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Building the European Network for Lifelong Competence Development

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ID9.18 - Report on Online Research Seminars

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Project Internal Deliverable Report

ID9.18 - Report on Online Research Seminars

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1 Introduction

One of the tasks specified in WP9 is Task 9.1: Research Exchange. This task includes such training activities like organization of Winter Schools, Competence Networks and Web Seminars. A spectrum of online, face-to-face, and blended training opportunities has been provided, including a one-week Winter School event for the third consecutive year (see ID9.12 Report on Winter School 2009). Another instrument was the online research seminars series that WP9 organized to bridge the time between Winter Schools and to provide a forum for PhD students to meet and learn together. This document reports on web seminars and related training activities in the time period October 2008 – November 2009. After receiving a feedback from the review panel to move the focus from the academic target group more to the corporate one, we have adjusted our activities towards the end of the project. Therefore, we report hereby not only on our web seminars, but include also the CEN and ICOPER seminar in Berlin, the JTEL Summer School in Terchova and the Professional Training Facts conference in Stuttgart.
2 Web Seminars

In the reported period we have organized two web seminars. The complete list of all TENCompetence webinars can be found (guest login possible) at http://www.partners.tencompetence.org/mod/resource/view.php?id=408, together with links to related presentations and documents. Recorded sessions are available also on the Surfmedia server at http://www.surfmedia.nl/medialibrary/user/3721.html. During the last period of the project we have organized two web seminars:

   *Dr. Fredrik Paulsson - KTH, Sweden*

   During the twentieth century, the focus of pedagogical research and practice has gone from behaviourism, via cognitivism, to learning theory based on constructivism. Changes in learning objectives and an increasing cognitive complexity of learning tasks are likely to have contributed to this evolution. This puts new requirements on the design and implementation of pedagogical instruction (instructional design) and its application to learning technology. Using instructional design together with technology requires the pedagogical process to be predetermined, which is partly contradicted by the nature of constructivism. Many constructivist approaches require social interaction and dynamic learning environments that can adapt to changes that are required by different pedagogical approaches. Those requirements have been met using modular approaches for content, i.e., learning objects, implemented in non-modular web-based virtual learning environments (VLE), like learning management systems (LMS). This research has shown that it is possible to incorporate learning content and the VLE into the same modular framework in order to provide the flexibility needed for learning technology to better adapt to changing pedagogical requirements.

2. **What Do Users Really Want from an Adaptive Learning System?** (31/03/2009)  
   *Dr. Martin Harrigan - Trinity College Dublin, Ireland, Kai Michael Höver - imc AG, Germany*

   The ability of an e-learning system to adapt to the manifold nature of learners' abilities and characteristics is promising. Nowadays, Learning Management Systems (LMSs) deliver learning content to learners. However, they have weak or no adaptive functionality and hence do not consider the diversity of learners. Many types of adaptive features and techniques have been considered in research. It is not obvious which features and techniques are most wanted by both trainers and learners. To ensure the value of an adaptive learning system and its acceptance, the users' requirements, preferences, and expectations need to be considered. The EU co-funded GRAPPLE (Generic Responsive Adaptive Personalized Learning Environment) project project aims at delivering to learners an adaptive technology-enhanced learning environment incorporated into LMSs. To ensure target-oriented work from the beginning of the project, a requirements analysis involving stakeholder interviews has been conducted in both academic and business settings.
to gather the needs and expectations of stakeholders with regards to adaptive functionalities.

After these two web-seminars WP9 focused to support the Joint European Summer School on Technology-Enhanced Learning which is described next.
3 JTEL Summer School

WP9 co-organized and participated at the Joint European Summer School on Technology Enhanced Learning (http://JTEL.SummerSchool.eu), which took place in June 2009 in Terchova (Slovakia) and which had the focus topic “The emancipated learner”. In our workshop (2nd of June) on ‘Personal Competence Development in Learning Networks’ we have included also main TENCompetence objectives, principles, competence mapping approach, and preliminary outcomes. Around 20 PhD students and lecturers from various European countries participated at the workshop. The slides of the workshop are available here http://www.slideshare.net/telss09/personal-competence-development-in-learning-networks.
4  Symposium on Competencies

CEN/ISSS/WS-LT and the ICOPER project organized a seminar on requirement gathering for the Competency domain on April 27, 2009 in Berlin (Germany). The work being done in several projects was presented there, in order to come up with requirements for launching competency projects for CEN/ISSS WS-LT.

The main objectives of this meeting were:

- Establishment of a SIG that would provide input of European requirements to different standardization organizations
- Requirements gathering and proposals for an integrated tools infrastructure for this SIG
- Examine the possibility of organizing a proposal for a new competence project under the EU Commission’s ICT Call.

We were invited to represent TENCompetence project in this seminar and gave a presentation about the challenges identified in the project regarding competence development.

The documents related to this symposium can be found at https://sites.google.com/site/competencydriven/.
5 Professional Training Facts

To broaden the focus of WP9 from academic events to more company-related events WP was active at the Professional Training Facts conference organized by Fraunhofer IAO on 17. & 18. November, 2009 in Stuttgart. Speakers from companies and research institutions presented methods, concepts and strategies how to design the "Learning - Competence - Performance" triad for today and the future. The Professional Training Facts conference is most appropriate for in-company experts dealing with further training and competence management. Other target groups are organizational decision-makers, experts from the educational sector as well as from the private and public sector and application-oriented researchers.

Our presentation *Competence Mapping and Gap Analysis in Learning Networks* is part of the track *Future Learning Environments 2.0*:

- This track addresses both competence mapping in learning networks and competence management with webconferencing and virtual classrooms. Current learning requirements may be effectively and efficiently addressed by informal education in communities of practice. The presentation illustrates a personal competence development approach using competence mapping and gap analysis. Based on the prioritized competence development needs, experts are identified to serve as facilitators in setting up competence networks. Synchronous and mobile communication tools considerably extend the possibilities for technology-based learning and cooperation and thus also the competition for competences. In an increasingly accelerated world they contribute to an increased, spontaneous interaction between individuals and work teams, besides reducing costs for travel and staff spending valuable working time travelling. At present, however, there are still psychological, technological and organisational obstacles that have to be overcome in order to achieve a widespread integration of new ways of communication and learning into existing structures.

The presentation by WP9 illustrated a personal competence development approach using competence mapping and gap analysis. Based on the prioritized competence development needs, experts are identified to serve as facilitators in setting up competence networks (slides are available here [http://hdl.handle.net/1820/2165](http://hdl.handle.net/1820/2165)).
6 Conclusion

In this document we have described a part of the TENCompetence training activities in the last 14 months of the project. The work package continued to support PhD students and young researcher through the organisation of two web seminars that gave the opportunity to exchange experiences and ideas. The JTEL summer school was co-organized from the work package and the workshop on ‘Personal Competence Development in Learning Networks’ offered several perspectives for PhD students and lecturers from other projects and companies to get acquainted with the concepts and applications of the TENCompetence project. In addition WP9 followed the recommendation of the reviewers to broaden the activities and to address stakeholders from companies and organizations. Therefore we participated in the requirement gathering for the Competency domain organized by CEN/ISSS/WS-LT and the ICOPER project. This meeting brought together stakeholders from an academic context and a company context. In addition WP9 gave an input to the Professional Training Facts event in Stuttgart to get in touch with additional corporate and organizational stakeholders.

To sum the activities in the last 14 months of the project up, the work package continued to support young researchers and PhD students and has widened the focus and included training events for the broad group of TENCompetence stakeholders.