Reinforcing the Attractiveness, Impact and Skills of e-Facilitators for e-Inclusion

RAISE4e-Inclusion Project

Glossary of project terms

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NOTE:

THIS DOCUMENT "GLOSSARY OF TERMS" IS PART OF A LARGER DOCUMENT "GUIDELINES FOR TRANSCULTURATION" WHICH IS UNDER THE RESPONSABILITY OF WP 2 LEADER, INFREP.

FOR ENABLING PARTNERS TO GET FAMILIAR FROM THE BEGINNING OF THE PROJECT WITH TERMS, CONCEPTS AND METHODOLOGIES WHICH WILL BE USED WITHIN THE PROJECT, THE GLOSSARY IS PRODUCED AND SHARED IN THE EARLIEST STAGES OF WP 2'S IMPLEMENTATION.

IT WILL BE A LIVING DOCUMENT, WHICH WILL BE ENRICHED WITH RELEVANT EMERGING TERMS, CONCEPTS AND METHODOLOGIES OF RAISE4e-I ACTIVITIES.

IT WILL BE ADDED AS AN ANNEX OF "GUIDELINES FOR TRANSCULTURATION" WHEN THE DOCUMENT WILL REACH ITS DELIVERABLE VERSION (PLANNED FOR FEBRUARY 2013).

RAISE4e-Inclusion project - Glossary of terms

Introduction

This glossary aims at providing the RAISE4e-I partners with a common understanding of the various concepts, processes, etc. which are used in the frame of the WP2 – Transculturation of Modules, and more largely, within the project.

The glossary thus provides partners with specific terms inherited from previous project's processes (notably VET4e-I project) or developed for the needs of RAISE4e-I project's application. Some other terms belong to the sphere of education and vocational training of the European Union, and are therefore supported by "official" guides such as Cedefop, ECVET, ECTS and others. In this last case, a precision of the source is added at the end of the definition.

This glossary is a progressive tool which will be enriched of new emerging concepts in the frame of the implemented activities.

E-facilitator

An e-facilitator is a person who performs services of facilitation to digital uses for a user. Those services can range from on-demand assistance to the empowerment of user in a critical use of ICT[1]. The e-facilitator can either be a worker, or a volunteer. He/she can provide services in locations which can have various statuses (library, job centre, association, youth club, etc.). In France, the e-facilitator is "animateur multimédia"; In Spain, "dinamizador". The variety of the e-facilitator's realities in a given country and in between European countries has been analyzed in details in the frame of VET4e-I project[2].

ICT centre

The ICT centre is a generic name referring to the centre where users can access computer, Internet and other multimedia devices, and benefitting from facilitation services, most of them being provided by an **e-facilitator**. In some countries, an ICT centre is called "Public Internet Access Point", "Public Digital Space", "Cyber centre", etc. They can either be public or private and can be part of network or be independent. They can offer special services or address to identified target groups.

Learning-by-doing

Learning acquired by repeated practice of a task, with or without prior instruction **(Cedefop)**.

Learning program design (or "skeleton" of modules)

The Learning program designs are the **modules**' templates[3] providing the essential learning structure and material of each module (units' content, reading, resources and tasks) of the VET4e-I training curriculum. This has been designed so as to enable to reproduce – and therefore translate and transculturate – the 12 modules in another context.

Learning module

A learning module is considered as one short training program which is often part of a larger training curriculum. In this sense it can also be presented as "modular course". It is designed to train to a specific topic in a short period of time, and so is composed of not more than 4 **learning units**. An assessment of the trainee's knowledge, skills and competences acquired is provided at the end of the module.

A self-contained, formally structured learning experience. It should have a coherent and explicit set of learning outcomes, expressed in terms of competences to be obtained, and appropriate assessment criteria **(ECTS)**.

Learning unit

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[1] Classification in 4 levels of services provided, resulting from the VET4e-I research « Multi-country analysis », available on the VET4e-I website : http://www.efacilitator.eu/wordpress/wp-content/uploads/2012/02/Summary_WP4_VET4e-I_final_all_languages.pdf

[2] Idem.
See also the « Profile Gaps » analysis from VET4e-I project : http://www.efacilitator.eu/wordpress/wp-content/uploads/2011/12/PPTpilot-results-Profiles-Gaps.pdf

[3] The learning program designs are available on http://www.efacilitator.eu/wordpress/vet4e-i-deliverables/

A learning unit consists in a coherent set of knowledge, skills and competences, considered as the smallest part of a qualification that can be valided **(ECVET)**.

Moodle platform

The Moodle platform is an online interface dedicated to e-learning. It is designed for displaying pedagogical content and proposing interactive tools adapted to e-learning process. Moodle proposes wiki, forum, test, etc. The user has large range of parameters and can easily customize the e-learning environment.

Moodle is the brand of the application. It is an open source and free software.

National Referent[4]

The National Referent is a role-figure inherited from the VET4e-I project. The NR is the operator from the partner organization's team who has a key-role to play in the project. He / she are chosen according to his/her social & communication abilities, knowledge of the e-facilitator's environment and e-inclusion, and competences in the field of ICT. He / she is trained to get all competences and skills needed to develop a Moodle platform and online pedagogical content (WP3). He / she perform a coordination role in the construction of the online learning modules (WP2) and ensure their operability before and during the pilot training (WP4). This figure has a management role since he/she makes sure the **tutors** of online courses are involved in the processes of WP2 and WP4.

Pilot training

A pilot training is a training session which, in addition to the traditional objectives of training, aims at measuring the interaction between the different actors involved and the training and the training itself. The actors can be: the trainee, the **tutor**, the administrator, the evaluator, the project partners, the stakeholder, etc. The interactions can be: overall level of satisfaction, usability of the platform, etc.

Social inclusion

The integration of individuals – or groups of individuals – into society as citizens or as members of various public social networks. Social inclusion is fundamentally rooted in labour market or economic inclusion **(Cedefop)**.

Transculturation

The transculturation is a term inherited from VET4e-I project. It is the process through which learning content is adapted to new geographic and cultural contexts and made usable for a national target group. It also refers to the transformation of « row » learning content in usable online modules on the **Moodle platform**.

Tutor (or "e-tutor")[5]

The Tutor is a role-figure inherited from the VET4e-I project. The tutor is the operator from the partner organization's team who is in charge of **tutoring** an online modular course. He /

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[4] Reference document: *"The role of National Referent"* by Fundacion Esplai (available on the platform > WP3 folder).

[5] Reference document: *"The role of Tutor"* by Fundacion Esplai (available on the RAISE4e-I project platform > WP3 folder).

she are chosen according to his/her pedagogical & communication abilities, knowledge of the e-learning processes, and competences in the field of ICT. He / she is trained to get all competences and skills needed to tutor an online modular course on Moodle platform (WP3). He / she get involved in the transculturation process, under the responsibility of the National Referent, notably in the adaptation of tasks and evaluation in the modular course he/she will be in charge of. He / she perform an intermediary role in the pilot training as he/she is the interlocutor of the trainees and communicates possible difficulties or good practices to the National Referent (WP4).

Tutoring
Any activity offering a learner guidance, counselling or supervision by an experienced and competent professional. The tutor supports the learner throughout the learning process (at school, in training centres or on the job). **(Cedefop)**