



LEONARDO DA VINCI PROGRAMME

Understand IT project

Minutes from project meeting 2 in Lisbon

30. - 31. May, 2011

Lisbon, Norway

Participants:

HiST: Thorleif Hjeltnes, Bjørn Klefstad, Magnhild Tangvik, Tor Atle Hjeltnes

FHK: Thomas Berger, Elmar-Laurent Borgmann

AF: Anne Fox

BETI: Julita Pigulevičienė, Ausra Lingyte

UoR: Marco Temperini, Andrea Sterbini, Maria De Marsico

CENFIM: José Fonseca, Eduardo Manuel Freitas Rodrigues, Rita Lima, Jorge Mauricio

NADE: Torhild Slåtto

Monday 30/05/2011 08:30 – 17:30

Place: CENFIM, Lisbon

08:30 Welcome to CENFIM, by José Fonseca

08:40 Welcome to PM2, by Thorleif Hjeltnes

At first we had a presentation of everybody to get acquainted. Then Thorleif presented a summary of the foundation for the project. This is described in the project application.

The next step was to look at a status report on the deliverables of the project. So far we are on track according to what we have written in the project application. Everybody in the meeting agreed with the status report.

Thomas suggested to make a MindMap-file to show the structure of the documents in Google Docs connected to the CCeD sessions.

08:50 The Agenda for the meeting, by Bjørn Klefstad

Bjørn presented the agenda with the different sessions and the timetable for the meeting. Nobody objected to the agenda so the meeting followed the agenda with only minor adjustments.

The responsible person for each session got a signal when there was 5 minutes left of the session and where supposed to try to sum up what the discussion has been about. Further they should try to point out the important parts of the discussion and if possible draw some conclusions (to put in the minutes from the meeting). Bjørn will also make a list over assignments that we agree upon during the meeting.



The minutes will be added to Google docs after the meeting.

09:00 WP7 – Evaluation, by Anne Fox

So far we have made three evaluations. We looked at the findings in the evaluation of the first three sessions and discussed the findings and further implications of the findings. Issues that were discussed:

- depth versus pace
- degrees of contribution – varies a lot
- tools – how do they work
- are bold decisions possible
- don't want suggestions for decisions before the meetings
- more frequent, shorter meetings
- stricter moderation/facilitation of the CCeD-sessions

From the discussion:

- It is working quite well at the moment. But we still have room for improvements.
- A very valuable and interesting experiment. We are doing something new. This project works well compared to other project experiences. There are some errors but we are learning as we go along.
- Suggests continuing with the online meetings in Adobe connect also after the CCeD-sessions.
- The CCeD-sessions are a creative process. And we are learning as we go along.
- Both technical problems and lack of skills about the Vita course affected the last CCeD-session. Maybe we can add an extra meeting after we have finished the Vita pilot run. We will test Adobe connect more before the next meeting.
- Maybe Skype can be a backup if we still have technical problems. (Skype also have some problems).
- We need a test for everybody before the next CCeD-session.
- We can draw the following conclusions from the evaluation. Multiple choices give positive answers. Free text gives more detailed feedback and suggests minor improvements.

Conclusions: We need an extra test session and an extra working session (sessions 3). The rest is OK and on track.

10:00 Coffee break

10:30 WP3 – Design document for the VITAE course, by Maria De Marsico

Maria wanted to pinpoint where we are today. So she made a list for several bullet points (look in her presentation). Some bullet points in the list are OK, some needs discussion, some must be decided after the pilot run, and some has not been discussed. To be able to finish all the bullet points we have to finish the pilot run of the Vitae course first.

We then went through the Vitae design document and pointed out what we have decided, and what is left to do.

Some comments from the discussions:

- ECTS-courses might be a problem for Italy. It takes a long time for a course to be officially approved.
- 1 ECTS might be a problem for Norway. The cost is too high so we will not be able to sell it at all.
- Do we have a culture for sharing things in all countries? No, it varies a lot
- What about online resources that are not available anymore? This can be a problem for the Vitae course. The solution might be to make clusters of resources. So if anything has

disappeared at least some of similar resources are always present. This gives us some flexibility

- When we are selling some things we have to look ones more on the rights to the online material. Some things we can only use for this pilot run. We have to make a list (wiki) over resources we are allowed to use.
- Demanding basic English skills is a problem in Italy and Portugal. We cannot put this as a demand. For the overall business plan this is not a demand. But it can be decided by the local provider for the Vitae course in each country for this project. This might affect the tools that are available in each country, but we don't see it as a problem. It is a goal for the course that the teacher-students can/will use tools in English. If we are going to make a pre-test for the Vitae pilot course it should be a survey.
- Be aware of the bandwidth problems in different countries when we are planning for the Vitae pilot run. It varies a lot.
- Is it possible to have single-sign-on for the Vitae course? We didn't draw any conclusions here
- We still have some important things to discuss so we need an extra CCeD-session.

Conclusions: After finishing the Vitae pilot course we can make the remaining decisions in the Vitae course document. We need some local adjustments for each course provider (language, ECTS, bandwidth). We need to make clusters of resources that we are allowed to use. Anne will do this for the Vitae pilot run.

11:15 WP3 – The VITAE course business plan, by Marco Temperini (Josè, Ausra, Thorleif, Tor Atle)

Based on some internal meetings in Trondheim Tor Atle pinpointed some important topics concerning the Vitae business plan and differences between the countries. He presented a scenario of what kind of adjustments we have to do to be able to sell the Vitae course in Norway. If we don't make any adjustments this will be a really expensive course. It will be impossible to sell with only 1 ECTS. Further on he described what kind of adjustments we have to do in Norway to be able to sell it to VET teachers in Norway (number of ECTS (6) and the costs concerning teacher hours).

A discussion from the Norwegian point of view:

- The Norwegian representatives agreed upon that this was a realistic scenario for Norway.
- What can be said about the number of working hours for such a course?
AF: I am giving almost the same courses in Spain. I used 1 day to make the course ready and 16 hours with one-on-one coaching. And also you have to comment on all the contributions while the course is running. At the end we also have the assessment part of the course.
- We also have to remember the possibility of a blended course and what kind of teaching hours we need then
- These challenges are exactly why we need a business plan for each country
- We have to make the decisions from the student's point of view concerning the ECTS, not from the teacher's point of view

Marco presented some important things from an Italian point of view. These things can be challenging: Language, internet connection, no budget for this kind of activities, working hours for the teacher-students (the calendar is already full), does the market exist, what kind of costs should be in a budget for a Vitae course (the production and the running of the course). The costs for the course based on an excel-sheet shows that in total this course will be too expensive.

A discussion from the Italian point of view:

- We have to be a little careful about the ECTS and the workload for the students. If we add the initial costs for a course the calculation will always go wrong. We still want to give new courses.



Almost the same situation in Lithuania

Almost the same situation in Portugal

A solution can be to find external sources for financing this course to make this work. It is quite common that the students usually only pay approximately 10 – 15 % of the costs.

We need to continue this discussion in an extra CCeD-session.

Conclusions: The cost for both developing the course and running it gives us some challenges. We need some local adjustments for each course provider, because of differences between the countries. A business plan for each country is necessary

12:00 WP4 – Language and cultural adaption, by Thomas Berger

We looked at the decisions made so far:

- Fact sheets will be in English
- We should be aware of English at least for some tools we are going to use in the pilot run for the course
- Agreed learning outcomes adapted from the Vitae course to be translated into the four languages

Ideas and suggestions that were discussed:

- Google translate will not be sufficient
- Additional translations done locally (at least for Norway). Can be subcontracted, but be aware of the quality of the content
- A good practise example of cultural adaptation of the entire course will come out of the pilot courses in the local language

Thomas presented different learning culture perspectives:

The learner perspective, the trainer perspective, the institutional perspective, the organisation perspective, the social perspective

- Are the students motivated?
- Are the ECTS important?
- Are the new ICT-skills important?

Next steps:

- Analysis of specific learning cultures in local environments (pilot course)
- Documentation of design decisions based on local requirements
- Examples of good practise of cultural adaptations (interviews/wiki)
- Documentation of good practise that others can learn from (ex. Audio files)

Thomas presented 6 different key questions about learning culture

- the organisational model of an educational organisation
- the didactic approach to be followed
- the learning tools to be used
- the structure and origin of the content of a learning course
- the role of peers, of their social environments in the learning process
- their own role in the learning process

Laurent told us about an example of how this could be done for Lebanon University St. Joseph. The 6 key questions were used to analyse this University.



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We should do some kind of similar analysis with our Vitae course. One analysis for each country. This can be done quite soon (before the pilot run is ready)

Conclusions: We have to start working with the things presented under next steps. The starting point can be to do an analysis about the learning culture for each country based on the 6 key questions

12:30 Lunch at CENFIM's cantina

14:00 WP5 – VITAE courses, by Julita Pigulevičienė and Ausra Lingyte

Julita repeated the aims for this work package to remind everybody of this. The main aim for the Vitae course is to increase the ICT-skills for VET teachers. This is described in 15 learning outcomes.

Anne gave some comments about how the Vitae course pilot course is run today. Can be online or blended courses. The content has changed from mentoring to coaching. Sometimes it is difficult to keep the teacher and the coaching role apart. The participants should focus on the group activities first and then the individual tasks. For a real course she would have used more energy on follow up students that are behind. Carla Arena was our external project expert, but each country should try to find their own expert. All the resources will be put in a matrix to be easy available for the different countries to use.

What we have agreed upon so far for the Vitae course:

- Similar course in each country
- Same learning outcomes
- Same pedagogical approach
- Same timetable (but it has to be flexible)
- We accept both online courses and blended learning
- Number of ECTS is under discussion
- Roles: teacher-trainer, teacher-student and student
- Number of students: 6 – 10. Maximum 16 per coach
- A pre-test in the form of a survey to understand the teacher-students skills today

What we should do:

- Make a Vitae course package
- Translate Anne's course in Moodle, localisation and cultural adaptations
- Translate the learning outcomes
- Make clusters for similar resources for each country
- Prepare a formal approval of the course for each institution
- Prepare the announcement of the course
- Recruit students for our Vitae course

Thomas asked what we have to do after the pilot run is ready before we are ready to give the Vitae course for each institution. It can be a smart thing to do to make a checklist for this work.

Conclusions: We have to start working with the things presented under what we should do. To make this even more precise we can make a checklist for this work.

14:30 WP6 – A CoP for VET teachers, by Marco Temperini (Andrea and Maria)

Andrea presented the result of the survey about the CoP



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We need a flexible CoP because the group of students are different with different skills and needs. It should also be as open as possible. Technology aspiration will be at a medium level (bandwidth, the OS, the computer speed). Orientations will be on medium level. Vision before technology. Keep it simple. Let it evolve.

UoR has chosen ELGG as a platform. Further on Andrea was comparing the functionality in ELGG with the functionality we answered that we wanted in the survey. There were only a couple of red dots for troublesome areas. And few yellow dots where we have to do some work to implement the functionality. ELGG fits quite nicely for what we want in our CoP.

UoR has already made an example: <http://twiki.di.uniroma1.it/UnderstandIT>

Andrea presented some important things about the CoP configuration.

Use case Multilingual language: This means automatic translation. The chosen language will be always be shown and only that. The input to the CoP can be in your own language and when it is registered it will be available to everybody else in their local language. If you make some changes to some of the content it will be updated for every language. Since this is an automatic translation you cannot improve it.

Use case Translated content: A good translation but you lose the immediate update of the content.

Use case Multilingual content: Everything is hand made. This is almost impossible to implement.

If we want to, it is possible to implement the blog that the students make during the course to keep it after the course and to initiate activity in the CoP.

From the discussion:

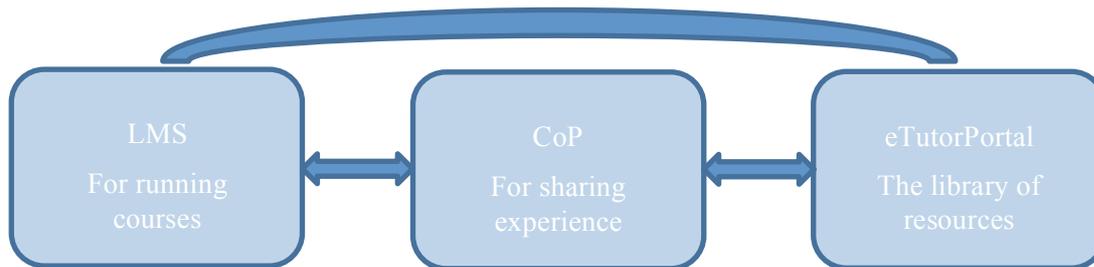
- Is bad English better than native language automatically translated by Google? It was discussed and there was some different point of views. I don't want an English community on top the English one. I want the German community to disappear and be a part of the English one. That will satisfy the needs for the German teacher-students.
- Will the CoP take care of my personal settings? Yes.
- We should compare the eTutorPortal and the CoP for this project. Can some functionality be transferred? Probably, this must be looked at.
- The tools for Understand IT and their use:
 - Moodle – LMS for running courses
 - CoP – A collaborative/communication platform among students under and after the course (how do we recruit dedicated members of the CoP)
 - eTutorPortal – A library of e-learning resources (the status of eTutorPortal is still unclear)

16:00 Coffee break

- A rating system will also be useful and will be implemented in the next version
- We want to transfer content between community's
- We make a community for people with a common goal. They want to develop their ICT-skills. After the Vitae course they will try out their new skills in their teaching. Afterwards they share their experience with the rest of the people in the group.
- How connected will the CoP be to the Vitae course? Separate or together.
- What do I want put in the CoP?
 - Exchange my experience with others (description of a what I have done)
 - Exchange my experience with others (the material)
 - Read about others experience (description of a what they have done)

- Read about others experience (the material)
- Ask for help if I am stuck (for technical questions) to a group or a person
- Ask for help if I am stuck (for pedagogical questions) to a group or a person
- What is the status for today's eTutorPortal? What can be used from this Portal in the CoP?

We need a LMS for running the course and a CoP to handle the communication after the course has finished. More platforms will be overdoing things. This does not prevent us from producing content in the CoP in the running of the Vitae course. The eTutorPortal is the library of material.



- The CoP is very sensitive for intruders. This means that we have to separate the two, CoP and LMS
- When people join a CoP they start by listening in on others and are consuming resources. After a while they start to make contributions.
- The CoP should be for the course participants only and we have to start putting contributions in the CoP during the Vitae course, to start making the snowball. In this way we can get the snowball effect for the CoP as early as possible.
- The CoP is ready to put in contributions from the project partners, but it still smells of paint.

Conclusions: The example of a CoP we have seen so far can already be used to put in content and it will evolve as we go along. All input about the CoP can be directed to UoR who will continue the work to develop the CoP further.

17:20 Conclusions for day 1, by Thorleif Hjeltnes

- We need one extra CCeD-session (3)
- ECTS and the workload of the students is developing
- We are going to make a map to connect the CCeD-documents in Google docs and Mindmap
- Language and issues connected to language has been discussed a lot
- The resources in the Vitae course will be collected in a matrix
- CoP – get rid of the smell of paint

Tuesday 31/05/2011 09:00 – 14:00

Place: CENFIM, Lisbon

09:00 WP8 A generic business model, CENFIM and all partners

Jose presented the aims and activities for this WP package to remind everybody of this. We are going to make one generic business model based on our experience with the Vitae courses and the business models for each country.

Rita presented a model (from Osterwalder) using 5 phases



- Mobility, Understand, Design, Implement, Manage

Is it possible to make one model if there are big differences for the different countries? From the work so far we can see that for instance the customer segment it is very different for each country.

The plan is to use the business model canvas and put together all the information from the business models for each country.

We want a round the table discussion of what we will actually do in this WP to be able to produce a generic business model

From the discussion:

- The generic business model is a tool to help somebody else to run the Vitae course. We are going to make some kind of handbook that contains patterns, and contains a general description on how to make a business plan for their own course.
- Do we have to make changes to the business plan generator we already use, to make a more generic one?
- Based on the business plans for each country we have to consider if they are so different that we have to make a more general one. It is too early to draw some conclusions yet. What we want make is a general business model to help another country to run their version of the Vitae course.
- We have to discuss some parts of the business models to see if we agree upon some central elements.
- Is it possible to recognise some patterns based on the experience for each country to put in a generic business model?
- If you look at it from a more abstract perspective. Financing is different for the different countries. This means that funding must be an important topic in the generic business model.
- The generic business model must be an extract of the four different models.
- If we put in all the conditions that are special for one country in the general model we will be back to the business plan for that country.
- It must be a more abstract model than the business model for each country (related to the vitae course).
- We could try to merge these documents and get the parameters for the generic model from there.
- We understand things differently so this discussion is important. The Vitae course needs to be implemented in each country. That represents a cost. This will be an important parameter for the generic business model. We have to do this exercise for all the 9 points in Osterwalder.

Conclusion: First we will finish what we have and look at the differences for the different countries. Then we will keep on working with the different phases in Osterwalder.

10:00 Coffee break

10:15 WP9 - Dissemination and Exploitation, by Torhild Slåtto

Torhild presented planned dissemination and exploitation activities. How are we going to do this: Web sites, newsletters, twitter, articles online and in journals, booklets, conferences, sample lesson - demo, leaflet (flyer, pamphlet), a book for this project, other events.



From the discussion:

- We should make a book to take care of the results for the project.
- This is already the plan for the generic business model. The printing costs are not important, but we have to be careful about the production costs for such a book.
- A lot of the material on Moodle can be put straight into a book.
- We should consider making such a book as a part of the dissemination activities. We need a flyer before November 2011

Our goals for dissemination and exploitation:

- Understand IT presentation – national web sites, by all partners – updates during the project (6 different web sites)
- Article in national journal/newspaper etc., all partner countries (min. 6 national articles)
- Presentation – paper or poster – in national conferences, all partners (min. 6 presentations)
- Presentation – paper or poster – in 4 - 5 European conferences:
 - EDEN, June 2012
 - Online Educa Berlin, Germany Dec. 2011
 - IATEFL conference, UK March 2012
- Article results/products – in two-three European journals:
 - Eurodl
 - Iaria journal www.iariajournals.org

The Understand IT project is also presented in the database ADAM, it has a web page and a lot of documents in Google docs.

All the dissemination activities will be put in a matrix to show everybody what we have to do. It will be available in Google docs. Torhild needs input from everybody if they have some plans for what they are going to do so the matrix can be updated.

What about exploitation? This is something we have to think about. Maybe it can be a good time to do this at the end of running our courses. For instance when we are handing out the diplomas?

Should we visit other project partners to present our work? We will come back to this at the end of the project to see if there is any money left to travel.

Conclusion: All the dissemination activities will be put in a matrix to show everybody what we have to do. A book to present the content of the Understand IT project is a very good idea to make the results sustainable.

11:00 WP10 - Project administration, by Thorleif Hjeltnes and Magnhild Tangvik

Summing up important things concerning the project administration part by Thorleif. There is a new version of the project handbook (1st April 2011) and it is available in Google docs.

We will have an on the spot check the 9th of June by SIU and they want to check a lot of different documents. Please keep us updated on the information we need from you before this meeting:



- Documents related to financial monitoring
- Subcontracting, documents and agreements
- Internal evaluation reports
- Quality plan (in Google docs)
- Dissemination and exploitation plan (the matrix in Google docs) incl IPR agreements (must be made at a later time – M3 in Copenhagen)
- Sustainability plan
- Publicity material – this must be made

The products after the project will be evaluated externally and the rating might have an effect on the money we get at the end of the project (a reduction). This means we have to focus on everything that is countable in connection with the evaluation.

The partner meeting in Rome (M4) will be the first week in 3th and 4th of May 2012

Date and place for M3 is 13th and 14th October in Copenhagen 2011

Summing up important things concerning the economy in the project by Magnhild

How do I want you to write the economic reports?

- Commenting on reporting the staff costs. This must be done correctly!!!!
- Commenting on travel and subsistence costs
- Commenting on indirect costs (max 7 % of eligible costs)
- Commenting on partner-meeting meals (paid by one partner and an invoice afterwards)
- Commenting on requirements (MT: I can make a checklist for you to remember everything)
- The interim report must be updated by 26.11.2011. You will find the figures so far in Google docs

Conclusion: It is important that we get the necessary documents from our partners before our meetings with SIU. There will be an external evaluation of the project and the result might affect the budget for the project. We are in control over the economy and it looks good so far.

12:30 Evaluation of this meeting and AOB, by all partners

Comments around the table:

Good things:

- Well-structured and functions very well. Good humour.
- This meeting made a better foundation for many of the tasks to do in this project
- A comfortable and productive meeting, related to that everybody was updated on our work based on the online meetings. We should continue the online meetings.
- Constructive and good working mood. We need face to face meetings
- We need a structured meeting and this was working well



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- This is going well and I believe in this project. We will get the results that we said we are going to produce

Bad things:

- None so far

Improvements:

- Business plan – is everything understood correctly?
- CoP - what can be done. We have some ideas of how it can be improved
- CoP - Some simulations of the present state of the CoP in the Vitae course
- Vitae-pilot course – exchange of experience
- Vitae-pilot course – exchange of experience after the course to improve further courses
- CoP – need feedback both on the technical side and the content
- Project partners: important that everybody responsible for a WP take charge and initiate the activities that are necessary. Ask for help if you need it
- More flexible timetable for the meetings to not disturb important discussions
- Is it a good idea that we run a computerfree session sometimes in this kind of meetings
- Can we find a date for the extra CCeD-session (make a suggestion in Doodle). A combined meeting is the best if it is possible.

13:00 Lunch

14:00 End of meeting



Agreed assignments

All documents should be published in our common area in Google docs in the WP where it belongs.

Nr	Assignment	Responsible	Deadline	Status
1	A test session of Adobe Connect	Knut Arne		Done
2	An extra CCeD-session	Tor Atle		Done
3	We are going to make a map to connect Google docs and MindMap	Thorleif		Done
4	Make a cluster of the resources for the Vitae course for each country that is going to give a pilot course	One from each country		In progress
5	Make a list (wiki) over resources we are allowed to use for our commercial purposes Anne will send us a link to the form and the spread sheet (connected to the CoP)	Anne		Done
6	An analysis about the learning culture for each country based on the 6 key questions	Thomas		In progress
7	Make a checklist for what we have to do to be ready to give the Vitae course for each country.	Julita		Done
8	Test the example of a CoP and comment on this to UoR	Everybody		TBD
9	Make a matrix over all the dissemination activities for everybody and put it in Google docs	Torhild		Done

Referee:

Bjørn Klefstad

14.06.2011