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Palette

Pedagogically sustained Adaptive LEarning Through the exploitation of Tacit and Explicit knowledge

Instrument: Integrated Project

Thematic Priority: Technology-enhanced learning

D.TRA.01 – Training Catalogue

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Summary

In such a complex project, the training sessions have three main objectives:

- Share and make evolve knowledge and expertise among the partners of the project;
- Contribute to vocational and post- training programs related to technology enhanced learning;
- Provide support, in terms of training and coaching, to CoPs.

The aim of this document is to present the PALETTE training catalogue.

First, it will define the different kind of actors involved in the project and potentially targeted by the training sessions and explain how the needs for each of them have been identified. Then, it proposes a short definition on what means “training” in the framework of the project. Finally, it presents the way to describe the training sessions and lists a series of PALETTE training seminars.

The reviewers' recommendations from the first annual review have been taken into account in the following way:

- *Internal training is linked with WP6 activities as mentioned in point 2.2.1*
- *The strategy for External trainings will be described in the D.TRA.03 due M24 as explained in point 2.2.2*
- *The CoPs' trainings are linked with WP1 & WP5 activities as mentioned in point 2.2.3*

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1 – Introduction

In such a complex project, the training sessions have three main objectives:

- Share and make evolve knowledge and expertise among the partners of the project, referenced in the DOW as internal trainings
- Contribute to vocational and post-training programs related to technology enhanced learning; referenced in the DOW as vocational trainings,
- Provide support, in terms of training and coaching, to CoPs; referenced in the DOW as awareness trainings

In the context of a collaborative and multidisciplinary work, it appears that the learning needs related to the project methodology and frameworks, the possible uses of tools and services, the functioning of CoPs, the learning processes in CoPs, the writing and testing of scenario, the necessary needs for standards are shared by internal partners as well as by the CoPs involved in the project. Most of the trainings and seminars delivered so far were accessible by these two audiences in the same way. Thus it seems to us that the distinction between "internal trainings" (i.e. towards PALETTE "internal" partners) and the "awareness trainings" (i.e. towards cops) is not really justified due to the strong overlap that is practically noticed between the content and format of the learning resources used in both cases.

In order to align the vocabulary of WP8 with the vocabulary used in WP1 and also in the community of researchers working on communities of practice and on learning processes, we also decide to shift the concern of WP8 from a training perspective to a learning perspective, according also to the way things were rephrased in the IP2 presentation of WP8. Thus the so-called "trainings" will be renamed as "learning resources".

The deliverable will first introduce the different actors of PALETTE as they are considered regarding the learning activities, and the way their learning needs are identified.

To gather all the training and learning resources which are produced along the project in a way that enables their further exploitation, we need to systematize the presentation of these resources. This is the objective of the PALETTE Learning Resources Catalogue. This catalogue will give a systematic presentation of each learning resource, according to a template defined in this deliverable.

2 Training sessions for the PALETTE actors

2.1 The PALETTE actors

2.1.1 - Internal partners:

These actors are all the members of the different institutions involved in the PALETTE consortium: about 60 researchers with a large scope of competencies usually categorised in two main branches: "P" (for pedagogy) and "T" (for technology). The Participatory Design context means that every actor involved in participatory activities needs to "make a step" towards the others, and acquire at least a small part of the others' knowledge. Thus, a large part of the internal-awareness learning resources will deal with this kind of needs.

2.1.2 - External “partners”:

They are professional or scientific experts, especially within Partner Institutions but not only, who could either give some feedbacks regarding the PALETTE findings or be the prescribers of the development of communities of practice and/or the use of PALETTE services for already existing or emerging communities. In this context, the aim is to enhance the impact of the project.

2.1.3 - CoPs:

CoPs are key actors in PALETTE: they are one of our fields of research, as they constitute the concrete source of data about Cops' functioning, learning processes, activities and development needs; they are also the main target of the development of the services and tools. By CoPs, we mean of course all the CoPs directly identified as partners in the project but also all new CoPs interested by the PALETTE findings.

2.2 Needs identification for these actors

2.2.1 - Internal partners:

The design framework within PALETTE is based upon Participatory Design in conjunction with Actor Network Theory (D.PAR.01). Participatory Design means that, in order to design suitable, useful, usable, accessible and adaptable tools and services for Communities of Practice, all the actors within the project have to add to their own competences a little bit of the knowledge of others. Partners with a background in Social Sciences or Educational Sciences have to better know about technology standards (WP5), knowledge Management tools and ontologies for example WP3, argumentation (WP4), awareness (D.MED.04 to come), etc. Partners with a technology background have to know better about collaborative work in Communities of Practice, learning processes (WP1), scenario design (D.PAR.03 to come), etc.. Communities of Practice involved in PALETTE have to better understand the objectives and functioning of the project, the possibilities of the services as they are and how they could evolve. And everybody has to know more about Participatory Design, the methodological tools used to implement it (e.g., the MOT language), the specific terminology of ANT and the way it is used to support and explicit Participatory Design.

This is mainly the objective of the development of awareness seminars and internal trainings.

Another source to infer and define the needs for internal trainings comes from WP6 activity. We can mention some statements directly taken from D.EVA.01 that should be useful to define internal trainings and also notice that an updated source of information will be delivered end of July 2007 in a new evaluation report.

A project such as PALETTE needs some provisional stability in order to move forward. Internal trainings are key elements for founding this provisional stability. Mutual understanding contributes to building bridges between different partners of the project and thus allows a better innovative work. Thanks to the trainings, no partner will coerce others to think and act as themselves but everyone will be able to amend his way of doing and thinking, taking into account the points of view and practice of other partners.

For example, it was quoted in D.EVA.01 that the CoPs' needs, the role of CoPs' observers and the way the teams A-B-C were acting were not easy to understand. Thus it was decided to use sort of game of "scenario playing". This learning situation gathered CoPs' members, observers (now called mediators), service developers and external observers (external to the process of scenario building) in order to investigate and unroll some of the scenarios of use. It took place in Liège in March 12th and 13th, 2007.

This appeared to be really fruitful, and all the actors involved expressed their satisfaction in the debriefing session at the end of the two days.

The different deliverables of PALETTE are a valuable source of knowledge. These deliverables are a way to reify knowledge, which provides learning firstly for those working on these deliverables. Deliverables could be used as "Training Resources" in a "Treasure Hunt" in a learning scenario in which learners (partners) would have to navigate on the BSCW to find the answers.

2.2.2 - External "partners":

Regarding the programs within partners Institutions (so called "Vocational Trainings" dedicated to external partners), we have to be careful. It is not too difficult to implement findings of PALETTE within already existing courses or programs (like for the Master at Tudor, or the Net Company course in EM LYON). As PALETTE researchers, we generally do not have sufficient power in our institutions to develop "PALETTE Programs", meaning programs, which could both foster the development of learners based on PALETTE research and provide new insights from the learners and/or trainers towards PALETTE research processes. Nevertheless, the difference with a simple "dissemination" is the following: when one disseminates the findings of a project, it is generally among a community of researchers (like in conferences, workshops, articles, etc.) or, but more seldom, among practitioners (if some attend the conferences or read the journals). Within the programs we are mentioning here, we train people who are already - or will be soon - prescribers in companies and organisations; people who will be able to impact on organisational changes, and implement, develop and animate Communities of Practices in their own environment, thus achieving one of the main goal of PALETTE, which is the development and creation of CoPs.

Thus, in order to implement the recommendations to WP8 coming from the reviewers in April 2007, we have decided to design and realise an Open Summer School, gathering scholars and experts from the different fields involved in PALETTE and enabling a fruitful exchange. This Open Summer School will enable PALETTE to confront with the State of the Art in the domain, gain knowledge from external experts, and measure how its findings are impacting the field (this point will be developed in D.TRA.03 due M24).

2.2.3 - CoPs:

Regarding the learning needs for the CoPs involved with PALETTE, there are three levels of learning fields which have to be addressed:

- the organization level: what are the nature and functioning of communities of practice; how to create, foster, develop, animate, sustain the life of communities of practice; how to shift from a community (of interest, of learners, etc.) towards a community of practice; how is knowledge made explicit, reified, shared, capitalized in a community of practice; how do people learn and enhance their competences in a community of practice; how does the organization which houses the community of practice benefit from all the processes that takes place within the community;
- the technology level: how tools and services (from PALETTE or others) could facilitate, enable, support the activities of a CoP;
- the integration level: how the understanding of organizational aspects and the implementation of tools and services changes the practice, make the CoP evolve. At this level, we can mention the work made in WP1 and WP5 relative to CoPs' needs. In particular, in the following deliverables:

- D.PAR.01 explains how participatory design is used to elaborate the methodology to interview CoPs' members, to establish collaboration with CoPs and gather information about their activities and needs,
- D.IMP.03, presents the specifications and categorisation of CoPs' needs including the analysis of CoPs practices, resources and environments.

An interesting example of inferred CoP's needs is how tools developed in PALETTE could support or enhance their own practices (in relationship with the scenario developed in D.PAR.03).

2.3 What do we mean by « learning resources » in PALETTE?

Referencing to the DOW, there are three categories of trainings ("internal trainings", "Vocational & post training" and "Awareness seminars") corresponding respectively to the three kinds of actors identified in point 2.1.1, 2.1.2 and 2.1.3.

As for all the services developed in PALETTE, "trainings" - and in order to homogenize the vocabulary, we rather speak of interoperable learning resources - will be based on standards and thus can be easily "plugged" into existing programmes and/or existing Learning Management Systems (LMS).

Some of these resources are more intended to be delivered face-to-face (like the trainings which were delivered during the PALETTE Summer School in Fribourg in June 2006). Nevertheless some of them can easily be scenarised in order to be available on line as self-training modules (like the trainings on Actor network Theory made by EM-Lyon or Knowledge related standards made by CRPHT). All the modules may possibly be included in blended learning-teaching situations.

The framework used to design and develop the learning resources in a coherent way will be developed and described in detail in D.TRA.02 due M18.

3 Catalogue description and uses

3.1 The « template »

The establishment of a common description of all the training sessions developed in PALETTE has been proposed in order to harmonize the presentation of the training catalogue. The final version is the outcome of a collaborative work between the different partners and includes three main parts:

- training description (in particular : pedagogical objectives and brief content description)
- the purveyor and the audience (information about who organises the training and for which target)
- practical information (localisation, timetable, contact,...)

A full description of the form is available in the appendix of this document.

This form is valid for a catalogue of effectively given PALETTE trainings as well as for a catalogue of trainings offered by PALETTE partners. Nevertheless some information will be used for only one of those catalogues, there are indicated as follows:

- G = for the catalogue of effectively given trainings
- O = for the catalogue of offered trainings

The meaning of each field and technical specifications are written *in italics* in the template.

3.2 The online version

As the training catalogue will evolve during all the project life, the wp8 members will propose an online version of the catalogue to allow a more flexible, evolutive and up-to-date version available via the PALETTE website under the “Learning Corner” menu.

The existing tool used for the online version has been developed at EPFL in the framework of a student internship named “Conception et développement d'un module de gestion de formations basé sur les technologies XML” produced by Didier Mounoud. The complete documentation is available on BSCW.

4 First list of seminars

The following trainings are fully described in the online version:

| | |
|---|--|
| The Summer School 2006 sessions | Fribourg, June 2006 |
| Amaya training session | Grenoble, September 2006 |
| The communities of practitioners | Fribourg, 2006 |
| Community of Practice and Professional Development in Higher Education | Fribourg, 2006 |
| KM use cases in IT & innovation Master | Luxembourg, 2nd semester 2006 |
| The Cop's day during the plenary meeting | Nice, December 2006 |
| TICEF Technologies de l'Information et de la Communication pour l'Education et la Formation | Liège, 2006 |
| TICFA Technologies de l'Information et de la Communication dans les systèmes de Formation d'Adultes | Liège, 2006 |
| Training session for CoP @pretic | Liège, September 2006 , beginning 2007 |
| Training session for CoP Form@hetice | Liège, December 2006 |
| Adira cop training | Lyon, January 2007 |
| The Net Company | Lyon, January 2007 |
| Training for Cops' mediators | Liège, March 2007 |
| Training session for CoP TFT | Liège, May&June 2007 |
| Training for Eprep members on Amaya, Sweetwiki, Limsee3, elogbook | Paris, June 2007 |
| Training on a user centered approach of some PALETTE tools/services: Sweetwiki and Amaya | Liège, 8 th ,9 th October 2007 |
| Train the internal trainers | Location to be confirmed, Fall 2007 |
| Learning with PALETTE 's deliverables | Location to be confirmed, end 2007 |
| CoPs in company : situations & perspectives | Luxembourg, planned January 2008 |

REM: This list comprises all the trainings existing at the delivery date. An updated list is available online on a permanent basis on the PALETTE website , “Learning Platform” item and then follow the links.

5 Appendix: the full description form

0. Type of form

- O = Offered Training G = Effectively given training

Technical specification: Only one possible item, which will delineate which fields will or will not appear, in a mandatory way or not.

I. Description of the training

I.1 PALETTE code [O-G]

- Internal Training Vocational training Awareness training

Internal Training: Training dedicated to PALETTE's members

Vocational training: Training dedicated to professionals (initial education or continuing education), especially in the project's partners organizations.

Awareness training (see DTRA02)

Technical specification: To arrange for the form user that he can see the definition of each categorie (by rolling over the category or by clicking on it).

I.2 Title of the training [O-G]

Technical specification: simple text area.

I.3 Description of the issues and content [O-G]

Technical specification: simple text area.

I.4 Pedagogical Objectives [O-G]

Technical specification: simple text area.

I.5 Keywords (at least 4 or 5) [O-G]

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Technical specification: keywords drop-down lists (four possible items) + 2 lines of free text to allow the user to add his own words. Goal: build a folksonomy.

The words in the drop-down list will enrich from the added keywords, which will appear in alphabetic order.

I.6 Mode of organisation [O-G]

- Face to face training
- Blended learning
- Distance learning
- Self-teaching
- Conference
- Workgroup
- Informative meeting
- Other [specify]

Technical specification: Multiple choices (for partners who can offer an identical training with various methods, depending of participants' choice).

Face to face training: 'classic' indoor training, either in an academic fashion (initial education or continuing education), or in an enterprise training fashion.

Blended learning: hybrid training containing classic indoor courses and activities at a distance. The ratio of those two training modalities may vary but both the elements are required.

Distance learning: training exclusively at a distance, using the web.

Self-teaching: The learner has resources and made them his/her depending of his needs and goals.

Conference: Presentation of the information to a group of people, usually with recourse to electronic supports and software, courses, etc. demonstrations.

Workgroup: Training taking place while doing a practical work, either as an exercise, or while working on a production work.

Informative meeting: Project, tool or service presentation taking place at a larger activity.

I.7 Resources [O-G]

| | |
|--------------------------------|---------|
| OnLine Resources | http:// |
| Other resources (bibliography) | |

Technical specification: URL links for the first type of resources; just a text area for the second one.

I.8 Language(s) [O-G]

- English
- French
- Greek
- German
- Bilingual English-French
- Bilingual English-Greek
- Bilingual English-German
- Bilingual German-French
- Other

Technical specification: Multiple choices (for partners who can offer a multilingual training, at the participants' choice).

Other: please specify.

I.9 Certificate or diploma delivered at the end of the training [O-G]

- Yes
- No

If yes, specification

- Certificate [title]
- Diploma – Undergraduate [title]
- Diploma – Graduate [title]

Technical specification: only one choice at a time – text area for the diploma or attestation title.

An attestation is an acknowledgement of participation to a training activity.

A diploma is an official document, issued at the end of an approved cursus.

I.10 Internal code of the training [O-G] (Only for vocational trainings; internal code = code inside the institution that offers the training)

Technical specification: simple text area.

II. Purveyor and audience

II.1 Organism [O-G]

| |
|------|
| Menu |
|------|

Technical specification: drop-down menu of names (e.g. Université de Fribourg) or acronyms (ex. UNIFR) with a macro allowing printing automatically:

- the complete name of the partner's institution (the partner who offers the training)
- the title of his department inside this institution
- the name of the person responsible of this department
- the URL address of the service
- the address of the service
 - Address
 - Zip code
 - City
 - Country

II.2 Trainer(s) [O]

| | |
|----------------------|--|
| First name | |
| Last name | |
| Department / Service | |
| e-mail | |
| Tel. | |
| Fax | |
| Web site | |

Technical specification: be sure that more than one trainer is available.

II.3 Audience and level [O-G]

| | |
|----------|--|
| Audience | |
|----------|--|

Technical specification: simple text area in order to specify the audience.

| | | | |
|-----------------------------------|-----------------------------------|---|-------------------------------------|
| <input type="checkbox"/> Beginner | <input type="checkbox"/> Advanced | <input type="checkbox"/> Specialization | <input type="checkbox"/> All levels |
|-----------------------------------|-----------------------------------|---|-------------------------------------|

Technical specification: Multiple choices (for partners who can offer a same training at different levels, at the participants' choice).

Beginner: the audience has a basic computer culture but has no knowledge of the contents of the courses in the training.

Advanced: second-level training for an audience using a tool or service but who wants to enhance its competency.

Specialisation: training for experts in an aim of evaluation or to make enhancement or evolution suggestions for the tested products and services.

| | |
|---|-----------------------------|
| <input type="checkbox"/> No prerequisites | |
| <input type="checkbox"/> Prerequisites | [prerequisites description] |

Technical specification: only one choice at a time.

II.4 Number of participants (maximum accepted to an offered training) [O]

Technical specification: simple numeric field.

II.5 Number of participants who effectively participated to the training [G]

Technical specification: simple numeric field.

III. Practical information

III.1 Timetable [O-G]

| | | | |
|------------------------|------------------------------|----------------------------------|-----------------------------------|
| Date(s) | | | |
| Global number of hours | | | |
| Duration | | | |
| Slot | <input type="checkbox"/> Day | <input type="checkbox"/> Evening | <input type="checkbox"/> Week-end |

Technical specification:

Slot: Multiple choices (for partners who can offer training with several methods, according to participants' choice).

III.2 Location [O-G]

| | |
|-------------------|--|
| Name of the place | |
| Address | |
| Post code | |
| City | |
| Country | |
| Map | |

Technical specification:

Name of the place: mandatory only for given trainings

Rest of the data (except 'Map') = mandatory for offered trainings

Map = facultative URL links to an access map

III.3 Possibility to offer the training at another location [O]

- Yes
- No

If yes, specification

| |
|--|
| |
|--|

Technical specification: *simple text area, in order to precise other possible places and their conditions,*

III.4 Contact [O]

| | |
|-------------------|--|
| Person to contact | |
| Address | |
| Post code | |
| City | |
| Country | |
| E-mail | |
| Tel. | |
| Fax | |

III.5 Conditions [O]

| | |
|-------------------------------|--|
| Conditions of the inscription | |
|-------------------------------|--|

Technical specification: simple text area