

Project n°2012-1-FR1-LEO05-34330



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

Protocole for fine-tuning of learning modules

25/01/2014



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RAISE4e-Inclusion project

Protocole for the fine-tuning of modules

NB: we are still waiting for the pilot report (WP4) so the fine-tuning will really be realizable from the moment the recommendations of the pilot report will be given by WP4 leader.

Why a fine-tuning? What is it?

Partners have ended the experimentation phase of RAISE4e-Inclusion online training in December 2013.

The training was based on **online learning modules developed on the basis of the learning products available from VET4e-I project, which were recognized as high quality products.**

Those learning modules have been tested online for a period of **6 weeks by nearly 250 e-facilitators trainees** from Italy, Romania, Switzerland and France.

Coordinated by **4 National Referents** responsible of the experimentation in their country, and one technical support from Spain, **8 tutors** have guided the trainees throughout the learning process, using the pedagogical tools and methodologies embedded in the modules.

- All along the experimentation process of the online training, partners were able to **bring quality responses to the whole 'learning chain'**:
 - tutors received comments and possible problems from trainees, and were able to answer or to transmit them to the national referents and / or the technical support from Fundacion Esplai;
 - tutors alerted continuously the national referents, the technical support from Fundacion Esplai and the WP4 leader ARCI about the training, possible difficulties or point of improvements – by email, by using the dedicated online forum and by filling a weekly questionnaire addressed to WP4 leader;
 - national referents and the technical support from Fundacion Esplai had weekly webinars in order to exchange about the learning process in their respective training modules' sessions (share difficulties, solutions, bring up points of improvement, etc.).
- Following the evaluation process set by WP4 leader ARCI, trainees (representing the target group of e-facilitators) and tutors, together with national referents, have assessed the training process and content after the pilot phase, using the adequate evaluation material at their disposal:
 - **Trainees gave their feedback** to the training they had, using different medias:





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- module's evaluation forum
 - online evaluation questionnaire
- **Tutors gave their feedback** and evaluated the process of training using different medias:
- webinars / conferences with the national referents
 - evaluation questionnaire
 - online forums on the train the tutors platform

All these material are in the possession of the partners and / or **will be made available to the partners, under the shape of a compiled analysis, in the "Pilot report"** produced by WP4 leader, ARCI.

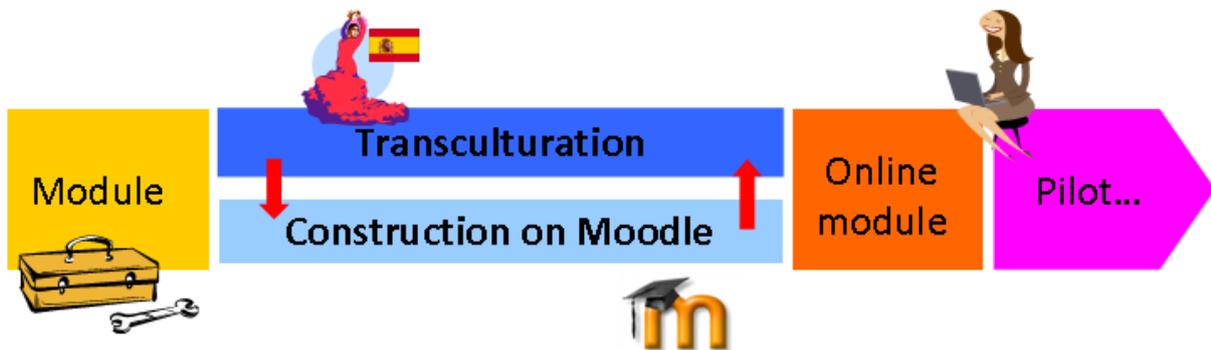
- The fine-tuning consists for partners **to take in consideration all the feedback** given from the different actors of the pilot **in order to improve the final products** (modules, training platforms and training settings), and **to concretely operate on the products the main needed modifications, additions and adaptations.**
- This should be done **with respect to the training framework, purposes and values, and in coherency regarding the overall pedagogical programme and objectives.** Partners should have in mind that fine-tuning concerns **moderate changes**, concretely answering to training needs of the trainees and tutors.
- In order to have a full understanding of where the fine-tuning activity stands in the project life, INFREP proposes a **scheme**, underlining the coherency of the activity with passed activities:



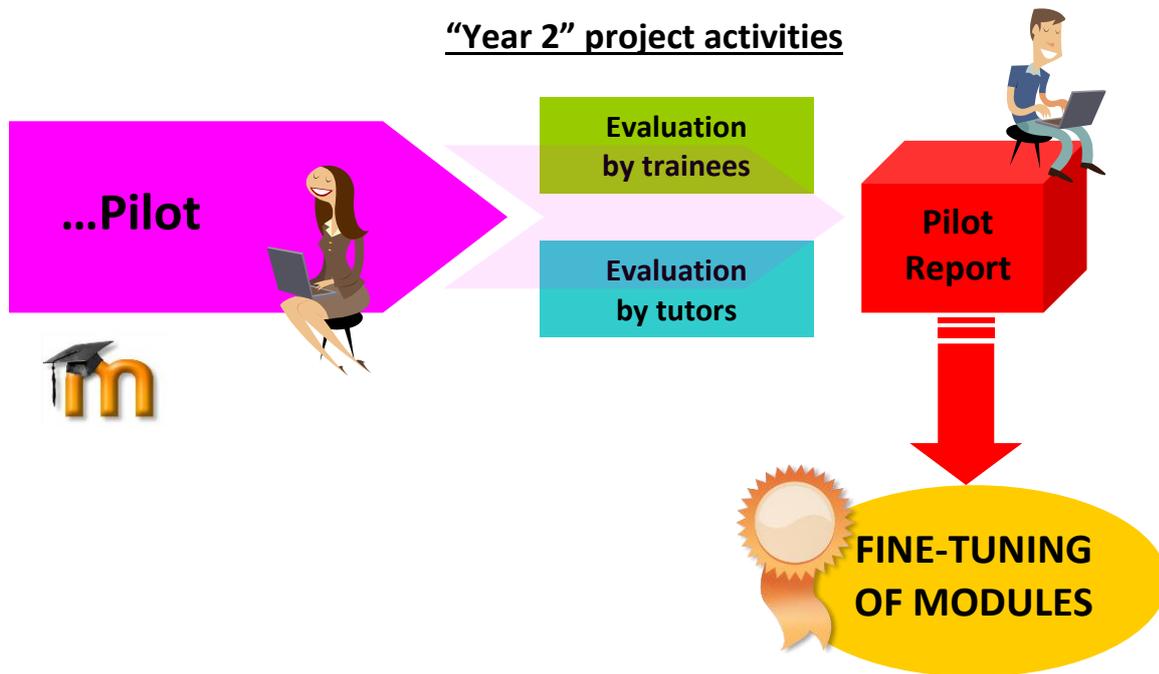
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Scheme of the activity of fine-tuning:

“Year 1” project activities



“Year 2” project activities



What is the protocole about ?

- **Each partner is responsible for the quality of its modules.** The resources of information to help the partners improving the learning modules, training platform and overall training process are available in the WP4 Pilot report and in the several sources of information detailed in the above section.
- The **national referent is the figure** who has the capacity to analyze the information and cross the different sources together. He / she can effectively apprehend the changes that can be operated in order to **improve not only the pedagogical materials but also the ergonomic and coherency of the online training, in respect to the training programme and learning objectives**, which in a whole contribute to **reach a high level of quality training**.
- The protocole sets **a methodology used by all partners involved in the transfer** (ACDC, ARCI, FDEP, INFREP) in order to fine-tune the modules. This protocole is agreed by all partners.
- It clearly puts that changes of fine-tuning should be minor and moderate changes, which concretely answers to needs mentioned by trainees and tutors or NR.

This specifically shouldn't involve (non-exhaustive list):

- modification of platform design and graphic identity as well as credits;
- modification of training programme and learning objectives;
- modification of the order of the units;
- suppression of interactive pedagogical materials which are fully part of the training programme (videos, forums, wikis, assignments, etc.);
- modification of the learning topics of the module;
- suppression of the final exam;
- modification of the agreed criteria of validation of the module.



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Formation et ingénierie des compétences

Step 1. Gather all sources of information and organize them in the fine-tuning grid.

The fine-tuning grid (available in annex) will be filled by each partner and sent to WP2 leader INFREP before 15th March 2014.

3 categories are proposed for organizing the information:

- 1. Pedagogical material and content
- 2. Training setting
- 3. Ergonomic of platform

There partners compile the different information taken from the different sources of information detailed in the above section. It can be “weakness” identified, which has not yet a solution, or a problem with a solution already delivered by trainee, tutor, NR or by the group of partners itself. See an example:

Categories	Subcategories	Examples of items
1. Pedagogical material and content	Quality material	<i>Material not correctly tackle the unit’s issues...</i>
	Coherent construction of the learning unit	<i>Unequality of work and interest for the different unit...</i>
	Relevance of tools	<i>Unadapted quiz... unadapted forum...</i>
	Relevance of assignments	<i>Low quality of assignments instructions...</i>
	Adaptability of topics	<i>Not enough open topics for discussing with the group</i>
2. Training setting	Schedule	<i>Not adapted schedule on 6 weeks, 5 hours per week, from Monday to Friday...</i>



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	Tutoring	<i>Not adapted tutoring activity /not enough presence of the tutor...</i>
	Learning mode	<i>Distance training is irrelevant...</i>
	Participants	<i>Unrelevance of selection system...</i>
	Examination	<i>Unrelevance of the examination mode...</i>
3. Ergonomic	Simplicity of use	<i>Not user-friendly system...</i>
	Appeal	<i>Interface that doesn't attract users...</i>
	Flexibility	<i>Changing / adapting content is not easy...</i>
	Security of data	<i>Get access to profile is not easy, possibility to modify...</i>



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Step 2. Find solutions (if none yet) and decide actions to be done according to the information organized.

Identified issues must bring up solutions and actions to be undertaken to improve the product without changing the learning purposes.

Categories	Subcategories	Examples of items	Examples of Solutions / Actions to be done
1. Pedagogical material and content	Quality material	<i>Material not correctly tackle the unit's issues....</i>	<i>Replace the learning resource by one that a trainee recommended</i>
	Coherent construction of the learning unit	<i>Unequality of work and interest for the different unit...</i>	<i>Modify one aspect of the learning unit which is concerned and balance the content on the different units</i>
	Relevance of tools	<i>Unadapted quiz... unadapted forum...</i>	<i>Add a complementary instruction about the use of the quiz, detail the purpose of it.</i>
	Relevance of assignments	<i>Low quality of assignments instructions...</i>	<i>Modify the instructions in a satisfying way</i>
	Adaptability of topics	<i>Not enough open topics for discussing with the group</i>	
2. Training setting	Schedule	<i>Not adapted schedule on 6 weeks, 5 hours per week, from Monday to Friday...</i>	
	Tutoring	<i>Not adapted tutoring activity /not enough presence of the tutor...</i>	



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	Learning mode	<i>Distance training is irrelevant...</i>	
	Participants	<i>Unrelevance of selection system...</i>	
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3. Ergonomic	Simplicity of use	<i>Not user-friendly system...</i>	
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	Flexibility	<i>Changing / adapting content is not easy....</i>	
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Step 3. Operate the changes and control the final quality of the product.

The fine-tuning requires that partners **make sure the changes are coherent and done in respect to the initial training programme and pedagogical objectives, as set before.**

Careful when starting to operate the changes that the different modifications don't enter in contradiction in between them.
For example, if you decide to change pedagogical material, **don't forget to adapt all the resources or tools mentioning this material!**

This is therefore very important to **have a control of quality of the final product** once the changes are operated.
The final step is about that: ensuring quality of the fine-tuning.

For this, partners will involve the two tutors – who might have already intervened to operate the changes during the process of fine-tuning-, and ask them to check their modified module. **The quality of your final product depends on this last step, since there won't be additional pilot of modules within the project life!!**



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Annex: fine-tuning grid

This grid should be filled in and transmitted to WP2 leader INFREP **before 15th March**.

There partners compile the different information taken from the different sources of information detailed in the above section. It can be “weakness” identified, which has not yet a solution, or a problem with a solution already delivered by trainee, tutor, NR or by the group of partners itself.

Identified issues must bring up solutions and actions to be undertaken to improve the product, without changing the initial training programme and learning objectives.

It’s a non exhaustive list, you can add categories, subcategories and solutions!

Categories	Subcategories	Items	Solutions / Actions to be done
1. Pedagogical material and content	Ex. Quality material	<i>Ex. Material not correctly tackle the unit’s issues....</i>	<i>Ex. Replace the learning resource by one that a trainee recommended</i>



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2. Training setting	Ex. Schedule	<i>Ex. Not adapted schedule on 6 weeks, 5 hours per week, from Monday to Friday...</i>	<i>Ex. Precise in the intro unit that the tutor will be flexible and accept participants to deliver assignments on Sunday evening...</i>
3. Ergonomic	Ex. Simplicity of use	<i>Ex. Not user-friendly system...</i>	<i>Ex. Create a video tutorial to guide the user in discovering the platform...</i>
4. ?	?		



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