Project no. FP6-028038

PALETTE

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

Instrument: Integrated Project

Thematic Priority: Technology-enhanced learning

D.TRA.04 – PALETTE-PROLEARN-EATEL Summer School

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Summary

This document describes the main strategic implementation of the external training policy of the PALETTE project, i.e. the PALETTE-PROLEARN Summer School held in Ohrid (Republic of Macedonia) in June 2008.
The document presents the finalisation of the organisation, the unrolling of the Summer School, the valuation and the direct outputs of the Summer School. It also analyses the cross fertilisation between the TEL community and the PALETTE community which occurred during the Summer School.
The Summer School was greatly appreciated by all the participants and was considered a success, as well on the scientific side as on the organisation and venue side.
The main outputs of the Summer School were the strengthening of the networking between PALETTE members and the TEL community, and PALETTE PhD students and young researchers with their peers in the TEL domain. The cross fertilisation of methods, concepts, ideas seems to have been really successful.
More concretely, the lectures held within the Summer School were added as learning resources in the PALETTE learning platform.

Acknowledgment of recommendations from First Annual Review

During the first annual review made in April 2007 in Luxembourg, the reviewers recommended to us to establish a specific strategy concerning the activities leaded in task 8.2 about external training as the impact for the project was not so clearer than for internal and awareness trainings. The D.TRA.03 deliverable presented this strategy, which corner stone was the organisation of a joint Summer School with the TEL community, and especially the PROLEARN Network. The current document retraces the unrolling and main outcomes of this Summer School.

Acknowledgements

We would like to thank the people who took a significant part in the success of this Summer School:
- the EATEL-PROLEARN consortia who enabled the Summer School to benefit from the experience of the previous ones;
- the members of the organisational committee, and more specifically Katherine Maillet, Klimle Poposki, Martin Wolpers, Stefanie Lindstaedt, Ralf Klamma and Tomasz Globucar;
- the members of the local organisation committee;
- the team responsible for the Summer School website maintenance and update;
- the lecturers and workshop animators;
- the participants who volunteered to organise the local activities.

Table of Content

1. Introduction

1.1. *Purpose of the deliverable*

This deliverable is a following of the SD.TRA.03 deliverable, which presented the PALETTE strategy regarding the external training policy.

It aims to provide insights on the value of the Summer School for the PALETTE project and also on the knowledge shared by PALETTE members with the TEL community which was brought to them by the first outcomes of the PALETTE project.

1.2. *Content of the deliverable*

This document describes the main strategic implementation of the external training policy of the PALETTE project, i.e. the PALETTE-PROLEARN Summer School held in Ohrid (Republic of Macedonia) in June 2008.

The document presents the finalisation of the organisation, the unrolling of the Summer School, the valuation and the direct outputs of the Summer School. It also analysed the cross fertilisation between the TEL community and the PALETTE community which occurred during the Summer School.

1.3. *Relation with other deliverables and productions within PALETTE*

This document aims describes the implementation of the learning strategy for PALETTE according to the DoW and the different IPs, specifically IP3. It also emphasises the outcomes of the Summer School and the first impacts on PALETTE and for PALETTE.

It builds upon and completes the D.TRA.03 deliverable.

2. Finalisation of the organisation of the Summer School

2.1. Objectives of the Summer School

The ambition of the Summer School was to foster cross-domain training and collaboration opportunities among researchers in Europe and beyond, working in the disparate fields of expertise which promote the advancement of TEL at the workplace. The programme includes lectures and working sessions from leading professors in the field, tutoring, mentoring, and joint research opportunities. Additionally the school offered practical sessions in research methodology for Technology Enhanced Learning. Advanced PhD students were identified to present their research at the Third European Conference on Technology Enhanced Learning in Maastricht, The Netherlands, September 17-19, 2008 (http://www.ectel08.org), and to participate in EATEL thematic workshops.

This year the PROLEARN/EATEL – PALETTE joint Summer School has benefited from a special grant from SEEERA.NET to promote collaboration with the Western Balkan countries. The summer school had the pro-active support from a growing number of EU IST and eContent funded R&D projects such as APOSDLE, MATURE, iCAMP, PROLIX, MACE, TENCompetence, GRAPPLE, and ARIADNE.

2.2. Committees

Organising Committee (final)

Local Chair

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Mohamed Amine Chatti, Germany
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Hannes Ebner, Sweden
Liliane Esnault, France
Luc Vandenabeele, Luxembourg
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Ashley Healy, United Kingdom
Maurice Hendrix, The Netherlands
Margit Hofer, Austria
Patrick Johnscher, Germany
Anna-Kaarina Kairamo, Finland
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Tomaz Klobucar, Slovenia
Tobias Ley, Austria
Katrina Leyking, Germany
Stefanie Lindstaedt, Austria
Matthias Lux, Austria
Katherine Maillet, France
Mark Melia, Ireland
Ambjörn Naeve, Sweden
Wolfgang Nejdl, Germany
Klime Poposki, FYROM
Peter Scott, United Kingdom
Steinn E. Sigurðarson, Austria
Martin Sillaots, Estonia
Marcus Specht, The Netherlands
Armin Ulbrich, Austria
Fridolin Wild, Austria

2.3. Selection of participants

Selection process

The selection process was managed by the Organising Committee during the period between March and June 2008.

The final list of participants comprises 51 PhD Students, from 24 different Countries.

- 23 participants received scholarship from European projects and consortiums: PALETTE (8); iCamp (5); APOSDLE (1); MATURE (3); GRAPPLE (1); MACE (1); ARIADNE (1); PROLIX (1);
- INT (2);
- 11 participants could benefit from a special scholarship from SEE-ERA-NET for the western Balkan Countries;
- 12 participants received SEE-ERA-NET scholarships for non WBC;
- 5 more students were selected but could not attend due to the lack of scholarship.

As it was forecasted, PALETTE contributed with the largest number of participants from a single project.

Finalisation of the organisation process

A number of Flashmeeting (http://flashmeeting.open.ac.uk/home.html)sessions occurred during the months of April, May and June in order to:
- finalise the organisation on the site location;
- finalise the repartition of scholarships and thus the final list of participants;
- secure the lecturers and workshop moderators list and the final titles of the lectures and workshop;
- help participants find a convenient travel solution , including a service of special shuttles from and to Skopje airport provided and operated by the local organising committee;
- coordinate with local organisation in order to solve some technical issues regarding for example the possibility of video taping the lectures, the internet access, etc.;

2.4. Final program and schedule

	Time	Programme
Saturday, June 14	17.00-20.00	Summer School Registration
Sunday, June 15	8.30 – 9.00	Summer School Registration
	11:00	Boat trip to St. Naum
	19:00	Cocktail reception Dinner at the Hotel
Monday, June 16	9.00-9.45	Summer School Official Opening and Conference Overview Welcome speech from the summer school chairs

		Get To Know Each Other	
	9.45-10.30	**Knowledge Maturing: How does knowledge within a community or organization mature over time? Perceiving this process as a learning process** (Andreas Schmidt and Pablo Franzolini, MATURE)	
	10.30-11.00	Coffee Break	
	11.00-11.45 11:45-12:30	**Federation of repositories, metadata descriptions, usage metadata** (Stefaan Ternier, KULeuven) **A framework for interoperability of services; standards, models, processes, tools** (Christine Vanoirbeek, PALETTE)	
	12.30-14.00	Lunch	
	14.00-15.30	Parallel Workshop **A** Reflections on knowledge modelling as a maturing and learning process (Andreas Schmidt and Tobias Ley, MATURE, APOSDLE)	Parallel Workshop **B** Let's try to design reification services and scenario in use (Bernadette Charlier and Annick Rossier-Morel, PALETTE)
	15.30-16.00	Coffee Break	
	16.00-17.30	Parallel Workshop **A** Reflections on knowledge modelling as a maturing and learning process (Andreas Schmidt and Tobias Ley, MATURE, APOSDLE)	Parallel Workshop **B** Let's try to design reification services and scenario in use (Bernadette Charlier and Annick Rossier-Morel, PALETTE)
	17.30 -19.00	Sport activities (participants, sign up at the information desk)	
	19.30	Dinner	
Tuesday, June 17	8.00-9.00	Junior / Senior Faculty Breakfast (Bernadette Charlier)	
	9.00-10.30	**Informal, non-formal and formal learning; how to learn when nobody knows?** (Bernadette Charlier, PALETTE)	
	10.30-11.00	Coffee Break	
	11.00-12.30	**A competence-based approach to formalize learning goals in work-integrated learning: Mapping Tasks and learning domain** (Tobias Ley, APOSDLE)	
	12.30-14.00	Lunch	
	14.00-16.00	Parallel Workshop **A** Pedagogical activity patterns (Kai Pata, iCamp)	Parallel Workshop **B** How to pimp my PhD 2008 (Margit Hofer, Stefaan Ternier, KULeuven)
	16.00-16.30	Coffee break	
	16.30-18.00	Anticipating your thesis oppponent (Ambjorn Naeve)	
	18.00 -19.00	Sport activities (participants, sign up at the information desk)	
	19.30	Dinner	

	8.00-9.00	Woman's Breakfast (Kathrine Maillet)
	9.00-10.30	Personal Learning Environments (Graham Attwell, MATURE)
	10.30-11.00	Coffee Break
	11.00-12.30	**Practice improvement by improving Communities of Practice (France Henri, PALETTE and Melanie Ciussi, CERAM)**
	12.30-14.00	Lunch
Wednes., June 18	14.00-15.30	Workshop **A** Mobile and Contextualized Learning Why to connect real world and learning activities. Studies, best practice, and hands on workshop. Using network analysis methods for evaluating the success of (mobile) technology enhanced learning (Anna Glukhova, Ralf Klamma, Dominik Renzel, Sebastian Kelle, Zinayida Petrushyna, PROLEARN) Workshop B Personal Learning Environments (Graham Attwell, MATURE)
	16.00-24.00	Excursion to St. Jovan Bigorski and Gala Dinner in mountain village Vevcani
Thursday June 19	8.00-9.00	Mentoring Breakfast (Paul De Bra)
	9.00-10.30	**Human-Computer Interaction issues in TEL with application to Awareness, Filtering and Recommender Systems (Denis Gillet, PALETTE)**
	10.30-11.00	Coffee Break
	11.00-12.30	**Personal adaptive learning environments for life-long learning (Paul De Bra, GRAPPLE)**
	12.30-14.00	Lunch
	14.00-15.30	Parallel Workshop **A** Community of Practices (Liliane Esnault and Amaury Daele, PALETTE) Parallel Workshop **B** Acceptance of TEL: Factors for Success and Failure (Sebastian Kelle, Steinn Sigurðarson, Patrick Johnscher)
	15.30-16.00	Coffee Break
	16.00-17.30	Parallel Workshop **A** Community of Practices (Liliane Esnault and Amaury Daele, PALETTE) Parallel Workshop **B**

	18.00 -19.00	**Sport activities** (participants, sign up at the information desk)
	19.30	**Dinner**
Friday, June 20	8.00-9.00	**Clustering Breakfast (Bernadette Charlier,Christine Vanoirbeek)**
	9.00-10.30	**Participatory Design and Actor-Network Theory for Developing Web-services Dedicated to Communities of Practice**, (Liliane Esnault, PALETTE)
	10.30-11.00	Coffee Break
	11.00-12.30	**Semantic matching of Learning Resources based on Competency Gaps - The LUISA approach** (Ambjorn Naeve)
	12.30-14.00	Lunch
	14.00-15.30	Parallel Workshop **A** Understanding the concerns of each community through Actor-Network Theory; starting an alignment process; building upon boundary objects (Liliane Esnault, PALETTE)	Parallel Workshop **B** Implementing a methodical looping process; research-based instrumentation of a PD methodology (Amaury Daele, PALETTE)
	15.30-16.00	Coffee Break
	16.00-17.00	Conclusion of Summer School
	17.30 -19.00	Sport activities (participants, sign up at the information desk)
	19.30	Dinner at the hotel
Saturday June 21		Departures	Departures

PALETTE members contributed for 5 lectures (out of 11) and 4 workshops (out of 11).

3. The Summer School week in Ohrid

3.1 Key Success factors for the unrolling of the Summer School

The evaluations from previous Summer Schools, the evaluation of this Summer Schools and a number of informal discussions during the Summer School, with all kinds of participants, evidenced the main key success factors for the Summer School as following, both at attractiveness level before the summer school and at implementation level during the Summer School:

- impact on the PhD process and research;
- quality of exchanges, socialisation and participation;
- quality of lectures and workshop, interest of topics;
- quality of environment.

Impact on the PhD process and research

The previous editions of the PROLERAN Summer Schools had proved to be of great help for the PhD students that participated in, and this reputation, apparently well known in the TEL community, helped greatly to be able to recruit good quality participants. The main hindrance was the question of travel fees, which meant that students who were not able to be given a scholarship were not able to participate; this was the main limitation to the number of participants, not the quality of applications; even very good participants who were accepted were not able to come. This suggests that more and more possibilities of funding must be explored in order to be able to gather the largest amount of intelligence during the future Summer Schools.

Quality of participation and richness of exchanges: toward a Community of Practice of PhD students in the TEL domain

The reputation of the PROLEARN Summer School is firstly based on the quality of participation and the richness of exchanges during the Summer School. Students are able to create a community which spreads beyond the Summer School itself. Also they can benefit with a number of informal exchanges between themselves but also with the lecturers, workshop animators and organisers who are all members of the TEL community and known researchers in the field.
This year, a special workshop discussed the possibility of creating more formally a Community of Practice of PhD students in the TEL domain. This idea was mostly welcomed among the participants.

Quality of lectures and workshops

The quality of lectures and workshops is due to two main factors: the quality of people who are among the best known researchers issued from the main labs working in the area, and the representation of the major European projects in the TEL domain; the PROLEARN Network, but also projects like PALETTE, MATURE, GRAPPLE, APOSDLE, iCamp and the EATEL association were involved. Thus the Summer School happened to be a large melting pot of innovative knowledge that was brought together and cross fertilised among the most significant streams of research in the field.

Quality of environment

Venue
Ohrid is one of the most ancient towns in Europe, flavoured with a taste of centuries gone by, full of Hellenistic, Roman, Slavic, Byzantine, and Turkish memories. During the classical and medieval periods Orhid was the artistic, cultural and spiritual centre of the Balkans and has been called "a notable bridge of European art". The town is proud of its rich cultural heritage and unique lake which both belong to UNESCO's World Cultural and Natural Heritage (http://www.ohrid.com.mk/). The Summer School was a unique opportunity for most of the participants to discover this country, its history and culture, but also its dynamism and potential of development.

Accommodation and social events
Accommodation and summer school facilities were made available at Hotel Granit (http://www.hotelgranit.com.mk/). Granit Hotel is located on the coast of Lake Ohrid in St. Stefan, 5 km from the centre of Ohrid. It is 12 km from the Ohrid airport.

The hotel organisation was of good quality and the atmosphere was professional, friendly and supportive for the work that had to be done.

The visits organised by the local organisation enabled all participants to have a good flavour of the long and complex history of the country which housed the first historical University of Europe (though not on a continuous basis, this University having disappeared during several centuries to be reborn more recently) and to enjoy the beautiful landscapes and friendliness of hosts.

Local organisation
The local organisation proved to be not only very efficient, but also very friendly and warmly. Pr. Klime Poposki enabled to smoothen all the possible difficulties or questions inherent to such an event (about 80 people). The participation of some students from the University for Finance and Tourism was greatly appreciated in order for the participant to better apprehend the history and culture of the country. The technical organisation was efficient and all the forecasted activities could take place in a satisfactory way.

3.2 Evaluation

The evaluation process for the Summer School took place at two levels
The general level: this summer school being the fourth one within the PROLEARN environment, it was necessary to continue the evaluation process that was held fro the previous ones; it is the object of the first (general) questionnaire in Annex 2.
The PALETTE specific level: this Summer School being a strategic event in the external training policy of PALETTE, it was necessary to understand the perception of the PALETTE project by the participants at the end of the Summer School; it is the object of the second (PALETTE specific) questionnaire in Annex 2.

The general evaluation questionnaire showed that:
- 52 % of participant find the Summer Schools effective, and 57% think that nevertheless they still can be improved;
- 74% of participants plan to participate in post Summer School events within the TEL community;
- 90% of participant plan to formalise the networking relationship developed at the Summer School; among them: 24% though joint publications; 15% through joint proposal; 13% through joint submission to the EC-TEL Doctoral consortium and 19% through a participation in a Community of Practice for PhD students;
- 79% of participants would like to attend the 2009 Summer School;
- 60% of participants were able to identify a professor with whom they would like to develop a special networking relationship;
- 90% of the professors participating in the Summer School have been able to identify some PhD students with whom they would like to develop a special networking relationship.

(complete results of the general evaluation will be available from the EATEL web site).

The PALETTE specific questionnaire showed that a large part of respondents had a pretty good representation of the main concerns of PALETTE at the end of the Summer School (CoPs, PDM, interoperable services were cited on a regular basis).

The main interests were on
- concepts and implementation of interoperability;
- the scenario based method and analysis;
- the acceptance of TEL as viewed and developed in PALETTE;

- the use of PDM+ANT to support projects in the TEL domain;
- the knowledge developed in PALETTE about the creation and development of CoPs in different contexts;
- the web 2.0 collaborative solutions as viewed in PALETTE;
- the project management methodology.

Most respondent recognise that
- they have related subjects and domains;
- the methods and tools can be of help for their own research;
- PALETTE concerns correlate with their own ideas,

showing the real intimate intertwining of ideas and knowledge, the true appurtenance of PALETTE to the TEL community, and the concrete benefits that PALETTE is bringing to the community.

4. Outputs of the summer school

There are several kinds and levels of outputs.

First of all, the Summer School was a unique opportunity for the PALETTE PhD students and young researchers to strengthen their networking with the TEL community and improve their skills and methods in better conducting either their PhDs or their research. The idea of building a community of practice of PhD students and Young researchers in the TEL domain, which was built upon during a workshop animated by PALETTE members, was recognised of great interest.

It was also an opportunity to gather knowledge from some key researchers in the field and to offer the lectures to the PALETTE community via a video recording of the lectures, which are now available as learning resources on the PALETTE learning platform. All the support files (powerpoint, .pdf and .doc formats) distributed during the summer school (including lectures and workshops) are also available for all the participants on the "summer school2008" intranet web site (at the following url: http://www.confolio.org). In both places, the files are organized following the chronological sequence in order to easily find them.

Files available on the summer school2008 intranet website

Video recording of the summer school2008 lectures

It was a moment to tie the PALETTE methods, concepts, concerns and findings to the broader concepts and concerns of the TEL community. The participatory Design methodology, able to address all kind of projects and developments in the TEL area, was considered of great interest by other

projects. In the same way, communities of practice are a field of experimentation that could now be envisaged by some other European projects.

The Summer school was literally a living lab, giving to the participant the opportunity to discover, experiment and use technologies and practices coming from the different projects. Moreover, some web2.0 social tools were used by the participants to virtually support the exchange of ideas before and during the lectures and workshops.

Within the TEL community at large, which PALETTE is proud to be an active member, the Summer School enabled to play its full role as a place to cross fertilise knowledge issued from different perspectives and issue new cooperation and collaborations.

Some participants reported to have been able to reuse some of this knowledge to present papers, for example as soon as the EC-TEL doctoral School at the EC-TEL conference I Maastricht in September 2008, and we hope to have further examples during the coming years.

5. Conclusion

In this deliverable D.TRA04, we have described the implementation of the Summer School 2008 which was unrolled in June 2008. With about 80 participants from different backgrounds, this summer school has shown the mobilization and the motivation of several EU project, scientific experts and PhD students to cross fertilize their knowledge and experience in the area of Technology Enhanced Learning.

All participants agreed that the Summer School was considered a success:
- on the scientific level thanks to both the quality of the lectures and workshops made by the best known researchers in the area of TEL, and the representation of major TEL EU projects (PROLEARN network, PALETTE, MATURE GRAPPLE, APOSDLE, iCamp, and the EATEL association);
- on the organization level thanks to a good articulation between the lectures and workshops as well as the quality of the environment proposed during the Summer School.

Beyond these elements, the Summer School has fostered potential collaborations between the TEL researchers community.

Annex 1: List of participants

Applicant	Institution	Country	Project/ Scholarship
Lecturers			
Ambjörn Naeve	KTH	Finland	
Bernadette Charlier	University of Fribourg	Switzerland	PALETTE
Christine Vanoirbeek	EPFL	Switzerland	PALETTE
Denis Gillet	EPFL	Switzerland	PALETTE
France Henri	Télé-université du Québec	Canada	PALETTE
Graham Attwell	Pontydysgu	UK	MATURE
Katherine Maillet	INT	France	PROLEARN
Liliane Esnault	EM LYON	France	PALETTE
Luc Vandenabeele	CRP Henri Tudor	Luxembourg	PALETTE
Margit Hofer	ZSI	Austria	
Melanie Ciussi	University of Fribourg	Switzerland	PALETTE
Paul de Bra	TU/E	Netherlands	GRAPPLE
Ralf Klamma	RWTH Aachen	Germany	PROLEARN
Tobias Ley	Know-Center	Austria	APOSDLE
Tomaž Klobučar	Jožef Stefan Institute	Slovenia	
PHD Students			
Akila Sarirete	National Institute of Computing /EFFAT College	Algeria and Saudi Arabia	PALETTE
Alev Elci	Eastern Mediterranean University	Turkey / Cyprus	SEE-ERA-NET
Amaury Daele	University of Fribourg	Switzerland	PALETTE
Ana Lidia Franzoni	INT	France	INT
Andreas Schmidt	FZI		
Andrej Afonin	Kaunas Technical University	Lithuania	iCamp
Anna Glukhova	RWTH Aachen		
Annick Rossier-Morel	University of Fribourg	Switzerland	PALETTE
Ashley Healy	University of the West of Scotland	UK	SEE-ERA-NET
Biljana Novaceska	University St. Kliment Ohridski, Pedagogy Faculty	Makedonia	
Borka Jerman Blažič	Jožef Stefan Institute		
Cristina Mendes da Costa	University of Salford	UK	SEE-ERA-NET
Dance Sivakova	University St. Kliment Ohridski, Pedagogy Faculty	Makedonia	WBC-SEE-ERA-NET
Dušan Mundjar	University of Zagreb, FOI	Croatia	WBC-SEE-ERA-NET
Elitza Arsova	University of Ruse	Bulgaria	PROLIX
Evaldas Karazinas	Kaunas Technical University	Lithuania	iCamp
Evgeny Bogdanov	EPFL	Switzerland	PALETTE
Evgeny Knutov	Technische Universiteit	Netherlands	TU/E

	Eindhoven		
Frédéric Vermeulin	GATE-CNRS	France	PALETTE
Gerladine Vidou	Centre de Recherche Public Henri Tudor	Luxembourg	PALETTE
Goran Šimić	University of Belgrade	Serbia	WBC-SEE-ERA-NET
Günter Beham	Graz University of Technology	Austria	APOSDLE
Hannes Ebner	KTH	Sweden	iCamp
Hans Poldoja	University of Art and Design Helsinki	Sweden	SEE-ERA-NET
Igor Balaban	University of Zagreb, FOI	Croatia	WBC-SEE-ERA-NET
Ivica Botički	University of Zagreb, FER	Croatia	WBC-SEE-ERA-NET
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Javier Rojas	INT	France	INT
Kai Pata	Tallinn University	Estonia	
Katarina Pilatova	University of Zilina	Slovaquia	Self-financed
Lauru Lahti	Helsinki University of Technology	Finland	SEE-ERA-NET
Linda Castaneda	University of Murcia	Spain	iCamp
Majlinda Fetaji	South East European University	Makedonia	WBC-SEE-ERA-NET
Maria Perifanou	National Kapodistrian University of Athens	Greece	SEE-ERA-NET
Martin Sillaots	Tallinn University	Estonia	ARIADNE
Nicolas Weber	Graz University of Technology	Austria	MATURE
Pablo Franzolini	CIMNE		
Pierre-Jean Barlatier	Centre de Recherche Public Henri Tudor	Luxembourg	PALETTE
Sandy El Helou	EPFL	Switzerland	PALETTE
Sebastian Kelle	OU NL	Austria	
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Stefaan Ternier	Fraunhofer FIT.ICON	Germany	
Steinn Sigurdarson	WUW	Iceland	iCamp
Tanja Kohn	Innsbruck University	Austria	
Thomas Hainey	University of the West of Scotland	UK	SEE-ERA-NET
Tobias Nelkner	Universität Paderborn	Germany	MATURE
Valérie Emin	Laboratoire Informatique de Grenoble	France	SEE-ERA-NET
Wolfgang Reinhardt	Universität Paderborn	Germany	SEE-ERA-NET
Zinayida Petrushyna	RWTH Aachen	Germany	SEE-ERA-NET
Zoran Jeremić	University of Belgrade	Serbia	
Zuzana Bizonova	INT	France	

Annex 2: Evaluation forms

There were two evaluation forms: one general, one specific to the PALETTE project. Both forms were distributed to ALL participants.

PROLEARN/PALETTE/EATEL Summer School 2008 – General Evaluation Form

Dear Participants,
We would greatly appreciate it if you could take some time to fill in this questionnaire before you leave. Please return it to one of the summer school organisers. This information will be very valuable for us in planning Summer School 2009 - Thank you.

1. What was your role at the PROLEARN/PALETTE/EATEL Summer School? Circle one:
PhD student, Lecturer, Workshop Leader, Organiser

2. How did you hear about the PROLEARN/PALETTE/EATEL Summer School? Circle one:
PhD advisor, previous participant, co-worker, mailing list, website
Other (please specify):
3. What were the most beneficial aspects of the summer school for you?

4. Did you participate in any of the PROLEARN pre-conference Flashmeeting workshops? Yes, No
4.1. How many?
4.2. Did you find these effective? Yes, No
Why?
4.3. Can they be improved? Yes, No
How?
4.4. Do you plan to use Flashmeeting in the future? Yes, No
For what purpose?

5. Have you used the Confolios? Yes, No
5.1. If so for what purpose?
5.2. Will you continue to use the Confolios after the summer school? Yes, No

6. Have you participated in the blogging activity? Yes, No
6.1. How frequently did you contribute to the blogs?
6.2. How frequently did you read the blogs?
6.3. What impact did the blogging activity have on your experience at the summer school?

7. What other tools have you used during the summer school to support your participation (excluding Office Suite and a web browser)?

8. Do you plan to participate in PROLEARN post Summer School activities in events, like post conference workshop follow-up meetings? Yes, No

9. In what way do you plan to formalise networking relationships that you have developed at the summer school? For example:
• Joint publications,
• Joint proposals,

- Joint course,
- Submission to the EC-TEL Doctoral Consortium,
- PhD jury,
- Participation in a Community of practice for PhD students,
- Other

If possible, could you provide a reference?

10. For those PhD students who have participated in a previous PROLEARN summer school, could you give us some indications about how the summer school has had an impact on your PhD or other research work that you are involved in?

11. What are your suggestions and recommendations for Summer School 2009?

12. What are your suggestions and recommendations for the location of future Summer Schools?

13. Are you planning to attend Summer School 2009? Yes, No

14. Did you have a scholarship to attend Summer School 2008? Yes, No

15. If you had not been able to get a scholarship to Summer School, would your university or organisation have financed your participation? Yes, No

16. For PhD students, have you been able to identify a professor with whom you would like to develop a special networking relationship? Yes, No
If yes, who?

17. For professors, have you identified some PhD students with whom you would like to develop a special networking relationship? Yes, No
If yes, who?

We welcome active participation from PhD students on our programme committee. If you would like to participate in Summer School 2009, please send us an email at: summerschool@i5.informatik.rwth-aachen.de.

Please keep in touch and let us know about how your research in the area of TEL is progressing.
Don't forget the PROLEARN Doctoral Consortium

Palette: Summer School Ohrid – specific evaluation form

This questionnaire is part of on-going work on the evaluation of the Palette project. It aims to gather feedback on your perceptions of the project. The results of this work will contribute to the final evaluation of the project.

Please hand in your answers during the Summer School to Prof. Bernadette Charlier or Amaury Daele.

1. What do you understand to be the main focus of the PALETTE project?

2. Please name one aspect of the Palette project that particularly interested you.

3. Briefly state why that aspect interested you.

4. According to you, which aspects of Palette could be transferred to other contexts? (for example the services or the Participatory Design Methodology)

5. Please briefly explain your choice.

6. If you agree to be contacted should we need to further discuss what you have written here, please indicate your name and e-mail address.

Annex 3 – Syntheses of Answers To The Evaluation Questionnaires

Questionnaire 1 – General

The complete results of the general evaluation will be available from the EATEL Website

Ohrid Questionnaire 2 – PALETTE Specific

<u>1. What do you understand to be the main focus of the PALETTE project?</u>

Adaptive learning
<u>CoP</u> (x9)
<u>CoP</u> / ANT
<u>CoP</u>s and their support with tools and instruments
<u>CoP</u>s from pedagogical sight
Designing interoperable web services for <u>CoP</u>s.
Education based on TEL (x2)
It was bit confusing. It was <u>CoP</u>
Learning in <u>CoP</u>s (x2)
Learning in <u>CoP</u>s / Developing <u>CoP</u>s
pedagogy projects – designing aspects of TEL
Social networking / Resolving and discovering issues in TEL
Support development and learning in <u>CoP</u>
Support for <u>CoP</u>s
TEL
TEL based education
The instrumentalisation of virtual <u>CoP</u>s
To bring teachers together and network collaboratively.
To build tools for <u>CoP</u>?
To create a <u>CoP</u> with a great value and use all of the technology as possible to facilitate the organisation and maintenance of the community
To design and develop tools for <u>CoP</u>s
To gather experts (both pedagogical and technological) from the field of TEL and to do a joint research.
To meet professors with PhD students, get idea sand exchange ideas for further researches.
To provide instruments and tools for TEL
No answer (x1)

Frequency

CoP (x24)

TEL (x7)

Tools (x3)

Learning (x4)

Instruments (x2)

Pedagogical (x2)

Support (x2)

2. Please name one aspect of the PALETTE project that particularly interested you.

Activities for developing CoPs
Amaya – Template manager
ANT
Awareness
Awareness services
Collaborative learning in communities
Collaborative, problem based and mobile learning.
Collaborative exchange of knowledge – being part of a community
community leading
CoP development
CoP, ANT
Creating community sharing experience. A move to global lifelong learning
Creating/using CoPs
designing aspects of TEL
e-portfolio
Each aspect, but particularly PLEs
Getting together people working in research of TEL (x2)
I would like to examine the development work already completed. Looked interesting.
Issues in human computer interaction in TEL / Acceptance of TEL
Learn about the process – how people developed the project
Meeting professors and students with similar concerns
PALETTE created ideas
PDM experiences
PDM (x2)
PDM / Knowledge service
PDM, CoP, Dashboard for CoP
Project management
The examples of you have of CoP like Didactics, and the topic "reification", all the IT tools you integrated.
The scenario analysis presented by A. Daele in his workshop
User acceptance of TEL
web 2.0 – solutions dedicated to CoPs
Working with CoP = examples were useful.
No answer (x1)

Frequency

CoP (x8)

TEL (x6)

PDM (x5)

Community (x4)

Learning (x2)

ANT (x2)

Awareness (x2)

3. Briefly state why that aspect interested you.

Acceptance of TEL is a big issue, one should take heavily into account
Because I am involved in such issues with CoPs
Because it relates to my field of interest and PALETTE experts cover it quite well!
Because of maturing aspects of learning in groups
Because some of my research is CoP based.

Collaboration between the learning subject, especially teachers
CoPs and learning groups are useful for PhD students to share experience, find information and talk with pairs.
Development of an understanding at building CoPs
Divide and conquer and sort of discussion about leading a community
Gained some ideas for my research
I am a developer interested in distributed learning environments as a basis for PLE's. Knowing the tools and approaches is important to reuse the good work from other projects.
I am interested in RE for CoP and think we have much in common in this topic.
I am interested in research about user acceptance of e-portfolio systems
I am research CoP +social learning themes so it was very applicable + I really enjoyed the presentations + workshops.
I do related research
I have interests in risk and quality management as part of project management.
I have used PDM methods in my own work.
I think it is not important to devote (?) presentations based on organisations.
I want to create a CoP in my country in my university for apply all of this knowledge the I get it in this summer school, the model that Liliane showed us, it was so interesting for me thanks for share your knowledge.
I'm doing research in this area
I'm interested in collaborative learning support and semantic annotation of online resources and CoPs
Interest in web2.0, collaborative solution, their design and implementation
Interested more in technology part / What are the contributions to research that the Palette project brought.
It influences my PhD topic
It is my thesis topic
Maybe I will get ideas or I will solve some of the problems or concerns I have about my PhD
My dissertation interest are on sustainable faculty development of faculty members in higher education.
My research topic is connected to it
Networking is important for the research (x2)
Pimp your PhD. Highly philosophical.
Same approach in our project to be realised.
The WG other developers and designers/Use the Palette concepts and services
There is a need to be part of a research community because you only gain.
No answer (x1)

Frequency

CoP (x8)

Research (x6)

Learning (x5)

PhD (x4)

Collaborative (x3)

Palette (x3)

Community (x2)

4. According to you, what aspects of Palette could be transferred to other contexts?

All aspects were highly beneficial
Awareness filtering with recommender systems
Community services / PDM
PDM.
Each aspect was highly beneficial and highly transferable.

HE institutions CoP to collaborate
I don't know (x3)
It would nice to find out more about Contextual and mobile learning.
Language ??? learning
PDM and ANT
PDM (x4)
PDM / Synthesis of CoP needs
PDM and CoP and ANT to any information systems
PDM / - use case / - Interoperability awareness / - ICT web 2.0 solutions
Scenarios, preparation of workshops
Technology
TEL in schools
The PDM should be more formalised and applied to other disciplines. / SweetWiki very useful / The Didactic service and DocReuse should be elaborated more and extended to professional development of teachers.
The services can use in daily work for many persons, with many applications for example for teach, for research for development …
Transferred to education: - schools - further education – HE
User acceptance / user modelling / knowledge modelling
WP2 Structured document reuse / WP4 Tools to support argumentative collaboration and context specific knowledge
No answer (x7)

Frequency

PDM (x11)

CoP (x3)

ANT (x2)

Education (x2)

HE (x2)

Knowledge (x2)

Learning (x2)

Modelling (x2)

5. Please briefly explain your choice.

(Such collaboration) would be very useful experience of others is incorporated into the system and can be reused.
Because there is no community of such a kind until now ….
Could add to the tools to be developed in MATURE
I am a developer ☺
I believe that any information system should be considered as ANT where exist agent: human and non-humans. I find it important to pay attention to the activities
I refer to workshop B
I said that I want to participate in create in a CoP in my department and I so interest in participated in the CoP in the summer school, and I use some services for share in my department with others professors (teachers) and in my classes.
In EU there is a need for this CoP. In USA they are doing in different subsets. But in Europe we need to enhance and contribute.
It correlates with my interests and I suppose it will be a great future research question.
It is a new way to use ideas from recommender systems
It is useful and can be adopted almost ot any other contexts because best solutions can be found only working in groups where all experts of domains create together.

Palette has done interesting work in depicting CoP needs. Other projects could benefit from a look at their findings / The PDM approach has proven to be successful in bridging the gap between P&T people.

Possibly for teachers to participate in design of TEL tools

pure scientific interest

Think there are characteristics of CoP that could be useful!

(Question) Too vague a question. All was beneficial.

User modelling: for future development of technologies that will enable LLL with e-portfolio in the centre / User acceptance: model of TEL acceptance, can be implemented in other environments (e-portfolio) for storing artefacts (evidence)that are amicable for LLL

WP2 "Reuse" says it all / WP4 arg. Collab. Can be used to support discourse management which is going to be a hot topic in the future.

No answer (x16)

Frequency

CoP (x5)

LLL (x2)

6. If you agree to be contacted should we need to further discuss what you have written here, please indicate your name and email address.

21 e-mail addresses left

13 no answer

Annex 4 – Logo of the Summer School