
Case Studies: IFS



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IFS

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ADVOCATE

- **Pilot 1: ADVOCATE – training of unskilled workers**
 - **Overall aim: establishment of a new learning culture**
 - **Training measures focusing on:**
 - **Self-organisation**
 - **Learning-motivation**
 - **Working techniques**
 - **Prevention**
 - **5 SME involved in training measures**
 - **About 330 men/women targeted**
 - **Main target group: unskilled / low-skilled workers with little or no access to further education**

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- **Pilot design process**
 - Research on new learning cultures, methodology, integration of social software
 - Analysis of HR development and learning experiences of employees in SMEs
 - Train the trainer course based on research findings
 - Individual training materials for companies
- **Organisational Issues**
 - Shift work >> trainings need to be organised very flexibly
 - Inhouse trainings
 - Short sessions necessary >> people are not used to trainings
- **Course hours**
 - 2-3 hours training per module
 - 3-4 modules
 - 1 week in between modules >> time for reflection

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- **Modes of teaching**
 - **Group trainings**
 - **Individual trainings**
 - **Promotion of self-confidence**
 - **Individual learning preferences**
 - **Self-organised learning**
- **Role of ICT**
 - **Main focus on ftf trainings >> issue of computer access for the target group**
 - **ICT tools used for self-evaluation of informally acquired competences**
- **Learning activities**
 - **Role plays**
 - **Workshops**
 - **Self-reflection (personal skills)**
 - **Group dynamic processes**

ADVOCATE

kann ich nicht	kann ich nicht gut	kann ich gut	kann ich sehr gut	Meine Kompetenzen
	<p>Misserfolge wegstecken</p> <p>auch einmal >>nein<< sagen</p>	<p>bei Stress nicht die Geduld verlieren</p> <p>Kritik offen äußern</p>	<p>Probleme erkennen und mich ihnen stellen</p>	<p>Schritt 1 von 4</p> <p>Ziehen Sie bitte die blauen Kärtchen in das zutreffende Feld links:</p> <p>meine Meinung vertreten</p> <p>Beenden</p> <p>powered by TirolerBildungsservice</p>

Soziale Kompetenz und Belastbarkeit

Flashtool for Self-evaluation of informally acquired competences

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Learning activity for quality management

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- **Pilot Evaluation – Methodology**
 - Focus groups with HR managers of companies
 - Focus groups/interviews with trainers
 - Focus groups with pilot participants
 - Interviews with course providers
- **Specific interests - focus of evaluation**
 - General prerequisites for work-based learning
 - Roles of different stakeholders in trainings
 - Bottom-up vs. Top-down
 - Influence of pilots on learning culture in companies
 - What was different compared to other trainings?
 - What has changed in the company after the pilots?
 - What role does cooperative learning play?

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- **Evaluation findings I**
 - **General prerequisites for work-based learning**
 - **Trainings need to be short and flexible**
 - **Target group is not used to longer learning/training sessions**
 - **Trainings need to be delivered inhouse**
 - >> external trainings are found to be inflexible and time-consuming
 - **Trainings as part of working hours**
 - **Target group has only limited access to ICT**
 - >> focus on ftf trainings

- **Evaluation findings II**
 - **Roles of different stakeholders**
 - **Self-directed learning vs. companies' needs**
 - **HR managers in favour of training measures also for low-skilled workers**
 - >> part of quality insurance
 - **Floor managers sceptical about learning needs of target group**
 - **Majority of workers also sceptical**
 - >> not used to trainings
 - >> do not see a need for trainings
 - >> additional effort involved

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- **Evaluation findings III**
 - **Influence of pilots on companies' learning cultures**
 - **Pilots were seen positive because of their focus on cooperation/cooperative learning**
 - >> different than other trainings
 - **Group dynamics played an important role**
 - >> participants realised that they are part of a team
 - **Positive influence on communication processes within departments**
 - **Influence on communication and cooperation between different departments**
 - **New problem-solving strategies**
 - **Recognition of the importance of training measures among different stakeholders**

- **Conclusions**

- **Pilots as first steps sensitising SMEs for the importance of workplace learning**
 - **Importance of LLL also for low- and semi-skilled workers (cf. Quality insurance)**
 - **Raising of awareness for the relevance of cooperative and informal learning processes**
- >>> Sensitisation for the need of a “new culture of learning” within SMEs**

GLIA – Social Software in Training

- **Pilot 2: GLIA – Social Software in Training**
 - **Overall aim: Introduction to new training and learning methods focusing on Social Software tools**
 - **Training modules:**
 - **WIKIS**
 - **Weblogs**
 - **E-Portfolios**
 - **Open-Source Applications**
 - **Podcasts**
 - **Target groups**
 - **Trainers in adult education**
 - **Pedagogic staff of adult education institutions**
 - **HR managers**

GLIA – Social Software in Training

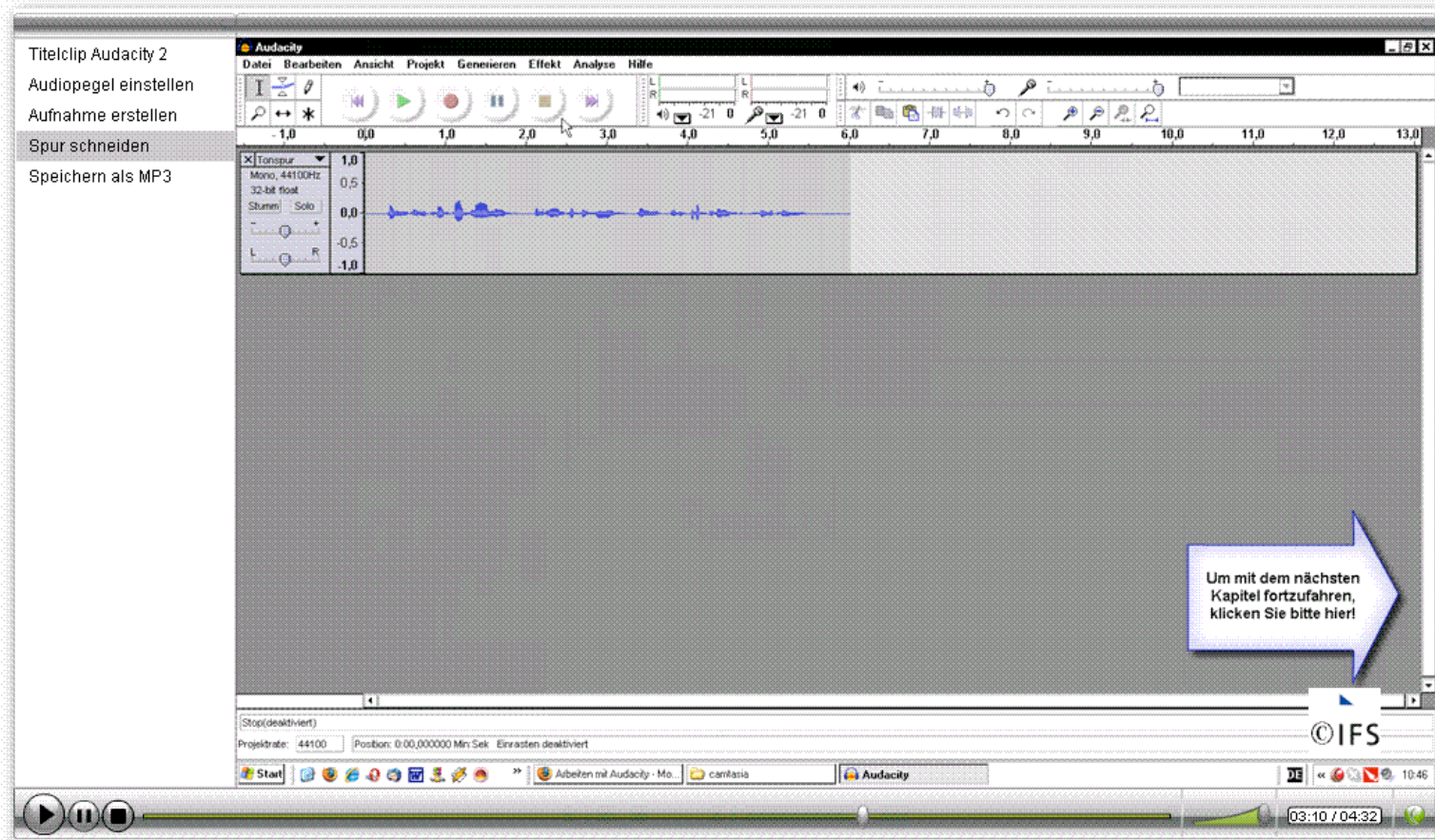
- **Organisational issues**
 - 5 modules
 - Up to 20 units
 - Trainings were delivered in a training centre
- **Modes of teaching**
 - Combination of ftf trainings and online learning units
- **Role of ICT**
 - Moodle used as a VLE
 - Application of Social Software tools
- **Learning activities**
 - Production of materials (cf. Podcasts)
 - Reading of background materials on course contents
 - Collaborative/group work >> building on the nature of web 2.0 applications

GLIA – Social Software in Training

The screenshot shows a Moodle course page titled 'Podcasting' in a Mozilla Firefox browser. The user is logged in as 'Christian Petter'. The page layout includes a left sidebar with navigation options like 'Jetzt bearbeiten', 'Einstellungen', and 'Profil bearbeiten'. The main content area is titled 'Themen dieses Kurses' and lists five topics: 1. Nachrichtenforum, 2. WIKI zur Podcast-Skripterstellung (with sub-topics for Skripterstellung), 3. Podcastsammlung, 4. Bibliothek und Kursunterlagen, and 5. Audacity Screencasts. A right sidebar contains a 'Podcasting - Wissen auf die Ohren' section with an RSS icon, 'Neueste Aktivitäten', and a 'Kalender' for April 2007. The bottom of the browser window shows the Windows taskbar with the system clock at 14:44.

Moodle VLE of the Podcasting Module

GLIA – Social Software in Training



Online Learning materials: Audacity Screencasts

- **Pilot Evaluation – Methodology**
 - Focus groups/interviews with trainers
 - Focus groups/interviews with pilot participants
 - Interview with course provider

- **Specific interests - focus of evaluation**
 - Do the pilots and materials enhance the work of participants?
 - What are the fields they could imagine using the new technologies?
 - Was the training approach and the material used appropriate for the target group?

GLIA – Social Software in Training

- **Evaluation Findings I**

- Reducing barriers to the use of Web 2.0 applications
 - Course focused on hands-on experience
 - Web 2.0 tools simple to handle and accessible to “non-technical” target groups
 - >> also reflected in course participants: mostly female, without too much technological pre-knowledge
 - >> emphasis on collaborative learning approach
- Applicability of Social Software at the work place
 - Collaborative aspects of tools made them promising for course participants >> mainly knowledge oriented work
 - Integration of tools in their daily work: e.g. Google docs, Skype, YouTube

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- **Evaluation Findings II**

- Barriers to the usage of Web 2.0 tools for corporate surroundings:
 - Security aspects
 - Employees not willing to share knowledge
 - Knowledge sharing seen as extra work

- **Course Environment/Course Material**

- + availability of materials online (Moodle VLE)
- + Moodle also supports collaborative approach to learning
- + screen capture videos for the demonstration of applications
- difficulties with the complexity of Moodle (more thorough introduction to VLE would have been needed)
- Online activity turned out to be more time consuming than envisaged

GLIA – Social Software in Training

- **Conclusions**

- Attraction of target groups not necessarily interested in technology-oriented learning course
 - Helped participants to sort out which tools would be most appropriate to support their daily work practice
 - Collaborative nature of tools seen promising esp. for knowledge-oriented tasks
 - Limitations within corporate surroundings
- >> for successful implementation: a new culture of learning and knowledge sharing might be necessary

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