WP3 (D23): Final Report from SIG 2 on Learning and Training Pedagogies

Description of the Project

The "Ed2.0Work - European network for the integration of Web2.0 in education and work" project is a three year Education, Audiovisual & Culture Executive Agency co-financed project with the following aims:

- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning.
- To encourage the best use of results, innovative products and processes and to exchange good practice in the fields covered by the Lifelong Learning Programme, in order to improve the quality of education and training.
- To promote European co-operation in fields covering two or more sub-programmes - KA3.
- European-wide stakeholders' communities promoting digital competence and other key transversal competences for life and employability.

More specifically, the objectives are:

Ed2.0Work promotes innovation and best practice in the implementation of the use of Web2.0 technologies for teaching and learning in education and the workplace. Ed2.0Work aims to:

- form a Network of organizations where Web2.0 technologies are use efficiently and effectively in education and the workplace;
- form three Special Interest Groups (SIGs) to examine issues and offer guidance;
- establish means and methods for participants to share their experiences, products and expertise;
- create and accredit a network of Centers of Excellence, through which multipliers can be sought;
- produce a series of core publications on working with Web2.0 technologies in different contexts and disciplines;
- run a Web2.0-services portal for teachers, workplace trainers and teacher trainers;
- enhance value to existing best practice by widespread dissemination;
- further expand the network;
- establish a forum for sustainable development and growth.

In order to achieve this, it will:

- identify methods and approaches to teaching and learning with Web2.0 technologies;
- promote Web2.0 educational technologies, relating its use to key competences;
- collect, validate and widely disseminate the use of Web2.0 educational technologies;
- encourage teachers to use Web2.0 educational technologies and resources creatively.

To achieve these aims, Ed2.0Work will:

- undertake research and publish the "state of the art" in Web2.0 usage in education and workplace training;
- examine pedagogical approaches to the use of Web2.0 usage in education and workplace training;
- produce guidance resources for teachers and teacher educators;
- establish SIGs themed on resources, pedagogies, curriculum including and criteria for excellence and quality;
- create a Ed2.0Work website with Web2.0-services offering access to materials, an online community, a catalogue of training opportunities and Ed2.0Work products, research reports, resources etc.;
- disseminate Ed2.0Work and widen the community via the extended networks of partners

Special Interest Groups (SIGs) WP

The project partners have created diverse experts groups named Special Interest Groups (SIGs) that will look at different issues that face education and work in using Web2.0 tools. The SIGs are build on the outputs produced in WP2 of the Ed2.0Work project. In addition a community of practice of stakeholders (COP) will be enlisted to help give input into the working groups. The existing thematic working groups, or SIGs, are:

(i) Web2.0 and Internet resources – headed by Menon (P3)
(ii) Learning and training pedagogies – headed by UU (P10)
(iii) Curriculum including criteria for excellence and quality – headed by FUEIB (P9)

The input of partners from different areas of education and work and the COP, plus from many different countries, will enable the groups to bring many diverse interests and stakeholders into the discussions and build consensus, synergies and divergent ideas together, to reach strategies that are inclusive for multiple stakeholders, while respecting and including regional, cultural and level requirements.

The discussions take place using a social network application that enables the partners and the COP community to build directed and open discussions.

The main goals of the SIGs are:
- develop future visions,
- foresight scenarios
- and provide recommendations on the changed nature and added-value of Web2.0 for transforming education and training systems towards the needs of the future knowledge society.

In addition, the SIGs will perform large-scale piloting across the various educational sectors associated with this project.

Detailed Activities Plan and State of the Art of each activity

The implementation and development of WP3 embraces diverse activities:

a) **Design and elaboration of a social network application that will be the platform in where the SIG members will interact**.
Completed. The platform has been generated by PUE and it is completely and fully operational http://sigs.ed20work.eu/ . Inside the platform there are diverse thematic areas in where every SIG it is discussed; participants have the change of selecting the working group in which wishes to participate when registering in the system (see image 1 of the SIG2 "Learning and training pedagogies").
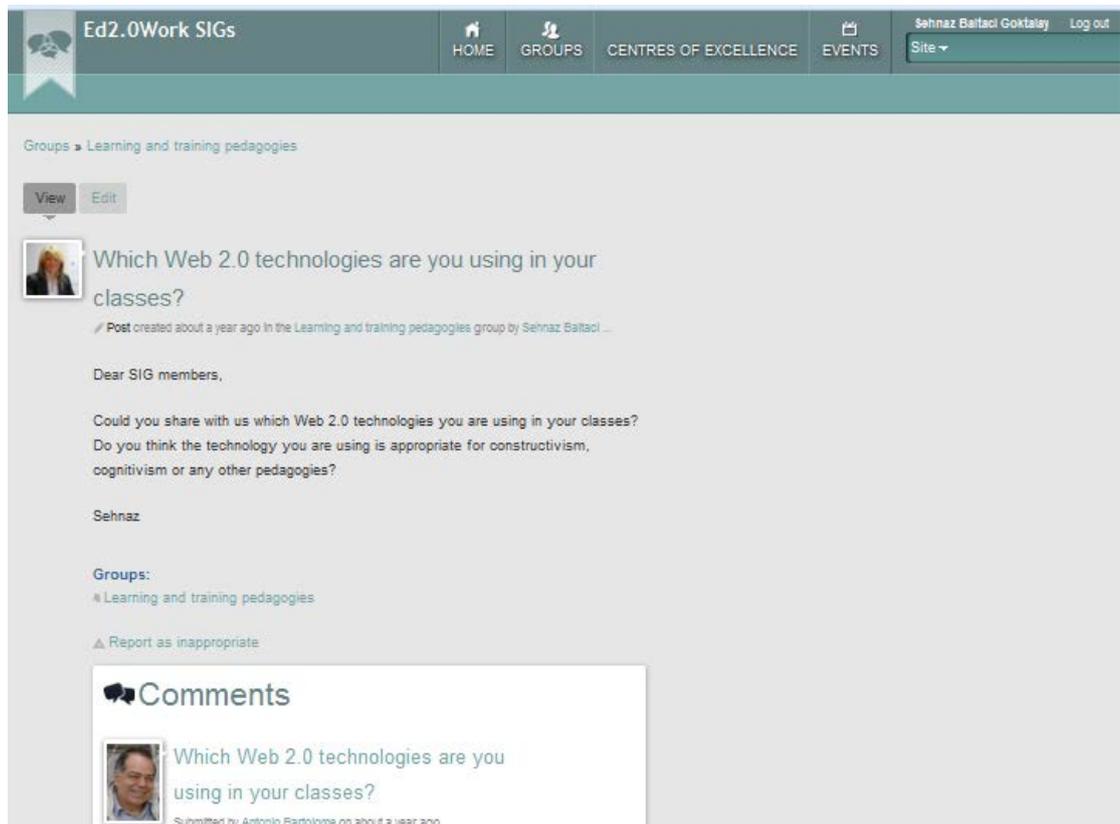

Image 1: Screen capture of the SIG on "Learning and training pedagogies".

b) **Constitution of the 3 different SIGs**
Completed.
b.1) Web2.0 and Internet resources – headed by Menon (P3)
b.2) Learning and training pedagogies – headed by UU (P10)
b.3) Curriculum including criteria for excellence and quality – headed by FUEIB (P9)
The three respective thematic SIG have been constituted and each leader partner has adopted the role of coordinating the working groups.

c) **Invitation to participants in the SIGs**

Completed. Led by each responsible partner of the SIG's with the help of the rest of the consortium partners. All partners have sent an invitation to participate in the SIGs to a vast number of potential participants. The project seeks to accomplish with the participation of a minimum of 720 people in the three working groups.

The Ed2.0Work partnership has reached 510 users in SIGs and 798 followers on Facebook. SIGs groups are constructed according to user's contribution: once a user contributes to the group, she/he is automatically subscribed to the group – i.e. they are following the group. From the quantitative point of view, these results show that the minimum number of expected participants (720) has been exceeded.

d) **Moderation and making SIGs dynamic**

Completed. This activity is coordinated by each responsible partner of the SIGs with the help of the rest of the consortium partners. Uludag University (UU) is responsible partner of the SIG2 on "Learning and training pedagogies". UU identified a set of key questions or "hot topics" that should be discussed. The list of hot topics are being discussed with the rest of the partners of the consortium and some experts on the field in order to determine the importance and interest of them and selecting the themes and final questions that will be addressed throughout the SIG process.

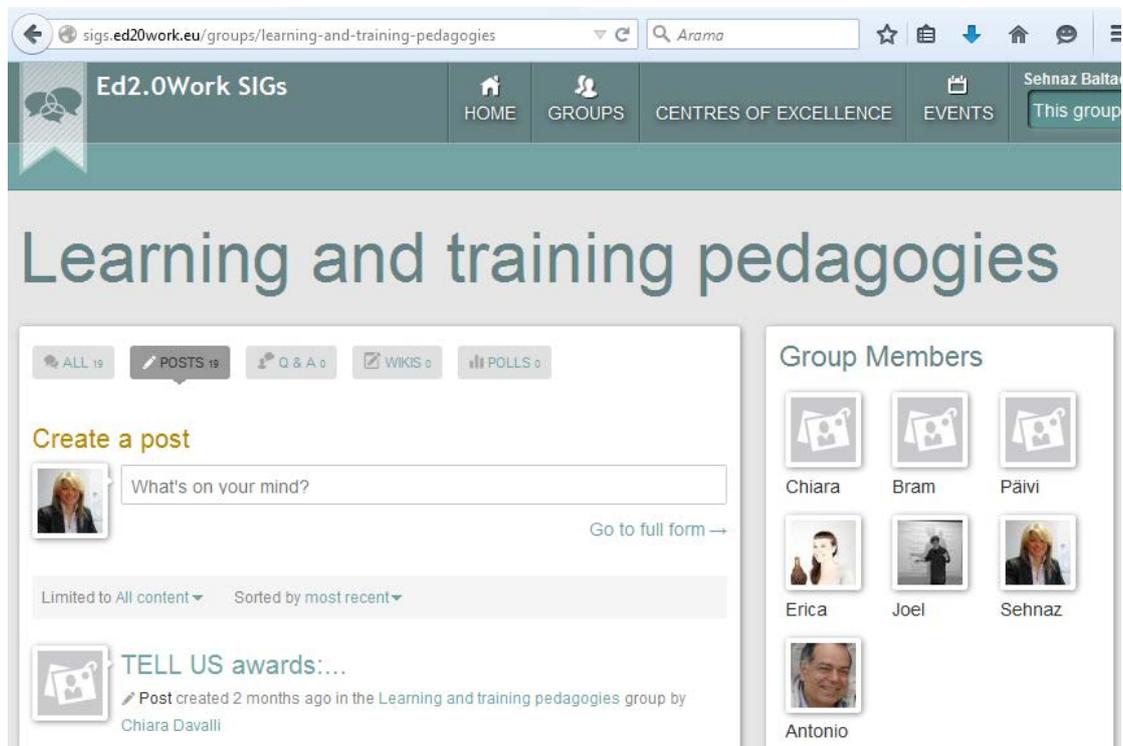SIGs were announced through national and international conferences by sending emails to the participants.

Image 2: Screen capture of contributions to the SIG on "Learning and training pedagogies"

Dimensions and topics selected in the SIG "Learning and training pedagogies".

The main dimensions that have been the focus, guidelines and outputs of the SIG on Pedagogies are the following:
- Web 2.0 technologies used in classes?
- How to support learning by Web 2.0 technologies?

Topics discussed in the SIG "Learning and Training Pedagogies", and results.

SUMMARY OF THE MAIN CONTRIBUTIONS

DIMENSION 1: Web 2.0 technologies used in classes

Q: Which Web 2.0 technologies are you using in your classes?
A1: A wide representation but mainly communication tools, social media, documentation repositories and others.

A2: I will be using blogs this forthcoming semester in one of my modules to allow students to reflect on their own progression and personal development during the course of the module - something akin to a reflective diary. The aim of using the blogs will be to allow the students to reflect on the module, the coursework, how they will tackle it, problems encountered and how they will overcome these issues. I am hoping that the use of the blogs will be success.

A3: We tried to use Moodle on our teaching practicum course last semester. Although some of the student teachers tried to use Moodle, we couldn't engaged neither our supervisors nor our school teachers. Moodle was so new to them and they were not be able to get use to it. Web 2.0 works when all stakeholders use it well and open to change I guess.
This semester I created a Facebook group and plan to use it as an LMS. Student teachers and our supervisors are happier about it, we will see what our school teachers think about it.

A4: We also use Moodle here but mostly as an administrative system for our modules to upload material, enrol students, post up course details etc. The blogs that will be used on this course I am running will be separate from Moodle though I believe that there is a Moodle plug-in that you can use to integrate a blog within the Moodle environment. Have you used blogs in your teaching or have any of your colleagues? Are there any suitable blog platforms that you could recommend for achieving teaching and learning outcomes?

That sounds interesting about using Facebook as a LMS for staff, teachers at your institution. Are you creating guides for use, what should be posted, will someone be regulating the account?

A5: These are some of the tools that we'll be using as part of an upcoming and blended in-service teacher training education program that I've put together at the request of the Ministry of Education here in Peru.

Yes, we'll be using Facebook, too. You can check out our Facebook page bellow if you want (how about yours?) https://www.facebook.com/groups/207008416131628/

A6: I use EDMODO, KAHOOT, SOCRATIVE, MOODLE, LINOIT, PREZI with clasic app like MS Office, Videopad, Gifanimator, Scrach, APPinventor for Android app for mobile devices..

A7: I have been using Wordpress blogs for at least 6 years and some of my most popular tools I use in numerous ways (still discovering new uses) are: PowerPoint, MovieMaker, Slideshare, glogster, Voki, learningapps, Microsft AutoCollage, Photosynth, Flashcards, Quizlet, Surveymonkey, Hot Potatoes, Picasa, Issu, Google translator, Skype, and some others.
It is great to observe how my students construct their knowledge using the ICT tools, how attractive it is - but there should be a good solution how not to overuse them, I mean there should be a balance between active ways of spending free time and learning using ICT- a "balance" it means that much more time must be spend in an active way than working with ICT tools.

A8: When I started using technology in my classes it was my blog on blogger. Nowdays we have a variety of tools, here is my list: Edmodo, Realtimeboard, Socrative, Kahoot, Padlet, Prezi, Microsoft AutoCollage, Sky drive, Google drive, Issuu, Scribd, Flickr, Picasa and many more depending on the topic or the lesson I have.

DIMENSION 2: How to support learning by Web 2.0 technologies?
Q: How to support learning by Web 2.0 technologies?
A: The JISC e-Learning Programme funded projects who wish to transform how they deliver and support learning across a curriculum area through the effective use of technology: http://www.jisc.ac.uk/whatwedo/programmes/elearning

Summary of State of the Art of each activity on the SIG and following pending tasks

Activity	Period	State
Design and elaboration of a social network application that will be the platform in where the SIGs members will interact	Last trimester of 2012 to first trimester of 2013	Done
Constitution of the 3 different SIGs.	First trimester of 2013	Done
Invitation to participants in the SIGs	First trimester of 2013 to third trimester 2014[1]	Done
Moderation and making SIGs dynamic	First trimester of 2013 to the end of the project (31.12.2014)	Done

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[1] Envisaged period to achieve the 700 participants in the SIGs