for them to use the tool and make them more</td>
</tr>
<tr>
<td>Design and maintain a mini-site for each new tool from which the tool and various training resources can be easily accessed.</td>
<td>6.5</td>
<td>Useful for dissemination activities but participants will perceive this as an environment external to the pilot / demonstrator.</td>
</tr>
<tr>
<td>Strengthen communication between WP9 and WP4 to enable better fulfilment of their needs</td>
<td>3.5</td>
<td>Communication considered adequate but needs to be maintained.</td>
</tr>
<tr>
<td>Produce other materials (please state what in the suggestions box)</td>
<td></td>
<td>Produce training material related to learning content, regarding the different types of resources available, their utility and functionality. This could be provided by the content developer to the experts, observers, etc. in order to have an overall view of the learning on offer and its limitations.</td>
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**Conclusion**

The following provides a review of the above recommendations and suggestions and provides proposals for actions to be taken into account during the training planning phase for cycle 3.

**Quick-start guides**

It is clear from the above that the quick-start guides are considered to be the most important training resource for use in cycle 3 pilots and that, where necessary, they should be broken down into manageable chunks.

**Action:** the guides currently in circulation (PDP, ReCourse, LearnWeb 2.0) will continue to be updated and further guides produced with the release of each newly developed tool. In order to accommodate the need for smaller chunks of information, WP9 will undertake to liaise more closely with pilot leaders in the production of the quick-guides for the cycle 3 pilots.

**Translations**

As the translation of tools, documentation and guides used in pilots has occurred in both Spain and Bulgaria, it can be assumed that further requests will be made with the release of new tools and the launch of new pilots.

**Action:** The need for translation work should continue to be assessed by the pilot leaders and undertaken locally.

**Improve the preparation of learners**

As the ranking for this recommendation shows, there is a need for pilot leaders to assess and provide thorough training to users. Action should take place at a local pilot level with support from WP9 when requested.
**Instructional videos**
Although the production of videos has been frustrated by the constant development of TENCompetence technologies and rendered difficult to achieve in tight deadlines, it is generally acknowledged that they do have an important role to play in the training process.

**Action:** Produce instructional videos in concert with the production of the quick-start guides. This action is subject to the need for stable tools and adequate notice due to the labour-intensive nature of video production.

**FAQ Compilation**
The Agora pilot demonstrated the need for FAQ’s to complement the quick-start guides. By providing at-a-glance answers to easily anticipated questions.

**Action:** Consult each pilot leader subsequent to the draft production of quick-start guides to anticipate the need for FAQs.

**Design and maintain a mini-site for each tool**
WP10 is working to produce a mini-site for each tool upon its release. A single access point for the tools as well as associated documentation, guides and user forums would be of equal benefit to the training needs of pilot users. It has, however, been pointed out that pilot users will perceive this environment as being external to the pilot and as such may not wish to engage with the materials.

**Action:** Liaise with WP10 to ensure mini-sites provide a user-friendly experience for trainees assuming they are happy to use it. Access to all training materials should be made available here.

**Strengthen Communications between WP9 and pilot leaders**
With a relatively low ranking, it is considered that this recommendation has been carried out and that communications between the various workpackages and pilots was adequate.

**Action:** Continue to maintain contact with the option of arranging review meetings to discuss resources delivered and how they could be improved on a case-by-case basis.

**Produce other materials**
It has been suggested that content developers make further competence profiles available which could serve to better introduce the pilot users to the tools.

**Action:** Enquire into the possibility of producing such profiles and commission and construct development profiles where possible.