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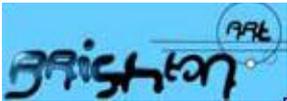


open sounds

Transfer Plan

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open sounds

TRANSFER PLAN



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Plan of Transfer Activities

1. Introduction

1.1 Framework

In Italy, the 20.6% of young people leaves the IFP system without a diploma or a professional qualification, a data higher than the European average and still far the objective of the 10% determined at Lisbon (2000). 19,000 young people "disappear" after they enrolled in first year of high school. The 1° and the 2° years of the high school are at high-risk (with an average of 18.2% rejected at the first and 13,1% at the second), peaking at 30% in professional institutions.

The absence of clear information about the students' evaluation and the school performance, as well as the Economic Report of OCSE detected in Italy in 2009, show the undoubted weakness of the Italian education system. Moreover, the INVALSI tests and the PQM experimental program prove the need to adopt homogeneous national standards, considering the dramatic difference between the school marks and the results of the tests, especially between North and South.

In this framework, actions supporting the acquisition of key competences for lifelong learning are needed in order to reinforce the knowledge of young people regardless of the school they attend.

These are the needs and the specific areas of intervention to which the transfer action, devised by OPEN SOUNDS, intends to answer by means of the transfer to the system of MODEM, a learning environment realised for the support of the students' key skills development.

By means of Open Sounds the possibility to experiment training actions of remote production and sharing of music within virtual study transnational communities, becomes the opportunity to transfer, to Italian IFP students and to the students of the partners' countries, a tool for the immediate and engaging access to key skills, useable in Education and in the vocational training at the beginning of studies and in lifelong learning.

In this period, in Italy (MIUR data 2010) 18.186 senior high school students, 4.983 ITI (Technical and Industrial Institution) students, 921 vocational institution students, and 438 I. A. students are using the musical TD; moreover, in the current year 1000 students (Midiware education data, 2010) are attending the FP (occupational training) courses of the main (12) Educational Centres of this field. They will be, together with thousands of IFP students of the partner countries, Denmark and Great Britain, the main beneficiaries of our actions.

All these students, by means of OPEN Sounds, are going to create the first firm European network of students who, in the educational system, carry out the musical creative projects within virtual and transnational work teams.

1.2 The Open Sounds objectives in detail.

The Leonardo da Vinci MODEM project, completed in 2008, has made available to the IFP system in Europe a very advanced model of network learning: the ability to produce and share music in remote in transnational virtual study communities.

OPEN SoundS was born to re-organize and transfer the potentialities of MODEM to students of different educational systems in Europe where digital technologies are used to support music education and/or to create new professional profiles in the music market.

The OPEN SoundS transfer action is addressed to:

- The Italian Educational System, in particular to upper secondary schools specializing in music, to IFP (Technical and Professional Institutions), and to public and private Regional Vocational Training especially of Lazio.
- The upper secondary schools (Lyceums) and the VET system of England and Denmark, the European partners of the Project.

The main aim of OPEN SoundS is the transfer of operational tools, practices and processes related to the use of digital music to students in a collaborative and remote way. In particular, OPEN SoundS experiments the extension of an informal learning model and its creative integration to teaching courses/processes which meet the demands of knowledge society and Information as well as the individual and vocational learning needs of students.

The project perspective, in terms of expected results, is to enable the young people of educational systems and of the partners' countries FP, with particular attention to those who are at drop-out risk, to:

- Build the first, structured, European education network which develops creative musical projects from a collaborative, remote, and transnational point of view;
- Develop digital and technological competences;
- Strengthen the sense of active citizenship by means of a collaborative practice which will involve a large number of young music fans in the partner countries;
- Increase the possibility, the quality, and the opportunities of transition in the labour market areas.

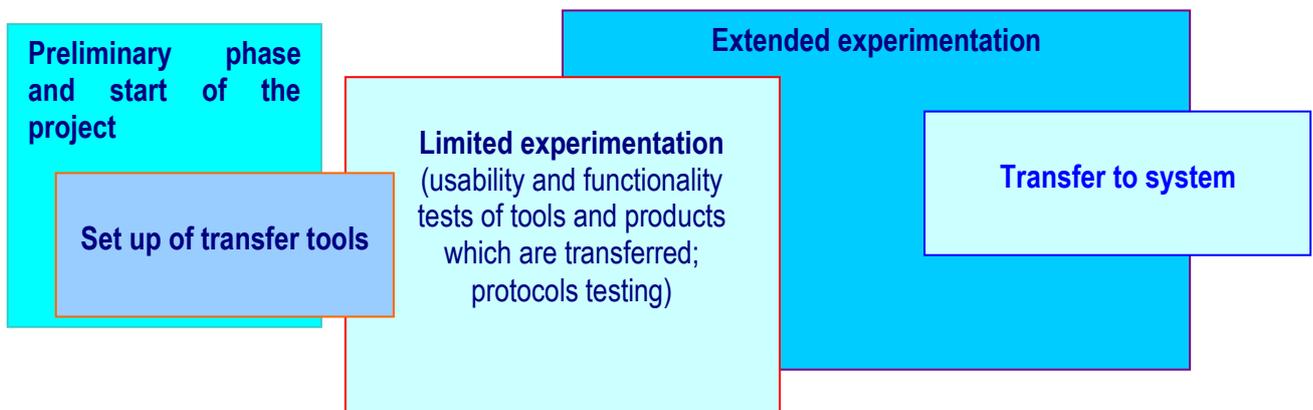
Given the objectives and perspectives described above, in the different partner countries this transfer entails the direct involvement of schools operating in the public education system and in the public/private vocational training, in order to transfer operational tools, practices, processes, knowledge, and skills related to the use of advanced collaborative network environments to their students. The following Transfer Plan will describe in detail the processes and the operational tools which will identify, in various educational settings, the main target group involved in testing and in the effectiveness evaluation of the educational model based on creative and transnational collaboration in music, developed under the project OPEN Sounds.

2. Description, premises and expected results

The main aim of the OPEN SoundS project is the transfer of innovation in the new sound and multimedia technologies area from a musical/educational point of view. In order to achieve significant, and mainly controllable, results, the project plans a period for the experimentation of the transfer, based on two distinct stages:

- The first is relatively short and limited,
- The second stage, however, is more extended than the first: numerically and in time.

In this context, the *transfer plan of activities* is organized around the important *phase of experimentation* and evaluation of results that can be represented in a synoptic form (fig.?), within the whole transfer process:



2.2 Breakdown

The two phases, preparatory and functional to the final transfer system, respectively involve:

- a) some *test groups* or **pilot groups** which represent a small and targeted sample of possible users, whose function is to test the transfer, in a short enough period of time (approximately 2 months), in a circumscribed form targeted to the functionality of the instruments and of the operating procedures that will be tested on a larger scale;
- b) an expanded sample composed by **target groups** that, once tested the basic functionality of the transfer by means of the *test groups* and made the adjustments to transfer tools and to protocols (how to use, etc.), will enable the start of the actual experimentation on a larger scale and for a duration of at least 6 months.

3. Intervention areas

In the work plan, the frames of reference for the transfer action of contents and of the innovative products, developed by OPEN SoundS, are:

1. the **area of education**; for young people in the range up to 18 years of age, whose main actors are identified: in **Italy** among **students** attending lower secondary school specializing in music (SMIM), secondary upper schools (**Lyceums**) specializing in music, and Technical Institutes; in **Denmark** between students of the same age in schools **Grundkursus Musikalsk (MGK)** and FRIE Skoler; in Great Britain among the students attending..... In short, the project involves a sample of **students, interested in using digital technologies in the field of sound/music, who already have an appropriate knowledge and skills in this area**;
2. the **area of public vocational training**, including not formal, with particular attention to vocational training centres of Lazio region (local education agencies) and the private one, represented by two of the largest training centres in the north and south of the country;
3. the **area of tertiary education** (that is, education that follows the upper secondary school and completes the education vertical path connected to the music) with particular reference to **students of AFAM Institutions** (specifically the Conservatories of Music).

The OPEN SoundS portal, and especially the collaborative platform in it, were designed and structured in order to facilitate the actualization of the European network of students (*target groups*) who operate or make reference to these three areas and are fans of music and technology, so as to facilitate the activities, the research, the and creative collaboration in educational and musical field.

In more detail, for the different areas it will need to be involved:

- Students and teachers of musical disciplines of any school level as well as Academic Institutions (Conservatories, Academies, Universities).
- Students and teachers of Academies, Conservatories of Music, and Universities enrolled in I and II level courses on music and new technologies of sound (or similar) or whose training path is of some interest and is connected with education.
- Students and teachers of vocational training; belonging to professional educational centres, musicians, sound engineers, sound designers, audio restoration experts, copyists, and, in general, people working in Music schools (public and private).

Each of the three areas will find a more precise internal definition in the description of the structure of networks for transfer (that is, the network structure which will ensure the reticular connection among the various actors involved, before in the experimentation and then in the action of transfer to the end users); the internal definition will regard:

- specific modalities of operation;
- the numerical consistencies and their balance in the general economy of the transfer plan.

The support and the coordination of the transfer activity, in its various stages and for each area of intervention, will be guaranteed by the specificities that each partner make available in terms of skills, know-how, initiative capabilities, availability to activate their own networks of relationships with interested third parties, etc.

4. Operating modes

The operating modes of transfer actions take into account the following procedural aspects:

- **identification, construction and organization of the transfer networks;**
- **initial tests arrangement for testing the usability and the functionality of the platform** (test groups);
- The start of the **"extended" experimental phase** (target groups);
- **evaluation of educational and training results achieved by students;**
- transition to the **transfer system.**

Each procedural aspect will require the identification of the necessary **tools** (to which is dedicated the next chapter) and appropriate **operating protocols** that are the integral part of the experimentation and subject matter of a specific document which will be produced during the sixth phase of the project.

4.1 The organization of networks (criteria and general procedures)

The organization of networks will primarily take into consideration the branching of the intervention areas, which are the main addressees of the transfer. Secondly, it will have to pay attention to the representativeness of samples selected on the basis of the different types of users that characterize each area. It is important also to pay attention in the networking both of "pilot groups" (*test groups*) and of the "target groups" with which the extended experimentation takes place. From a systemic point of view, we can hypothesize that at least a substantial part of subjects involved in the initial tests can also act as "nodes" of the branching: firstly, towards the target groups and then, indirectly, to the final users of the transfer.

The coordination of each area of intervention will be handled by three of the project partners under the responsibility of the respective contact persons:

- | | |
|---|---|
| a) education and basic musical training > | DEI UNIPD – DEFFENU
EARMASER – IMERC |
| b) Vocational training > | MidiWare |
| c) tertiary education (Conservatories) > | DEI UNIPD - DEFFENU |

The coordination among the three major networks will consider the openness towards the natural interconnection, which could also emerge as a *permeability* need of the (and among) networks in the relationship among the different categories of users within the various target groups.

Anyway, the three areas will have to work closely and to coordinate themselves, not so much, or only, for the simultaneous management of joint operating tools (first of all, the portal and the platform, as well as the networks of creative and remote collaboration in it), but also in order to monitor each other the various phases of the transfer (from the initial tests to the extended experimentation) in their progressive evolution and need for adaptations.

4.2 PILOT GROUPS AND INITIAL TESTING OF FUNCTIONALITY

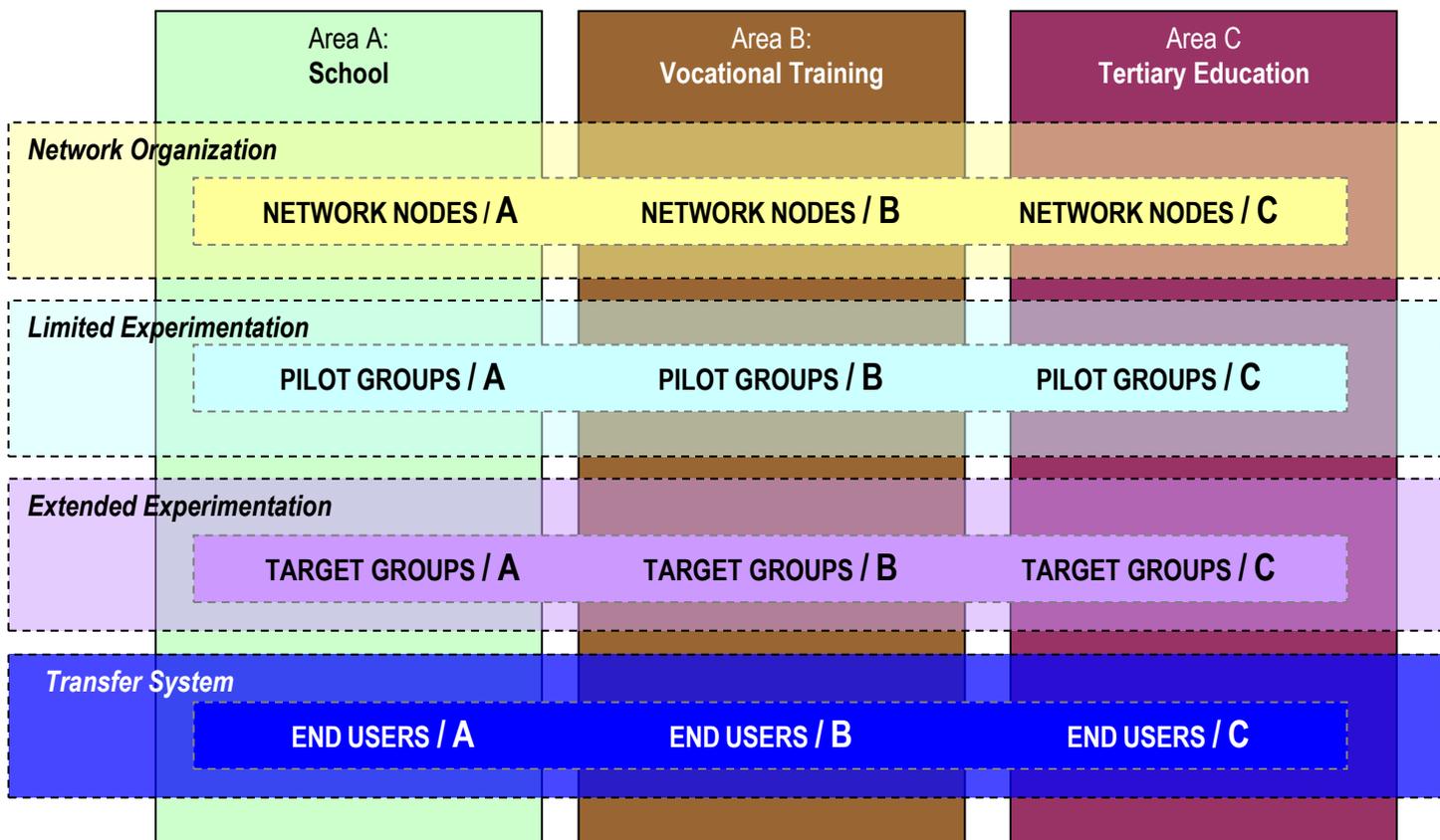
The formation of the pilot groups will be based on the significant representativeness of the larger sample of users: the *target groups*. In this sense, the pilot groups could simply be considered a part of the recipient sample of the experimentation on a larger scale. However, the task of the pilot groups may assume a role more important than a merely initial test for the project, considering, at a later time, the possibility of involving them and making them more responsible by assuming the role of privileged "observers" of the extended experimentation phase as well as "tutors". In essence, you might imagine a role in progress

that, functionally to the project, will allow it to rely on an action of support and strengthening of the transfer during the advanced experimental stage. It is a virtuous process that, hopefully, could be later taken as a model also in the relationship among the actors involved in the *target groups* and end users.

In order to achieve this goal, it is conceivable the setting-up of **pilot groups** able to guarantee, for a period of time longer than that of their direct involvement during the 2-months of tests administration for the verify of the transfer functionality (initial phase of experimentation), tutoring and observation tasks of what will be tested in the next 7 months by the various **target groups**.

You might imagine that each subject, engaged in the initial testing phase, is then "re-involved" by means of some specific task in the management of the *target groups* during the *extended experimentation*. In this case, it is probable that, at the end of the first part of the short-term experimentation (first test on functionality of transfer), students and/or teachers, members of the pilot groups, could be involved in an activity aimed at continuously supporting and monitoring the phase of extended experimentation.

The general organization of the testing phase, which will be developed in detail in the next phases of the project, is synthetically described in the following outline:



As for *functionality tests* special skills are not required (except for the basic computer skills to ensure a minimum of autonomy in navigating the Internet), students and teachers, identified in the three areas above and who will address the formation of the *pilot groups*, will have to own the following basic competences in computing, music and education:

Areas of competency/ Pilot Groups	Basic Computer/ Technology Competencies	Basic Musical/ Education Competencies (or conditions)
A) School	<ul style="list-style-type: none"> ▪ netsurfing ▪ resources management ▪ familiarity with the main data (text and multimedia) management software ▪ handling, for creative purposes, of audio files, MIDI, DAW 	<ul style="list-style-type: none"> ▪ having done experiences of shared design ▪ having done personal musical experiences of online sharing music individually and/or with groups/classes
B) Occupational Training	<ul style="list-style-type: none"> ▪ netsurfing ▪ resources management ▪ familiarity with the main data (text and multimedia) management software ▪ handling, for creative purposes, of audio files, MIDI, DAW ▪ having gained experience, also professional, in the use of digital/sound technology 	<ul style="list-style-type: none"> ▪ having done experiences of shared design ▪ having done personal musical experiences of online sharing music individually and/or with groups/classes
B) AFAM	<ul style="list-style-type: none"> ▪ netsurfing ▪ resources management ▪ familiarity with the main data (text and multimedia) management software ▪ handling, for creative purposes, of audio files, MIDI, DAW ▪ having gained experience, also professional, in the use of digital/sound technology ▪ (being included in a training program that provides skills in computer science or music education) 	<ul style="list-style-type: none"> ▪ having done experiences of shared design ▪ having done personal musical experiences of online sharing music individually and/or with groups/classes ▪ having gained work experience in the music field

These competencies will be verified by appropriate entry forms and will possibly have to ensure:

- a minimum level of operational autonomy in the tests which involve the tools designed for the experimentation of the transfer (particularly in terms of content);
- the possibility to use the *know-how* (previous or acquired during the testing) in the subsequent support activities (monitoring and tutoring) to target groups.

Moreover, in composing the target groups, we will carefully consider the expectations determined by the professional profile (final or in progress) of single users and by their cultural background. Therefore, consistent with the provisions of the project, as regards the

teaching staff that will share with students the experimentation process (whose average age is about 35-50 years), the following needs will be carefully considered:

“a generation born and grew up in a period in which the experience with sounds got went, firstly, from acoustic to electroacoustic, and then to digital”. This generation has had limited time to process the codification of the sound phenomenon by means of technologies capable of making even more concrete and tangible the experience of sounds precisely thanks to their virtualization. Within this process of estrangement between the practical dimension of sounds and the related coding systems of the musical experience, we find the distance between the modes of signification of the music teachers' (musical) experience, at a national and European level, and those of future generations. Teachers know they have to quickly fill this gap with solutions that are not simply towed by the explosion of "technology" (mass phenomenon merely suffered), but by promoting the understanding and reprocessing of processes derived, also using them for the educational design. Similarly, particular consideration will be given to groups composed of students, who rather belong to a generation born and grew in the era of the advent of digital and multimedia and whose vocational training need can be identified in “the need to know from inside the problems in teaching, in education within formalized context”. In the second case, it is possible to allow a dynamic approach to observation/analysis of learning processes of knowledge and skills which, also in the field of music, can use the new digital technologies and, at the same time, be an original product of them.

4.3 The TARGET GROUPS and the extended experimentation

The formation of the *target groups* will have to take into account of the internal characteristics of each area, by aiming at the constitution of a sufficiently representative sample of the various local and national partners, Denmark and Great Britain, which, even if the network tends to uniform, presumably, still retain their local and intra-local features. In more concrete terms, their training will have also to take into account of a numerical consistency compatible with the operational tools developed for the testing of the transfer and, at the same time, to be sufficiently broad, in percentage terms, compared to the end users.

The specific objective of the transfer action will be to achieve the 10% of the hypothetical end users belonging the three specific areas already mentioned:

1. SCHOOL
2. OCCUPATIONAL TRAINING
3. AFAM

The composition of students' network will be detailed in a following document focused on: ***Transfer networks: identification, implementation and testing.***

4.4 Transfer System

The phase of "transfer system and dissemination of final results" (step 8 of the project) will start at the end of the testing extended to target groups.

This phase will involve, not only the possible consolidation and further expansion of networks already activated for the testing, but also the activation of new and more widespread networks that will be possible to promote by means of: a) new contacts and, above all, the gradual spreading of experimentation to interested third parties, and c) the activation of specific dissemination and communication channels.

5. Transfer Support Tools

5.1 Operational Tools

The **operational tools** are products and actions that, in some way, allow the *concrete implementation of the transfer* and are included in the following tools:

- a. the **OPEN Sounds** platform (and its internal tools)
- b. **Transfer Networks**
- c. **operational protocols**

A. THE OPEN SOUNDS PLATFORM

The transfer activities will take place considering the centrality of the resources available in the portal www.opensounds.eu and, in particular, in the platform devoted to shared music-making within virtual and transnational working teams, which is the first concrete step towards the implementation of the transfer.

In fact, the portal and the collaboration platform in it, mainly, actualize the primary synthesis of existing innovation projects that, in this project, are the object of transfer; we refer, in particular, to MODEM project products.

The platform, from the initial phases of testing and experimentation, will have to be the central junction of the transfer.

In particular, the structure of the website will ensure an operativeness able to favour a different users' work organization which promote the transfer activity products.

The elements constituting the plan will allow products and processes, which will transfer to/from the portal, to be the best expression of the context needs and of those directly expressed by its future users

B. TRANSFER NETWORKS

The networks are the "backbone" of the transfer. They will be realized by means of i) pre-existing potential users' networks (network of Italian upper secondary schools specializing in music, students involved in collaborative activities within the major social networking spaces, Facebook, My Space, etc.) and ii) the development of new networks as established by the document above: *Transfer networks: structure and transfer protocols*.

C. OPERATIONAL PROTOCOLS

It is the set of procedures whose definition and detailed description is in a specific document which comes under the step 6 of the project. These procedures follow criteria of:

- real time operativeness (actions and processes easy access)
- operational traceability (for the purpose of processes analysis)
- Facilitation of operational autonomy of the support

5.2 Developmental and Conceptual tools

The **sector studies** are the conceptual tools that, during the project, will enrich the horizons of the transfer. These horizons are continually changing and are the result of the weave of different cultural aspects, technical/scientific, anthropological/social and teaching/learning.

The heritage of experiences, which will be documented by means of a detailed work of the products conversion (existing and in progress) during a moment of reflection and sharing, is one of these tools.

5.3 Address tools

The general and specific "address tools" primarily are:

1. A survey on "**Detection of learning environments for remote music-making especially those aimed at education and training systems of partner countries**".
2. **A study on the educational systems of the partner countries (Italy, Britain and Denmark) and a description of the role of music in curricula of these different educational systems**

These documents allow directing the transfer action in a more precise way and, as far as possible, to consider the similar experiences of other European countries.

In particular, the **survey will have to:**

- Provide the necessary data in order to realize the best framework of the general issues which concern the relationship music/new technologies and the resulting critical-conceptual and hypothetical-design reflection.
- Allow some testing in the design of OPEN SoundS portal and the collaborative platform
- Lay the basis for the quality of the support to exploitation action of results of the OPEN Sounds at a transnational level and beyond the end of the project.

Whereas, **the study on the educational systems of the partner countries (Italy, Britain and Denmark)** will have the task of:

- enabling users to know and analyse the organization and the operation mode of different and far education systems.
- Selecting appropriately the experimental networks within educational contexts consistent with the objectives of OPEN SoundS in a cultural and operational point of view.
- The network of experimentation will involve students and teachers of the education and training systems of three different countries (Italy, Denmark and Great Britain), therefore, any proposed action must take into account of many factors of complexity.
- Effectively managing a network of students working on a transnational basis and within a system differently organized and managed on the pedagogical, organizational and educational point of view.

For this reason, before the networks of experimentation, the **educational system of these three countries** and the **role of the music in the respective different curricula** will be presented.

5.4 Tools for survey, evaluation and validation of processes

The online questionnaires (login and logout), divided by users type and accessible in the areas dedicated to testing are the **tools for survey, evaluation and validation of processes**.

These on-line questionnaires (form), which can be compiled by all users according to the different degree of participation in the testing activities, will be joined by special tools for automatic detection of accesses and of pages used.

The following tools are also provided in order to support validation of processes:

- a) structured interviews with a targeted sample of users;
- b) brief report of the network nodes referents who worked also for tutoring, at national and European level, in the different sectors.