"TNS – Train Nutrition Seriously"

Didactical and methodological guidelines for the TNS Portal

Index

1. Introduction

The TNS project has the objective of addressing the collaborative and web 2.0 skills needs of teachers and trainers in VET raining institutions, with one special focus on personnel and organisational development. The wide spread use of collaborative social media in recent years has undoubtedly transformed the way people communicate, socialise and do business. It clearly offers new opportunities for networking, knowledge exchange and collaborative working on a global scale. In the same way, the web 2.0 phenomenon is challenging conventional educational models with its potential to transform teaching and learning practice (pedagogical innovation), offer new and more effective approaches to the management of education and training processes (organisational innovation), and promise continuous growth of new (web 2.0) tools which can support and enrich teaching and learning (technological innovation). The implementation of web 2.0 in training institutions, and the successful exploitation of its benefits, will require an informed planning process involving the didactical and methodological, organisational and technical aspects of the organisation.

This guideline aims to address these aspects in the following which have been designed to provide both management and training staff with an introduction to the requisite knowledge and skills.
This guideline is presented in two parts, each focusing on one of the two main target groups. The first part addresses the *senior management of VET and adult training institutions* and indicates what has to be considered when integrating social media into the training institution's structure to improve the organisational process. The second part addresses the *trainers* and demonstrates how web 2.0 can be integrated in the course structure to offer more open and collaborative course delivery.

2. Management

If training institutions consider the implementation of social media and wants to make the extension from a 'classic' to a 'web 2.0 enabled' educational institution, they must be aware that it is essential that the "manager" establishes a sound policy concerning the use of web 2.0 tools.
To truly realise change in the training institution in a desirable and systematic way, clear policy guidelines and a proper framework are required. Institutions can only derive maximum benefit from the approach when they first become aware on an institutional level of the importance and potential of web 2.0, and subsequently translate this, from within their own specific and local institutional context, in a concrete strategy (what are our objectives?) and teaching models (how will we take on the educational and organisational adaptation?). This first chapter elaborates on how to implement social media in the knowledge management process of a training institution and looks at some organisational preconditions which determine what infrastructure and knowledge is needed to integrate web 2.0 in the institution. With TNS there is the chance to do this implementation by using a concrete example. This example can be used interdisciplinary in all courses.

2.1 How to implement social media in the knowledge management process of a training institution?

A manager should know that the implementation of social media in further education institutions has not only the potential to set up more innovative training courses. It has also the potential to innovate the overall organisational structure to become a more open and knowledge oriented organisation. Social media tools offer significant opportunities to progress further towards being a knowledge based and transparent organisation. A shift to openness,

sharing, collaborative and peer acting organisation is a significant cultural change for established conventional training institutions. For each new planned process to implement digital media in a organisation it is important to think about the different issues. The insitution will have to consider this when starting the integration of social media in the knowledge management processes.

First of all it is important to think about the reasons why social media should be integrate in the organisation and it must be discussed within the organisation why social media is a suitable answer to these issues.

Other important questions need to be raised as well. To give a better orientation on what has to be considered, the following list of initial questions (together with some answers to these questions) gives an overview what have to be considered, with management team, at the beginning of the process:

What is your purpose when integrating social media in your organisational structure?
- Improving the knowledge exchange in your organisation
- Establishing better collaboration
- Offering the opportunity to have access to more information, knowledge
- Being more flexible
- Establishing shorter communication processes
- Giving all staff members the opportunity to participate in the whole information and knowledge exchange of the institution
- Reducing hierarchies, where appropriate, through the use of social media

Who is the contact person for the whole institution who will be responsible for the overall process?
- It is important to have a contact person/ team that has responsibility for the whole process and gives an orientation to the staff but also who has a clear understanding of the targets and how to realise the whole process.
- It is equally important to nominate a person or a team to accompany the first trial to evaluate the overall process. This will give your staff the ability to receive direct answers if something is not clear to them and will avoid staff members disconnecting from the process.

Who are the demands of your target group?
- Ask your staff what they expect from using social media internally for organisational purposes.
- Ask which functionalities would help them to communicate in an efficient way.

Which people, staff will be involved at the beginning to realise those targets?
- Think about which people have already experience in working with social media tools or who are very open to new structures and technologies so that they easily accept the new system and are willing to carry on the change process in your institution.

What could be a good pilot project with clear targets to test the new process in your institution?
- Choose a pilot project which is relevant to the whole organisation and will clearly outline the benefits to your staff. Use the step by step trial approach to integrate the employee. This will also contribute to a better acceptance.

How can you persuade your staff to use the new tools and to participate in the knowledge exchange process?

- Demonstrate best practices from other training institutions which have already implemented social media tools to better organise their whole organisation to outline the clear benefits to your staff.
- Choose members of your institution who are already used to work with social media to participate in the new organisation process and who know the benefits implementing such process to increase the overall acceptance (bottom up approach).
- Clearly outline the advantages not only at the beginning of the project but also during the first pilot phase. If possible use good examples from this pilot phase.
- Discuss with your staff the experiences they have made using the new tools. Establish an open discussion, exchange of experiences, preferably by using the new selected social media tools.
- Train the executives to foster the social media progress and the cultural change towards an open and collaborative organisation (top down approach).
- Observe both ways for implementing social media in the organisation: top down and bottom up.

Have you thought about setting up a mutiplicator process?

- Those people who have already tested and worked with the new tools could introduce them to the other team leaders and inspire and stimulate them. One person will be responsible for one team to support the uptake and acceptance of the new tools.

Have you set up an evaluation system to evaluate the overall process?

- To receive clear feedback from your staff about the acceptance of the new implemented tools it is useful to evaluate the new structures and to see what goes well and what doesn't.

At the end it is important for success the make sure that the vision and strategy on the implementation of web 2.0 in the institution is shared by all actors in the process (policy, teachers, students, etc.).

Making the switch from a classic to a web 2.0 enabled educational institution has to be more than just the work of an individual manager or teacher; it has to be a common goal from the institution.

Furthermore, teachers and trainers cannot be considered as the obedient executor of what others have decided. The use of social media and ICT in general has a considerable impact not only on the institution but also on the role, attitudes and behaviour of teachers and trainers. Therefore a continuous dialogue with them and respect for their expertise is essential.

2.2 Organisational Preconditions

2.2.1 What infrastructure is needed to start using web 2.0?

The implementation of web 2.0 has an impact on a number of organisational issues. Be aware that using web 2.0 in a institution can only be effective when integrated with the existing stable IT infrastructure. This infrastructure should contain sufficient applications to allow real learning needs to be addressed. Also, the institution should already have planned for a sustainable and future oriented infrastructure. It has to be easy to adapt the hardware and software for future learning needs or for new web 2.0 tools.

What hardware is needed for online learning?

It is clearly important for both teachers and learners to have access to the minimum level of equipment needed for participation in online learning. The physical resources required to participate in online learning are the same as those used by anyone who accesses the internet for social or work purposes using a normal desktop PC or laptop computer. A growing number of people have their own computers and an internet connection at home and hence for them there is no additional equipment to buy when starting to learn online.

What software is needed for online learning?

Similarly, the software required for online learning does not mean additional expense. An internet browser and 'office' applications such as a word processor, spreadsheet and similar programs are all that are normally required. There are free 'open source' versions of these applications available at no cost. If you plan to use pictures and videos it is important to have photo and video software. There are also free 'open source' versions of these applications available.

There are two main types of software application used by online learners and teachers:

1) The first is **'learning environment'** software that provides the online functionality needed to support the learning process. This would typically include communications software, learning materials presentation tools and a range of course management tools. This is integrated in the TNS portal but also can be enhanced with other stand alone software.
2) The second type would be **'application' software** that the learners and the teachers use as part of the learning activities. These would typically include word processing software for teachers to create learning materials and for learners to complete assessment tasks, graphics software to produce diagrams and edit photographs, spreadsheets to manipulate and present numeric data, etc. With this software the content for the TNS portal can be produced.

All in all, it is true to say that the rapid development of home computing and internet usage now means that most people can engage in online learning with the resources they already have. Also the TNS portal just requires a browser on the user side.
The same applies to institutions delivering online learning: they can use expensive commercial elearning software and hardware packages if they wish, but it is not a necessity. Moreover, when they have a look at web 2.0 based learning environments in particular it can be seen that one of the most remarkable shifts of perspective brought about by social media in the world of ICT enabled learning has to do with the fact that it promotes a platform independent approach: the web is the platform and there is no longer a need for any additional (closed) platforms. Also typical for web 2.0 and the fact that the web is used as a platform is that it is not limited to the use of your own personal computer. The web is accessible via different types of devices (smart phone, tablets etc.) and data will be held more and more in cloud environments.
The individual functional elements of a learning management system, online communications, document presentation, information management etc., can be brought together on a single website to deliver the same online learning service, like it is done with the TNS portal. The advantage of this approach is that it is individually tailored to the needs of particular courses or even modules within courses.
When integrating web 2.0 in your training institution, your technical staff will be making sure that all technological resources are user friendly. If the tools are too difficult to use for your teachers and/or students they will make it harder (or even impossible) to implement or to use web 2.0 in your institution.

2.2.2 What impact does the integration of social media in the organisational setting of a institution has on the staff policy?

Complementing traditional educational models with web 2.0 is considerably changing the roles of teachers, students and institutional managers in the context of education and training. The implementation of web 2.0 consequently will have an impact on the staff policy and the knowledge that is needed to integrate social media within the organisational setting of a institution.

The impact of web 2.0 integration on staff policy within a training institution is twofold:

1) Impact on the competences and responsibilities of teachers and support staff

First of all, the demands on both teachers and support staff are changing as a result of the developments in technology. Consequently, there is a need for teachers and support staff to develop their competences and become familiar with new responsibilities.

Teachers and trainers

Teachers and trainers cannot just copy and paste the 'traditional' way of teaching in an online environment. Therefore, support and training of teachers and trainers will be a key element if a institution wants to succeed in using web 2.0 in the context of education. To enable a "good use" of web 2.0 tools in a institution trainers need to develop professional, didactical as well as technological skills. The relation and interaction between those aspects needs to be understood thoroughly.

Implementation of web 2.0 only works if the trainer has a good insight in the possibilities and limits of the used applications. Since this is a critical factor in succeeding in the implementation of web 2.0 in a institution it is important to make sure the trainers (and staff) get a good training in the usage of web 2.0 tools in an educational context. Teachers have to learn how to use these tools, redesign courses, evaluate and follow-up students who use these online tools and integrate them in a meaningful way in their courses.

One way of encouraging teachers and trainers to become familiar with the competences and tools that are needed is to let them become an online student themselves.

Integrating web 2.0 in a institution is teamwork. It needs more than just one or two teachers to start using web 2.0 tools in a institution and to design and develop a complete and integrated usage of these tools in a institution.

Therefore it is recommended to have a group of key stakeholders in the institution available who will act as change agents to make the switch from a traditional to a 'web 2.0 enabled' institution. Good support staff should be more than just an 'ICT helpdesk' on the one hand and didactical support on the other hand. Support staff that can combine both the technological and didactical aspects are needed. Once web 2.0 is implemented, it is also important to still have technical and/or expertise in using social media around in the institution which trainers can contact and who is also responsible for supporting others in setting up the different social media tools.

2) Impact on the workload, time management and remuneration of teachers and support staff

The use of ICT and web 2.0 tools in training has a considerable impact on the workload and time management of trainers and support staff. Teachers need to be given enough time, in particular in the starting up phase, to develop their own competences, to design "high quality" courses, offering the courses and provide for the interaction between teachers and students. Otherwise there is a risk that the additional workload will become a serious obstacle in future implementation.

With regard to workload it is necessary to make clear agreements on how this workload will be defined. Today, a lot of procedures are still based on classic face-to-face education and are therefore not suitable for online or blended learning. Workload is calculated on the number of

contact hours, number of students, etc. However, the online support of e.g. 250 students has a whole new dynamic than offering a face-to-face lecture to the same group. The support is much more personal and direct but also more intense for teachers. The work that the teacher does online is often not yet recognised. Therefore new models, which focus more on results than on contact hours, need to be taken into account and developed.

The institution should make clear agreements on how workload is defined and paid. It is a good idea to have incentives for those teachers who adopt, set up and promote innovative initiatives in the institution.

Finally the institution must think about the *planning of courses*. Combining online and offline activities has a different dynamic compared with the classic educational model. The mandatory attendance of students and teacher on campus, for example, is not appropriate when organising online activities and the support.

Therefore it is important to think about following questions:

- How will you schedule the online/blended courses? Still in a traditional way (e.g. 2 days a week for 1 hour)? Or can this be done in a more flexible way?
- Do the work rules allow applying flexible working schedules for the teachers?
- Do teachers get a desk in the institution or a workplace at home to support students online?
- Is working at home an option (and under which conditions)?

3. Trainers

Trainers will face new and unfamiliar challenges when starting using social media in their courses. The following section will outline what trainers have to consider when they start integrating social media in their course structure:

- What does this mean for the trainers?
- What do they generally need to be aware of?
- Which tools might be suitable to achieve which objectives and which kind of support do they have to offer to their participants to achieve good learning results with the online learning activities?

As copyright and the intellectual property rights issue is very relevant when using social media it will also be highlighted at the end of the section, covering the essential 'do's and don'ts' and how the users and learners can protect their privacy.

3.1 Changing roles

As already mentioned in the first chapter, complementing traditional educational models with web 2.0 tools is considerably changing the roles institutions, teachers and students play in the context of education and training.

One view is that **training institutions** are evolving from safe and closed learning environments,

based on
(1) tranquillity, reflection and tradition;
(2) certified knowledge and quality;
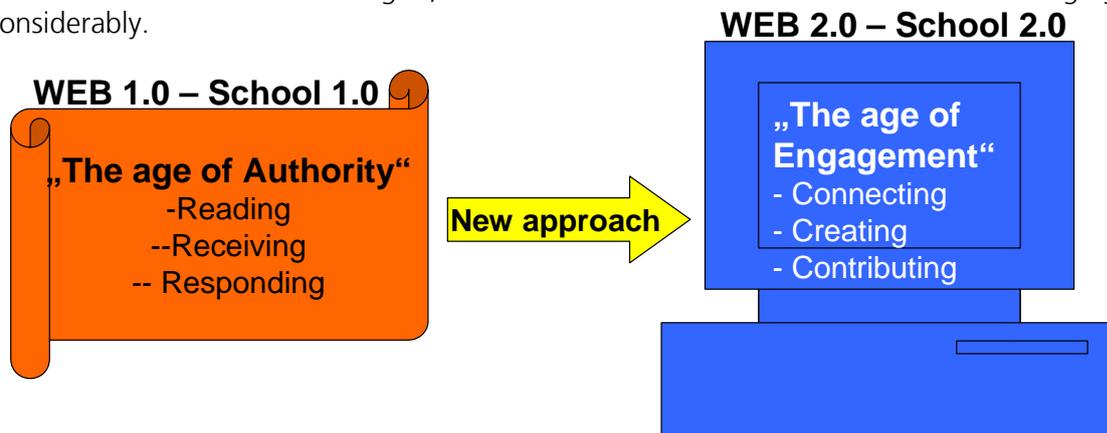(3) individual training, to being a 'gateway to society',

more based on
(1) workload, training and change;
(2) rapidly changing knowledge and quantity; and
(3) social training.

Many training institutions are balancing between these two models and trying to combine both: the certification of the acquisition of competences (closed, controlled environment – formal learning) versus preparation towards the knowledge society (informal, social and open learning).

As a result of the new technologies, the roles of **teachers and trainers** are also changing considerably.

WEB 2.0 – School 2.0

WEB 1.0 – School 1.0

„**The age of Authority**"
-Reading
--Receiving
-- Responding

New approach

„**The age of Engagement**"
- Connecting
- Creating
- Contributing

Traditional classroom based teachers have always been expert in *content* and, although they are also familiar with the pedagogic techniques of facilitating knowledge acquisition/construction, the classroom situation has always tended to favour instructional delivery. Today, the expert/instructor is becoming a moderator/coach as a result of the flexibility provided by online technologies. Delivery is no longer about the transfer of knowledge or content but more and more about creating the context for it. Teachers are becoming facilitators of processes of knowledge (co)construction.

In short, the **role of a teacher** is changing:
- From a source of knowledge to the manager or coach
- From face-to-face campus based education to forms of student-centred blended learning
- From pure knowledge transfer to designer of a learning environment which is linked to the real world (interaction, communication, networking, collaboration and individual work)

Consequently, the **behaviour of teachers** and trainers will inevitably change:
- If they want the learners to actively collaborate together online then they need to take a step back and give them the floor;
- As a trainer, they will be the moderator who guides the learners to achieve their learning target, e.g. if they see that there are participants who do not participate at all online they have to activate their participation by motivating them
- As a trainer, they will need to take care on the equality in collaboration inside the different learning groups to ensure that each member contributes to the overall learning success.
- As a teacher they will give orientation to the learner on how to contribute online and they have to be very flexible in reacting to the learners activities
- As a teacher, they will need to give flexibility to the learners so that they really have the feeling that they can act autonomously

The **learner's role** will also change and they are taking a far more active role than they have ever done.

- Learners are becoming creators of content. This gives them more autonomy and importance.
- At the same time it is important to raise the students' awareness of their new role so that they are aware of the fact that they have to act more independently. For some this might cause a problem.
- Learners will also become reviewers if they take over the responsibility within peer-learning groups. They will start to reflect more about the content and the learning processes.
- The learner has to organise their learning time more independently. Good time management will be needed.
- The learner will have to be self motivated and also very disciplined
- On the other hand the learner has more autonomy, can decide more freely and can bring in their experience to a broader community
- The success of a learning activity will very much depend on the learner's motivation and his/her willingness to act more independently. As a trainer/ teacher you offer the framework in which the learner operates. You will probably start the new teaching method with an open discussion with your learners to see how they react on that and also what they think about it and offer them support when they are not yet that familiar and ready for self-dependent learning.

The changing roles of trainers and students through the use of web 2.0 tools will, without a doubt, have an impact on how a teacher will offer courses in the future. The following sections will further outline how teachers can implement web 2.0 successfully in course design and teaching.

3.2 How to implement successful e-learning 2.0 courses

3.2.1 For what educational purposes can social media tools be used?
The success of a new training initiative is not so much dependent on the tool as such but more on the use of a tool which is carefully considered beforehand. The choice of the tool and the approach depends on the aims, the situation, the participants, etc. Therefore, before choosing a tool, a teacher/ trainer need to focus on the *target group's specifications*.
It is essential to consider:
Who are your learners?
- Are they open towards the use of new technology? Then you can be very flexible in choosing different social media tools for your training course. If they already use certain web 2.0 tools regularly in their spare time then it would be wise to integrate the same tools also into the learning process as they are using them anyway and the barrier using social media for learning purposes is not that high.
- Are they perhaps not that young anymore and thus possibly not that open anymore towards new technology but still flexible? If this is so, then you will probably need to take your time to test different tools with them and discuss with them their experiences with the new learning tools and which they would prefer to have integrated in the course.

For what purpose do you want to use social media tools?
- Just to exchange information and knowledge?
- To exchange information and to develop common projects/learning content together?
- To offer a more learner centred learning environment?

What learning outcomes do you want to achieve?

- Acquisition of new knowledge, skills and abilities?
- Delivering new forms of learning? For example a learner centred learning environment by using more collaborative online tools, strengthening the learners' self-dependent, autonomous learning ability.

What is the learning environment of your target group?

- Are they learning at their work place? If so, are they allowed to use the selected tools?
- Are they learning in their spare time? If so, do they have the adequate technical equipment at home?

As important as it is to be aware of the target group specificationsit is also important to be sure which *work formats* should be implemented. Different work formats can be, for example: instruction, demonstration, discussion, group work, project work, debate, writing papers, making prototypes, role play, listening exercises, etc. The use of web 2.0 and ICT tools have the potential to make these different formats easier to organise.

For example:

- Do you want to offer the learners the possibility to develop content together then a wiki could be the right tool where the participants can structure the content easily and work collaboratively;
- Do you want to have a place where the learners and you as a teacher can exchange experiences on a regular basis then a blog could be suitable;
- Do you want to support your learners in exchanging information on specific topics then social bookmarking tools or a Facebook group could be appropriate, as well as the use of photo and video applications to share multimedia content.

When in the process of choosing a tool you could:

- Think about whether or not the learners do already use specific tools on a regular basis in their daily life. The familiarity with those tools is then already quite high and the barriers to using this tool for learning will be low. The students will enjoy the learning when using this social media tool, will contribute more, which will lead to better learning results.
- Offer students the opportunity to decide autonomously which platform they want to use and how the layout could look like. This also increases the identification with the learning tool and its adoption. Of course, this is only possible if the learner has sufficient digital literacy. It is important that the selected tools and the use of the online learning environment generally is catered for by the learners' existing digital literacy.
- Test the chosen tools beforehand with your learners and let them decide which one they prefer and which they find more usable. This again will strengthen the interest in starting learning using such tools.

The schedule below gives an overview of the different focuses and the ICT tools that can be used:

Reflecting: ePortfolio, Weblog
Collaborating: Wiki, Group blog, Discussion forum, Sharing Services
Communicating: E‐mail, Online Chat, Videoconferencing, Audioconferencing, Webconferencing
Networking: Personal webpage, Sharing Services, Social bookmarking, Social network site, CMS/LMS systems

3.2.2 Which online learning methods exist?

Online learning consists of different webbased teaching methods that can be applied according to the learners' needs and suitability. In choosing one it should be considered what would better suit to the learner groups and the organisation. Here are some questions need to consider, together with the online solutions that would be suitable:

Are you planning to offer an online course to a group of learners that need to be motivated and are quite flexible about the timing of the delivery?
Then Synchronous or Live Online Education can be right for you.
Using a synchronous method is a good solution to get the learners involved. This form of online learning requires the synchronous participation of students and trainers in the same virtual environment. A very common example of that is the virtual classroom, which replicates online the characteristic of a real classroom.
You can choose among a variety of different technologies to interact with your students: from an online slide presentation to a shared whiteboard where all students are asked to interact during the lessons. The possibility offered by audio and video conferencing tools makes this kind of online learning particularly motivating and engaging for students, who have the opportunity to get an immediate feedback on their performance. This method also offers you the possibility to adjust your lesson according to the learners' needs. Of course, synchronous learning entails some restrictions to the freedom offered by self-paced learning: students still have to attend a class at a certain time and cannot follow their own learning path. But on the other hand they are engaged in an environment where fellow students can exchange opinions and contents and this can significantly improve the students' motivation.

Are your learners professional, motivated and in need of flexible learning modules which suit their busy schedules?
Then you may want to choose Asynchronous Online Education or Self-paced learning.
Self-paced learning is usually suitable for people who don't have a lot of time to invest in classes and who need flexible learning modules that can be completed at anytime from anywhere. In this kind of learning method the communication between you as a teacher and your students is asynchronous and can take place using different kinds of collaborative social media tools (e.g. blog, forum, wiki). However, not all self-paced courses require a teacher. Students can independently use the learning content inside the chosen social media tool and adapt it to their learning style and rhythm.

As this represents a very flexible way of learning, self-paced courses are not suitable for all kind of learners. A very strong motivation is required to accomplish an entire course of study on your own. Many learners can experience a lack of motivation and miss the involvement of other learners and support of teachers which can have negative consequences on their learning results. Besides, learners do not get an immediate feedback on their performance and that in turn can make the whole learning effect weaker.

If you plan to offer a self-paced course you will need to make sure that a detailed explanation of all the steps that the learners have to follow to accomplish their programme is provided. You will, of course also want to offer attractive and interactive learning material that learners will engage with, and offer different ways to contact an expert in case help is needed.

Do you want to engage your students and at the same time offer them a flexible course with assessment possibilities?
Then Blended Learning may be the right choice.
Blended Learning is a mix of online courses linked with face-to-face lessons. Nowadays many universities and colleges have adopted this method to deliver their curriculum courses. Students of a blended course benefit of some of the advantages of traditional presence courses, such as

getting to know trainers and fellow students, yet at the same time can choose to flexibly accomplish the online modules according to their personal availability. In this kind of course there are many social media tools that can be integrated which allow remote participation by the students and enable a quick feedback on their performance. Students take part in some traditional lectures and continue the learning online within specific learning environment, forums etc. Their performances can then be evaluated through assessments and quizzes: this allows a prompt recognition of weaknesses or lack of the students that can be promptly addressed with an adequate response from the trainers.

Whatever kind of online learning method you may choose, it is crucial to focus on the needs of the learners and their interests in order to adopt the most appropriate learning method. Therefore it is essential to have an open discussion with your learners at the beginning of the course about online learning methods and which social media tools you are going to integrate into their training. If the students' acceptance of the method is not very high then the learning results will inevitably suffer.

Another important point is to make sure to provide an appropriate level of support so that the learners can achieve their learning goals. The material and the support you offer may vary according to the kind of learning method you choose and to the consequently presence of a trainer to support the learners or not. Trainer supported online learning follows many of the dynamics of a traditional classroom. Independent learning on the other hand requires a pedagogical process strongly built into the learning materials, which have to be engaging, self-explanatory and guided.

In all types of online learning it is important to provide a prompt feedback on students' performances, showing them the steps they still need to do to achieve their learning goals.

3.2.3 How to structure a course when using social media tools, and what role a trainer have in each course phase?
If a teacher decides to integrate social media tools into classical face to face training, the best way to start planning a course is to divide it into different phases to give it a clear structure.

The following structure is an example of how you could possibly do this.

1. Course pre-phase / briefing phase
In this phase the course participants do not know each other yet but are probably curious about the others and the overall training. For you as a trainer it is also not clear what your participants will be like and what they might expect from you. So this phase is designed to provide answers to those questions.
Let the participants present each other by filling in their profiles, to outline their expectations related to the overall course, to tell what level of knowledge they already have on the topic or what their general interests are. The trainer, will give the participants a short introduction to the course, what they can expect from it, but also some information about who he is and what's his own interest.
As with any course the trainer would be open and welcoming to the new course participants. So that they understand and are happy with the learning they are about to undertake. A good tool to help facilitate that is a blog where he can start a new discussion and comment on the different feedback messages he receives.
Trainer's role: Moderator who invites the participants to share their expectations and interests with the other training members.

2. Face-to-Face phase

During the first face-to-face training it is important to introduce the participants to the social media tools and their functionalities that will be used during the training. It is important to plan enough time to be sure each participant knows how to work with the selected social media. If it realised that not all participants feel very comfortable using the different tools then the trainer should concentrate on just one or two tools which fits best to the planed strategy. The trainer also has to make clear the purpose for which each tool will be used and also to give clear tasks to the learners which they have to fulfil online during the training period. Those tasks should be linked to deadlines which are not too far away. Otherwise people will forget or do not feel obliged to accomplish the task.

Trainer's role: Organisational and technical role to give the participants a clear orientation.

3. Online phase between the face-to-face sessions

If the training is only a limited face-to-face training period of one to two days the trainer can use the online phase, using the social media tools after the face to face training, to clarify questions resulting from the seminar or to provide further background information to the course participants, e.g. literature links, video documentations etc.

A good tool for this purpose is either a blog or a forum where the participants can write comments and upload further resources very easily.

Trainer's role: Consultant who gives the participants feedback and advice.

If the training includes several face-to-face meetings then the trainer can think about implementing different social media tools for different purposes to offer more learner centred training and the opportunity to develop new projects or content collaboratively. The trainer will need to make sure that technical support to the learners is available during the online phase in case they have problems with using the tools. The same applies to content related questions. Always the trainer should offer them specific dates at which they can contact him to discuss open points directly.

Trainer's role: In this case the trainer's role is quite complex. He/she has to be a moderator, advisor and consultant on the same time depending on how the participants act and what they are asking.

4. Closing Webinar / de-briefing phase

If a face to face meeting is not envisaged at the end of the online phase then a closing webinar is an excellent opportunity to bring the participants again together. It can serve as a place to exchange their learning experiences, their results or projects developed during the online phase but also to clarify open questions and reflect about the whole learning process.

Trainer's role: Moderator of the whole session and consultant giving feedback and input to the participants.

5. Evaluation / Quality management

In general, each course phase should be accompanied by an evaluation. Especially, if the institution started integrating social media in trainings a set up evaluation rounds with the learners to evaluate the new learning method and if necessary to improve and adapt it. Additionally, to having a clear structure, it is advisable to set up clear rules how to evaluate and rate the student's online contribution and their participation. It must be clear which points are important and what are the criteria following the learner's results. This will also influence a higher willingness to participate in the collaborative work.

3.2.4 How can you moderate/mentor activities during the online phase?

As illustrated in the previous section, the trainer has to be aware that when start using social media in training courses, the role as a teacher changes and can take on many forms. The trainer is no longer the central figure in the training but more the moderator who guides the learners to achieve their learning target and who is offering the framework to the learners in which they can learn and can actively collaborate together online.

Therefore it is clear that good moderation of the collaborative online phase is essential for a successful e-learning 2.0 course. The same applies to mentoring the course participants during the online phase to support them in their learning progress.

There are different roles a trainer can take on when he's moderating the collaborative online phase of course participants:

Organisational / administrative role

As an online moderator the trainer have to make sure to set an agenda and give a clear start and end date of the course. He should also clarify the different roles and who is responsible for what inside the online training group. Besides that he have to remember to provide technical support within the online phase, to fix some communication standards that marks the presence and the function of the online moderator and to set a clear framework for the completion of the online module. Simple sentences as for instance "We start now a new discussion about the topic X which we discussed during our last course" make clearly understandable for people following a course online what you expect from them and which steps they have to follow.

Motivational and social role

As online moderator the trainer also have to encourage the contribution of each participant during the online phase and to support the cohesiveness of the group. In that sense it can be useful to strengthen the social presence of participants asking them some simple questions about themselves and their experiences. The overall atmosphere of the online environment needs to be relaxed and comfortable: each participant should feel free to express his or her opinion and actively contribute to the conversation.

Expert role

Although the trainer will play a supportive rather than delivery role in the online phase he will still be recognised as an expert and consultant by the students. As the online moderator he is still the expert in the online environment and as such he has to deliver actual contents and impart knowledge to his students. He's also responsible for giving feedback to the students' performance and to explain things which are not clear or that can be easily misinterpreted online.

Didactical role

The same roles that the trainer has in a real classroom are replicated online, though here the support of the teacher in understanding and structuring the information offered has a bigger impact on the learning effect. To simplify the learning process the moderator can ask questions to participants give examples, connect the knowledge to some practical cases etc.

3.2.5 How to organise feasible evaluation?

The roles of teachers, students and training institutions with online or blended learning have a major influence on how evaluation and the monitoring/assessment of the work a student is organised during the online phase is.

In many institutions the traceability and measurability of all learning activities the student is doing in the framework of a course is very important. The issue of control and the manageability

of student assessment is a serious barrier that prevents many training institutions fully implementing web 2.0 in course delivery.

If a institution only use applications within the (closed) learning platform then it is quite easy to determine how many students for example have done a certain exercise. However, if the organisation start to use web 2.0 tools then the measurability could get lost. This has consequences both for the students (how to measure the average amount of time a student has spent on online learning?), but also for the trainer (everything that the student developed with web 2.0 tools outside the official institutional learning platform is difficult to verify by the institution). It is important to note that online learning should not be about the length someone is online but it would be better instead to actually measure the learning activities of the students and the learning outcomes achieved.

But which ways exist to evaluate the quality of the students' learning results?
If a organisation integrates social media tools in their course structure then the main interest normally is not only to achieve classical high learning results measured by assessment outcomes, but also to strengthen the learners' ability to cooperate with others, to improve their ability to solve problems together, etc.

In this sense the following points could serve as key considerations about how to evaluate and rate the learning activities:
- Quantity and quality: how actively did the student participate and contribute to content development online. How would you rate the quality of the work?
- Factual knowledge: how are the facts summarised, which facts are listed, which aspects were respected additionally?
- Problem solving ability: have problems been solved based on the information available? Which aspects were important to solve the problems and how have the problems been effectively solved?
- Social perceptual competence: student's ability to perceive own emotions and to react adequately; student's ability to take the initiative, to represents his opinion and to accomplish actively its own interests towards the others; ability to express oneself understandable verbal and non verbal and to interpret signals from other group members adequately.
- Willingness to cooperate: how did the learner react on his other colleagues? Was there an open dialogue?
- Cooperation strategies: which cooperation strategies were chosen, how did they deal with knowledge sharing? Were they open to share their information with others?
- Critical thinking: how did the student evaluate the information provided by other users and all the information found in the worldwide web? Has he developed his own critical way to work and to learn with all the information provided in the social media channels and the whole web?

3.2.6 How to achieve "high-quality" learning results?
When considering how a organisation can rate their student's online activities and measure their attainment, it is also important to judge how well it have supported them in achieving "high-quality" learning results.
When a trainer start implementing web 2.0 for the first time in a course it is very important that there is a clear strategy and structure behind it.

For the **learner** it has to be clear:
- for which purpose he should use which tool,

- what tasks he has to fulfil online and in what timeframe,
- what are the learning targets he has to achieve.

To receive "high-quality" learning results, the **trainer** should therefore:
- Select a web 2.0 tool or online learning environment which fits to the student's digital literacy. If they already use a social media in their spare time such as Facebook or Twitter then integrate it in your course structure as they are using it anyway and have fun using it. The barrier to learn with it will therefore not be very high.
- Set up clear rules on how students have to behave when using social media tools for learning purposes
- Set clear deadlines and clear tasks to be fulfilled online
- Be an active moderator and consultant to your students and support them when needed but give them the space so that they have the feeling that they can create and develop their own ideas.
- Set up clear rules how online contribution, participation will be rated/ evaluated. Make clear which points are important and what are the criteria following which you are used to rate the learner's results. This can also influence a higher willingness to participate in the collaborative work.
- Set up evaluation rounds with the learners to evaluate the new learning method and if necessary to improve and adapt it.

3.3 What are the main important legal issues to be respected when using social media tools in the training environment?

A common problem in using web 2.0 tools are the legal issues (e.g. copyright, privacy, etc). Raising awareness with both teachers and students is therefore essential.
The University of Essex provides some clear general issues with regard to copyrights related to the use of social media, protecting IPR in your own work and protecting IPR in the work of others. (http://www.essex.ac.uk/digital_media/ownership.aspx).

3.3.1 Protecting IPR in your work

- When you post content on a social media site, you should always make sure that you protect rights in the work that belong to you and/or the institution.
- Check the site's terms and conditions with regard to copyrights on the material uploaded on the website. Make sure it does not claim copyright to content posted, and that it does not state that any posted content becomes public domain.
- A site's terms and conditions will usually state that by posting content you are giving consent for that site to publish that content. This consent should be non exclusive (i.e. you are allowed to use the content elsewhere); all other rights and ownership should remain with you (ie you are only giving them the right to publish your content on their site, nothing more); you should be able to remove your content and when you do so this should end the site's rights (unless you've shared the content in a way that means it will persist on other users' profiles, etc); and you should be able to control access to your posted content through privacy settings or some other means, unless the site is entirely public and you are happy with that.

3.3.2 IPR in the work of others

There are many misconceptions about how copyright law applies to the internet. Issues surrounding copyright and other intellectual property rights are rarely simple.

- The rule of thumb should be to only ever use content (text, images, audio, video, etc) where you have explicit permission to do so. You should never, for example, use an image found through Google Images or on a Facebook page.
- It can be allowable to quote short extracts from another source if it's done for review or comment.
- If you wish to use content from another source you need to confirm that you are allowed to do so: if the content comes from another website that site may contain guidance setting out conditions for re use; otherwise you may need to contact the rights owner directly.
- The informal nature of social media can encourage a relaxed attitude to rights issues, but you need to remember that the laws regarding copyright and intellectual property rights still apply.

3.3.3 Creative Commons

The idea of universal access to research, education, and culture is made possible by the Internet, but our legal and social systems don't always allow that idea to be realized. Copyright was created long before the emergence of the Internet, and can make it hard to legally perform actions we take for granted on the network: copy, paste, edit source, and post to the Web. Having to contact the copyright holders or thoroughly investigate whether a given scenario fulfils the prerequisites of fair use or a similar exception defined in the applicable legal framework may still seem to be tedious for you as a teacher. It is obviously preferable to have a stock of content objects like text documents, photos, audio files and movies already available with a rather permissive license attached to them. This would mean that such objects could be freely used in an online course without having to investigate the applicability of fair use and potentially negotiate with the respective copyright holders.

An important initiative that has to be mentioned in this respect is Creative Commons (www.creativecommons.org) which released as its first project in December 2002 a set of copyright licenses free for public use. The rationale behind the Creative Commons is described as follows by its originators:

"Too often the debate over creative control tends to the extremes. At one pole is a vision of total control — a world in which every last use of a work is regulated and in which "all rights reserved" (and then some) is the norm. At the other end is a vision of anarchy — a world in which creators enjoy a wide range of freedom but are left vulnerable to exploitation. Balance, compromise, and moderation — once the driving forces of a copyright system that valued innovation and protection equally — have become endangered species. Creative Commons is working to revive them. We use private rights to create public goods: creative works set free for certain uses. Like the free software and open source movements, our ends are cooperative and community minded, but our means are voluntary and libertarian. We work to offer creators a best of both worlds way to protect their works while encouraging certain uses of them — to declare some rights reserved."

Today, almost ten years after the initial release, the Creative Commons (CC) movement has become mainstream practice. Non profit sites like the Internet Archive (See www.archive.org) as well as commercial sites like www.flickr.com and www.slideshare.net offer access to and extended search functionalities for content licensed under Creative Commons. It is interesting to note that the prominent Wikipedia Project (see www.wikipedia.org) uses the GNU Free Documentation License for its articles. This license shares the same spirit with Creative Commons but has a different origin. It was developed by the Free Software Foundation for documenting software. When the Wikipedia project started in the year 2000, the CC licenses had yet to be developed. However, multimedia content on Wikipedia including still images is published under a CC license.

3.3.4 Privacy issues

Using web 2.0 tools in education also raises some ethical issues. As a teacher you will have to keep some of these issues in mind when using these tools in education:

- The nature of a web 2.0 environment blurs the distinction between private and public spaces on the internet. Users are encouraged to share their private life. Blogs can give you as a teacher an insight in the student's life. It also works the other way around. So make sure you balance which part of your private life as a teacher you want the public/students to be known.
- Before you start using a social media site, check the rules they are using with regard to privacy. All web 2.0 tools mention this on their homepage. See for example: www.facebook.com/about/privacy, www.twitter.com/privacy, www.slideshare.net/privacy, ...
- Make sure that what you publish online as a teacher can be in the ‚public domain'. It has become a common idea that what is published online became in the public domain and therefore can be used at anytime, even without consent or telling the source. As a teacher you have to give an example to your students. So make sure that the information you use from web 2.0 can be used with consent.
- Web 2.0 information is published in a certain context. E.g. there is a debate on twitter between a few people on a certain issue. As a teacher, you cannot pick out one of the tweets, not giving the context and presenting this as an opinion from the person. The context is as important as the quote itself.

3.3.5 Dos and don'ts

To finish, here are some general dos and don'ts concerning the usage of social media by educational professionals (as provided by the University of Essex; a full overview can be found on their website http://www.essex.ac.uk/social_networking /interacting.aspx)

Do ...

- Protect the institutions and your own reputation. Think before you post: remember that anything you share through social media will potentially remain publicly available for years to come.
- Use web 2.0 tools to establish expertise, reputation, etc. Active use of social media can be good for your visibility in your field, and can help to reinforce the institution's reputation as an open, transparent, engaging participant in debate.
- Be open about who you are when making factual corrections or other contributions
- Become a useful member once you join a social media site
- Make the commitment to respond promptly. Social media is all about timely interaction.
- Keep your language clear and simple, without dumbing down the content
- Use social networking for informal discussions and collaboration with colleagues and for interacting with those working in your field
- Have an exit strategy: a social media site you are using might close, change its terms and conditions, lose its following, start charging, etc, and you should be prepared for what to do if this should happen

Don't...

- Wade into potentially heated and controversial discussions
- Masquerade as someone else
- Establish a presence on a social media site and then leave it unused
- Spam social media sites with promotional messages

4. Media

Blogging

A blog (short for weblog) is a type of website, or part of one, where entries are made in journalist style and displayed in a reverse chronological order so that the first entries you see are the most recent ones. Usually a blog is maintained by an individual or a small group of people and presents a mix of opinion, commentary, news and other types of content.

A blog is usually maintained by an individual (some function as personal online diaries), but could also be used by a group (group blog), and can contain commentaries, descriptions of events, links or other media files. Most blogs focus on texts and images, but some blogs focus on video (video blog) or other social media.

In TNS it is possible to create groups by your own. For example the group "European Trainers".

A blog will contain a lot of information, making it difficult to retrieve the exact text. Therefore you can add tags (keywords that are connected to a small part of text) which appear on the sidebar of the blog connecting different messages together by clicking on those tags.

Currently the most popular web 2.0 blogging tools are Blogger (www.blogger.com) and Wordpress (www.wordpress.com).

Blogging in education & training

As a **teacher/trainer**, you can use blogs

- to communicate and exchange ideas on research and to make available (some of) their data or writing
- to create a community or a network (of educators in or outside of an institution) around a shared interest (course, research topic), for example by linking your own blog to someone else's or creating a group blog
- to stimulate discussions with fellow experts   as most blogs offer a comment feature they frequently become temporary forums for discussions prompted by an original post

Students can find the use of a weblog interesting

- to communicate and exchange ideas on learning tasks: papers, dissertations, Ph.D thesis developments etc. This can be done individually or in group (group task). It can also be used in the context of internships or student placements.
- to reflect on their own learning process he is going through by describing their thoughts, learning experiences and activities – this makes it also easy for the teacher to follow what a student is doing
- to learn to search, find, analyse and synthesise information (is it useful/ relevant/recent/to be trusted? etc.) (information skills)
- to learn to form an opinion to allow discussion and constructive criticism (social skills)
- to learn to cope with feedback (peer review, peer pressure)
- to learn to write a concise and meaningful post with a good argument

Institutions can find blogging interesting

- as an alternative for a normal website: the typical categories of a weblog can be defined using menu buttons; the chronological posts giving the necessary information
- as an event calendar: each new post announces news or events
- as a knowledge management tool
- as a collection of posts by all coworkers of the institute on their specialism
- to strengthen team building dynamics

Social networking

Social networking services such as Facebook are probably what most people think of when they think about social media. Social networking tools enable groups of people to communicate, store details about each other, and publish information about themselves.

Social networking services draw together a variety of tools and provide spaces for a range of different groups to interact and to build online communities of people who share interests and/or activities or who are interested in exploring the interests and activities of others. These types of tools allow you to quickly create a network. Each tool is different, offers different functionality and perhaps most importantly has its own culture.

TNS offers a users "Wall" and a "Forum":

Social networking in education & training

As a **teacher/trainer**, you can use social networking
- to keep track of people connected to you (whether professionally or personally) and to build and maintain professional relations
- to create a community or a network (of educators in or outside of an institution) around a shared interest (course, research topic)
- to stimulate discussions with fellow colleagues or with your students
- to create a page for a group of students or course

Students can find the use of social networking interesting
- to keep track of people connected to you (whether professionally or personally)
- to create a common page together with fellow students in order to stimulate and support each other in an informal way (which could already start before the course has begun and continue after it has finished).
- to share and exchange ideas and information

Institutions can find social networking interesting
- to promote the own institution by creating a page where you announce news, events, course offers, etc.
- to keep track of the institution's contacts, (former) staff, (former) students

Sharing services

Document sharing is providing (uploading) and receiving (downloading) digital files over a network. This can be used for all kinds of media. Document sharing can be done in many ways. It can be done in the private sphere of the institution or a public sphere somewhere online. There are many types of media file sharing. First you should check whether document sharing already exists on your own institution's learning platform and whether it meets your needs. If this is not the case then there are many online web 2.0 alternatives.

There are applications in which you can share your files together with your e mail account like Google Docs (www.google.com/docs) with word processor, spreadsheet, presentation, online data collection forms, and data storage. These tools can be shared by people you invite, or could be made public. You can also choose if the invited person will become just a reader, or if the person is also allowed to change the content. Another useful collaboration tool is Dropbox (www.dropbox.com), a web based file hosting service which enables users to store and share files and folders with others across the Internet.

There are also special programmes for special kinds of files, like SlideShare (www.slideshare.net)for uploading presentations with or without audio, as well as Scribd (www.scribd.com), YouTube (www.youtube.com) or Vimeo (www.vimeo.com) (for video materials), iTunes (www.itunes.com) (for audio and video), Flickr (www.flickr.com) (for photo sharing).

In TNS you can share videos in the recipe section:
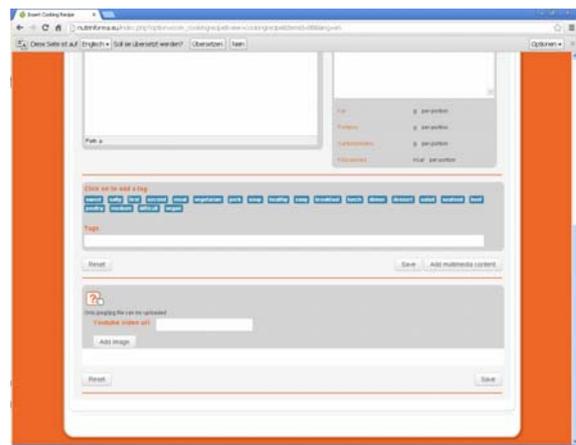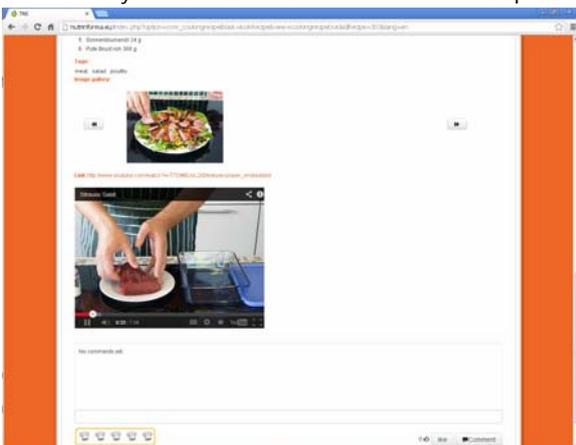
Video sharing is a particularly useful application in education and its features are summarised below:

Video sharing in education & training
As a **teacher/trainer**, you can use video sharing
- to share lectures or presentations online
- to make available (video) course materials to those students that cannot be physically present at a lecture
- to create lectures, tutorials and demonstration of difficult procedures
- to create, post and share professional development video materials.
- for Digital Storytelling
- to search for video material which can be used in the context of the course (e.g. on topical issues such as a natural disaster or controversial event)

Students can find the use of video sharing interesting
- to download and view lectures at a time convenient for themselves
- to replay/review video for parts that were not yet well understood or at the time before the exam

Institutions can find video sharing very useful
- to create and post interviews from different teachers, visitors to the school, or guest speakers.
- to upload short movies (or slideshows) and use this to present and promote their institution to future students

Web 2.0 communications

During the whole web 2.0 evolution we have seen the development of tools that allows communication between distant and disparate groups. Communication can be text based (chat), with audio (audio conferencing) and with both audio and video (web conferencing). The attractiveness of these tools lies in the direct contact between users, decreasing the feeling of distance between the users.

Chat refers to any text based kind of conversation between two or more users. Chatting is a very simple and easy to handle tool for communicating to another individual. The official technical name is synchronous conferencing. You can chat in either a public or a private chat room. For educational purposes chat in a private sphere is recommended.

Audio conferencing or conference calling consists of a telephone call linking several parties. An audio conference can be done over telephone lines or over the Internet (Voice over Internet Protocol – VoIP). Audio conferencing is often combined with web conferencing, sharing documents or presentations over the Internet.

Web conferencing (sometimes called a webinar) is the term used to conduct live meetings or give presentations over the Internet with a group of two or more individual users. In a web conference, each participant sits at his or her own computer and is connected to other participants via the Internet, interacting with each other via two way video, audio and chat transmissions.

Most popular tools include Adobe Connect (www.adobeconnect.com) which is a commercial system, FlashMeeting (http://fm openlearn.open.ac.uk) which is an educational service provided by the UK Open University, and Skype (www.skype.com) which is a web 2.0 service.

Chat, audio and web conferencing are synchronous tools which facilitate communication between users at the same time. Of course this also means that to make sure the person(s) you want to communicate with are online, you need to schedule the event beforehand.

5. Scenario development
Test scenario - Structure

Type of schools	
Related courses	
Duration of pilot test in school	
Roles of participants - Learners	
Roles of participants - Teachers (facilitators)	
Learning target of the course, learning target by using the TNS portal	
Content planned to use	
Brief plan of the lesson(s), or the format you want to use	
Where is it planed to do (School, computer room, home, BYOD (bring your own device), etc.)	
Pilot procedure	
How it consider the three EQAVET indicators (see attachment)	

5.2.1 SZMALK

Scenario for the piloting of FOOD project „material"

Target group

a. Post-secondary school learners (between 18-22 years of age) who take up „food" as **facultation**. As this will be a mixed group, their characteristics are still to be seen (mixed group of different trainings, both genders, of different ICT background)

b. Post-secondary school learners who cover the topic in some English classes. They major in **communications,** it is a mixed group with good command of English (minimum intermediate language exam)

c. Group of trainers/teachers employed by our school who are attracted by the topic. As most of our teaching staff has a relatively high command of the basic media competences, we would like to involve first of all those who already have or who want to improve their command of English skills.

Learning target

d. The learning target of the course in point a. is to involve the participants in an activity that needs their existing language and ICT competences as well as to raise their knowledge and attention in the topic of healthy nutrition.

e. The second group of users in point b. will deal with the topic as part of their English language curriculum so they will improve their communication competences along with their ICT skills and their knowledge of Healthy nutrition.

f. The teaching staff involved in the piloting of the project outcomes will enrich their teaching competences by testing the efficiency of media as well as they will become more conscous of the importance of the topic „healthy nutrition".

Portal and our curricula

g. The overall educational scopes of our curricula are concentrating on ICT and foreign language competences as well as preparing our graduating students for the labour market – in some cases for the foreign labour market. In this sense the overall objectives of the „Food" project greatly coincide with our intentions.

h. By accessing and regularly using the services offered by the portal our students as well as teaching staff will be able to improve both their ICT skills, their foreign language competences and their knowledge of healthy nutrition and diets in other EU member countries.

i. Although we do not have any related course programme but this planned „course" can smoothly fit into our „compulsory" facultation system as well as into the English curriculum.

Content planned to use

j. For the Facultation course – as this is online – the topic will coincide with the project concentrating on healthy diet and other dietary issues. The participants will have to regularly use the portal with its services (game), will have to contribute to the forum discussions and will have to upload their own recipes.

k. The English course – which is 100% contact – will elaborate the topic verbally (developing communication skills) and will work on comprehension and written communication skills as home assignments.

Planning the formats

l. Facultation course: 24 lessons online – with online tutor (probably myself). Communication online in Moodle, first occasion with insight into the project objectives, the portal, registration tasks etc. is contact. Assignments – among others – include forum communication, own recipe with individual comments and photos,

testing and feedback of the game. Outcome is Pass grade (part of the compulsory courses).

m. English class: 9 contact lessons (three classes in one unit per week) with the teacher of English. Topic is Healthy Diet and Different Countries – Different Diets. The two topics are to be elaborated by reading articles online (in computer lab), talking in class, writing ideas in short essays (home assignment), accessing the portal and playing the online game, writing into the forum and contacting other users in English, uploading own recipes and photos (home assignment).

Quality management

n. Students having participated in either of the proferred courses will be able to adjust to different dietary circumstances (working abroad) and will become more tolerant towards difference in culture and way of life.

o. Students with a higher awareness of the necessity of healthy diet will be more effective in the workplace and will stay healthier for a longer time. They will need less medical aid in their future work career.

p. As one of the planned courses will be online, participation will be easier for those students who are commuters and live in disadvantaged areas around the capital city as well as for those students who need regular income besides their studies in order to maintain themselves – or sometimes their families. Our online facultation programs are very popular among our students mainly due to the fact that they can „work" from home.

q. Being a vocational school, we consider it number one priority to prepare our students for the labour market. When planning our curricula, when designing the work placement program, when launching our facultation courses we always try to adapt to the needs of the labour market. One of our moduls is developing student skills for entering the labour market (we have had several EU projects in this area) that is often integrated into our training programs. Besides our past competence developments (eg. CV writing, preparing for the job interview, project work in teams, portfolio creation etc.) we will integrate the present topic as well.

Scenario for the piloting of two courses (1 English and 1 Italian)

Objectives:

1. *To increase the practical skills and knowledge of the students in the disciplinary topic Healthy Nutrition*
2. *To develop the students ICT competences (internet sources, uploading multimedia materials, online communication etc.)*
3. *To work on the students foreign language competences (specific vocabulary, written and oral communication etc.)*
4. *To develop individual work, distance learning*

General information

Blended course, the first and the last are contac, the rest is to be done by individual work from home. The length of the course is 1 month, in the 4 weeks participants are expected to do one home assignment – followed by the tutor online.
Participants:
1. *Italian group (about 10 students), their language skills are low*
2. *English group (about 25 students), their English competences are higher.*

TNS

Aim of the pilot is to test the tns portal and the game, to collect shorcomings and errors and to find out how informative and educative the activities are. (Healthy diet)
The contact lessons will be in ICT labs where each participant will get all technical support for getting an insight into the activities and the portal.

Input requirements

1. *Each participant possesses the basic vocabulary and language competences to be able to access the foregn language site (first contact class provides extra linguistic help by the tutor).*
2. *Each participant possesses the basic ICT competences and prior experience that can help them to use the site and carry out the connected functions/activities without any special difficulty.*
3. *Each participant has a computer with internet access at their disposal outside the school.*
4. *The tutor/piloting teacher has got a curriculum at their disposal in order to prepare for the contact lessons and has had a kind of preparatory lesson with the project coordinator to have an insight into the game and the site in detail.*

First contact class

1. *Introduction to the project (partners, general objectives and aims, results, project site)*
2. *Description of the participants tasks (functions and home assignments, evaluation and feedback, online evaluation)*
3. *Introduction to the topic (Healthy nutrition), informal discussion.*
4. *Administrative tasks registration, forming group, linguistic issues*
5. *Home assignments and deadlines*
6. *Further questions*

Online tasks

1. *Each participant is expected to upload one recipe – potentially some national dish*
2. *Each student should use the game minimum once. – and prepare a feedback on its usability, graphics, entertainment value etc.*
3. *Each student will test the different functions proferred by the project web page (BMI, Nutrition diary etc.) and write a feedback on shortcomings and suggestions.*
4. *Each participant finds some online source on the internet and prepares a short summary for the last contact class (preferably in English or Italian)*
5. *Each participant collects suggestions, errors, shortcomings to be handed in to the piloting teacher in the last contact class.*

Final contact lesson – tasks

1. *Evaluation of the home assignments*
2. *Discussion on the topic (Healthy nutrition)*
3. *Filling in the online questionnaire*
4. *Writing a short essay on one of the topics defined by the tutor*
5. *Evaluation of the course*

Tutoring tasks

1. *Tutor tries to be in the background (guidance like organizing, checking, monitoring)*
2. *Organizational tasks:*
   a. *registration*

b. *group forming*
c. *online communication within the group*
d. *communication with the project management*
e. *preparing the home assignments, correcting them, feedback, keeping deadlines*
f. *encouragement and evaluation*
g. *keeping track of all participants activities*
h. *az első órára esetleg nem megjelentek bevonása*
i. *Preparing the tasks*
   i. *For the recipes: defining portions and quantities, checking missing ingredients – proposing the addition to the database*
   ii. *presenting the game, defining its aim and the criteria for evaluation (graphics, solutions, user-friendliness etc.*
   iii. *helping with finding the online sources, criteria for the summary*
   iv. *collecting the errors and missing elements, suggesting better or different solutions*

5.2.2 CESVIP

1 *Students Target*
High school students:
- Skills in the use of the media: medium level (curricular)
- Type of training: scientific / humanistic high school
- Age 14/18 years
- Sex M / F
University students:
- Skills in the use of the media: high-level
- Type of training: Scientific curricula
- Age 19/25 years
- Sex M / FS

2 *Target Trainers / Teachers*
- Skills in the use of the media: elementary / sufficient
- Theme: Nutrition
- What kind of training they're doing: Nutrition teachers
- In which organization teach, Hotel_Management School _ institute Vespucci (Milan)

3 *Learning target of the course, learning target by using the TNS portal*
Target students of the course, target the users of the portal TNS
Students involved in the initiatives of Cesvip Lombardy.
High school students, university students, employed and unemployed.
Focus on students with feeding problems to entice you to use the portal as a means of control.
Special attention to students who at the time of their argument can develop a scientific report on implementation of the portal.

4 *As the use of the portal adapts to existing courses (if any)*
Cesvip Lombardy focuses on training in various fields. Within the Parco Tecnologico Padano placed in Lodi Cesvip runs a laboratory for the nutritional diagnostic where Dr. Valentina Rossi (Biologist) hosts seminars application oriented (workshops) and specialization courses for university and high school students.
We would like to use the portal within these events going in deep of issues more relevant than ever like nutrition and diet. Students will take time to evaluate the software and implement its efficiency through constructive criticism and practice on their own.

5 *Programmed contents*
- Nutritional Education
- Reflect on your nutritional habits and the various factors that may influence them.
- Compare your own nutritional habits with a proper nutrition.
- Reflect on the emotional and relational factors that influence the nutritional habits.
- Reflect on the self assessment and on the relationships with others

6 *Brief plan of the lesson(s), or the format we want to use*
- First phase : Active collaboration of teachers for full fill the questionnaire, watching movies and analysis and discussion of some scenes in working groups;
- Second phase: Interaction with the TNS portal for calculating nutrient and examples
- A final meeting with a nutritionist and a psychologist aimed at studying aspects emerged during the individual work of the student group.

7 *Which services/ sections of the website will be used*
- Search recipes and assessing nutrient
- Entering recipes and evaluation
- Testing the nutritional diary
- Nutrition calculator
-The game (basically by the students)

8 *Where is it planned to do*
- Hotel_Management School - institute Vespucci (Milan) (computer room)
- CESVIP Lombardia (computer room)

9 *EQUAVET indicators*
- Indicator 6
Utilisation of acquired skills at the workplace

STUDENTS:
We supposed that using the Portal (and playing the game) the students of the Hotel Management School will learn easily and more in deep the nutritional content that will be very important in their future job in the hotels and restoration/catering sector.
TEACHERS:
TIncrease skills in the use of new technologies and media during their lessons will improve the ability to transmit knowledge in their pupils.
Indicator 8
STUDENTS: We will work with the class that the Istituto Vespucci decide. That means that we do not have the possibility to choose the participants.
Any
TEACHERS: this indicator is not pertinent

- Indicator 9
Mechanisms to identify training needs in the labour market

5.2.3 ZSI

Type of schools	• <u>**Vocational School for Apprentices (Berufsschule)**</u> Learners are at the transition from school to work; between 15-20 years; all genders; migration background is quite low (around 6 %). It can be assumed the **media competence** of the pupils of the Secondary Vocational School for Apprentices is quite high due to the fact that they are digital natives and mostly grown up with technical and digital media. **Thematic area of course**: language course? • <u>**Secondary Academic Schools - 5th grade (Gymnasium)**</u> Learners are still in education; between 15-16 years old, all genders, migration background rather low (around 11 %) It can be assumed the **media competence** of the pupils of the Secondary Academic Schools is quite high due to two factors. First, the pupils of 15-16 years are digital natives and secondly, they are basically better off compared to pupils of other schools (e.g. secondary school) and they have more opportunities because of their social background. Therefore it can further be assumed that these young people often posses own technical media devices and have knowledge. **Thematic area of course**: The pilot testing could be integrated into **nutrition courses**. They do have 2 hours per week nutrition education (basic knowledge) but usually without using digital media. • <u>**Pre-vocational Year (Polytechnischer Lehrgang)**</u> Learners are at the transition from school to work. It is the last year of compulsory school and usually chosen when pupils want to end their formal school education and start working (e.g. apprenticeship). Between 15-18 years; all genders; pupils with migration background are overrepresented with 23,7 %. It can be assumed the **media competence** of the pupils of the Secondary Vocational School for Apprentices is quite high due to the fact that they are digital natives and mostly grown up with technical and digital media. **Thematic area of course**: language course?
Related courses	Nutrition courses and language courses
Duration of pilot test in school	max. 3 lessons for every test phase (max. 6 lessons in total)
Roles of participants - Learners	Active learning through experiencing the topic nutrition via the online portal. Testing each module of the portal within specified course and give feedback via the online questionnaire. Testing the portal can easily be managed outside the school course with computer at home or with smart phone. Trying to engage the nature of the topic (nutrition) with the real world → nutrition diary and nutrition analysis.
Roles of participants - Teachers (facilitators)	Introduction of portal to the learners and guide them through the modules within his/her course. Motivate learners to exchange knowledge and share information (e.g. create cooking recipes and movies) Teacher's **digital media competences** and experiences within courses could be detected during the first guided interviews.
Learning target of the course, learning	1) Learning target of the courses • Nutrition courses – learn about healthy nutrition and basic knowledge on food and nutrition • Language courses – learn language in order to communicate on different topics 2) Learning target by using TNS portal

target by using the TNS portal	• Learn about healthy nutrition • Added value by the language offer of the TNS portal (switch between 4 European languages) • Contribute to a new understanding of the concept learning by experience a mutual, participating and collaborative way of learning beyond classical lecturing concepts • Increase motivation of learners by involving them into interactive modules and having fun with nutrition education • Increase competence of self organisation of learning processes • Awareness raising on the use of digital media not only for fun but also for lifelong learning and as a tool at the working environment • Reduce the knowledge gap of learners from low income and low educated families by involving them into the use of digital media education contents (key word: digital divide) • Enhance social inclusion of vulnerable groups with digital media such as TNS portal
Content planned to use	Basically all features/modules of the portal could be used and tested by the learners. The question is if they will make use of the "cooking recipes" in terms of uploading recipes, pictures or videos. This task will probably rather be fulfilled in free time and that's the crucial point. It is assumed that students will make use of the game which can also be played via a smart phone.
Brief plan of the lesson(s), or the format you want to use	It depends on the school which will be at its disposal for the pilot test: Nutrition course and language course
Where is it planed to do (School, computer room, home, BYOD (bring your own device), etc.)	The portal testing could primarily take place in **school at computer rooms** and pupils/students could additionally make use of it in their free-time at home or with their mobile phone.
Pilot procedure	1) Teacher's training and interview As a first step the selected/available teachers should be introduced to the TNS project, digital media and the TNS portal and game (explain added value for teachers/students!!). An interview guideline, developed by Till and ZSI, will be used for the teachers in order to receive their views, experiences and expectations of digital media and the TNS portal. 2) First testing phase in the classroom Teachers shall introduce the portal to the learners and advise them how to use: register, building groups and adding friends. Ask them to constantly keep the nutrition diary updated (e.g. also in leisure time). If possible ZSI will participate in the first lesson and use an observation template to get information about the testing process: • Registration of all learners and set up profiles • Constant update of individual nutrition diary combined with the game • Uploading recipes or get information about different recipes • Get information about healthy nutrition and make use of the tests (e.g. BMI and hip/waist ratio) • Exchange of information and experiences via the forum 3) Online questionnaires to be completed by the learners 4) Analysis of the questionnaires and adjustment and adaption of the portal considering the feedback of the learners 5) Start of second testing phase 6) Final portal adjustments

	7) Reporting
How it consider the three EQAVET indicators (see attachment)	The EQUAVET indicators are not tailored for pupils who are still in school like pupils from Secondary Academic Schools - 5th grade (Gymnasium) but for the other school types the indicators could be considered as follows: Indicator 6 *Utilisation of acquired skills at the workplace* - How do you acquire workplace needs and integrate them into your scenario? Independently from the apprenticeship or workplace preference of the learners, they can use skills gained through TNS such as: self-organisation and collaborative acquiring of knowledge and learning contents Indicator 8 *Prevalence of vulnerable groups* - What is the percentage of disadvantaged groups/students in your courses? - Is there any adapted training provision for disadvantaged groups/students? - How do you ensure that also vulnerable groups can participate in your pilot lessons? The percentage of disadvantaged groups can be reconstructed by the questionnaire. There won't be any training provision for those groups. Nevertheless, the rate of learners with migration background or from families of low income and less education is given in certain schools (see data above), those will be also participating in the pilot test within course. The question is whether those vulnerable groups have devices like smart phones in order to integrate the TNS portal into their leisure time outside school. Indicator 9 *Mechanisms to identify training needs in the labour market* - How do you identify training needs in the labour market and integrate this in your courses? Difficult to consider. This could be a question for the teachers.

5.2.4 RAA

Type of schools	**Three Secondary Schools (Real- Gesamt- and Hauptschule)** Age of learners: 14 to 16 years old •Gender: both •Immigration Background: (between 30 to 50%) •Media Competence: high competencies (especially smart phone use and social networks) •Thematic Area of course: (home economy; IT AG (working group); School projects like: School company (Schülerfirma, After school service for young pupils in the age of 10 to 13) (Übermittagsbetreuung)
Related courses	Home economy •IT AG (working groups) •School company (Schülerfirma) •School projects like "Text-Checker", RAA Bielefeld •After school care (Übermittagsbetreuung)
Duration of pilot test in school	•8 lessons: 2 lessons each for following schools: Realschule Gesamtschule Hauptschule (School company) After school care (Übermittagsbetreuung)
Roles of participants - Learners	•Test the portal •Give feedback through the online questionnaire •Use the portal to prepare nutrition analysis
Roles of participants - Teachers (facilitators)	•Feedback und suggestion of incorporating the portal in the teaching plan •Test the portal •Give feedback through the online questionnaire •Introduce the portal to the learners •Moderation and encouragement of learners
Learning target of the course, learning target by using the TNS portal	•Learning about healthy nutrition •Learning about food (for example: herbs and vegetables) •Intercultural menus: Diversity of the European kitchen) •Learning using digital media (serious games): individual learning on a free basis •Fostering the media competencies of young people and using these competences positively •Increasing the social and individual competences of participants •Fostering the incorporation of disadvantages groups through involving them actively in planning and implementation of portal products.
Content planned to use	•Preparing and uploading information on food •Preparing cooking recipes and uploading them to the portal •Production of videopodcasts •Uploading of fotos or paintings of recipes or cooking activities
Where is it planed to	•School (kitchen, computer rooms, classrooms, school garden) •Home

do (School, computer room, home, BYOD (bring your own device), etc.)	•Youth centres •Computer at school, public computer, home computer. Mobile phone
Pilot procedure	•Contacting school headmaster •Making appointment with the responsible teacher •May be student representative •Introducing the portal to the teachers •Teacher present the portal in the relevant classroom/ project/ AG … •Using the portal by students and giving feedback through the questionnaire
How it consider the three EQAVET indicators (see attachment)	•Utilisation of acquired skills at the workplace: Increasing media and social competencies •Prevalence of vulnerable groups At the mentioned school there is a high percentage of pupils of low income families (worker families, immigrants, handicapped) •Mechanisms to identify training needs in the labour market Feedback from teachers coordinated the school to job orientation at the schools or the orientation offices at schools and companies.