Tasks of the WP4 activity:

The WP4 activity is composed of **3 main phases**:

- **I. Before the pilot:** Preparation of the pilot test of modules (May-September 2013)

- **II. During:** Coordination of the pilot test and its monitoring (September-December 2013)

- **III. After:** Evaluation and analyze of the pilot results (October-January 2014)

Several tasks are planned inside each of the phases. They are coordinated by ARCI with the punctual support of some partners (ACDC, INFREP and Fundación Esplai). Most of the tasks have been achieved under VET4e-I project and partners can benefit from guiding material and tools developed by ARCI and partners during VET4e-I.

I. **Preparation of the pilot test of modules (May – September 2013)**

Identifying the appropriate testing students

Partners participating in the activity will test 2 modules each. Each module will be opened to 30-35 students, for free. In order to be able to make a good selection of the students, partners will need to have a clear idea of the student profile which will fit for the RAISE4e-I pilot training. It's needed that they get guidelines for selecting the right students' profiles that will test the courses. In this purpose, WP4 leader ARCI produces a short guide aiming at helping partners selecting the students: profile of the students, jobs in relation with e-facilitation, level in ICT expected, educational and professional background, agreement of the student with the project values, and respect of rules applying to pilot test, etc.

Entry-learner questionnaire

Once registered, students will fill in an entry-learner questionnaire which will give valuable information to partners regarding the expectations of these professionals. It will give partners some starting data which will be used for the pilot evaluation afterwards. ARCI produces a template of entry-learner questionnaire and diffuses the template to the partners.

Registration

To anticipate the registration, <u>ARCI produces a work plan on how to organize registration</u>: what tool to use for registering students, starting date and closing date for registration, maximum number of registered students, and deadline for partners to have a final list of students, etc.
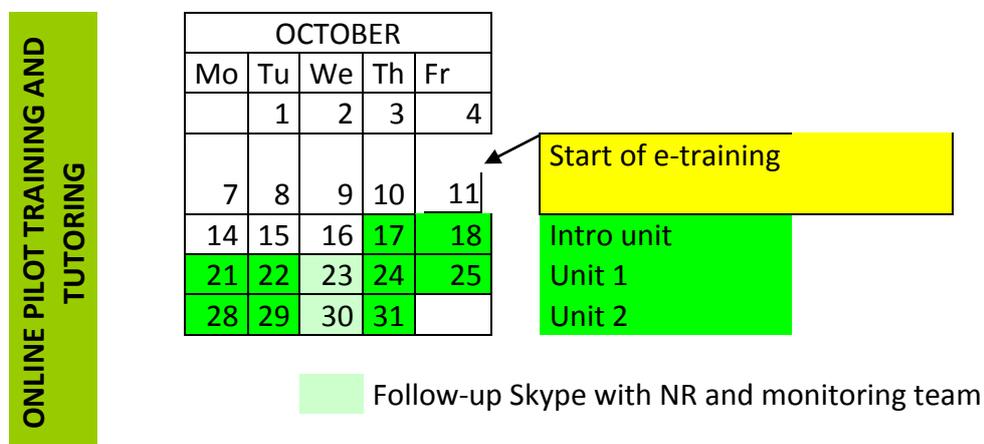
Communication

The preparation of the process of registration must include a <u>communication strategy towards the target groups who will be potential testing students of the modules. ARCI, with the support of WP5 Dissemination leader ACDC, prepares a plan of communication:</u> what information should be given, where they can be found, when, etc. ACDC plans the format and medium to be used for communication (website, e-newsletter, graphic design of the tools…). All partners integrate this strategy plan and use the tools to diffuse to their target groups.

II. Development and monitoring (September – December 2013)

Coordination

<u>ARCI produces a work plan for the development of the pilot e-training and its monitoring all along the 6 weeks</u>. It provides to the partners a clear framework of what information partners have to provide, when, and how to share them. Partners give feedback to ARCI and communicate relevant information to the NR and / or e-tutors.

ONLINE PILOT TRAINING AND TUTORING

OCTOBER				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Start of e-training

Intro unit

Unit 1

Unit 2

Follow-up Skype with NR and monitoring team

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NOVEMBER				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Unit 3
Unit4
Close unit

Additional week dedicated to final tasks
(exit questionnaire and final exam)

Close of e-training

Tutoring

The 8 e-tutors from ARCI, ACDC, FDEP and INFREP are in charge of tutoring the course online, to facilitate the participation of all students, to make sure students deliver the homework expected, they also evaluate the student's work and give them grades. The tutoring mission lasts all along the e-training. The e-tutors fill in the weekly questionnaire aimed for the monitoring and prepared by ARCI. They deliver it to their NR and ARCI every week, according to the WP4 work plan.

Development and Monitoring

For the purpose of the monitoring, ARCI indicates to partners instructions to collect quantitative data about their 2 modules and about the participation on Moodle platform (how many students connected during the week, for how long, how many delivered their homework to the tutor, etc. -> *Note that all this data is provided by statistics report on Moodle back office*). ARCI asks for the data it needs and plans when this data should be delivered. In the meantime, ARCI provides a weekly monitoring questionnaire for e-tutors and indicates to partners when they should be filled in and delivered. **Every Monday**, before starting the next module, each tutor from **ARCI, ACDC, FDEP and INFREP** will fill in on-line a standard questionnaire (Ongoing tutors questionnaire – example below) with information concerning that week trend of the module they are tutoring. The questionnaire completed by e-tutors will give valuable information on the qualitative aspect. On the basis of the gathered quantitative and qualitative data, ARCI will produce every week an analysis of the learning week, for all partners, and also individually, country by country, module by module. The weekly analyses will be made together with the tutors and national referents (NR) with the aim of monitoring the trend of the course testing in each country. In case of

malfunctioning, tutoring/learning difficulties, Arci in collaboration with NR will elaborate strategies and provide tips on how to adjust tutors' intervention the next week.

The matching results will be presented during the weekly monitoring Skype meeting, to which all NR participates. This aims at detecting difficulties and identifying good practices /solutions. ARCI coordinates and partners (NR) participates.

Each Wednesday, Arci will take part to the Skype meetings with national referents – sharing these analysis and elaborate strategies and tips on how to adjust the tutors' intervention for the next week. Such strategies and tips will be communicated to the tutors by the national referents. After the Skype meetings, **Arci will summarise all the information collected** through the on-line tutors' ongoing questionnaires, the Moodle platforms and the Skype meeting debate on problems detected, strategies and tips elaborated in a **SUM-UP TABLE** (Sum-up table example below)

At the end of the pilot phase, Arci will make a final analysis in sum-up tables with the direct involvement of partners organization. This final analysis will lead to the elaboration of a set of recommendations on the adjustments to be made to the tested e-learning modular course in order to consider it validated. **These recommendations will be included in the final Evaluation report.**

III. Final evaluation and analysis (October 2013 – January 2014)

Exit-learner questionnaire

At the end of the online training, students will fill in the <u>exit-learner questionnaire</u>. This is essential because these questionnaires' results will be used as basis of the pilot evaluation by ARCI and partners. ARCI produces the exit-learner questionnaire and partners diffuse it to the students.

Refining the final exam

All modules of partners contain a final exam that has mandatorily to be taken by students at the end of the e-training. During VET4e-I project, this exam has been judged too poor and not valorizing the scope of competences that students acquired during the e-training. That is why within RAISE4e-I project, partners intend to improve this point, and provide modules with a higher quality final exam. Under the coordination of ARCI, and with the support of WP2 Transculturation leader INFREP, partners will adapt the final exam of their 2 modules. This activity should be started during Transculturation phase (July 2013).

Monitoring report

At the end of the pilot training, partners together with ARCI will gather the evaluations completed by students as well as the ones completed by e-tutors. This will enable the partners and ARCI to measure the achievement between the start of the pilot e-training (entry-learner questionnaire data) and the end of it (exit-learner). The <u>monitoring report</u> produced by ARCI will gather the results of evaluation questionnaires (entry and exit), the monitoring questionnaires of e-tutors and the Moodle platforms data.

Certificate of achievement

Students who will pass the final exam will be given a certificate of achievement to the RAISE4e-I pilot training. ARCI produces a template of certificate and shares it with the partners. The certificate will be given to students in the month following the end of the pilot. As well, a certificate of achievement will be given to e-tutors. ARCI produces a template and shares it with partners. The e-tutors will receive the certificate during the final workshop held in Bucharest.

Objectives:

- To **ensure a quality process of experimentation** of the learning products
- **Supporting the** overall **management** of the pilot course
- **Accompanying the tutoring** national teams
- Elaborating **recommendations for the final validation** of the pilot course
- Collecting **additional data for the final Evaluation report**
- To ensure that the **online modules and the e-training on Moodle match** with the **target group needs**
- To **collect possible strong and weak points** and to analyze it in order to improve the modules afterwards (fine-tuning of modules planned in WP2 Transculturation)

Tools:

I. Before the pilot:

- Short Guide to select students/participants
- Template of entry-learner questionnaire
- Work plan to organize registration
- Strategy of communication in cooperation with ACDC (see I. Preparation of the pilot test of modules)

II. During the pilot:

- Work plan to develop the pilot e-training and its monitoring
- Ongoing tutors questionnaire for tutors' weekly qualitative report (example below)
- Moodle data table for the weekly collection of quantitative data from the Moodle platforms (example below)
- Sum-up table to summarize the data collected + to report the Skype meeting debate's topics and outcomes (example below)

III. After the Pilot:

- Exit-learner questionnaire
- Final Monitoring report
- Template of certificate

Summing up in points:

- The activity WP4 Experimentation of modules has been designed in order to give a frame for the testing of the online modules developed by RAISE4e-I partners.
- The activity is coordinated by ARCI, who was in charge of the Experimentation of modules for VET4e-I project.
- The activity involves the preparation, the development, the monitoring and the evaluation of the pilot e-training.
- This activity comes after the adaptation of e-learning modules by partners (WP2 Transculturation) and aims at testing them on the target group of e-facilitators:
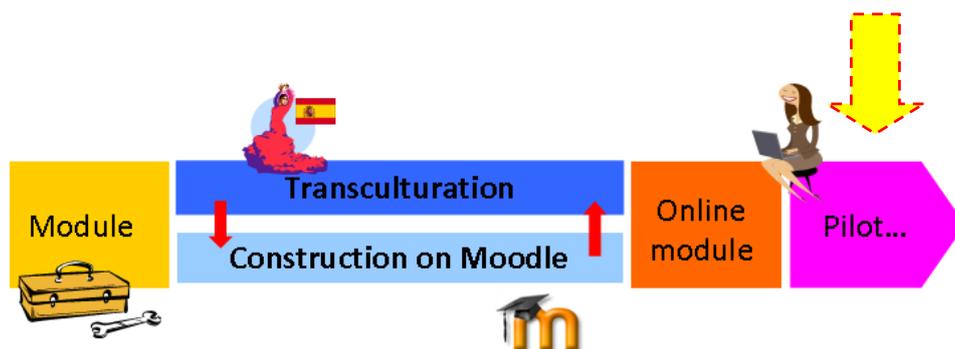
Who is involved?

- These activities concern all partners participating in the pilot test of modules: **ARCI, ACDC, FDEP and INFREP**

- **ARCI** is the leader of the activity and is involved as partner participating in the pilot test of modules.
- Some activities also involve **Fundacion Esplai** (e.g. during weekly monitoring meetings) and **AID** (for the monitoring report).
- **National Referents** actively participate in the WP4 activity in every phase: registration, communication, monitoring and collecting datas on the Moodle platform, managing the e-tutors, etc.
- **E-tutors** are key actors during the pilot: they tutorate the online course and facilitate students' participation, they evaluate the work done by the students and participate in the monitoring process.

PHASES AND TASKS	TYPE	WHEN	WHO
1. Preparation			
Production of a guide to select students	Internal	May 2013	ARCI + feedback of all partners
Production of a entry learner questionnaire (registration to the modules)	Public	June 2013	ARCI + feedback of all partners / translated by partners
Production of a plan to organize registration process (how to register, how many students, when, etc.)	Internal	May 2013	ARCI + feedback of all partners
Preparation of a plan to communicate about the e-training to the public (in link with dissemination)	Internal	May 2013	ARCI + ACDC + feedback of partners
2. Development and monitoring			
Coordination of the process of pilot test and its monitoring, production of the work plan.	Internal	Oct.-Dec. 2013	ARCI, with the support of the partners!
Tutoring the modules on Moodle platform	-	Oct.-Dec. 2013	All Partners
Production of the evaluation questionnaire for e-tutors	Internal	September 2013	ARCI + feedback of partners / translated by partners
Collect and analyze of the data from Moodle platforms and e-tutors questionnaires	Internal	Oct.-Dec. 2013	ARCI + Partners (questionnaires filled by e-tutors)
Share of data from Moodle platforms and participation to weekly monitoring Skype meetings	Internal	Oct.-Dec. 2013	ARCI + Partners (National Referents)
3. Final evaluation and analysis			
Production of an exit learner questionnaire (evaluation of the modules and e-training)	Public	November 2013	ARCI + feedback of partners / translated by partners
Coordination of the refining of final exam	-	October 2013	ARCI
Refining the final exam	Public	October 2013	All Partners
Analyze of the exit learner questionnaires and production of a final monitoring report on pilot training	Internal / Public	December-January 2013	ARCI with the input of partners (datas from questionnaires)
Production of the final certificate of participation for participants and e-tutors	Public	December 2013	ARCI with the input of partners (datas from Moodle platforms)

<p style="text-align: center;">**Example of: ONGOING TUTORS' QUESTIONNAIRE**</p>

To be filled in on-line every Monday by each tutor with information on the module of his/her competence.

TUTOR NAME: _____

MODULE:_____

QUESTION 1

Number of students without activity in the platform: _____

    Declared or supposed reasons:

    please specify if declared by the learner or supposed by you

    _____
    _____

Number of 'drop outs':

    _____
    _____

QUESTION 2

Most given note of the week: A excellent | **B** correctly done | **C** suspended | **D** not presented

    How difficult learners' evaluation seemed to you this week?

    0 to 10 scale where 0 is very easy and 10 very difficult

    Reasons of the evaluation difficulties, if any:

    _____
    _____

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QUESTION 3

Estimate of the number of help requests you received this week:_____

Main typologies of the difficulties expressed by the learners in their help requests this week:

Mark with an X

Comprehension of the learning contents

Comprehension of the learning materials

Comprehension of the tasks

Schedule of this week learning unit

Technical difficulties to use the platform

QUESTION 4

Estimate of the number of spontaneous (non requested by the learners) **interventions as a tutor you did this week :_____**

Main typologies of this week tutoring interventions:

Mark with an X

Animation of forum participation

Fostering collaborative learning

Contact with learners that did not access the platform

Contact with learners that did not download documents

Contact with learners that did not send tasks

Other, please specify:

_____
_____
_____
_____

QUESTION 5

Learning environment in the forum:

Mark with an X

Efficient and friendly cooperation

Efficient and competitive cooperation

Inefficient attempt to start cooperative work

Friendly but useless exchanges

Interventions aimed only at proving ones knowledge/competences

Low participation to the forum

Unbalanced participation to the forum (always the same learners intervening)

Comments, notes:

_____

_____

_____

_____

Thank you!

Example of: MOODLE DATA TABLE

To be filled in every Monday/Tuesday by each partner. ARCI will ask to partners to fill in individually this table themselves. ARCI will collect these data from partners and will complete the sum up table

MODULE:_____

	Week 1	Week 2	Week 3	Week ...
Number of accesses				
Documents download				
Most downloaded document				
Least downloaded document				
Most clicked document/platform space				
Least clicked document/platform space				
Tasks submitted				
Average notes				
Forum participation				
Drop-outs				

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Example of: SUM-UP TABLE

To be filled in weekly by Arci with quantitative and qualitative data produced weekly by the Moodle platform, the standard grids and the Skype meetings

WEEK: _____

	Mod 001	Mod 002	Mod 003	Mod 004	Mod 005	Mod 006	Mod 007	Mod 008	Mod 009	Mod 00...
DATA BY THE MOODLE PLATFORM										
number of accesses										
documents download										
clicks										
tasks submitted										
average notes										
forum participation										
drop-outs (week 1)										
DATA BY TUTORS' ONGOING QUEST.										
difficulties in students' evaluation 0-10										
estimate n. of help requests										
estimate n. of tutors' spontaneous interventions										
DATA BY THE SKYPE MEETINGS										
main problems detected										
strategies and tips elaborated										
OVER-ALL COMMENT										

INTERVIEW DETAILS

1 Date of completion: __ __ /____ /__ __ __ __ (day/month/year)

2 Country: _____

3 City:_____

A.4
Region:_____

5 Training/Tele Centre of reference:

_____

6 Available Internet Access Points [select one]
1. None
2. Up to 5
3. 6 to 15
4. More than 15

PERSONAL INFORMATION

1 Age:

2 Sex (F/M) :

3 Nationality:

4 Country of birth:

5 Most recent educational qualification obtained:

1. No qualification		5. Vocational training diplo
2. Primary school certificate		6. Level 1 (three-year) univ
3. Secondary school certificate		7. Level 2 (specialization) u
4. University access certificate		8. Doctorate or higher

6 Main area(s) of specialisation/expertise (Technology, Didactics, Social animation, Management, etc):

_____

8 Years of experience working as e-Facilitator (in a Telecentre, a School, a Public Library, etc.)

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1. None ☐
2. 1 year or less ☐
3. Between 1 and 3 years ☐
4. More than 3 years ☐

9 Are you currently employed as e-Facilitator?
1. Not currently working as e-Facilitator ☐
2. Working as permanent staff fully devoted to e-facilitate ☐
3. Working as permanent staff but combining e-facilitation with other tasks ☐
4. Working as occasional staff (temporary contract) ☐
5. Working as a volunteer ☐

10 Where are you acting as e-Facilitator?

1. Telecentre	☐	5. Info point	☐
2. Public Library	☐	6. Civic/cultural centre	☐
3. Youth Centre	☐	7. Training centre	☐
4. Elderly Centre	☐	8. Other (specify): _____	☐

CURRENT TRAINING NEEDS

What kind of competences do you need to improve your task in online centres? (telecentres, school labs, libraries,…):

Topic	Competences and knowledge
ICT (learn to use software programmes)	
Didactical methodologies (learn to address different training needs)	
Socio-cultural animation (learn to work with different target groups)	
Management of user services (learn to organise and administrate your online space)	
Management of services (project-design, planning of services/activities, fund-raising)	
Foreign languages (English, French)	

Job Guidance (providing info via the web; on-line job-search, etc.)	
Other (specify):	

Are you interested in participate of the testing of a new e-Facilitator training curriculum?   Yes ☐   No ☐

TRAINING ORGANISATION AND SUSTAINABILITY

Once the new e-Facilitator training curriculum is fully implemented, would you like to follow it?	yes ☐ No ☐
If you had to pay for following such a training curriculum, how much you would agree to pay?	Min ___ Max ___
Where do you prefer to participate to online courses from?	Home ☐ Work ☐ Any of them ☐
Does your employer allow you taking time from your working hours to attend an online course in case this course is related to your job?	Yes ☐ Sometimes ☐ No ☐
How many hours could you realistically devote to attend an online course by week?	Up to 2 ☐ 3-5 ☐ 6-8 ☐ more than 8 ☐
In your opinion, how many weeks should last an online course?	Up to 2 ☐ 3-5 ☐ 6-8 ☐ more than 8 ☐
Are you participating of any social network? (Facebook, Ning, My Space…)	Yes ☐ No ☐

10 Please make any suggestion you consider useful for the Organisation and Sustainability of the new curriculum

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