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Collaborative e-learning design method, ver. 2

Abstract

This paper describes the CoED-method, a collaborative design tool developed by e-Learning Lab for use in the Learn@Work-project. The design tool was used for the first time in a workshop at e-Learning Lab, Aalborg, in May 2006. Since then we have used it several times. This report is divided into two sections. Section I describes the methodological and theoretical considerations underpinning the CoED tool. Section II contains a user guide for the tool including a full documentation of the first workshop.

An online version of the design tool is under development, which will support local adjustments of the material (e.g. translation into other languages, adding new cards, etc.), and make it easy for the partners in the project to continue using and developing the tool for specific purposes in and beyond the project.

Please note...

The CoED tool is still being tested and developed. Please read this document for inspiration. Your comments are most welcome, but please do not quote or distribute this paper without the cover page. Thank you.

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September 2007

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Section I: Collaborative e-learning design method

Introduction

The collaborative e-learning design (CoED) method aims to support domain, qualification level and subject experts in designing targeted e-learning and induction. Emphasis is on bringing focus and structure to the early stages of the design process. It aims to develop design specifications and/or early prototypes within few hours of work. The status and usability of early prototypes of course depends on several factors which we will return to later in this section

The CoED method is developed partly in the Learn@Work project and partly in other projects by researchers from *e-learning lab – center for user driven innovation, learning and design, Aalborg University* (www.ell.aau.dk).

Theoretical and methodological background

CoED is a common methodological framework developed with input from research on:

- Systems development – because we design (for) information and communication technology
- Collaborative learning – because we design for learning and learn in the design process
- Facilitating creative processes – because the aim is to develop something new

In the following pages we will go into greater detail with the contributions from these domains.

Systems development and design

Within systems development and design we can identify several development paradigms of which only a few offers relevant contributions to e-learning design today. The focus has traditionally been on management of development projects by means of linear processes organising system engineering from idea and system requirements to system design, programming and technical test (the so called waterfall model) (Vliet, 1993). This approach is often criticised because of its' straight-line linear process focusing on designing a technical system, thus producing tangible designs only at the very end of the project (Beyer & Holzblatt, 1997; Dahlbom & Mathiassen, 1993; Larman, 2003). The same sources also stress that development of ICT normally involves more than a technical system; namely social systems which influence and are influenced by the technical system. This leads to the assumption that a systems development method must in fact facilitate a learning process that involves both designers and future users in a short cycle iterative development which continuously produces designs that can be tested with users. Some sources stress that possible future practices with a new system can be subjected to discussion involving designers and users even before the very first prototype. This is done by the use of scenariobased narratives, forecasting the future with a new system (Carrol, 1995)(Carrol, 1995)(Carrol, 1995)(Carrol, 1995).

Collaborative learning in design teams

The systems development domain has already drawn our attention to the fact that specification and design can be regarded as a learning process in a community of learners learning together. According to Wenger, a social theory of learning must include community, practice, meaning and identity (Wenger, 1998). Learning in a community of practice thus involves negotiation of meaning which is a process of participation and reification. Von Krogh, Ichijo and Nonaka stress a similar complex

understanding. They, however, talk about *knowledge creation* rather than learning. They define knowledge as *justified true belief, individual and social, tacit and explicit* (Von Krogh, Ichijo et al. 2000, p. 30). As a consequence, knowledge creation cannot be managed, only enabled: *Instill a knowledge vision, manage conversations, mobilize knowledge activists, create the right context and globalize local knowledge.*

Within a team of designers, which perhaps includes users, it is reasonable to expect participants to bring different knowledge and thus different *justified true beliefs* to the process, which subsequently calls for a negation of meaning among the designers. In addition to this, one of the lessons from systems development is that it is important that beliefs *do get* challenged and subjected to both negations and test. We thus draw on methods and techniques for challenging and negotiating beliefs.

Facilitation of creative processes

This source of inspiration is of a more practical nature than systems development and learning theory. Card sorting and future workshops, which both get mentioned here are, however, powerful ways of organising and facilitating a targeted negotiation of meaning within systems development projects.

Card sorting is a widely known technique for exploring differences and negotiating areas of agreement within systems development, and specifically within information architecture. The technique can help individuals explain to the designer how they think about a domain. With groups of card sorters the designer can facilitate discussion and negotiation of priorities – for example by giving some values priority over others. In the case of value identification, the participants in the card sorting-process start off with a stack of cards with one value sentence or phrase printed on each card. Participants negotiate which cards to keep and which to dispose of. Through a series of steps, which are described in greater detail in section II, a group can arrive at a limited number of values all can agree on.

The future workshop is another method with a slightly different aim. It leads a group of designer-practitioners through a collaborative process composed of three phases: Critique, fantasy, and realisation. It builds on three basic assumptions: 1. Personally experienced contradictions and problems in practice are drivers for solutions and change, hence the critique phase. 2. If suggestions for solutions are constrained by feasibility and sustainability concerns too early in the process, valuable ideas and design solutions will be lost, hence the fantasy phase, and 3. Reality poses constraints that must be taken into account, hence the realisation and distinction between fantasy and reality (Kensing & Madsen, 1991).

CoED phases and principles

The CoED method facilitates the design process by following five principles and splitting the early design into three phases.

Principles - the CoED method:

1. Facilitates conversations about e-learning design
2. Structures conversations about e-learning design
3. Produces design specifications and/or actual designs rapidly
4. Involves e-learning experts, domain specialists and future users of the e-learning design
5. Involves at least two people in the design process

Phases

1. Focus the e-learning design process
2. Identify overarching values and design principles
3. Specify design

Following principle number four, the design process ideally involves e-learning experts, domain specialists and future users of the e-learning design. We are aware, however, that this is not always the case, and not always possible either. By mapping the range and degrees of the different areas of knowledge involved in the design process, it becomes possible to predict a number of actions and procedures in the design process. In matrix 1 below we predict four possible outcomes and procedures following the CoED workshop.

	Low degree of domain knowledge	High degree of domain knowledge
Low degree of pedagogical/didactical knowlege	Situation 1: The CoED product should be reviewed and tested by domain specialists, futere users and learning designers.	Situation 2: The CoED product should be reviewed by experienced learning designers.
High degree of pedagogical/didactical knowlege	Situation 3: The CoED product should be reviewed by domain experts and/or tested by domain experts and end users.	Situation 4: The CoED product can be implemented without further research or test.

Table 1: Matrix of dependencies and expected outcomes in the CoED method.

Section II: User guide and detailed description of CoED

Overview

Phases

1. Focus the e-learning design process
2. Identify overarching values and design principles
3. Specify design

Phase 1 – Focus

Goal

The goal of phase 1 is to focus the design activity in terms of the overall approach to and understanding of learning, domain and technology.

Process

The workshop coordinator or other expert presents foci that are already chosen or are possible choices. Based on research, literature reviews and expert knowledge, a presentation is given to introduce the participants to key issues in pedagogical design of ICT-based learning and teaching. The idea of the presentation is to focus attention on three issues related to identifying the *philosophy of the design*:

- the understanding of learning (and subsequently teaching)
- the understanding of the domain for induction
- the understanding of technology and the role it plays in both the design and the learning processes

The formulation of values and orientation within these three issues is crucial to the design process. The objective of giving this presentation, however, is not to "sell" specific ideas or solutions, but to bring these issues to the attention of the participant. A design philosophy (or set of values) is something each partner needs to negotiate in relation to their cases; however, a general philosophy is useful as a shared frame of reference for the project.

In the Learn@Work project the presentation was done using the slides presented in Appendix A. Slides can also be found on: <http://www.hum.aau.dk/~nyvang/coed/>. The workshop participants discussed the presentation.

Product

The workshop participants arrive at a shared understanding of some of the basics of the overall approach to and understanding of learning, domain and technology.

Phase 2 – Identification of overarching values and principles

Goal

The goal of phase 2 is to identify the overarching values and principles that guide the design.

Process

The workshop participants identify overarching values and principles by card sorting. Card sorting is a method that forces the participants to prioritize different concepts related to ICT supported

workplace learning. The card sorting is done collaboratively starting in smaller groups and ends up with the joint priority of the full group of workshop participants. In the case of the Learn@Work workshop 8 participants were split into 4 pairs, and were given a number of cards to lay out in a specific order to show which ones they find most important. After round one, the pairs meet in groups of four and go through the process again, and the two groups of four merge into one large group to achieve the final result.

Categories for sorting the cards:

- 1: The most important
- 2: The important
- 3: The less important
- 4: The un-important

Round one (in pairs): All cards are placed within the four categories, with a max of 15 cards in one category and a minimum of 5. After completion, cards from categories 1 and 2 are brought into round two.

Round two (groups of four): All cards are placed on the board, with a maximum of 7 cards in categories 1 and 2. The priorities of each group is displayed and cards from category 1 are brought into round three.

Round three (one large group): All cards are placed on the board, with a maximum of 5 cards in category 1. The cards can be prioritized with the most important at the top.

Materials

Cards with statements about good teaching/learning or pedagogical "buzz words" (positive ones, 40-50 cards). Boards to place the cards on. Board or paper to display the final result. Cards can also be found on: <http://www.hum.aau.dk/~nyvang/coed/>.

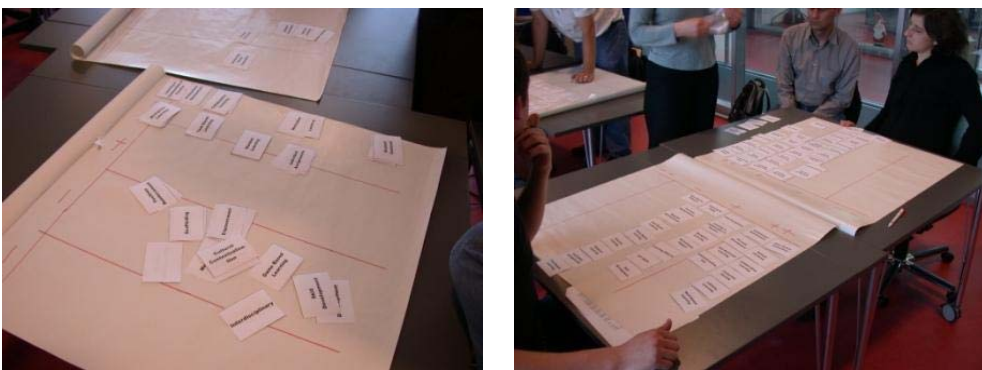


Illustration 1. The Learn@Work partners at work at the CoED workshop in Aalborg. Here they are working in the card sorting process of identifying the overarching design values and principles.

The full list of cards used in the workshop can be found in Appendix B.

Product

Output: Value statement regarding ICT-based learning in the work place. In the Learn@Work CoED workshop the final set of cards contained the following cards – cards in bold were at the top of stacks of cards:

Lifelong Learning x2

- None

Workplace Learning x2

- Work Based Learning x2

Motivation x3

- Self Motivated Learning x2

Student Centered

- Learner Support x2
- Personalised Support x3

Blended Learning

- Face to Face Learning
- Flexible Learning x2
- Open Learning
- Self Regulated Learning x2
- Learner Independency x3
- Distance Learning
- Resource Based Learning

Professional Development x2

- Learning in Communities of Practice x3
- Skill Development

Collaborative Learning x3

- Co-operation x2

Individual Assignments x3

- Task Based Learning x2
- Problem Based Learning
- Learning by Doing x2

Phase 3 – Detailed design

Goal

The goal of phase 3 is to focus on developing a detailed learning design based on phases 1 and 2.

Process

The specific design of induction modules is based on the output from step two (pedagogic values) AND on the specific case the design is to be used in. Design of the specific induction module and induction activities thus require knowledge of the cases that the design aims at. In the Learn@Work

workshop two cases were described for the participants in as much details as possible (using the Learn@Work case study-template for inspiration – see Appendix D and E), and participants worked in two groups. Each group has a facilitator, whose responsibility it is to support the participants in formulating a consistent design true to the values of the design philosophy. This is done by asking critical questions, pointing out “holes” in the design, etc.

For articulating the design, participants work with a set of cards illustrating factors relevant for pedagogical, technical and domain-related issues.

Design takes place at two levels, the first level illustrates the timeline, goal, way of working, materials and activities involved in the induction module. Cards can be used directly for describing this level, and participants will construct a “story line” on a board using the cards provided (blank cards are included). The expected output of the first phase is a story line constructed by the cards provided, including a written commentary from the design team. The story line should be comprehensible to others in the way it communicates the overall design.

Step 2 of the design is focused on illustrating the story line at “screen” (or material) level, in the sense that it looks closer at details in the design and as such “enlarges” parts of the story line. The groups work on boards with a template to be filled in with the following: Surroundings, appr. time, how many learners, how do they work (this might or might not be clear from the story line) AND a “screen” to be filled out in a way that illustrates the activity: video, text, dialogue, quiz, hands on, book, practice, etc. etc.. Participants have cards/symbols to work with on the screen like in phase 1. The expected output is a number of screen designs illustrating what the learner sees and does, as (s)he works through the induction module.

Materials

Cards for story line construction (step 1), board or paper to add cards to. Pens to add commentary to story line. Cards for step 2, boards or paper to add cards to. Templates on paper with blanks to fill in + outline of screen to place symbols/cards in. Cards can be found on:

<http://www.hum.aau.dk/~nyvang/coed/>.



Illustration 2. To the left you see an early stage of the design that has been developed further to the right.

Product

The product is a storyline of learning activities and their relations. Figure 1 and 2 below shows results of the Learn@Work CoED workshop.

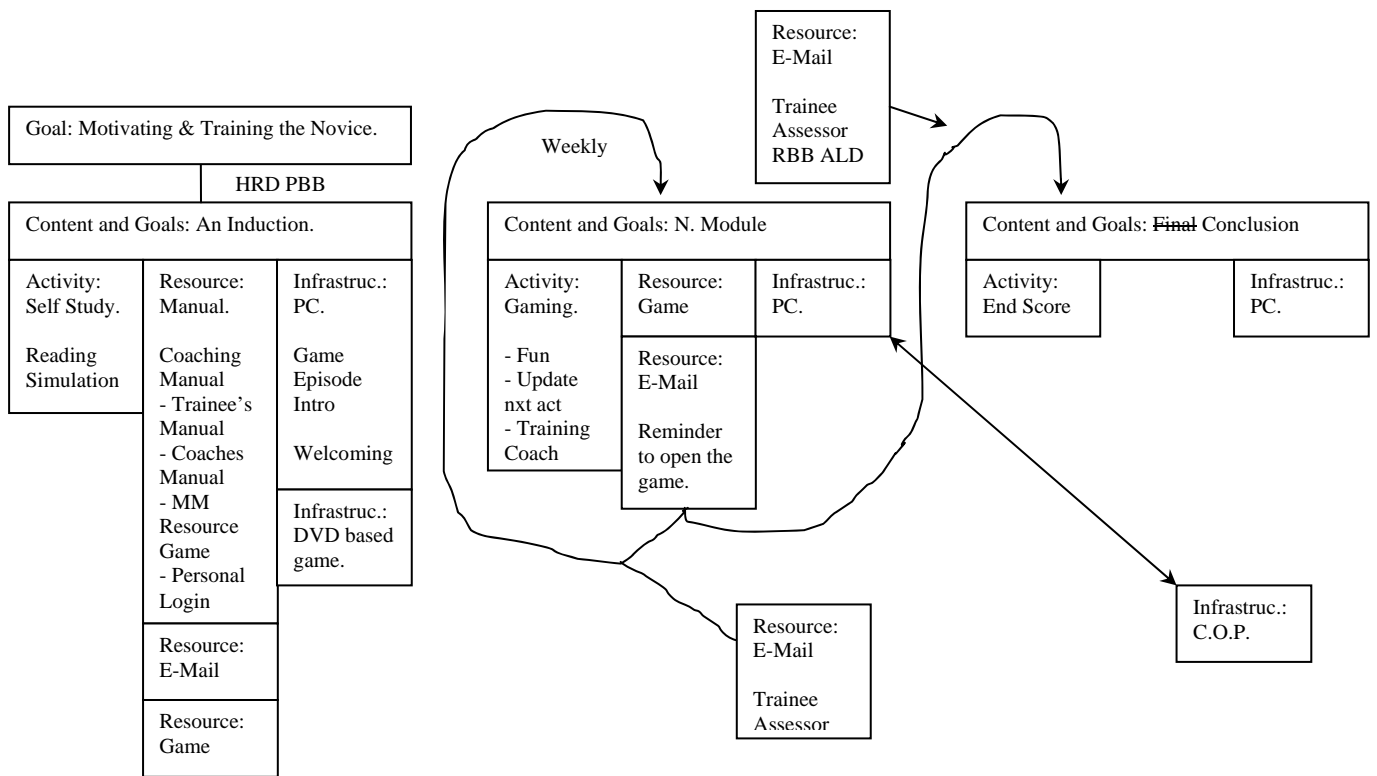


Figure 1. The design of induction for training of coaches in a bank. See Appendix E for more information about the case.

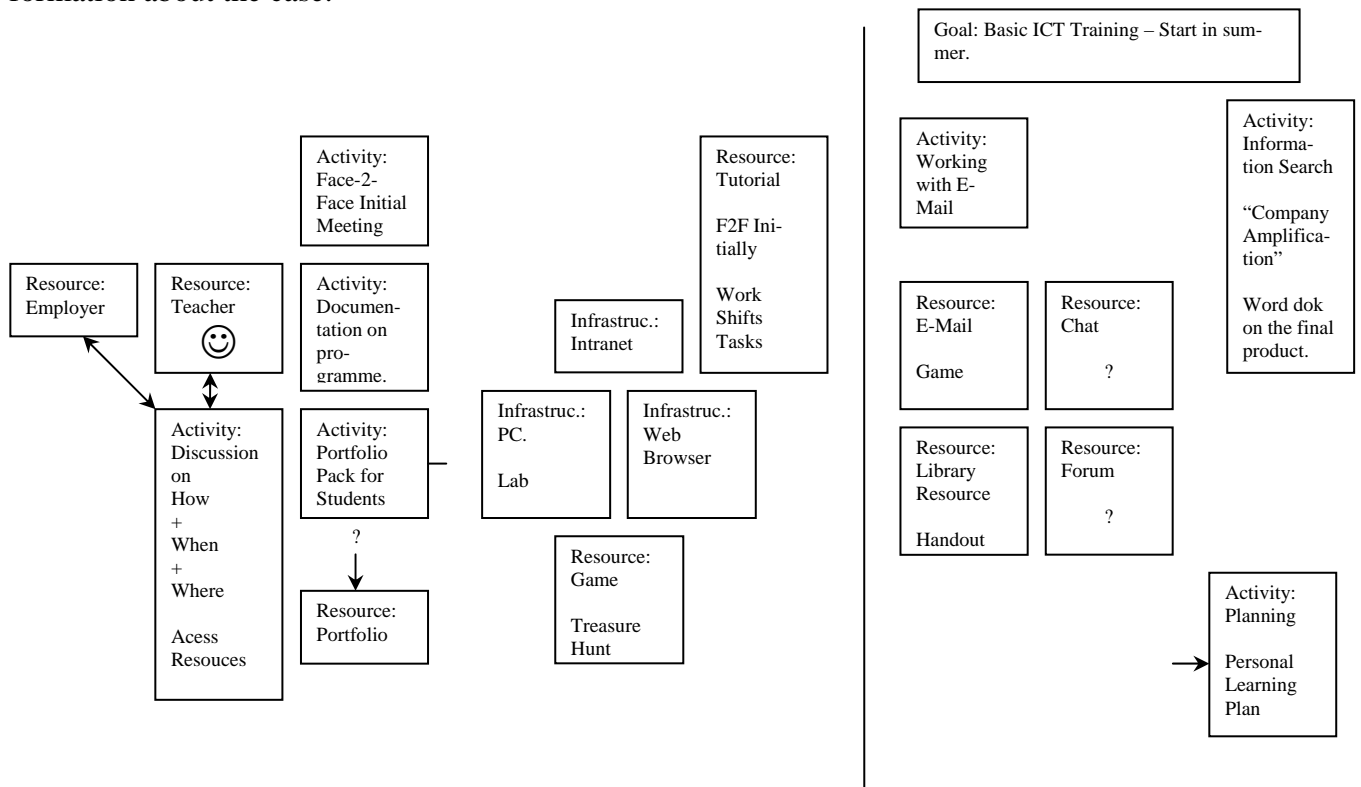


Figure 2. The design of induction for factory workers. See appendix D for more information about the case.

Appendix A – Slides for Design Focus Presentation

Design Focus

Tom Nyvang

Steps towards design principles

- Design – a complex task
 - ↳ Learner
 - ↳ Teacher
 - ↳ Manager
- ↳ Learning
- ↳ Teaching
- ↳ Work
- ↳ Goals
- ↳ Content
- ↳ Assessment

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Steps towards design principles

- Learning in the workplace
- The workplace as **domain** for learning
- ICT for learning in the workplace
- Integration and **alignment** of learning, domain and ICT

Learning in the workplace

- Learning as cognition
 - ↳ Appropriately sized and shaped chunks of information accommodating different learning styles
- Learning as construction
 - ↳ Building blocks and scaffold
- Learning as participation in co-construction
 - ↳ Infrastructure for collaboration

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Learning in the workplace

- Taxonomies: Learning & competencies – a diverse landscape
 - ↳ Bloom: Know, comprehend, apply, analyse, synthesise, evaluate
 - ↳ Salmon – 5 stage framework: Access/motivation, socialization, information exchange, knowledge construction, development
 - ↳ Irish framework of qualifications
- Consider theoretical/methodological taxonomies and follow formal taxonomies when formulating learning goals and activities
- Do not confuse level of level of learning, level in the educational system and pedagogy...

Domain – workplace learning

- Space for work – place for learning
Space is the opportunity; place is the understood reality (Harrison and Dourish, 1996)
- Integration of work and learning in
 - ↳ Individual and organisational practice
 - ↳ Individual and organisational planning
 - ↳ Individual and organisational strategy

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ICT for learning in the workplace

- ICT for collaboration between learners
- ICT for communication between learner and teacher
- ICT for production and distribution of learning materials
- Social software

Technology for learning in the workplace

- The ICT for workplace learning must fit work context and culture – including ICT in use
- Boundary objects for learning
 - ↳ Mediates between intersecting practices – e.g. work and learning or
- Infrastructures for learning
 - ↳ Occurs when the tension between local and global is resolved

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Alignment and integration of learning, domain and technology

- Learner
- Teacher
- Manager
- Learning
- Teaching
- Work
- Goals
- Content
- Assessment



The diamond model illustrates the important factors in educational planning. (Hiim & Hippe, 1998 p. 30).

Resources

- **Constructing Place: The Relationship Between Place-Making, Sociability in Networked Environments / Ryberg, Thomas ; Pont, Marisa. / Theoretical framework on selected core issues on conditions for productive learning in networked learning environments : Aalborg University/Kaleidoscope, 2005.**
- **Creating an educational infrastructure: Experiences, challenges and lessons learned. / Nyvang, Tom ; Bygholm, Ann. / ICT and learning in regions. Aalborg, 2004.**
- **A Survey of Technologies Supporting Virtual Project Based Learning. / Tolsby, Håkon ; Nyvang, Tom ; Dirckinck-Holmfeld, Lone. / Sheena, Banks (Ed.)...[et al.]. 2002.**
- **Technology and Pedagogy: keywords in developing online-education. / Georger, Marianne. 2005 Konferenzen: WCCE 2005, Cape Town, Sydafrika, 4. juli 2005 - 7. juli 2005.**
- **Designing for Collaboration and Mutual Negotiation of Meaning - Boundary Objects in Networked Learning / Lone Dirckinck-Holmfeld. International Conference on Networked Learning, Lancaster 2006**



Appendix B – Cards for Identification of Overarching Design Values and Principles

- Co-Operation
- Personal Development
- Individual Assignments
- Self Motivated Learning
- Task Based Learning
- Measurable Results
- Motivation
- Interdisciplinary
- Result Centred
- National Frameworks
- European Frameworks
- Game Based Learning
- Learning in Communities of Practice
- Student Centered
- Teacher Centered
- “Skill and Drill”
- Learning by Doing
- Self Regulated Learning
- Problem Based Learning
- Positive Reinforcement
- Negative Reinforcement
- Workplace Learning
- Technology Centered
- Corporate Identity
- Learning Objects
- Open Source Software
- Blended Learning
- Work Based Learning
- Distance Learning
- Professional Development
- Technology Driven Innovation
- User Driven Innovation
- Globalisation
- Internationalisation
- Lifelong Learning
- Face to Face Learning
- Flexible Learning
- Resource Based Learning
- Personalised Support
- Formal Learning
- Informal Learning
- Open Learning
- Skill Development
- Collaborative Learning

Appendix C – Cards for Design

Activity

1. Lecture
2. Assignment
3. Discussion
4. Evaluation
5. Project
6. Multiple Choice Quiz
7. Collaboration
8. Information Search
9. Planning
10. Portfolio
11. Documentation
12. Design
13. Case Study
14. Investigation
15. Simulation
16. Assessment
17. Counseling
18. Supervision
19. Written Presentation
20. Oral Presentation
21. Gaming
22. Meeting
23. Calculation
24. Exploration

Resource

1. Chat
2. Multiple Choice Quiz
3. Messageboard
4. Course
5. E-mail
6. Video
7. Portfolio
8. Microlab
9. Forum
10. Internet Browser
11. Tutorial
12. Manual
13. Demonstration
14. Course Module
15. Simulation
16. Book
17. Teacher
18. Facilitator
19. Co-worker

20. Expert
21. Video Chat
22. Text Chat
23. Text Editor
24. Spreadsheet
25. Wiki
26. Game
27. Library Resource

Infrastructure

1. Intranet
2. Internet
3. PC
4. Portable Media
5. PDA
6. Touchscreen
7. Game Console
8. LMS: Blackboard
9. LMS: Moodle
10. LMS: Claroline
11. LMS: ATutor
12. LMS: First Class
13. Other Specific LMS
14. Wireless Network

Appendix D – Advocate – Training of unskilled workers

<p>WP 4: Template for description of possible cases</p> <p>To ease the description and sharing of information about possible cases for the Learn@Work case studies we have developed this template. Please fill it out with as much information as possible and return it to nyvang@hum.aau.dk or upload it to the WP 4 – case studies forum on the Learn@Work website. Deadline: March 15 2006.</p>
<p>Name and e-mail address of person filling out the template:</p> <p>Klaus Reich (reich@futurestudies.org) Veronika Violand (violand@futurestudies.org)</p>
<p>Advocate – Training of (unskilled) workers</p>
<p>Course or program provider</p> <p>Glia – Gehirn-Lern-Impuls-Agentur</p>
<p>Subject domain</p> <p>1) self-organisation - meta competences - media competences (ICT, EDP,...)</p> <p>2) learning motivation - encourage self-confidence - communication and conflict - appearance</p> <p>3) working technique - organisation of work - resource application - time management</p> <p>4) prevention - occupational safety - health - Work-Life-Balance</p> <p>5) business culture - informal learning</p> <p>The women and men who are employed as unskilled workers are seen as an important part of the</p>

company by their employers. They are qualified for specific working processes in the firm. What is important, is a holistic concept (no product training) of work-related actions. Additional offerings in terms of a Work-Life-Balance (supportive structure, child care, debt regulation, etc.) also for the benefiting target group enhance the satisfaction of the workers. The holistic concept promotes a better self confidence and tries to increase the occupational and personal possibilities for men and women and therefore, enhances the motivation for learning. Hence, the unskilled workers use some of the education that is being offered and participate in vocational trainings that help them in their future careers.

Learning activities (e.g. assignments, reading, project work, etc.)

Application and testing of innovative learning methods (pedagogical practice of the latest findings of neurological research)

The trainers encourage the unskilled workers to use and work with the new ways of learning (help to help yourself). It is important that this learning process is achieved with patience and not only in theory but also in practice.

In addition to traditional ways of learning, trainings focus on two main methods:

Learning by using ICT and other innovative learning concepts, which concentrate on one's own initiative, self-perception and movement ("learning by using hand, brain and heart").

Participants (who and how many, which level of education/training, etc.)

6 small and middle sized companies

All in all about 250 men and women are going to participate in the qualifications. Dependent on their personal interests, they will attend various courses.

The participants have different levels of qualification, whereas most of them are people with a lower standard of education, and try to access work based learning.

Mode(s) of teaching and delivery

Realisation of individually created measures- informal learning

individual trainings

group training for the topics listed below (methodological, didactical preparation, pedagogical assistance, objectivity, systematic perspective)

Application of internal and external teaching and learning methods (dependent on the overall strategy), that take into account:

the individual learning preferences and learning problems,

the promotion of the staff's self confidence,

the social circumstances, socialisation, education and learning motivation of the target group

vocational training and course program are based on the staff's interests, e.g.: Motiv Scan

appealing and motivating promotion of qualification offers (reduction of fears)

easy accessibility (based on the results of the module – in consequence to the selection of trainers)

self- oriented learning for the improvement of motivation

<p>Working language in the course or program</p> <p>German</p>
<p>Working language amongst the learners</p> <p>German</p>
<p>Duration and student workload</p> <p><u>all training measures will consist of 719 hours</u></p>
<p>Work place description</p> <p>Ed. Grissemann Hauptstraße 150 6511 Zams Tel.: 05442/6999...-0 Fax: 05442/6999-66 Bezirk Landeck 136 employers line of business: retail trade and wholesale trade with goods of all sorts, supplier for gastronomy and hotellery At the moment Ed. Grissemann employs 155 people, of which 50 are unskilled workers. Mr. Mag. Thomas Walser has concrete interest in participating in the project. The future development will be discussed with him.</p> <p>Unterland Flexible Packaging AG Unterland Flexible Packaging AG Kufsteiner Straße 2 6336 Langkampfen Tel.: 05372-601-0 Fax: 05372-601-401</p> <p>Bezirk Kufstein 380 employees in total, of which 50 are female 180-200 unskilled workers (about 30 female, 150-170 male) line of business: production of packaging made of plastic (mostly foil)</p> <p>IDM-Energiesysteme GmbH IDM-Energiesysteme GmbH Seblas 16-18 9971 Mauterthaler in Osttirol Tel.: 04875-6172 Fax: 04875-6172-85 Bezirk Lienz</p>

<p>35 employees line of business: production and sale of heat pumps The IDM-Energiesysteme GmbH, situated in Matrei in East Tyrol, is a subsidiary of the Manfred-Pletzer-Holding, as well as the APL Apparatebau AG in Hopfgarten. At the moment, the east-tyrolean company employs 35 workers, of which 20 are unskilled workers. Concerning these 20 unskilled workers Mr. Mag. Pletzer noticed the need of qualification and education, and therefore, shows great interest in participating in the project.</p> <p>Handl Tyrol Handl Tyrol GmbH Nr. 33 6551 Pians Bezirk Landeck Tel.: 05442/6900...-0 Fax: 05442/6900-38 450 employs, 40 % female 130-150 assistants, 60 % female line of business: production of smoked and air-dried meat specialties Eurogast Grisseemann, ISD und Wolf: further information will be given</p>
<p>Why is this a good case?</p> <p>The “Induction Module” can be offered to a group of people, that doesn’t have any or little experience with work based learning. Support of the partner GLIA Support of companies and possibilities of using the IT-infrastructure for the participants; Different lines of business and target groups</p>
<p>When and where will the course or program take place?</p> <p>June 2006 – May 2007 (depending on the different companies)</p>
<p>Status of arrangements with the work place (incl. how likely is it that the course will take place?)</p> <p>The companies in principle do agree with the participation in the project but they still need more information.</p>
<p>Other comments</p> <p>linguistic application of the “Induction module” – can it be offered in German or is there only a version in English</p>

Appendix E – Train the job coach

WP 4: Template for description of possible cases

To ease the description and sharing of information about possible cases for the Learn@Work case studies we have developed this template. Please fill it out with as much information as possible and return it to nyvang@hum.aau.dk or upload it to the WP 4 – case studies forum on the Learn@Work website. Deadline: March 15 2006.

Name and e-mail address of person filling out the template:

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Title or name of course or program

Programme is not yet really existing, but there is the idea to “TRAIN THE JOB COACH”, to moti-

vate and guide him in his coaching of new employees.
Course or program provider Fortis bank, Human Resource (HR) and Retail Banking Belgium (RBB)
Subject domain Human Resource Development (HRD)
Learning activities (e.g. assignments, reading, project work, etc.) Paper-based: instruction brochure with guidelines and information on learning module for new employee.
Model(s) of teaching and delivery Paper brochure
Participants (who and how many, which level of education/training, etc.) Mostly directors of local offices or colleagues who are appointed to be a ‘coach’. University degree About 1200 people in Belgium
Working language in the course or program Dutch and French. (For the new programme they are interested to implement the programme also globally in case it works well.)
Working language amongst the learners Dutch and French
Duration and student workload The programme for the new employee takes about 5 months, not counting the preparation and evaluation time before and afterwards, the coaching is supposed to happen throughout this whole programme.
Work place description Retail banks: local bank branches, big and small ones.
Why is this a good case? This is a good case since it’s a challenge to create a pedagogically sound programme to train the

<p>coaches to offer valuable coaching. It's a ideal which they've always had but for which they don't have enough resources, time and grounding to make it a real issue. Other more concrete training programmes get priority. The learning required is also attitude and awareness training as the coaches are often not motivated. The case looks at induction training from the trainer's side.</p>
<p>When and where will the course or program take place? It will take place in each bank office in which a new employee is coached during his first five months. Individual cases on different locations.</p>
<p>Status of arrangements with the work place (incl. how likely is it that the course will take place?) Direct cooperation, interested to work with us. 75% chance of implementing the output.</p>
<p>Other comments Current issues: the coaching only takes place in 40 percent of the cases. This is due to a non-awareness of the coaches of the importance of the coaching. Reasons for not coaching are: lack of time, not the first priority of the bank director, paper brochure is quickly put away and forgotten about. Other factor that plays a role is the fact that new employees are often used to fill a gap in an office in which there is a lack of staff, so there particularly nobody has enough time to do the coaching.</p>

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