



INNOVATION MANAGEMENT AGENT (INMA) PROJECT

REF: 2010-1-ES1-LE005-21047

GUIDELINES FOR TRAINING TOOL CONTENTS

WP 2: Multilingual & multimedia training tool

Leader Organisation : DIMITRA ITD

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A. Project Description:

The aim is to be created a professional profile that is capable of analyzing tangible and intangible assets of organizations, discovering opportunities for improvement that have emerged by the analysis, targeting to achieve the best strategy for creating competitive advantages for business.

The Innovation Management Agent, is expected to guide and propose best practices in all organisation business areas (product development, process improvement, ICT, etc.), but mainly in the field of Human Resources so that enterprises/organizations to achieve higher operational competitiveness in the areas such as:

- Strategic Management
- People Management
- Knowledge Management,
- Corporate Social Responsibility and the
- New Information and Communication Technologies (ICT)

General Aim:

Main aim is the adaptation and transference of the profile "Innovation Agent" through the development of innovative eLearning contents with 2 direct objectives:

- ✓ **to convert the profile in a multimedia/multilingual training tool** (Learning Organizations) **for trainers** to export good results gotten in previous project (both in women labour insertion and innovation in SMEs) and,
- ✓ **to foster innovation in the organizations as main tool to facilitate sustainability**, LLL and adaptation to nowadays changes at European level which is a priority in Europe as it is written in Lisbon Strategy

Testing stage has been defined to choose 15-25 *women represented different sectors* in each participating countries to test it in all sectors and to foster exchange and **networking between private** sector, **public** sector and **universities**; and it will be supported with a European social platform 2.0 to facilitate that exchange also at European level among all participants.

Tangible products and impact:

- transfer of a multimedia multilingual training tool;
- training of 15-25 women (priority) in each country;
- definition of a tool under module 3 to measure learning organizations;
- definition and creation of a multi actor/sector network with at least 20 organizations in each country;
- creation of a European virtual training community 2.0 for Innovation Agents;
- evaluation and dissemination of the project.

B. Type of training

INMA AGENT ROLE:

INMA Agent is not an expert in all knowledge areas, but he/she should be a person with a general knowledge of all areas of the profile. So, his/her role would be more like a coordinator with an integral view of the 5 modules.

TARGET GROUP

The **target group** for training will be, preferably, unemployed women (15-25 trainees) with university educational background (higher institution degree of 3-years studies is considered also university degree).

DURATION OF TRAINING

Regarding the **number of hours**, it was decided that for the profile it should be 600-hours in total (aprox. 3-4 months), as maximum, divided into:

- 400-hours for theory/contents. This means that each partner should prepare 80 hours of theory for his/her own module.
- 200-hours practical training. This will be for the final work about a particular SME enterprise that the student will choose, and will be presented as an innovation report for the SME by the end of the course.

TESTING PHASE

The training will be in the form of a BLENDED LEARNING EUROPEAN COURSE (FACE TO FACE & DISTANCE ON-LINE TRAINING) as following:

1st meeting in class: Introduction to the course

2nd – 6th meeting in class: Per each MODULE:

- ▶ The training group will study alone the content of the 80 hours educational material directly from the CD and/ or web platform (distance online training) and in parallel they will also visit the SME they have chosen for their practical training to prepare a report on the situation in the SME regarding the module under study
- ▶ on the conclusion of each MODULE, they will have to attend an in class training (aprox. twice a month) where they will also have to give an exam on the content of the MODULE they have just concluded

7th meeting in class: conclusion of the project and presentation of the trainees reports on the enterprises.

At the end of the training each trainee should have:

1. Complete distance online training of the 5 modules (400-hours in total),
2. give one exam at the end of each module (5 exams in total)
3. Complete 200-hours practical training in the SME they have chosen, and
4. Act as INMA AGENT and prepare the **final innovation report on this SME** according to their studies (theory) and the real situation in the SME (practical training)

C. Characteristics Adults Learning

Part of contacting an effective teaching involves understanding how adults learn best. Compared to children and teens, adults have special needs and requirements as learners. Despite the apparent truth, adult learning is a relatively new area of study. The field of adult learning was pioneered by Malcom Knowles. He identified the following characteristics of adult learners:

- ▶ Adults are **autonomous and self-directed**. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. They should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals (e.g., via a personal goals sheet).
- ▶ Adults have accumulated a **foundation of life experiences and knowledge** that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. To help them do so, they should draw out participants' experience and knowledge which is relevant to the topic. They must relate theories and concepts to the participants and recognize the value of experience in learning.
- ▶ Adults are **goal-oriented**. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Instructors must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.
- ▶ Adults are **relevancy-oriented**. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.
- ▶ Adults are **practical**, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job.
- ▶ As do all learners, adults need **to be shown respect**. Instructors must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely.

C. Distance learning Definition

The term **Distance learning** refers to the overall activity of the learner, who is being trained and is learning – while he is in distance from his teacher- based mostly on an **especially pedagogical designed material** and on the occasional communication with the teacher (mainly for unraveling obscure points and encouragement / supporting of the student not to give up)

Distance learning is a method that it allows the learner to study and learn:

- **alone** (no presence of a teacher)

and

- in their own chosen **place**
- in their own chosen **time**
- in their own chosen **rhythm**.

Key philosophy of designing a distance learning educational packages:

“What they do have to contain is a teacher in a state of suspended animation. Once the learner opens the package, that teacher is instantly at their service, ready to help them learn”

(Rowntee, 1994)

Therefore a distance learning material should be designed in such a way that it is possible to **successfully replace, as mostly as possible, the absence of a teacher**. Consequently, it should be able to perform the various explanatory and supporting activities that a teacher covers in a traditional face to face teaching environment.

Moreover, since the main aim of choosing a distance learning method is that it allows the learner to study and learn in their own place, time and rhythm it should be designed in way to make that possible.

D. Special characteristics of distance learning educational package

When developing an educational material for distance learning please keep in mind of the following:

1. **Introduction** (Including main issues to be dealt and Motivating)
2. Clearly defined **aims** and expected **learning outcomes**
3. **key words** for every educational Chapter
4. Advises and **tips** on how this material should be studied (if necessary)
5. **Explanatory titles and subtitles** to facilitate easier navigation and finding of information
6. **Short titles and subtitles** to facilitate its appearance on the side menu of the Training Tool
7. **Split and segment contents** (*smaller duration of chapters and units, less words per page than the usual, avoid very big paragraphs*)
8. **Drawings/ images /diagrams, figures** should be used as they may represent in a more clear way a long and complicated text.



9. **Frames** where most important points are being highlighted . Frames for the most difficult issues to be explained



10. Use as **simple phrasing** of meanings as possible
11. **Friendly writing style towards the learner**
11. Constantly **connect, the educational material with relevant readers working / real life experiences** to help them achieve better understanding
12. Always show the **“What's in it for me”**. the question that drives most every decision we make. Is not only what we will get but often how we will feel. Decisions made based on our experience, motivation, and our prediction of the rewards and risks associated with our actions
13. **Activities** aiming to **further and deeper thinking**

14. Keep on mind we want them to acquire experience and be able of **critical thinking**
15. **Positive reinforcement.** *Positive reinforcement is far and away the best tool to shape behavior*
16. **Self-evaluation exercises** (activities) accompanied with the right answers and reference/discussion for potential difficulties and mistakes
17. Many **examples and case studies / best practices** with references to real life experience
18. Summary at the end of each chapter
19. Suggestions of supplementary **resources for further reading**, guidance in finding additional resources
20. The **bibliography** for the contents should be taken from international literature, and based on mainstreaming tendencies
21. **Bibliography** (APA style). For an introduction to APA style please see attached manual.

Example :

Book with 1, 2 or 3 Authors (*title of the book in italics*):

Deci, E. L. (1975). *Intrinsic motivation*. New York: Plenum

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Mottet, T. P., Richmond, V. P., & McCroskey, J. C. (2006). *The Handbook of Instructional Communication: Rhetorical and Relational Perspectives*. Boston: MA Allyn & Bacon.

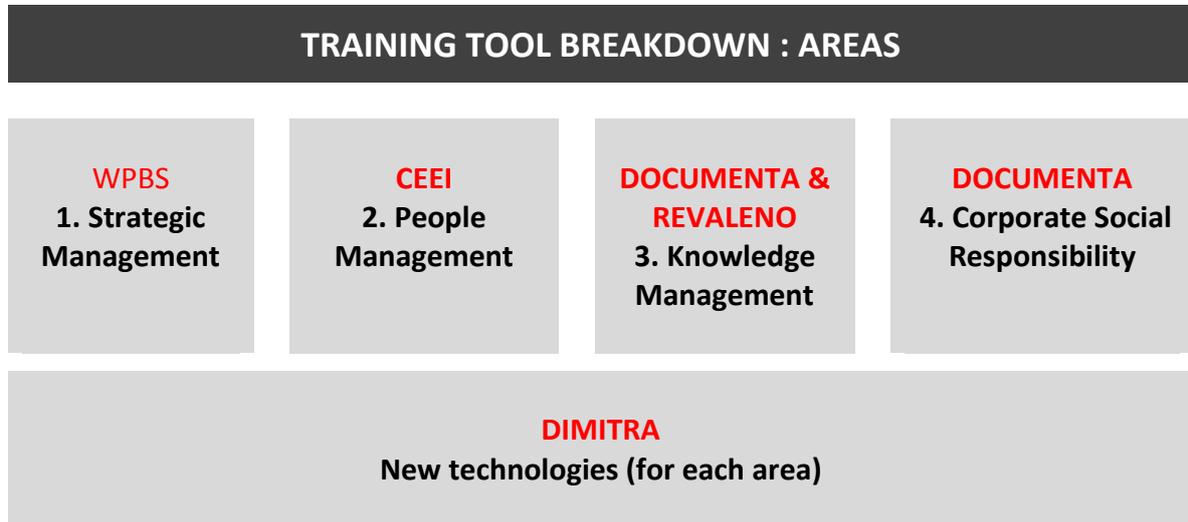
Article (*name of the Journal in italics*):

Frymier, A. B., & Houser, M. L. (2000). The teacher-student relationship as an interpersonal relationship. *Communication Education*, 49, 207-219.

E. Presentation of training tool content structure

TEMATIC AREAS of INMA Training

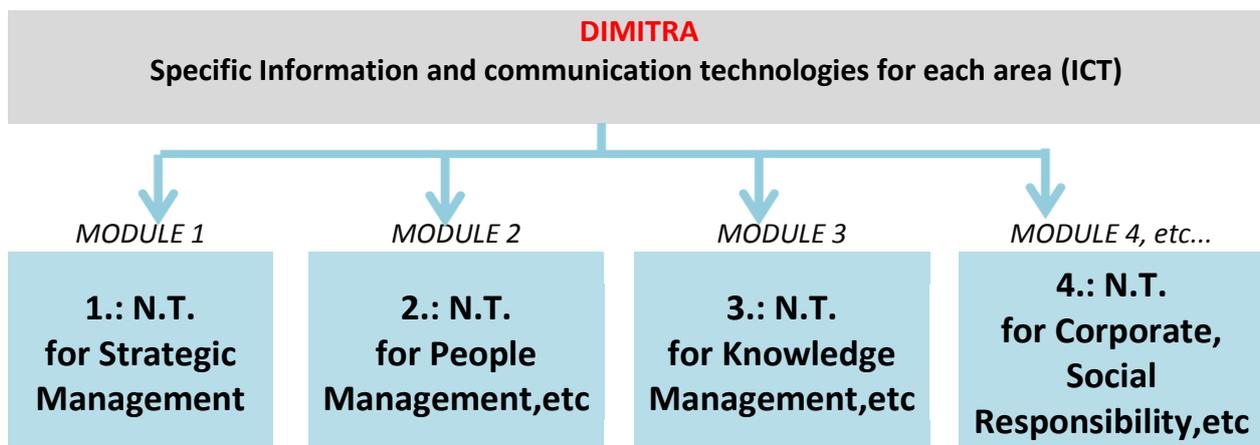
As it can be seen in the table bellow, each partner has to develop the content for its' own THEMATIC AREA.



Moreover each partner has to develop a separate MODULE under the title “New technologies” for its' own Thematic Area. Then DIMITRA will have to incorporate those “New technologies” modules also into the ICT Thematic AREA.

Each THEMATIC AREA will be divided in several MODULES.

Please see an Example of ICT area MODULE breakdown in the following figure:



MODULES of Thematic Areas

Each MODULE will be divided in several *Chapters /subchapters / Units*

Each MODULE has to contain:

1. INITIAL INFORMATION as following:

- a. *Main aim*
- b. *Learning outcomes/objectives*
- c. *Key Words / issues*
- d. *A few words as an introduction to the MODULE*



Per MODULE: Detailed educational material of the module accordingly developed and divided in **CHAPTERS**

Please see the MODULE breakdown in the following figure:

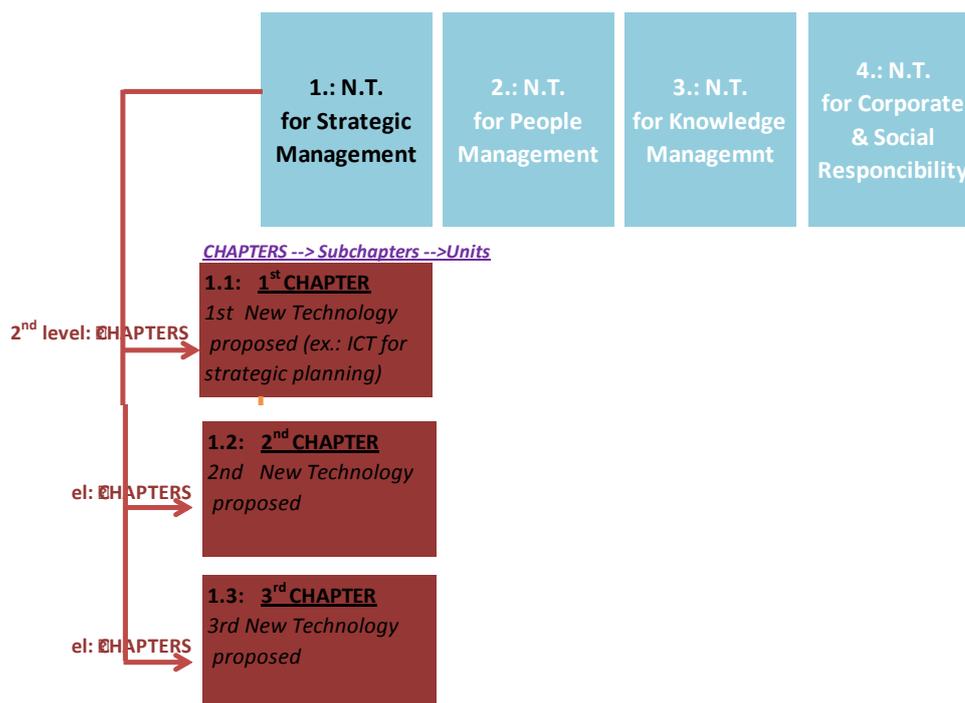


FIGURE: MODULE breakdown in Chapters

For each MODULE a list of 3-5 QUESTIONS / EXERCISES & their ANSWERS is required to be used during the exam that the trainees will have to take after the conclusion of each THEMATIC AREA.

These questions won't be included in the training tool but will be given to the TRAINER

CHAPTERS of Modules

Each CHAPTER has to contain:

1. INITIAL INFORMATION as following:

- a. **Main aim** / Learning objectives
- b. **Learning Outcomes (specific & countable)**
- c. **Key Words / issues**
- d. **A few words as an introduction introduction to the CHAPTER**

One PDF file

Per CHAPTER: Detailed educational material of the chapter developed accordingly and divided in as many **SUBCHAPTERS & UNITS** are required

2. **SUMMARY** At the end of each chapter with all main important issues (possible resources for further learning) **(One PDF file)**
3. **SELF EVALUATION EXERCISES.** At the end of each CHAPTER there is going to be a list of 2-3 Self Evaluation Exercises / Questions related to the Learning Outcomes presented in the beginning of the chapter in order to help trainees realize about knowledge they managed to acquire. At the end of each Question we should propose them that in case they can't answer the questions then we would suggest them to go back and study again the related part where the answer is by indicating it (subchapter, units) **(One PDF file)**
4. **ANSWERS OF THE SELF EVALUATION EXERCISES .** Answers of the exercises in order to be provided and reference/discussion for potential difficulties and mistakes. Provide some further information within the answers **(One PDF file)**
5. **BIBLIOGRAPHY** Be aware of copyright permissions **(One PDF file)**

Please see the CHAPTER breakdown in the following figure (next page):

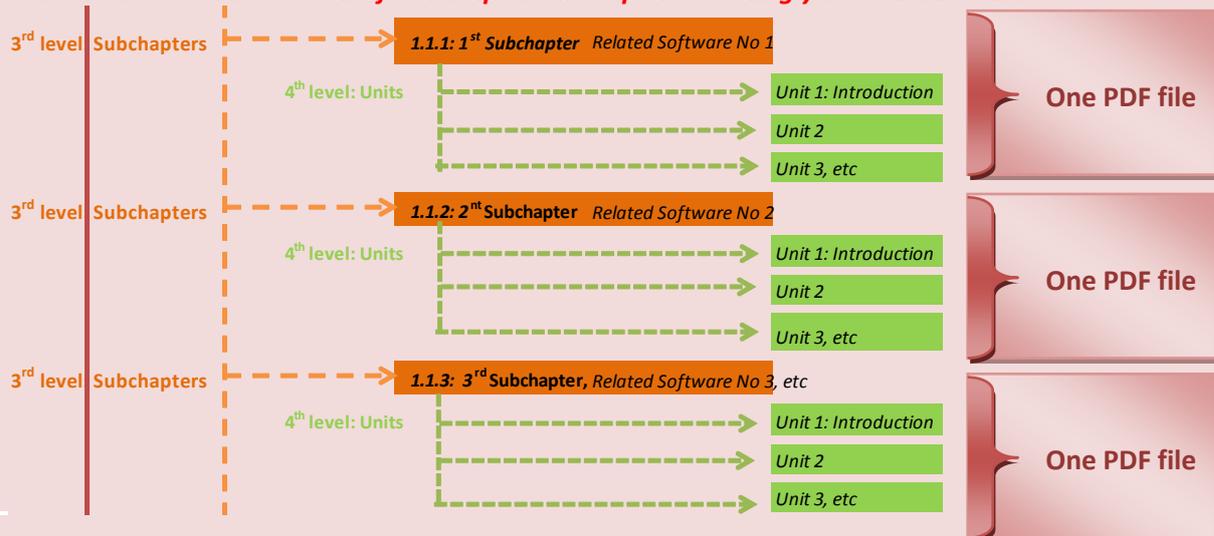
CONTENTS per each CHAPTER as following:

▶ **INTRODUCTION**

- ▶ **MAIN AIM LEARNING OUTCOMES (SPECIFIC & COUNTABLE)**
- ▶ **KEY WORDS / ISSUES**
- ▶ **INTRODUCTION TO THE CHAPTER**

One PDF file

- **Detailed educational material of the chapter developed accordingly in SUBCHAPTERS & UNITS -**

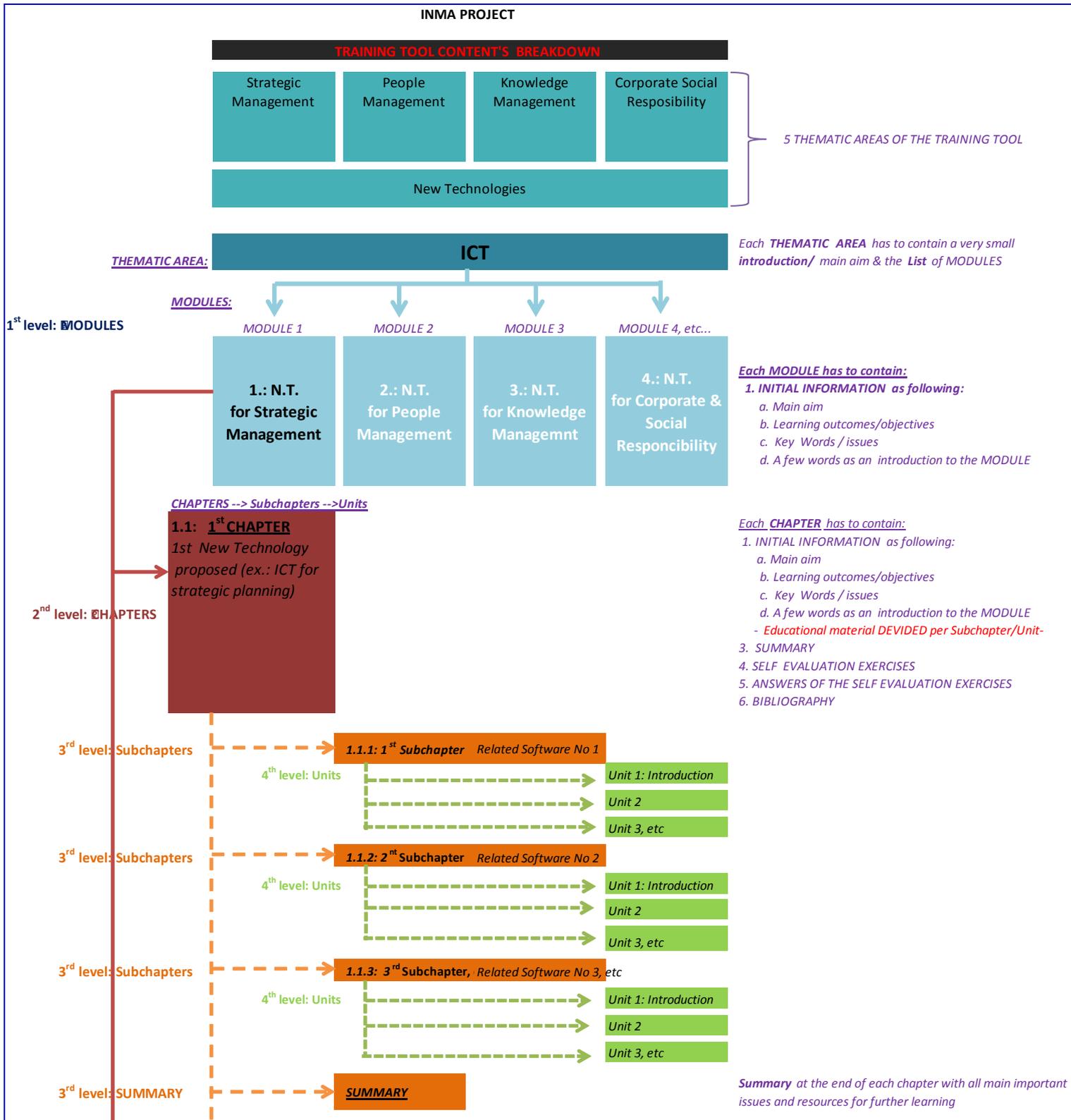


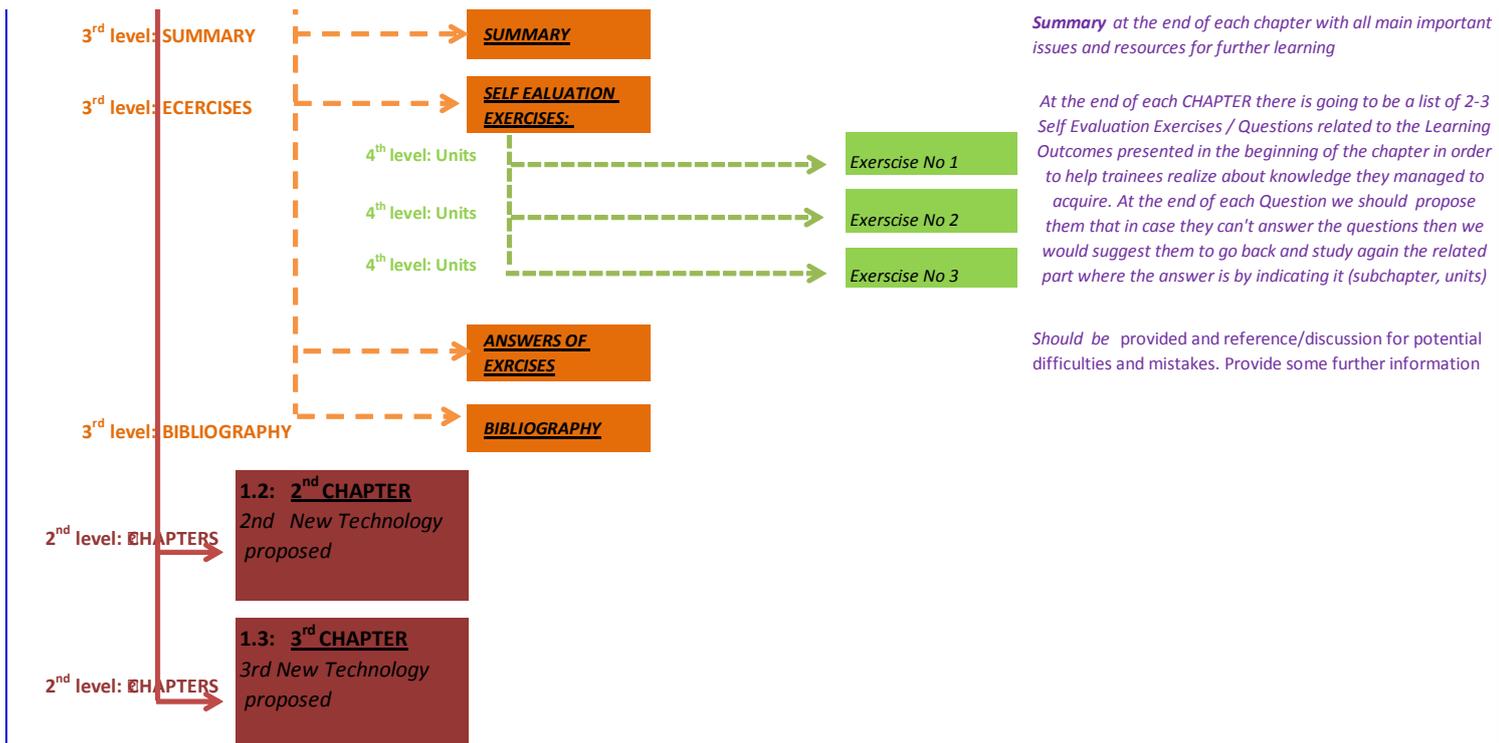
- ▶ **SUMMARY** **(One PDF file)**
- ▶ **SELF EVALUATION EXERCISES** **(One PDF file)**
- ▶ **ANSWERS OF THE SELF EVALUATION EXERCISES** **(One PDF file)**
- ▶ **BIBLIOGRAPHY** **(One PDF file)**

FIGURE: CHAPTER breakdown

EXAMPLE: Overall breakdown of a MODULE

An Example of the overall break down of ICT AREA and its 1st MODULE into chapters, subchapters and units can be seen in the following figure:





Summary at the end of each chapter with all main important issues and resources for further learning

At the end of each CHAPTER there is going to be a list of 2-3 Self Evaluation Exercises / Questions related to the Learning Outcomes presented in the beginning of the chapter in order to help trainees realize about knowledge they managed to acquire. At the end of each Question we should propose them that in case they can't answer the questions then we would suggest them to go back and study again the related part where the answer is by indicating it (subchapter, units)

Should be provided and reference/discussion for potential difficulties and mistakes. Provide some further information

END of 1ST MODULE. All the next modules of ICT area will follow the same structure!

ATTENTION:

For each of their MODULE partners need to also prepare a list of 3-5 QUESTIONS / EXERCISES & their ANSWERS to be used during the exam that the trainees will have to take after the conclusion of each THEMATIC AREA.

These questions won't be included in the training tool but will be given to the TRAINER